Reproducibility of an instrument for motor assessment of youth with autism

Reprodutibilidade de instrumento para avaliação motora de jovens com autismo

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Abstract

Introduction: Individuals with autistic spectrum disorder (ASD) have motor impairments that precede communication and socialization disorders. Evaluative instruments compatible with the real possibilities and specificities of patients with ASD, and who quantitatively and qualitatively translate the data in which is wished to intervene with therapeutic actions, are important both in the scope of research and in the clinical evaluation of physiotherapists. **Objective:** To test the interobserver and intraobserver reproducibility of the instrument "Gross Motor Assessment of Children and Adolescents with Autism Spectrum Disorder" (GMA-AUT checklist). **Methods:** The sample consisted of 34 individuals with ASD, aged between 6 and 18 years. The interobserver reproducibility was performed in a blinded manner by two physiotherapists experts in the ASD area of treatment. Intraobserver reproducibility was performed by one of the evaluators on two different days, with a gap of seven days and without access to data from the first evaluation. To verify the reproducibility, percentage of agreement and kappa statistics (k) were used, with the weighted kappa and, for the instrument scores, the intraclass correlation coefficient (ICC). **Results:** The GMA-AUT checklist showed excellent intraobserver agreement, with $k \geq 0.75$ and ICC > 0.75. Interobserver reproducibility ranged from good to sufficient agreement with k between 0.40 and 0.75 and ICC > 0.75 for the most part. **Conclusion:** The GMA-AUT checklist had excellent intraobserver reproducibility and, therefore, can be reliably used for assessments of individuals aged between 6 and 18 years with ASD.

Keywords: Autistic spectrum disorder. Physiotherapy. Reliability. Test reproducibility.

Resumo

Introdução: *Indivíduos com transtorno do espectro autista (TEA) apresentam comprometimentos motores que precedem os distúrbios de comunicação e socialização. Instrumentos avaliativos compatíveis com as reais possibilidades e especificidades dos pacientes com TEA, e que traduzam quantitativa e qualitativamente os dados nos quais se deseja intervir com ações terapêuticas, são importantes tanto no âmbito da pesquisa quanto na avaliação clínica do fisioterapeuta.* ***Objetivo:*** *Testar a reprodutibilidade interobservador e intraobservador do instrumento "Avaliação Motora Grossa de Crianças e Adolescentes com Transtorno do Espectro Autista" (checklist GMA-AUT).* **Métodos:** *A amostra foi composta por 34 indivíduos com TEA, com idade entre 6 e 18 anos. A reprodutibilidade interobservador foi realizada de forma cega por dois fisioterapeutas especialistas na área de tratamento do TEA. A reprodutibilidade intraobservador foi realizada por um dos avaliadores em dois dias distintos, com intervalo de sete dias e sem acesso aos dados da primeira avaliação. Para verificar a reprodutibilidade foram utilizadas a porcentagem de concordância e a estatística kappa (k), com kappa ponderado e, para os escores do instrumento, coeficiente de correlação intraclasse (CCI).* ***Resultados:*** *O checklist GMA-AUT apresentou excelente concordância intraobservador, com k ≥ 0,75 e ICC > 0,75. A reprodutibilidade interobservador variou de boa a suficiente concordância, com k entre 0,40 e 0,75 e ICC > 0,75 na maior parte.* ***Conclusão:*** *O checklist GMA-AUT apresentou excelente reprodutibilidade intraobservador e, portanto, pode ser utilizado de forma confiável para avaliações de indivíduos com idade entre 6 e 18 anos com TEA.*

Palavras-chave: *Transtorno do espectro autista. Fisioterapia. Confiabilidade. Reprodutibilidade dos testes.*

Introduction

Autistic spectrum disorder (ASD) is classified as a neurodevelopmental disorder.[1] It is characterized by behavioral and cognitive disorders that arise during the development period and involve significant difficulties in the acquisition and execution of intellectual, motor, language and social functions.[2] Its diagnosis is eminently clinical, based on criteria established by the Diagnostic and Statistical Manual of Mental Disorders (DSM 5), of the American Psychiatric Association, and by the International Classification of Diseases and Related Health Problems (ICD 11), of the World Health Organization (WHO).[3] Individuals with ASD present impairment in the motor aspect, more precisely in manual functions and global coordination, including laterality, changes in balance, posture and gait.[4] These impairments can persist throughout life and lead to motor deficits, such as altered gait, instability in postural control, balance problems, changes in tonus and deficiencies in gross motor coordination, such as independent walking and sitting.[5]

Motor development is not present in the analysis for the diagnosis of ASD because the motor assessment tests are long and demand a lot of time, making it difficult to apply in clinical dynamics.[6] Autonomous and functional movement is one of the great challenges for people with ASD; therefore, assessing, enhancing and incorporating it into daily life activities, based on a detailed analysis and intervention in the movement patterns presented since childhood, is a constant objective in physiotherapeutic practice, which is still recent.[7]

In a systematic review study, it was shown that standardized motor assessments used for patients with ASD allow identifying the presence of atypical motor development.[8] However, authors comment that the evaluations shown in literature have limitations, such as insufficient detail, demonstrating the lack of instruments for this specific public.[8] This fact was one of the main reasons for creating the instrument Gross Motor Assessment of Children and Adolescents with Autism Spectrum Disorder (GMA-AUT checklist) (Appendix 1), which had its content validation previously tested.[9] However, for an instrument to be accepted in clinical practice and research, it must undergo rigorous statistical processes of validity and reliability, which demonstrate its measurement properties, with the analysis of reproducibility being a fundamental step.[10,11]

Therefore, since the GMA-AUT checklist has already been validated,[9] the objective of the present study was to test the interobserver and intraobserver reproducibility of the instrument. The hypothesis was that this instrument is reproducible, and that it can provide consistent responses over time when applied by the same evaluator or by different evaluators.

