

## Allen Diagnostic Module – 2<sup>nd</sup> Edition: Manual and Assessments

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**Publisher:** S&S Worldwide, Colchester, CT (2006)

**Description:** Allen Diagnostic Module is a collection of 35 craft based performance assessments developed by occupational therapists for use within the framework of the cognitive disabilities model. The *Allen Diagnostic Module Manual-2<sup>nd</sup> Edition* (2006) includes Guidelines for Use, protocols for standard administration, rating criteria for scoring and other resources to assist practitioners in the best practice when using these dynamic performance assessments. Scores obtained from ADMs are interpreted within the framework of the cognitive disabilities model.<sup>1,2</sup>

**Purpose:** ADM assessments provide opportunities to observe global cognitive processing capacities, learning potential, and performance abilities and to detect unrecognized or suspected problems related to functional cognition.

**Construct measured:** “Functional cognition” encompasses functional performance abilities and global cognitive processing capacities. It incorporates the complex, dynamic interplay between 1) a person’s information processing abilities, occupational performance skills, values and interests, 2) the graded motor, perceptual and cognitive activity demands of the assessment, and 3) feedback from performance of these tasks in context.

**Intended use:** ADMs assess functional cognition for persons whose cognitive abilities appear to be in the range of 3.0 to 5.8 on the Allen scale of cognitive levels and modes of performance.<sup>1,2</sup> The strengths and problems that may be identified must be verified and supplemented with other assessments, e.g. additional ADMs, the Routine Task Inventory – Expanded (RTI-2)<sup>3</sup> and skilled observations grounded in the cognitive disabilities model and theory. These assessments are not intended for use in isolation of other assessments or as a diagnostic tool. The information obtained is intended to guide occupation-based interventions at the level of activity demands, performance skills, and occupations based on the Occupational Therapy Practice Framework.<sup>4</sup> ADM assessments are also useful to verify Allen Cognitive Level Screen-5 scores and as serial assessments to track recovery, stabilization, or decline in functional abilities associated with changing conditions. The variety of types of ADM assessments provides opportunities for clients to select meaningful activities while avoiding learning effects associated with repeated testing.

**Intended populations:** ADMs are useful with populations whose patterns of functional behavior appear to reflect disruptions in global cognitive processing capacities as described by the cognitive disabilities model. The professional literature describes applications with adults and adolescents with psychiatric disorders, adults with dementia, and adults who have experienced a traumatic brain injury or a cerebral vascular accident.

**Who may administer, score and interpret scores:** Administrators include occupational therapists or other health care professionals who have experience working with persons with temporary or permanent cognitive impairments, training in using standardized assessments, and training or mentoring in use of the cognitive disabilities model and related assessments.

**Additional resources** in administration manual guided by Standards for Educational and Psychological Testing<sup>5</sup>:

- History of development of the assessments
- Definition of construct measured
- Discussion of the pros and cons of craft-based performance assessments
- Guidelines for selecting assessments, assigning, interpreting, reporting, and using scores
- Appendixes with reference list, glossary, formats for documentation, and resources for further study

**Source:** S&S Worldwide, [www.ssw.com](http://www.ssw.com). Call toll free 1-800-243-9232. Purchase assessment materials separately.

**Citation:** Earhart, C. A. (2006). *Allen Diagnostic Module-2<sup>nd</sup> Edition*. Colchester, CT: S&S Worldwide.

<sup>1</sup> McCraith, D., Austin, S., Earhart, C. “The Cognitive Disabilities Model in 2011.” In Katz, N. (2011) *Cognition, occupation, and participation across the life span*. Bethesda, MD: AOTA Press.

<sup>2</sup> Allen, C., Earhart, C., & Blue, T. (1992). *Occupational therapy treatment goals for the physically and cognitively disabled*. Bethesda, MD: AOTA.

<sup>3</sup> Katz, N. (2006). *Routine Task Inventory – Expanded Manual*. Retrieved April 1, 2008 from <http://www.allen-cognitive-network.org>.

<sup>4</sup> AOTA (2002). *Occupational therapy practice framework: domain and process*. AJOT, 56, 609-639.

<sup>5</sup> American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (1999). *Standards for educational and psychological testing*. Washington, D.C.: American Educational Research Association.