**Psychometric evaluation of the Quick Screening Procedure for Referral to Occupational Therapy (QSPOT) for five year olds with and without barriers to learning**

**SUPPLEMENTARY FILE**

**SECTION A: MULTIPLE CHOICE QUESTIONS**

1. An intrinsic barrier to learning is:
2. A problem in the school curriculum
3. A problem in the manner in which the teacher gives the lesson
4. A condition, disability or difficulty that is in or part of the learner which affects learning
5. Violence in the learner’s neighbourhood or home
6. The purpose of conducting a screening is to:
7. Learn about standardized tests
8. Determine if a more in-depth assessment is warranted
9. Diagnose a condition
10. To decide on the type of therapy that the child requires
11. Occupational therapists must understand psychometrics in order to:
12. Understand the statistical research that has been conducted on the tests
13. Use and interpret the information provided by the test correctly
14. Be able to evaluate and/or investigate tests
15. All of the above
16. Specificity is:
17. The degree to which the items of the test are specific to the skills being measured
18. The degree to which the assessment is able to rule out dysfunction where it is absent
19. The degree to which the assessment is able to identify dysfunction when it is present
20. The degree to which the items are different from one another
21. An assessment is said to have adequate sensitivity if:
22. It does not make the child cry
23. It scores a child similar to another test
24. If the child enjoys the tasks
25. Identify dysfunction when it is actually present
26. Internal consistency is the degree to which the items of the assessment are:
27. Inter-related
28. Multi-dimensional
29. Uni-dimensional
30. None of the above
31. According to research, assessment tools should be designed:
32. By a lay person
33. By using any tasks
34. By statisticians
35. By a panel of experts in child development
36. In this research study, the QSPOT showed:
37. Higher sensitivity and lower specificity overall
38. Higher specificity and lower sensitivity overall
39. A greater degree of concurrent criterion validity for Age-band 2 compared to Age-band 1
40. A greater degree of concurrent criterion validity for Age-band 1 compared to Age-band 2
41. Adequate internal consistency
42. (i) and (ii)
43. (ii), (iii) and (v)
44. (ii), (iv) and (v)
45. (v) only
46. In this research study, which correlation showed the highest level of concurrent criterion validity for the QSPOT?
47. The MABC-2 Total Score and the QSPOT Total Score for Age-band 1
48. The QSPOT Total Score and the DTVMI-VMI for Age-band 1
49. QSPOT Task 3: Balance and the MABC-2 one-leg standing balance item for Age-band 1
50. QSPOT Task 1: DAP/VMI and the DTVMI-VMI for Age-band 1
51. According to the findings in this study, what may be a beneficial change to the skills screened by the QSPOT?
52. A self-care activity
53. The separation of the draw-a-person and copying shapes items
54. A dynamic balance activity
55. Reading

**ANSWERS**

1. c
2. b
3. d
4. b
5. d
6. a
7. d
8. c
9. b
10. c

**SECTION B: PLAGIARISM REPORT**

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**RECOMMENDATIONS OF POSSIBLE REVIEWERS OF THE ARTICLE**

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