Methods

The research was characterized as a cross-sectional and prospective study with the aim of identifying whether the GMA-AUT checklist instrument would be reproducible to be used in the assessment of gross motor skills of autistic young people aged 6 to 18 years. This research was approved by the Ethics and Research Committee of the university where it was carried out, with assent number 5,485,604 (CAAE: 58836222.20000.5347), and followed the recommendations of Guidelines for Reliability Reports and Agreement Studies (GRRAS).[12]

The GMA-AUT checklist

This instrument consists of seventeen questions that are divided into static and dynamic assessment, and aims to evaluate the gross motor capacity of young people with ASD, providing quantitative and qualitative information.[9] Static assessment analyzes ground-sitting posture, balance and standing posture on different surfaces. The dynamic assessment includes postural changes, that is, it analyzes the movement from sitting to standing and vice versa; manual reception and bilateral ball kicking; going up and down ramps and stairs; and march. Each evaluated individual receives a score according to their performance in the "Do" or "Don't" sessions. If the individual performs the activity, the evaluator must also score the field "How to do it", reproducing this score in the "score" field (see Appendix 1). The instrument has the evaluation of 17 activities, each with sub-items that total 47 evaluated items.

Each of the evaluation response possibilities of the 17 activities of the GMA-AUT checklist, present in the three sections ("Do", "Don't" and "How to Do"), corresponds to the ordinal data provided by the instrument. The ability of the young person with ASD to carry out the assessed activity (Do/Don't) is observed based on the need or not to provide tips during the activity. The grading of these tips represents an ordinal scale: "No tip" = 5 points; "Verbal tip" = 4 points; "Gesture tip" = 3 points; "Modeling" = 2 points; "Partial physical tip" =1 point; "Does not" = 0 points. The motor performance (How Do You Do It) of young people with ASD is also assessed using a similar ordinal scale, which score can vary from 2 to 5 points, depending on the motor task. On these scales, the higher the score, the better the ability to perform and motor performance, respectively.

Furthermore, in addition to providing the qualitative characteristics of the assessment, the GMA-AUT checklist instrument generates quantitative information based on the scores present in the "Score Table", at the end of the instrument. Therefore, after carrying out all 17 activities and recording the points for the 47 items, the evaluator must calculate the final score (in percentage). The final GMA-AUT checklist score is the result of the sum of these points divided by 190 (which represents the instrument's maximum score).

The ideal of this evaluation is that the execution of the 17 activities is recorded on video for later analysis and scoring. The execution of these activities (motor tasks) does not always need to follow the same order during assessment, since all items are performed.[9]

Sample

The study population corresponded to young people with ASD, of both genders, aged between 6 and 18, enrolled in a special school located in Rio Grande do Sul (Brazil), which organizes classes in three school cycles: I (age 6 to 9), II (age 10 to 14) and III (age 15 to 18).

Sampling was intentional for convenience. Inclusion criteria were: individuals enrolled and attending school; aged from 6 years to 18 years and 11 months; and presenting a medical diagnosis (ICD F084) or have a hypothesis of diagnosis for ASD. Exclusion criteria were: being in a wheelchair; person's expression of unwillingness to take the test; and any situation that made it impossible to complete the assessment, such as complaints of discomfort, emotional situation on the day of test and any sensory alteration that modified the relational situation between evaluator/evaluated.

The sample size was defined considering the kappa statistic, with a two-tailed test, adopting a 90% power, assuming a null hypothesis with a kappa value = 0.00 and a detectable kappa of 0.60, consisting of a sample of at least 30 participants.[11]

Reproducibility and data collection

Data collection was carried out by one of the researchers (C.F.). For this collection, each of the young people with ASD, individually, carried out the complete assessment proposed by the GMA-AUT checklist. The entire assessment was filmed for later analysis purposes, according to the instructions of the instrument.[9]

Having possession of all the videos (one of each young person evaluated), two researchers (C.F. and T.H.), physiotherapists with experience in treating ASD, independently analyzed the videos using the GMA-AUT checklist. It is important to highlight that the videos were analyzed randomly by each of the researchers. There was an eight-hour training period for the evaluators that preceded the data collection period.

After finishing the video analysis, the following processes followed: analysis of interobserver reproducibility: it consisted of analyzing the agreement of the results of the evaluations with the GMA-AUT checklist between researchers (C.F. and T.H.); and analysis of intraobserver reproducibility: it consisted of analyzing the agreement of the results of two assessments with the GMA-AUT checklist carried out by researcher C.F, with the second assessment occurring seven days after the first. It should be noted that at the time of the second evaluation, researcher C.F. did not have access to the previous evaluation. The time interval (7 days) was chosen so that there would be no memory of the answers from the first day, and in accordance with Sim and Wright.[11]

Data analysis

Data were analyzed using SPSS software (Statistical Package for Social Sciences – version 26.0). To characterize the sample, a frequency table was used. The null hypothesis was that there would be no agreement [kapa = 0 and intraclass correlation coefficient (ICC) = 0] between the two evaluation situations (intraobserver and interobserver analyses). The level of statistical significance for all analyzes was $\alpha < 0.05$.

The weighted kappa and the percentage of agreement (%C) were used to evaluate the agreement between the inter and intraobserver reproducibility analyzes[12] in relation to ordinal data generated by the GMA-AUT checklist. For weighted kappa test interpretation, was verified that scores greater than or equal to 0.75 would represent excellent agreement; scores between 0.40 and 0.75, good or sufficient agreement; and scores lower than 0.40, poor agreement.[13] To consider the instrument reproducible, the minimum criteria of 0.50 for percentage of agreement and 0.40 for kappa were adopted.[14]

The ICC, with the standard error measurement (SEM) and the minimum detectable error (MDC – minimum detectable change) were used to evaluate the reproducibility in relation to the total score for each of the 17 activities, as well as the final score of the instrument, both in inter and intraobserver analysis.[15,16] The ICC score was classified as: poor (ICC < 0.40), moderate (ICC between 0.40 and 0.75) or excellent (ICC > 0.75).[16,17] SEM was estimated using the formula: $SEM = SD \sqrt{(1-ICC)}$, where SD is measurement standard deviation. MDC was estimated based on a 95% confidence interval, where $MDC = 1.96 \times SEM$.[17] For the instrument scores to be reproducible, we considered an ICC of at least 0.40.[18]

Results

Thirty-four individuals with ASD participated in this study (Table 1). There was no sample loss. The evaluations were carried out by two evaluators.

