



3LPlace Assessment Tool Introduction and Instructions

Use this tool to assess an individual's current state of functioning and to track progress on designated goal/s over time. We recommend intermittent and ongoing assessment of all categories which supports evaluation of goal development on regularly scheduled intervals (ex. weekly, monthly, quarterly).

Assess the first category (Regulation) prior to all work. Be mindful that optimal Regulation informs thoughtful Participation. If Regulation or Participation are challenged enough to be an impediment, consider delaying work until a time where it is more possible or consider providing accommodations as required and record appropriately under the accommodations section. Write NA when categories aren't appropriate for individual or the relevant goal.

Staff administering this assessment should be instructed in its use and should have ongoing supervision as required so that there can be consistency in how the assessment is applied program-wide for reliability. **For additional reference for filling out this form, see the sample template/example here:**



3L Measurement Scale

1. Significant Strength
2. Moderate Strength
3. Average Strength
4. Moderate Challenge
5. Significant Challenge

**Created by Deborah Flaschen, Elana Himmelfarb, June Peoples Mallon, and Meghan Montgomery of 3LPlace with thanks to Dr. Gary Bedell of Tufts University Department of Occupational Therapy for his review and input. © This research and tracking tool is owned and copyrighted by 3LPlace, Inc. Reproduction is permitted for use with individuals or in academic settings. It may not be reproduced for sale. Thank you!*



Details on Individual Being Surveyed

Individual's name: _____

Length of time at site: _____

Staff administering assessment:

Goal being assessed: _____

Ex. Preparing a meal on one's own. Ex. Planning a party. Ex. Online shopping and comparing prices

Characterize the individual's ability to perform under varying levels of expectations and demands

(Fill in below)

- **High expectations:**

- **Medium expectations:**

- **Low expectations:**

Level of Support (circle one): **Facilitated** **Semi-facilitated** **Independent**

Additional Feedback:

Accommodations: (Include regulatory based accommodations)

Noteworthy interference (circle one): **Environmental** **Regulatory** **Other** **NA**

3 Survey

Survey Key: (1) Significant Strength (2) Moderate Strength (3) Average Strength (4) Moderate Challenge (5) Significant Challenge

1.	Regulation (attention, anxiety, sensory and emotional)	1	2	3	4	5
2.	Participation (reciprocity, engagement and level of interest)	1	2	3	4	5
3.	Independence (level of facilitation required to initiate and complete task)	1	2	3	4	5
4.	Sequencing (correctly ordering items, events or concepts according to time and progression)	1	2	3	4	5
5.	Critical Thinking (comprehension, compare/contrast, cause/effect, analysis, drawing conclusions, problem-solving, decision-making)	1	2	3	4	5
6.	Executive Function (planning, previewing, task execution, organization, self-monitoring, strategic thinking, time-management)	1	2	3	4	5
7.	Motor Planning (ideation, organization and execution of tasks requiring movement, body awareness and coordination; level of automaticity and flow with coordination and movement)	1	2	3	4	5
8.	Receptive Language (language input of concrete and abstract verbal information: understanding vocabulary, verbal instructions and meaning while listening)	1	2	3	4	5
9.	Expressive Language (language output surrounding concrete and abstract information: vocabulary/word choice, communicating meaning and reflecting understanding through speaking, movement and writing)	1	2	3	4	5
10.	Developing New Skills Related to Goal Being Assessed	1	2	3	4	5
11.	Task Competence Related to Goal Being Assessed	1	2	3	4	5

Assessment Completion Date: _____

