

**This assessment review was compiled by our students and is intended to be used as a guide in assisting clinicians. We encourage you to review the evaluations and assessments for yourself to guarantee the most accurate and updated information.*

I. General Information

Title of the test: The Test of Grocery Shopping Skills (TOGSS)

Author: Catana Brown, PhD, OTR, FAOTA; Melisa Rempfer, PhD; Edna Hamera, PhD, APRN

Publisher: American Occupational Therapy Association, Inc. (2009)

Time required to administer: Typically 20 – 30 minutes

Cost of the Test: AOTA website Member Price: \$69.00, Non-Member Price: \$98.00

II. Description of Test

Type/Purpose of Test: It is used to assess a performance of ones ability to shop in the community. It looks at ones executive functioning; specifically the ability to locate and select specific items at the lowest price in a natural environment.

Population: Can be used for adolescents and adults. It is typically used for assessing people with serious mental illness (i.e. people with schizophrenia). However, it is ok to use with cognitive impairments such as; TBI, stroke, early dementia, and developmental delays that interfere with community living skills. (More research still needs to be on the usefulness of the additional populations.)

Focus of measurement:

Organic systems Abilities Participation/life habits Environmental Factors

III. Practical Administration

Ease of Administration: Easily administered. Instructions sheets are provided. Observe behavior and decision making, and track progress around the store.

- Before starting, gather supplies and complete an accurate store map.
- Go over instructions before participant begins. Have participant repeat back to ensure understanding of task.
- Begin timing the participant when they retrieve the shopping cart.
- On store map, mark an X each time participant uses perimeter section to look for an item.
- Mark X each time participant enters an aisle to look for an item. (Participants may enter same aisle more than once. Place an X for each time.)
- On map, mark each time participant asks for help and each time the participant parks the cart to retrieve an item.
- On form 1 or form 2 record the order in which items were obtained.
- On the same form, record if they got the right item, the right size and the lowest price. Write 1 if it is correct, and 0 if incorrect. (Each category is separate. For example, if the item is incorrect, but the size and lowest price are correct, you mark the scores 0, 1, 1.)
- Stop timing participant when they arrive in the checkout area.

Clarity of Directions: Directions are clear and straight forward. There is a needed equipment list. Instruction sheets for the examiner and the examinee. It states that there is some prep work and precautions to take before hand to allow things to flow more smoothly.

Scoring Procedures:

- Tally the total of accuracy scores. Add all the item scores, size scores and price scores and place in the total box. There are 30 possible points.
- Total the time taken to complete the task. (Enter the starting and stopping times.)
- Identify the minimum number of aisles that must be entered to obtain all items. Subtract this number from the actual number of aisles entered to determine the redundancy score. (Redundancy = actual number of aisles entered – minimum number of aisles needed to find items.)
- Tally the total number of times participant asked for help
- Tally the number of times unsolicited help was offered
- Tally the number of times participant parked the cart

Bring all information together plus additional observation notes to gain understanding as to the participant's ability and process of grocery shopping. Note inefficiencies and contributing factors.

Examiner Qualification & Training: Occupational therapists and other Rehabilitation professional. Need a thorough knowledge of testing manual and instructions before giving test.

IV. Technical Considerations

Standardization: Norms Criterion Referenced Other _____

Reliability: Inter-rater and Test-retest were significant. They provided stability and equivalence.

Inter-rater Reliability 0.99 Test-retest between the two forms 0.64-0.83

Validity:

Construct Validity: Subscale scores between the TOGSS and a similar drugstore test was significant from 0.52 – 0.94. TOGSS was significantly correlated to other neurocognitive measures; Stroop word reading and color naming, verbal memory on the Rey Auditory Verbal Learning Test (RAVLT) and perseveration scores on the Wisconsin Card Sorting Test (WCST).

Content Validity: Developed following observation and interview with people who have severe mental illness to determine the various aspects of grocery shopping that proved to be important and yet difficult.

Manual: Excellent Adequate Poor

What is (are) the setting/s that you would anticipate using this assessment?

Community treatment, outpatient or skill training in preparing someone to return home from short term care.

Summary of strengths and weaknesses:

Weakness:

- Only one aspect of community living
- Time necessary to travel out into community
- Limited population (beginning to expand)
- Prep time to ensure testing can be completed (i.e. making sure the specified item is at the store that you will be going to)
- Testing designed for medium sized grocery stores and not "super-centers" where more people typically shop

Strength:

- Significant Reliability and Validity
- Easy to administer and score
- Detailed in aspects of accuracy, time and redundancy
- Real-life measure of performance
- Allows therapist to observe participant in natural environment
- Objective and observation based