Table 1 - Sample characterization (n = 34)

Characteristic	n (%)
I Cycle (age 6 to 9 years)	15 (44.11)
II Cycle (age 10 to 14 years old)	15 (44.11)
III Cycle (age 15 to 18 years old)	4 (11.78)
Sex	
Male	25 (73.53)
Female	9 (26.47)
Comorbidity	
Yes	22 (64.71)
No	12 (35.29)
Use of medication	
Yes	27 (79.41)
No	7 (20.59)
Physiotherapy	
Yes	33 (97.05)
No	1 (2.95)
Extra class physical activities	
Yes	33 (97.05)
No	1 (2.95)
Other therapies	
Yes	21 (61.77)
No	13 (38.23)
Verbal language	
Absent	20 (58.83)
Present	14 (41.17)

In the sample, male subjects aged less than 14 years prevailed. Among comorbidities, there was a predominance of epilepsy. The most used medication was Respiridona. Most individuals in the sample do not take any complementary therapy; among those who take, the predominant therapy was occupational therapy.

Regarding the execution of GMA-AUT checklist activities, young people were evaluated with "Does" and "Does not". From 17 proposed actions by the instrument, all individuals in the Cycle III (n = 4) fully completed the assessment (100%); in Cycle II (n = 15), two individuals (13.33%) did not perform any of the actions, one did not perform Q2, Q10, and Q13, and two did not perform Q3. In the Cycle I (n = 15), seven individuals (46.66%) were evaluated with "does not perform"; with only one individual in Q2, Q3 and Q13; three individuals in Q9 and four individuals in Q10.

Regarding intraobserver reproducibility (Table 2), the GMA-AUT checklist obtained an agreement percentage of 100% in 29 questions; 17 were above 91.2%, and in only one question the result was 88.2%. As for the weighted Kappa, the dominant values were very close to 1, with the lowest being 0.80, representing excellent intraobserver reproducibility.[13] For total sums of each evaluated question of the GMA-AUT checklist (Table 3), ICC presented values > 0.75, demonstrating an excellent intraobserver reproducibility in the final instrument scores.

Table 2 - Intraobserver reproducibility of the Gross Motor Assessment of Children and Adolescents with Autism Spectrum Disorder checklist (n = 34)

Question	Weighted kappa	95% Confidence interval	% of agreement	p-value
1	1.00	1.00 – 1.00	100	<0.01
1a	1.00	1.00 – 1.00	100	<0.01
1b	1.00	1.00 – 1.00	100	<0.01
1c	0.92	0.78 – 1.06	97.1	<0.01
2	0.98	0.95 – 1.01	97.1	<0.01
2a	0.95	0.86 – 1.04	97.1	<0.01
3	0.98	0.95 – 0.01	97.1	<0.01
3a	1.00	1.00 – 1.00	100	<0.01
4	1.00	1.00 – 1.00	100	<0.01
4a	1.00	1.00 – 1.00	100	<0.01
5	1.00	1.00 – 1.00	100	<0.01
5a	0.86	0.63 – 1.08	97.1	<0.01
6	1.00	1.00 – 1.00	100	<0.01
6a	1.00	1.00 – 1.00	100	<0.01
7	1.00	1.00 – 1.00	100	<0.01
7a	1.00	1.00 – 1.00	100	<0.01
8	1.00	1.00 – 1.00	100	<0.01
8a	0.87	0.73 – 1.02	94.1	<0.01
9	1.00	1.00 – 1.00	100	<0.01
9a	1.00	1.00 – 1.00	100	<0.01
10	0.98	0.95 – 1.01	97.1	<0.01
10a	1.00	1.00 – 1.00	100	<0.01
11	1.00	1.00 – 1.00	97.1	<0.01
11a	1.00	1.00 – 1.00	100	<0.01
11b	0.87	0.71 – 1.02	100	<0.01
11c	0.91	0.80 – 1.03	94.1	<0.01
11d	1.00	1.00 – 1.00	100	<0.01

Table 2 - Intraobserver reproducibility of the Gross Motor Assessment of Children and Adolescents with Autism Spectrum Disorder checklist (n = 34) (continued)

Question	Weighted kappa	95% Confidence interval	% of agreement	p-value
11e	0.81	0.61 – 1.01	91.2	<0.01
11f	1.00	1.00 – 1.00	100	<0.01
12	0.95	0.86 – 1.04	97.1	<0.01
12a	1.00	1.00 – 1.00	100	<0.01
13	1.00	1.00 – 1.00	100	<0.01
13a	1.00	1.00 – 1.00	100	<0.01
14	0.89	0.74 – 1.04	94.1	<0.01
14a	0.96	0.90 – 1.03	97.1	<0.01
14b	0.96	0.88 – 1.03	97.1	<0.01
15	1.00	1.00 – 1.00	100	<0.01
15a	1.00	1.00 – 1.00	100	<0.01
15b	0.92	0.77 – 1.06	97.1	<0.01
16	1.00	1.00 – 1.00	100	<0.01
16a	1.00	1.00 – 1.00	100	<0.01
16b	0.93	0.80 – 1.06	97.1	<0.01
16c	1.00	1.00 – 1.00	100	<0.01
17	1.00	1.00 – 1.00	100	<0.01
17a	1.00	1.00 – 1.00	100	<0.01
17b	0.92	0.78 – 1.07	97.1	<0.01
17c	0.80	0.62 – 0.98	88.2	<0.01

Table 3 - Intraobserver reproducibility of the Gross Motor Assessment of Children and Adolescents with Autism Spectrum Disorder scores (n = 34)

Item	Intraclass correlation coefficient	Standard deviation	Standard error of the mean	Minimum detectable change
Q1	0.98	0.71	0.08	0.23
Q2	0.99	2.08	0.17	0.48
Q3	0.99	2.15	0.09	0.26
Q4	1.00	1.09	0.00	0.00
Q5	0.98	1.35	0.17	0.47
Q6	1.00	1.51	0.00	0.00
Q7	1.00	1.25	0.00	0.00
Q8	0.99	1.59	0.12	0.34
Q9	1.00	2.72	0.00	0.00
Q10	0.99	1.59	0.10	0.28
Q11	0.99	2.13	0.21	0.59
Q12	0.98	1.46	0.17	0.48
Q13	1.00	2.68	0.00	0.00
Q14	0.96	2.30	0.44	1.24
Q15	0.99	2.67	0.16	0.46
Q16	0.99	1.89	0.08	0.23
Q17	0.98	1.55	0.22	0.61
Total	0.99	16.33	0.89	2.48

The GMA-AUT checklist obtained in the interobserver evaluation (Table 4) an agreement percentage above 50% in the majority (43 questions), with only four results below this value (in questions 1, 2, 7a, 17). As for the weighted Kappa, 21 questions showed excellent reproducibility; 22 questions presented values corresponding to good or sufficient reproducibility; and four questions (1, 7a, 16c, 17c) had values considered as poor reproducibility.

