**Peer Observation- Based on AMPS**

Date: Peer Observed: Peer: Reviewing:

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| **Skill** | Key: **A**: Adequate **I**: Ineffective **D**: Deficient  |
| **Body Position** |  | Stabilizes | Transiently loses balance, wobbles, props |
|  | Aligns | Persistently leans, props |
|  | Positions | Awkward arm/body position ‘elbow up’ |
| **Obtaining & holding** |  | Reaches | Effort or ‘stiffness’ when reaching/placing task objects, stiff bending when reaching/ placing task objects |
|  | Bends | Decreased trunk mobility when reaching/ placing task objects, ‘stiff’ bending when sitting down or squatting |
|  | Grips | “grip slips” when interacting with task objects |
|  | Manipulates | In-hand manipulation of task objects “fumbles” |
|  | Coordinates | Grip slip or fumbles when using two body parts to stabilize task objects, the motor aspect of stabilizing task objects |
| **Moving self & Objects** |  | Moves | Increased effort or instability when pushing or pulling task objects, propelling wheelchair, pulling on clothing, opening drawers and doors |
|  | Lifts | Increased effort when lifting, slides task objects that most people lift |
|  | Walks | ‘Wobbles’ or is unstable when walking, props and walks |
|  | Transport | Motor aspect of carrying task objects |
|  | Calibrates | Regulation of force, speed or extend of movement |
|  | Flows | Fluid quality of arm and hand movement |
| **Sustain** |  | Endures | Obvious physical (vs. mental) fatigue |
|  | Paces | Rate or tempo (slow, uneven, rushed) |
|  | Heeds  | Keeps the plot, heeds essential goal (task) |
| **Applying Knowledge** |  | Chooses | Does not choose, chooses wrong or different, or chooses extra |
|  | Uses | Use plate as plate, knife as knife, proper tools for the proper job, sanitary use |
|  | Handles | Handles with care, delays in holding or stabilizing objects; process aspects of holding stabilizing, and supporting objects |
|  | Inquires | Ask for information client should know, repeatedly asks for information |
| **Temporal Organisation** |  | Initiates | Hesitate to start (action or step), omit steps |
|  | Continues | Interrupts action sequences of steps, pauses during a series of actions(action or step) |
|  | Sequences | Logical ordering of steps, strange order (steps) |
|  | Terminates | Too long, too little; enough, but not too much |
| **Organise Space and Objects** |  | Searches/Locate | Logical search process, finding skill |
|  | Gathers | Brings together “regathers ” |
|  | Organizes | Workspace crowded or too spread out, spatially arranging clothing |
|  | Restores | Leaves workspace neat and clean, puts tools and material away |
|  | Navigates | Bumps into; movement trajectory of arm, hand, body and wheelchair |
| **Adapting performance** |  | Notice/Responds | Notices and responds, action of objects, placement or alignment of objects, open doors or drawers |
|  | Adjusts | Go to, go get; lock, unlock; turn off; turn up, turn down |
|  | Accommodates | Changes method within workspace, relocates objects within workspace, ask for help |
|  | Benefits | ADL motor or process skill problems recur or persist, verbal cues do not help |
| **SimpleStar[1]SimpleStar[1]** | **Identify two strengths**: | cutie_mark___magic_moon__adventures_in_ponyville__by_durpy-d54bv71[1] | **Identify an area for development / suggest a different approach:**  |