

OCTH 6260-Spring- Assessment Rating Form

I. General Information

Title of the test: Test of Everyday Attention (TEA)

Author: Ian H Robertson, PhD, Tony Ward, PhD, Valerie Ridgeway, PhD, and Ian Nimmo-Smith, PhD

Publisher: Thames Valley Test Company, Suffolk, England

Time required to administer: 45 minutes – 1 hour to administer all sub-tests

Cost of the Test: \$353 for entire kit; Record forms cost \$46 for a pack of 25

A tape player and stopwatch must also be purchased in order to properly administer the test

II. Description of Test

Type/Purpose of Test: The TEA is a standardized test that examines selective attention, sustained attention, and attention switching, and divided attention. There are eight sub-tests in all: map search, elevator counting, elevator counting with distraction, visual elevator, elevator counting with reversal, telephone search, telephone search while counting, and lottery. Each sub-test provides information as to how the client is performing using a specific type of attention. Norm-referenced scores are provided for all sub-tests. Once scores are obtained and interpreted, the practitioner will know if the client is in need of services to address attentional deficits. The test can also be used to measure progress throughout the course of intervention (3 versions available) without the practitioner having to worry about “practice effect.”

Population: Adults aged 18-80 years

Focus of measurement:

X Organic systems Abilities Participation/life habits Environmental Factors

III. Practical Administration

Ease of Administration: All necessary materials for administration except the stopwatch and tape player are provided in the assessment kit. The assessment begins with the administrator explaining the purpose of the test to the client and asking the client to imagine they are on a vacation in Philadelphia. The administrator explains that the client will be asked to perform various hypothetical tasks during the assessment and the first sub-test (map search) begins.

Clarity of Directions: Directions are provided for the administration, scoring, and interpretation of each sub-test. The directions for administration are very clear and easy to understand. Because the TEA is a standardized test, a script for the person administering the test is provided. I found the directions for scoring and interpretation to be confusing and had to read them a few times in order to understand the process.

Scoring Procedures: Each subtest is scored separately. Specific directions for scoring and interpretation of scores for each specific subtest are provided in the manual. Each sub-test is scored and interpreted individually. Scores are compared to a normative sample and are not combined for an overall picture of attention. Instead, each sub-test provides information as to how the client is doing with a particular type of attention.

Examiner Qualification & Training: The manual does not specify that any necessary qualifications or training is needed in order to be able to administer the assessment. However, in order to interpret the information and scores obtained, an understanding of the information and the implications of such would be beneficial.

IV. Technical Considerations

Standardization: X Norms ___ Criterion Referenced ___ Other _____

Reliability: Test-retest reliability values range from 0.41 to 0.90 and are broken down according to version and sub-test in the manual

Validity: The authors outline the process they went through in order to ensure that the TEA is assessing attention rather than other deficits (i.e. hearing, vision, and verbal intelligence).

Manual: Excellent X Adequate Poor

What is (are) the setting/s that you would anticipate using this assessment?
Inpatient, Outpatient, Home Health (Community), Vocational Rehabilitation, Research

Summary of strengths and weaknesses:

Weakness:

- Although the materials in the kit are said to be familiar, with some populations, they may be outdated
- Expensive
- Scoring instructions are confusing
- Although the authors outline the process for ensuring that attention is the deficit being assessed, it is very possible that people with hearing and/or vision problems could perform poorly on the TEA and, in reality, not have a problem with attention
- Use of tapes instead of CDs – could be difficult to find a cassette player today and it is necessary to administer the assessment

Strength:

- Tests a variety of different types of attention
- 3 versions available – can use to demonstrate progress throughout intervention without having to worry about “practice effect”
- Scores are age-sensitive
- Easy to administer

References:

Test of Everyday Attention Manual

www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8054-458