For the ICC (Table 5), most ICC values were > 0.75, establishing an excellent ICC, except for question 1, which was < 0.40 (weak ICC).

Table 4 - Interobserver reproducibility of the Gross Motor Assessment of Children and Adolescents with Autism Spectrum Disorder checklist (n = 34)

Question	Weighted kappa	95% Confidence interval	% of agreement	p-value
1	0.13	-0.14 – 0.40	17.6	0.63
1a	0.79	0.53 – 1.06	94.1	<0.01
1b	0.63	0.35 – 0.91	85.3	<0.01
1c	0.78	0.54 – 1.06	91.2	<0.01
2	0.51	0.31 – 0.70	47.1	<0.01
2a	0.58	0.40 – 0.75	67.6	<0.01
3	0.44	0.19 – 0.68	50.0	<0.01
3a	0.83	0.67 – 0.99	91.2	<0.01
4	0.60	0.34 – 0.86	79.4	<0.01
4a	0.67	0.42 – 0.92	85.3	<0.01
5	0.83	0.67 – 0.99	88.2	<0.01
5a	0.75	0.47 – 1.04	91.2	<0.01
6	0.81	0.68 – 0.94	79.4	<0.01
6a	0.43	0.20 – 0.66	64.7	<0.01
7	0.87	0.74 – 1.00	88.2	<0.01
7a	0.16	0.15 – 0.31	41.2	0.02
8	0.55	0.33 – 0.78	79.4	<0.01
8a	0.66	0.50 – 0.82	82.4	<0.01
9	0.89	0.79 – 1.00	88.2	<0.01
9a	0.93	0.83 – 1.03	94.1	<0.01
10	0.95	0.89 – 1.01	94.1	<0.01
10a	0.93	0.84 – 1.02	94.1	<0.01
11	1.00	1.00 – 1.00	100.0	<0.01
11a	0.66	0.47 – 1.27	97.1	<0.01
11b	0.68	0.41 – 0.94	85.3	<0.01
11c	0.51	0.26 – 0.76	67.6	<0.01
11d	0.62	0.42 – 0.83	73.5	<0.01
11e	0.52	-0.28 – 0.38	55.9	0.76
11f	0.87	0.74 – 1.00	91.2	<0.01
12	0.72	0.52 – 0.92	79.4	<0.01
12a	0.55	-0.50 – 1.10	94.1	<0.01
13	0.74	0.62 – 0.86	58.8	<0.01
13a	0.85	0.76 – 0.93	79.4	<0.01
14	0.89	0.74 – 1.09	94.1	<0.01
14a	0.84	0.70 – 0.97	85.3	<0.01

Table 4 - Interobserver reproducibility of the Gross Motor Assessment of Children and Adolescents with Autism Spectrum Disorder checklist (n = 34) (continued)

Question	Weighted kappa	95% Confidence interval	% of agreement	p-value
14b	0.44	0.20 – 0.68	61.8	<0.01
15	0.84	0.70 – 0.97	85.3	<0.01
15a	0.96	0.90 – 1.03	97.1	<0.01
15b	0.57	0.36 – 0.78	67.6	<0.01
16	0.85	0.71 – 0.99	85.3	<0.01
16a	0.74	0.58 – 0.90	76.5	<0.01
16b	0.43	0.21 – 0.64	67.6	<0.01
16c	0.17	-0.35 – 0.38	47.1	1.50
17	0.79	0.60 – 0.99	91.2	<0.01
17a	0.86	0.71 – 1.02	91.2	<0.01
17b	0.41	0.20 – 0.63	61.8	<0.01
17c	0.16	-0.11 – 0.44	52.9	0.19

Table 5 - Interobserver reproducibility of the Gross Motor Assessment of Children and Adolescents with Autism Spectrum Disorder scores (n = 34)

Item	Intraclass correlation coefficient	Standard deviation	Standard error of the mean	Minimum detectable change
Q1	0.31	2.89	2.40	6.65
Q2	0.81	4.29	1.85	5.15
Q3	0.81	3.65	1.58	4.38
Q4	0.72	3.25	1.72	4.77
Q5	0.93	3.23	0.83	2.32
Q6	0.83	3.46	1.40	3.88
Q7	0.81	3.44	1.49	4.13
Q8	0.83	3.21	1.29	3.59
Q9	0.99	3.62	0.32	0.89
Q10	0.99	3.93	0.32	0.91
Q11	0.70	6.11	3.30	9.14
Q12	0.88	2.73	0.92	2.55
Q13	0.96	3.93	0.72	2.00
Q14	0.94	3.58	0.85	2.37
Q15	0.98	3.82	0.52	1.46
Q16	0.87	3.44	1.23	3.41
Q17	0.87	3.73	1.32	3.68
Total	0.96	17.35	3.10	8.60

Discussion

In this study, the reproducibility of a gross motor assessment instrument for young autistic people, the GMA-AUT checklist, was analyzed. The instrument demonstrated excellent intraobserver reproducibility, with high %C, weighted kappa and ICC values (Tables 2 and 3), providing valuable material for physiotherapeutic assessment. In the interobserver evaluation, the result was between good and sufficient reproducibility (Tables 3-5). Questions with weighted kappa below 0.40 (poor reproducibility) were 1, 7a, 16c and 17c; and questions

that showed a low percentage of agreement were 1, 2, 7a and 16c. Questions 1 and 2 indicate whether or not the child does the motor skill remaining seated on the ground and standing on a stable surface, respectively. Questions 7a, 16c and 17c punctuate the motor patterns used for performing actions: move from standing to sitting position; go up and down the ramp with or without postural compensations.

