

THE MELBOURNE ASSESSMENT OF UNILATERAL UPPER LIMB FUNCTION- EXAMPLES OF TEST ITEMS AND SCORING CRITERIA

(Test instructions)

Item 8: RELEASE OF PELLETT

- Position the small container on the marked position then present the child with the pellet. If the child is unable to voluntarily grasp the pellet, place the pellet in the child's hand. Note this on the score sheet.

Say to the child: *Put the smartie (sultana / pellet / M&M) into the small container.*

- If the child is not successful at releasing the pellet, continue as for item 6 (Release of crayon).

(Scoring instructions)

Item 8: RELEASE OF PELLETT

- Observe the entire movement and then score.

Sub-skill 1 Range of movement

Scoring criteria

- 3 Pellet released with wrist in neutral or some extension and opposed thumb and fingertips.
- 2 Pellet released with some wrist flexion (0-20 degrees) and/or adducted thumb.
- 1 Pellet released with wrist flexion, > 20 degrees and/or fist hand.
- 0 Unable to release pellet.

Comments: Note on score sheet the abnormal/compensatory positions adopted by each joint.

Sub-skill 2 Quality of movement

Scoring criteria

- 3 Unimpaired release of pellet, that is precise, controlled release into small container.
- 2 Gross controlled release of pellet, that is may be into small or medium container but without the precision to score at level 3.
- 1 Clumsy release of pellet, that is reduced control so unable to release into small container and may show some difficulty in executing the action of releasing into medium or larger container.
- 0 Involuntary or unable to release pellet.

Comments: Note on score sheet if involuntary release is present.

Sub-skill 3 Accuracy of release

Scoring criteria

- 4 Able to release the pellet into the small container without knocking container over prior to releasing.
- 3 Able to release the pellet into the medium container.
- 2 Able to release the pellet into the large container.
- 1 Able to release the pellet onto the table.
- 0 Unable to release the pellet.

Comments: Note position of container for release if deviated from midline or forearm length.

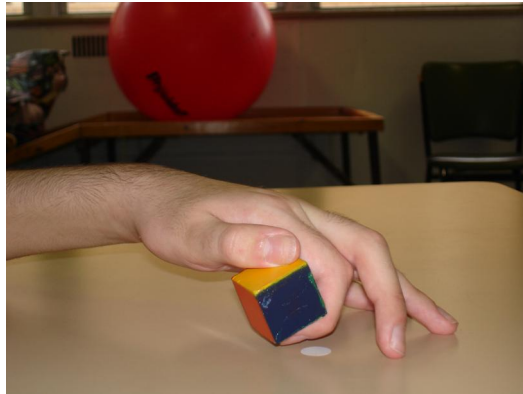
(Test instructions)

Item 9: MANIPULATION

- The therapist demonstrates to the child the action of turning the cube over in a variety of directions while holding the cube in a supinated hand and using isolated movements of the thumb and fingers of that hand only.

Place the cube on the marked position.

Say to the child: *Pick up and turn the cube over and around so that you can see each different coloured face on the cube, like I have shown you.*



- If the child is unable to grasp the cube, place it in the child's hand and ask him to manipulate it as you have shown him.
- If the child is unable to manipulate the cube in his hand, then demonstrate turning the cube over and around on the table surface. Again emphasising the use of one hand only.

Say to the child: *Turn the cube over on the table so that you can see each different coloured face on the cube like I have shown you.*

- If the child is unable to turn the cube over on the table, then demonstrate if necessary, turning the cube around but not over on the table, so that only one colour face remains upper most at all times.

Say to the child: *Turn the cube around on the table like I have shown you.*

(Scoring instructions)

Item 9: MANIPULATION

Sub-skill 1 Finger dexterity

- Score at level of which the child's performance is most consistent.

Scoring criteria

- 4 Can turn the cube over in a variety of directions demonstrating isolated movements of thumb and fingers with forearm supinated.
- 3 Can turn the cube around in fingers but not over while holding it elevated above the table surface.
- 2 Can turn the cube over using fingertips and thumb on table surface.
- 1 Can turn the cube around but not over using fingertips and thumb on table surface.
- 0 Unable to demonstrate finger and thumb manipulation on table, however may use:
 - gross hand movements to grasp and release.
 - individual finger to turn cube.

Comments: Note if '0' scored, what manipulation skills if any are observed.

Sub-skill 2 Fluency

- View the entire movement. Score the fluency of any attempted movement even if the movement did not result in the successful manipulation of the cube.

Scoring criteria

- 3 Smoothly coordinated movement.
- 2 Barely noticeable jerkiness or tremor present with task still easily achieved.
- 1 Clearly noticeable jerkiness or tremor present, requiring increased effort to achieve task.

0 Unable to achieve task due to excessive jerkiness or tremor preventing cube manipulation.

Comments: Note if tremor is present throughout the entire task or at which point, if any, it is observed.

(Test instructions)

Item 11: REACH TO BRUSH FROM FOREHEAD TO BACK OF NECK

- The therapist stands in front of the child and demonstrates the action of moving her own hand -with an open palm, from forehead, over the top of her head to the back of her neck. The child is to start with his hand on his lap.

Say to the child: *Show me the palm of your hand. Brush your hand from your forehead over your head to the back of your neck, as I have shown you.*

- If the child is unclear of the movement required the therapist may initially co-actively perform the movement with them.

(Scoring instructions)

Item 11: REACH TO BRUSH FROM FOREHEAD TO BACK OF NECK

- View the entire movement then score.

Sub-skill 1 Range of movement

Scoring criteria

4 Required range of movement :

- some forward trunk flexion (ie. < 30°)
- some neck flexion (ie. < 30°)
- shoulder flexion within 90° - 180° range
- external rotation of shoulder at end range of movement at back of neck
- elbow flexion within 90° - 135° range
- wrist approximately neutral position or minimal extension
- volar surface of fingers contacting head (not back of hand)

3 Compensatory and/or abnormal movement patterns involving one or two joints, observed at the :

- trunk
- neck
- shoulder
- elbow
- wrist

2 Compensatory and/or abnormal movement patterns involving three or more joints, as observed in 2 above.

1 Movement not achieved but can reach to head.

0 Insufficient range of movement to reach head.

Comments: Note abnormal movement patterns or compensatory movements observed and at which joints they occur.

Sub-skill 2 Fluency

- View the movement of reaching from forehead over head to back of neck at normal speed. Score the fluency of any attempted movement even if the movement did not result in the child successfully performing the task.

Scoring criteria

3 Smoothly coordinated movement.

2 Barely noticeable jerkiness or tremor present with task still easily achieved.

1 Clearly noticeable jerkiness or tremor present, requiring increased effort to achieve task.

0 Unable to achieve the task due to excessive jerkiness or tremor preventing required movement.

Comments: Note at which point in the reach movement the jerkiness or tremor is apparent.