**The validity and reliability of norm referenced standardised visual perceptual tests in children attending mainstream schools in Gauteng.**

**Multiple choice questions**

Answers in red are correct

1 Norm-referenced standardised tests are used by occupational therapists in their practice

1. to decide if a child should attend school
2. to evaluate and reports on treatment outcomes for children with visual perception and visual-motor deficits.
3. to suggest the prescription of medication
4. to assess visual perceptual and visual-motor integration skills in school going children
5. to determine if referral to physiotherapy is required

2 It has been suggested that standardised tests, such as the DTVP-3, TVPS\_3 and VMI-6 need to be validated in other settings

1. to correctly indicate dysfunction in children in countries other than the United States of America (USA).
2. because the norms provided are outdated
3. since small samples were used to provide normative data
4. for particular diagnosed groups before attempting to generalise the results to children in these groups.
5. including South Africa were research on these tests is limited to very restricted age groups or older versions of the tests

3 Visual perception is assessed by considering motor-reduced visual perception and motor-enhanced visual perception which are

1. the capability of the brain to make meaning of and comprehend what the eyes see
2. the the ability to see clearly
3. the ability to perceive and notice forms, objects, colours and additional attributes
4. visual-motor integration where hand movements are coordinated with eye movements in activities requiring fine motor ability in conjunction with a visual perceptual component.
5. The ability to move the eyes in a coordinated manner

4 The theoretical constructs of visual perception comprise the ability to:

1. maintain self-regulation
2. orient the body in space and to discern the relative position of objects (spatial relations)
3. distinguish the characteristics of different items such as colour and shape (visual discrimination)
4. differentiate objects in the foreground from the background (figure ground)
5. recognise the entire shape when only segments of the object are presented (visual closure)

5 The advantages of standardised testing to assess visual perception include.

1. short quick assessment times
2. an objective score on which to base decisions about the need for therapy,
3. that they can be carried out by untrained individuals
4. any evaluating progress and determine the effectiveness of interventions,
5. the tests taking fatigue and test anxiety into account in the scoring

6 The results indicate that the scores obtained by the South African mainstream sample

1. were comparable to those of the USA based norms as reported in the manuals.
2. obtained a higher score for the spatial relations and copying subtest
3. differed significantly from the USA based norms
4. had higher scores for visual motor integration
5. had lower scores for the eye-hand co-ordination

7 Differences for demographic factors for scores on the tests

1. were significant for the VMI-6
2. indicate a variation in the scores on subtests in the DTVP-3 and TVPS-3 for different ethnic groups
3. are supported by the findings reported by Brown (2016) for a middle-class sample in Australia
4. were not significant for gender and language.
5. Indicate the tests are not culture free

8 The convergent validity for the three tests in this study

1. showed moderate correlation between the TVPS-3 overall and the DTVP-3 composite scores
2. showed excellent convergence between the TVPS-3 overall scores and the VMI-6 scores
3. indicate the TVPS-3 and the DTVP-3 do measure similar constructs
4. showed no convergence for any subtests on the TVPS-3 and the DTVP-3
5. indicate no convergence the DTVP-3 composite scores and the VMI-6 which amy be due to the lines the learners need to draw in the test items

9 Reliability for Internal consistency based on Cronbach’s alpha

1. should have been above 0.08
2. were within an acceptable range ≥ 0.70 for all three tests.
3. match those reported in the VMI-6 manual
4. potential discrepancies could be due to sample size as larger can raise the alpha approximations.
5. the variability of data and the heterogeneity of the sample as described in the test manuals may result in higher reliability approximations.

10 Limitations of the study included

1. generalisability since the sample was recruited from a specific urban area with a middle-class income
2. participants aged six to nine years of age. \
3. the length of time it took to administer the assessments
4. the researchers lack of experience in administering the tests
5. the inclusion of children with learning disabilities