Instruments that assess postures and movements (static and dynamic assessment) are subject to evaluators' interpretation subjectivity, especially when they involve the assessment process dynamics.[19] The results of such assessments are also influenced by fluctuating motor patterns in autistic children and adolescents. Even if the instrument indicates scoring the best performance,[9] some patterns may go unnoticed if they appear subtly, challenging interrater observational interpretations.[20] A study that evaluated the reliability of several instruments adds that, when tested, verbal cues, pauses, acclimatization, cards and even the environment itself were considered in the tests; however, there is little detail about how these variables were included in their research and to what extent they influence the evaluation process and instrument results.[20]

In a survey that verified the intraobserver and interobserver reliability for the Test of Gross Motor Development 3 (TGM-3), which includes a visual support protocol to facilitate task comprehension for children aged 3 to 10 years with autism, the conclusion was that most ICCs for intraexaminer reliability were higher than interexaminer reliability.[19] This finding corroborates previous evidence that an examiner is more likely to have higher scores for the intrarater reliability test, as opposed to the interrater reliability test, where differences in individual viewpoints and methods between raters can result in lower scores,[19] and wich also occurs in the validation of instruments from others areas, such as postural assessment, for example.[21]

A systematic review study that evaluated which instruments were most used in autistic children and adolescents and which accommodations were necessary to complete the tests[20] showed that the Test of Gross Motor Development 2 (TGMD2) and the Movement Assessment Battery for Children (MABC) were the most frequently reported, followed by the Bruininks–Oseretsky Motor Proficiency Test (BOT) and the Peabody Developmental Motor Scales-2 (PDMS-2). On the other hand, the literature also points out that the most used instruments to assess the public with ASD are not specific for this disorder, and may underestimate or overestimate the analyzed variables. In addition, the only instruments for individuals with ASD tested for validity and reliability were the BOT-2 and the Vineland Adaptive Behavior Scales. Second Edition (Vineland-II), which were validated for ASD populations.[22,23]

Regarding the performance of the sample in questions under the aspect "Does" or "Does not", children from Cycle I presented greater difficulty in tasks that required balance such as stand on a stable and semi-unstable surface, kick the ball with your right and left foot and jump, being marked "Does not" in questions 2, 3, 9, 10 and 13 for seven children. In Cycle II, only two children did not perform some of the actions proposed by the instrument as in the previous cycle. In Cycle III all children completed the evaluation. These results corroborate the literature, which shows that there is a linear trend towards an improvement in balance from 2 to 12 years of age.[24,25] Despite the literature showing that during school age autistic children have several difficulties with gross motor skills involving body balance, such as running, jumping, hopping,[26] in the present study the GMA-AUT showed that children with ASD, when compared to each other, demonstrated to have the same chronological line of development of motor skills according to neurological maturation and motor experiences.

The main limitation of this study is associated with both the subjective characteristic of the motor assessment proposed by GMA-AUT checklist, and the fluctuation of motor patterns in autistic children and adolescents. The lack of a user manual was a downside once it could guide evaluators in both the collection and analysis of videos. Since tips and the environment are identified as a factor that influences the evaluation,[20] it is believed that a manual of guidelines for the GMA-AUT checklist would have equalized the evaluators' doubts. In order to minimize interpretation problems, in this research the evaluators received eight hours of prior training. However, a positive feature of the GMA-AUT checklist is the possibility of providing qualitative information about how the individual performs the motor tasks, and not just inform whether he or she was able to perform it or not.[9]

Thus, considering that the GMA-AUT checklist is an instrument created for individuals with autism, that has validated content and with excellent intra-observer

reliability indexes and good or sufficient for inter-observer reliability, it constitutes a tool for clinical practice and can be used safely by professionals who care for autistic patients. In the academic field, the GMA-AUT checklist can be useful in research that seeks to identify the results of the treatment of patients with autism, or in studies tracking the motor patterns of individuals with autism.

Conclusion

Excellent levels of intraobserver reliability were obtained for the GMA-AUT checklist. For interobserver reproducibility, the instrument had good or sufficient reproducibility. The lowest ICCs were only in four questions out of the 47 that the instrument presents (17 questions and 30 subitems). These results demonstrate the reliability of the GMA-AUT checklist instrument, which constitutes an excellent tool for the clinical assessment of young autistic people.

Authors' contributions

LB, TEH and CTC were responsible for the study conceptualization. CFS and TEH, for data collection training, data collection and analysis, while LB supervised the analysis. CFS, LB and CTC wrote and reviewed the manuscript. All authors approved the final version.

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Appendix 1 - Gross Motor Assessment of Children and Adolescents with Autism Spectrum Disorder (GMA-AUT)

Name:_____D.B.:__/__/___Final Score:_____Evaluator:_____Assessment Date: __/__/___

MATERIALS AND ENVIRONMENT:

1. Reinforcers (toys or objects of great interest to the subject).
2. Bench on which the subject sits, with feet touching the ground, hips and knees flexed at 90°.
3. Foam block, Airex® type.
4. Ball with a diameter between 25 and 30 centimeters (slightly larger than a soccer ball), preferably inflatable.
5. Step (solid block; bench) with a minimum height of 12 centimeters and a minimum width equivalent to the approximate width of the subject's pelvis.
6. Stairs with handrails and at least 04 steps.
7. Ramp with standardized slope of therapeutic equipment and sufficient length to change at least 3 steps.
8. Photographic camera.
9. Tripod or stable camera holder.

GENERAL INSTRUCTIONS:

1. This instrument is intended for the gross motor assessment of children and adolescents with Autism Spectrum Disorder, aged 4 to 18 years.
2. The assessment should take place in a quiet environment, in a room as neutral as possible, with as few resources as possible, aiming not to distract the person who is being assessed. The environment must be previously organized to minimize discontinuity and interruption of the evaluation.
3. The assessment must be filmed from start to finish and then scored on the assessment sheet (which at the time of assessment will only serve as a guide of what should be assessed). The items completion may occur in a different order from the order in the evaluation sheet.
4. The evaluator should avoid giving commands about the tasks to be performed (except in the case of a verbal prompt - see below), letting the evaluated move as naturally as possible. Prompts only need to be provided if the subject does not perform the item independently (spontaneously or provoked through the use of reinforcers). For example: placing the reinforcer on the floor so that the subject sits on the floor or moving it to the opposite side of the room so the subject can walk.
5. The evaluator can use any resource or strategy that he/she considers valid to encourage the evaluated person to perform the task, as long as he/she does not give the direct command (because if he/she does, the use of a verbal prompt should be considered). For example: singing a song, using a video on a tablet or asking the subject to look at a fixed point while maintaining the standing posture.
6. The items are divided into two sections: static assessment – items that assess the ability to maintain postures; and dynamic assessment – items that assess postural changes, movements, and displacements.
7. It is suggested that the evaluation be carried out completely in two moments, with a maximum interval of 7 days, in order to record the best performance.

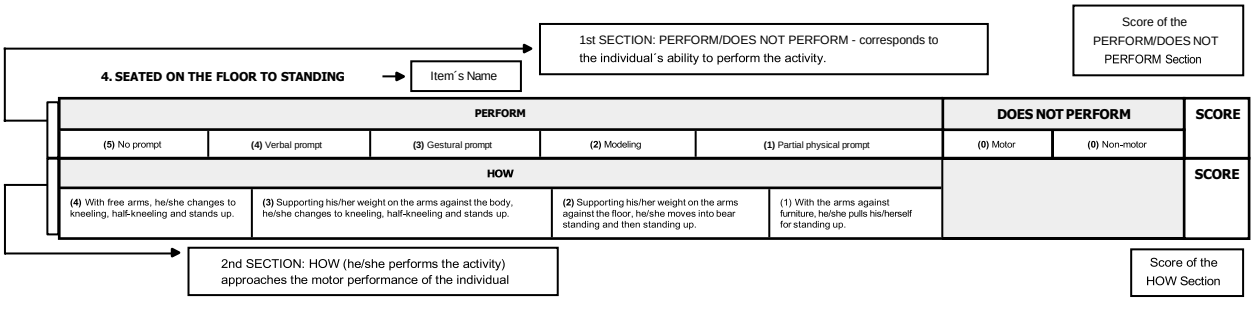
SPECIFIC INSTRUCTIONS:

ITEM 2. STANDING ON STABLE/SOLID SURFACE (ground) and ITEM 3. STANDING ON SEMI-UNSTABLE/SOFT SURFACE (foam block) - For the assessment of these items, it is suggested that the assessed be asked to look at a fixed point (for example: image on the wall, television, tablet positioned in front of the eyes, but out of reach), in order to promote greater concentration and time spent in the posture.

ITEM 11. WALKING FOR 2 METERS - For gait assessment, the height of the tripod/camera support must be set at approximately half the height of the subject and so that the entire subject can be seen in the visual field. The filming must be done in two different ways: in the sagittal plane, filming the subject in the lateral view, at a distance that is possible to evaluate at least four steps; and in the frontal plane, filming the subject in the posterior view. A minimum distance of 2 meters is suggested, taking into account the phases of acceleration and deceleration, thus allowing the assessment of the person's usual gait. If the evaluated person does not walk in a straight line and continuously for at least 2 meters, the evaluator must check in the filming if there was a record of the gait in which it is possible to evaluate the sub-items of the "HOW" section.

ITEM 13. VERTICAL JUMP – For this item assessment, it is suggested that a reinforcing object be held in the air by the evaluator, at a height greater than the subject's height, promoting the jump in an attempt to catch the object.

ITEM 14. GOING UP STAIRS and ITEM 15. GOING DOWN STAIRS – It is necessary that the subject go up or down in at least 3 steps for these items' assessments.



SCORING INSTRUCTIONS:

Each item has two sections, the first of which corresponds to the subject's ability to perform the activity evaluated (PERFORM/DOES NOT PERFORM), also considering the need and grading of prompts to do.

"No prompt" corresponds to carrying out the activity without any interference from the evaluator. For example, in item 1. SITTING ON THE FLOOR TO STANDING, the subject must do it in the search for a toy or object of interest, without the evaluator speaking, gesticulating, modeling or touching the individual. This answer is worth 5 points.

"Verbal prompt", considering the same example, the evaluated would only make the postural change at the command of the evaluator "get up" or "stand up", with a value of 4 points in the evaluation.

"Gestural prompt" is a gesture the evaluator does, for example, using the hands, tilting the head or looking at some direction, without touching the subject. This answer is equivalent to 3 points.

"Modeling" consists of the evaluator performing the evaluated activity, in the case of the example, getting up from the floor and standing up so that the evaluated person imitates the action that was modeled, thus receiving a score of 2 points.

"Partial physical prompt" allows the evaluator to touch the subject, providing sensory input on the movement direction that must be performed and promoting an initiation of action, but without performing the movement completely by the individual. This answer is worth 1 point.

The assessment should be performed using less-to-more prompt hierarchy, in order to assess the ability of the subject to perform the demand with the least intrusive prompt possible. If the individual does not perform the activity, even with the maximum acceptable prompt (partial physical prompt), the respective check box in the column "does not perform" should be marked, that is, if the activity was not performed due to motor inability or due to "non-motor" reasons, which include inappropriate behaviors, such as tantrums and escapes. Both answers score 0 point in the assessment. It is suggested that the evaluator uses the gray field to record the "non-motor" motive if he is able to identify it (ie behavior, sensory alteration, etc.), in order to compare with future evaluations.

After assessing the child's ability to perform the action and verifying that the child is capable, regardless of the level of cues needed, the evaluator must proceed to the second section of the item, which concerns the individual's motor performance (HOW). To score this section, the evaluator must observe how the subject performs the action and score according to the response options. The highest score corresponds to what would be ideal, found in typical development. The number of response options may vary from item to item. The best motor performance should be considered, regardless of the prompts needed, that is, the score in the HOW section should prevail over the score in the PERFORM/DOES NOT PERFORM section.

For example: if, from sitting on the floor to standing, the subject does it without support from the upper limbs, moving to kneeling, semi-kneeling and standing (score 4) with a verbal prompt (score 4), it is preferable to assign this score from the which he does with the support of the upper limbs, moving to kneeling, semi-kneeling and standing (score 3) and without any prompt (score 5).

After defining the answers in the two sections, the scores must be noted in the space provided (SCORE). The scores for each section must also be added (PERFORM/ DOES NOT PERFORM + HOW) and recorded in the score table on the last assessment sheet. The score of all items must also be added and divided by the maximum score of the assessment, resulting in a percentage number, corresponding to the final score obtained.

STATIC EVALUATION

1. SEATED ON THE FLOOR

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(0)** Motor	☐ **(0)** Non-motor	
HOW							**SCORE**
TRUNK CONTROL	☐ **(3)** Maintains sitting posture, without upper limbs support.	☐ **(2)** Maintains sitting posture with an upper limb support.	☐ (1) Maintains sitting posture with both upper limbs support.				
LOWER LIMBS	☐ **(4)** Sits with lower limbs forward or sideways.	☐ **(3)** Sit on the heels (low kneelisng) or cross-legged (criss-cross).	☐ **(2)** Sits with excessive lower limb abduction.	☐ (1) "W"sitting (between the heels).			
TRUNK POSTURE	☐ **(2)** When seated, maintains the torso upright, with proper alignment.	☐ **(1)** When seated, presents kyphotic posture.	☐ (1) When sitting, has hyperlordosis.				

2. STANDING ON SOLID/STABLE SURFACE (FLOOR)

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(0)** Motor	☐ **(0)** Non-motor	
HOW							**SCORE**
☐ **(2)** Maintains unsupported standing posture for more than 20 seconds without becoming unbalanced.		☐ (1) Maintains standing posture without support, but loses balance before 20 seconds, taking small steps in the same place. TIME: __					

3. STANDING ON SOFT/SEMI-UNSTABLE (FROM BLOCK)

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(0)** Motor	☐ **(0)** Non-motor	
HOW							**SCORE**
☐ **(2)** Maintains unsupported standing posture for 5 seconds or more, making necessary postural adjustments, without performing compensatory steps.		☐ (1) Maintains standing posture without support, but loses balance before 5 seconds, taking compensatory steps to regain balance.					

DYNAMIC EVALUATION

4. SEATED ON THE FLOOR TO STANDING

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(U)** Motor	☐ **(U)** Non-motor	
HOW							**SCORE**
☐ **(4)** With free arms, he/she changes to kneeling, half-kneeling and stands up.	☐ **(3)** Supporting his/her weight on the arms against the body, he/she changes to kneeling, half-kneeling and stands up.	☐ **(2)** Supporting his/her weight on the arms against the floor, he/she moves into bear standing and then standing up.	☐ (1) With the arms against furniture, he/she pulls his/herself for standing up.				

5. SEATED ON A BENCH TO STANDING

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(0)** Motor	☐ **(0)** Non-motor	
HOW							**SCORE**
☐ **(4)** Without upper limb support and without excessive trunk flexion (< 60º approx.).	☐ **(3)** Without upper limb support, but presenting excessive trunk flexion (> 60º approx.).	☐ **(2)** With upper limb support on the bench.	☐ (1) With upper limb support on furniture in front or with physical help from another person to pull oneself.				

6. STANDING TO SEATED ON THE FLOOR

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(U)** Motor	☐ **(U)** Non-motor	
HOW							**SCORE**
☐ **(5)** Moving to half-kneeling and kneeling/ squatting, sitting with movement control, without upper limb support.	☐ **(4)** Moving to half-kneeling and kneeling/squatting, sitting with control of the movment, with upper limb support in only half of the transition.	☐ **(3)** Moving to semi--kneeling and kneeling/ squatting, sitting with movement control, with upper limb throughout the transition.	☐ **(2)** Moving to semi--kneeling and kneeling/ squatting with upper limb support throughout the transition, and no movement control.	☐ (1) With upper limb support on furniture in front or with physical help from another person to pull oneself.			

7. STANDING TO SEATED ON A BENCH

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(U)** Motor	☐ **(U)** Non-motor	
HOW							**SCORE**
☐ **(3)** Without upper limb support, without excessive trunk flexion (<60º approx.), controlling movement speed.	☐ **(2)** Without upper limb support and controlling movement speed but presenting excessive trunk flexion (< 60º approx.).	☐ (1) With upper limb support on the bench with excessive trunk flexion (< 60º approx.) and no control of the movement speed.					

8. STANDING, CATCHING A BALL THROWN TOWARDS HIM/HER

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(U)** Motor	☐ **(U)** Non-motor	
HOW							**SCORE**
☐ **(3)** Maintains standing posture, and catches ball thrown towards he/she with both hands, without letting it fall.	☐ **(2)** Maintains standing posture, and touches with one or both hands a ball thrown towards him/her, but is unable to catch it.	☐ (1) Maintains standing posture and initiates movement with upper limbs to catch a ball thrown towards him/her, but with delay.					

9. STANDING, KICKING A BALL WITH THE RIGHT FOOT

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(U)** Motor	☐ **(U)** Non-motor	
HOW							**SCORE**
☐ **(4)** Maintains standing posture without support, transfers weight to the left leg and lifts the right lower limb off the ground to kick ball slowly displaced towards him/her.	☐ **(3)** Maintains standing posture without support, transfers weight to the left leg and lifts the right lower limb off the ground to kick a stationary ball in front of him/her.	☐ **(2)** Maintains standing posture without support, transfers weight to the left leg, lifts the right lower limb from the ground to kick a stationary ball in front of him/her, but becomes unbalanced.	☐ (1) Maintains standing posture with the upper limbs support on furniture or wall, removes the right lower limb from the ground to kick a stationary ball in front of him/her.				

10. STANDING, KICKING A BALL WITH THE LEFT FOOT

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(0)** Motor	☐ **(0)** Non-motor	
HOW							**SCORE**
☐ **(4)** Maintains standing posture without support, transfers weight to the right leg and lifts the left lower limb off the ground to kick ball slowly displaced towards him/her.	☐ **(3)** Maintains standing posture without support, transfers weight to the right leg and lifts the left lower limb off the ground to kick a stationary ball in front of him/her.	☐ **(2)** Maintains standing posture without support, transfers weight to the right leg, lifts the left lower limb from the ground to kick a stationary ball in front of him/her, but becomes unbalanced.	☐ (1) Maintains standing posture with the upper limbs support on furniture or wall, removes the left lower limb from the ground to kick a stationary ball in front of him/her.				

11. WALKING FOR TWO METERS

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(0)** Motor	☐ **(0)** Non-motor	

HOW				SCORE
ASSISTANCE	☐ **(3)** Walks 2 meters independently.	☐ **(2)** Walks for 2 meters with support on one hand.	☐ (1) Walks for 2 meters with support in both hands.	
BASE OF SUPPORT	☐ **(3)** Feet hip-width apart.	☐ **(2)** Feet slightly wider than hips.	☐ **(1)** Feet exaggeratedly wider than hips.	
EXT. ROTATION RIGHT LL	☐ **(3)** Forefoot aligned with hindfoot.	☐ **(2)** Forefoot slightly more abducted than hindfoot.	☐ **(1)** Forefoot exaggeratedly more abducted than hindfoot.	
EXT. ROTATION LEFT LL	☐ **(3)** Forefoot aligned with hindfoot.	☐ **(2)** Forefoot slightly more abducted than hindfoot.	☐ **(1)** Forefoot exaggeratedly more abducted than hindfoot.	
KNEES	☐ **(2)** No apparent changes.	☐ **(1)** Tendency to hyperextension in stance phase.	☐ **(1)** Tendency to knee flexion in stance phase.	
FOOT CONTACT	☐ **(3)** Support in all plantar regions on both feet.	☐ **(2)** Altered support on one foot.	☐ (1) Altered support on both feet.	

12. TRANSPOSING OF OBSTACLES (STEP/SOLID EVA BLOCK)

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(0)** Motor	☐ **(0)** Non-motor	

HOW				SCORE
☐ **(4)** Looks at the obstacle and crosses it with both feet.	☐ **(3)** Looks at the obstacle, passes it with the front foot, but trips with the back foot.	☐ **(2)** Looks at the obstacle and starts the transposition, but trips with the front foot.	☐ (1) Does not look at the obstacle and does not consider crossing it, walking normally.	

13. VERTICAL JUMP

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(0)** Motor	☐ **(0)** Non-motor	

HOW				SCORE
☐ **(4)** Squats and extends lower limbs to jump, taking feet off the ground.	☐ **(3)** Squats and extends lower limbs to jump, but takes feet partially off the ground (forefoot remains on ground).	☐ **(2)** Squats and extends legs to jump, but does not take feet off the ground.	☐ (1) Does not initiate squat to jump.	

14. GOING UPSTAIRS

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(0)** Motor	☐ **(0)** Non-motor	

HOW						SCORE
☐ **(6)** Goes upstairs without upper limbs support, alternating lower limbs.	☐ **(5)** Goes upstairs without upper limbs support, without alternating lower limbs.	☐ **(4)** Goes upstairs with an upper limb support, alternating lower limbs.	☐ **(3)** Goes upstairs with an upper limb support, without alternating lower limbs.	☐ **(2)** Goes upstairs with both upper limbs support, alternating lower limbs.	☐ (1) Goes upstairs with both upper limbs support, without alternating lower limbs.	
☐ **(4)** Goes upstairs without performing any postural compensation.	☐ **(3)** Goes up the steps performing <u>one</u> of the following compensations: trunk inclination, external rotation of lower limbs, altered plantar support.	☐ **(2)** Goes up the steps performing <u>two</u> of the following compensations: trunk inclination, external rotation of lower limbs, altered plantar support.	☐ (1) Goes up the steps performing <u>all</u> of the following compensations: trunk inclination, external rotation of lower limbs, altered plantar support.			

15. GOING DOWNSTAIRS

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(0)** Motor	☐ **(0)** Non-motor	

HOW						SCORE
☐ **(6)** Goes downstairs without upper limbs support, alternating lower limbs.	☐ **(5)** Goes downstairs without upper limbs support, without alternating lower limbs.	☐ **(4)** Goes downstairs with an upper limb support, alternating lower limbs.	☐ **(3)** Goes downstairs with an upper limb support, without alternating lower limbs.	☐ **(2)** Goes downstairs with both upper limbs support, alternating lower limbs.	☐ (1) Goes downstairs with both upper limbs support, without alternating lower limbs.	
☐ **(4)** Goes downstairs without performing any postural compensation.	☐ **(3)** Goes down the steps performing <u>one</u> of the following compensations: trunk inclination, external rotation of lower limbs, altered plantar support.	☐ **(2)** Goes down the steps performing <u>two</u> of the following compensations: trunk inclination, external rotation of lower limbs, altered plantar support.	☐ (1) Goes down the steps performing <u>all</u> of the following compensations: trunk inclination, external rotation of lower limbs, altered plantar support.			

16. GOING UP A RAMP WITH A MINIMAL INCLINATION OF 45°

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(0)** Motor	☐ **(0)** Non-motor	
HOW							**SCORE**
☐ **(3)** Goes up a ramp without support from the upper limbs.		☐ **(2)** Goes up a ramp with an upper limb support.		☐ (1) Goes up a ramp with support from both upper limbs.			
☐ **(3)** Does not increase support base.		☐ **(2)** Slightly increases support base.		☐ (1) Excessively increases support base.			
☐ **(4)** Goes up a ramp without performing any postural compensation.	☐ **(3)** Goes up a ramp performing <u>one</u> of the following compensations: trunk inclination, external rotation of lower limbs, altered plantar support.	☐ **(2)** Goes up a ramp performing <u>two</u> of the following compensations: trunk inclination, external rotation of lower limbs, altered plantar support.		☐ (1) Goes up a ramp performing <u>all</u> of the following compensations: trunk inclination, external rotation of lower limbs, altered plantar support.			

17. GOING DOWN A RAMP WITH A MINIMAL INCLINATION OF 45°

PERFORM					DOES NOT PERFORM		SCORE
☐ **(5)** No prompt	☐ **(4)** Verbal prompt	☐ **(3)** Gestural prompt	☐ **(2)** Modeling	☐ **(1)** Partial physical prompt	☐ **(0)** Motor	☐ **(0)** Non-motor	
HOW							**SCORE**
☐ **(3)** Goes down a ramp without support from the upper limbs.		☐ **(2)** Goes down a ramp with the support of an upper limb.		☐ (1) Goes down a ramp with support from both upper limbs.			
☐ **(3)** Goes down in a controlled manner.		☐ **(2)** Goes down with little control.		☐ (1) Goes down without movement control (unable to control movement speed).			
☐ **(4)** Goes down a ramp without performing any postural compensation.	☐ **(3)** Goes down a ramp performing <u>one</u> of the following compensations: trunk inclination, external rotation of lower limbs, altered plantar support.	☐ **(2)** Goes down a ramp performing <u>two</u> of the following compensations: trunk inclination, external rotation of lower limbs, altered plantar support.		☐ (1) Goes down a ramp performing <u>all</u> of the following compensations: trunk inclination, external rotation of lower limbs, altered plantar support.			

SCORE TABLE

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	SUM	TOTAL
Item score																		___/190=____%	