



The
REAL™

The Roll Evaluation of Activities of Life



<http://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/Participation/the-real/the-roll-evaluation-of-activities-of-life.aspx>

THE REAL

THE ROLL OF EVALUATION OF ACTIVITIES OF LIFE

Jessica McNatt, MOTS

GENERAL INFORMATION

- ❖ Assessment of ADLs and IADLs for Children
- ❖ Author- Kristin and William Roll
- ❖ Publication Year- 2013
- ❖ Age Range 2 years to 18 years 11 months
- ❖ Administration 15-20 minutes

❖ The REAL is to help assess children's ability to care for themselves at home, school, and in the community.

❖ **Measures how a child:**

❖ Obtains supplies

❖ Safe body position

❖ Sequences

❖ Problem solves

RECOMMENDED USES

- ❖ May be used as a screening tool by OTs, psychologists, mental health, medical and educational professionals
- ❖ **Can be administered in variety of settings:**
 - ❖ Outpatient
 - ❖ Hospitals/clinics
 - ❖ Mental health facilities
 - ❖ Educational settings

THIS ASSESSMENT HELPS TO:

- ❖ Determine need for skilled and supportive services
- ❖ Develop individual educational plans and choose intervention services
- ❖ Make decisions on placement and living arrangements
- ❖ Evaluate programs (IEPs)
- ❖ Conduct research

CONTENT AND ADMINISTRATION

- ❖ Parents or caregivers rate their child's demonstration of each skill on a scale of 0-3.
 - ❖ 0= unable
 - ❖ 1= seldom (25%)
 - ❖ 2= Occasionally (50%)
 - ❖ 3= Frequently (75%)
- ❖ The REAL comprises two domains: ADL and IADL
- ❖ ADL domain- 78 statements that address six skill areas
- ❖ IADL domain- 58 statements that addresses six skill areas

ADLs

Areas	# of statements
Dressing	20
Hygiene and Grooming	20
Feeding	13
Toileting	11
Functional Mobility	10
Personal Care	2

IADLs

Areas	# of statements
Housework Chores	14
Managing money and shopping	8
Meal Prep	8
Personal safety	13
Traveling	7
School Related skills	8

EXAMPLES OF ADLS AND IADLS

ADL

- ❖ **Hygiene and Grooming Skills**
 - ❖ Accesses sink and obtains all grooming supplies
 - ❖ Completes nose care well
- ❖ **Feeding**
 - ❖ Eats all textures of table food
 - ❖ Eats foods from all food groups
- ❖ **Toileting**
 - ❖ Indicates when wet/soiled
 - ❖ Has bowel/bladder control during the day
- ❖ **Functional mobility**
 - ❖ Gets into and out of bed safely
 - ❖ Gets on/off of soft furniture
- ❖ **Dressing (female dressing)**
 - ❖ Takes off a pull-on t-shirt or sweatshirt
 - ❖ Puts on and fastens a button-up shirt

IADL

- ❖ **Housework/chores**
 - ❖ Picks up belongings or toys with adult assistance
- ❖ **Managing money and shopping**
 - ❖ Identifies the value of coins and bills
- ❖ **Meal preparation**
 - ❖ Prepares a cold snack
- ❖ **Personal safety**
 - ❖ Can receive and make phone calls
 - ❖ Notifies adult when injured or hurt
- ❖ **Traveling**
 - ❖ Unlocks and opens door to leave house independently
 - ❖ Uses a key to unlock doors to enter house
- ❖ **School related skills**
 - ❖ Brings all necessary materials to school
 - ❖ Completes homework and returns it on time

HANDOUTS

- ❖ Comprehensive Self-Care questionnaire
- ❖ Comprehensive IADL questionnaire
- ❖ Occupation Questionnaire
- ❖ Functional Mobility Questionnaire (physical therapy screening tool)
- ❖ Home programming communication sheet
 - ❖ The following handouts can be given as a screening to see if full evaluation is needed.

HANDOUTS

- ❖ Handouts for parents and caregivers
 - ❖ Developmental milestones from age 2-18
- ❖ Great for parents/caregivers to facilitate normal development activities at home
- ❖ Guideline for milestones and typical age related behaviors

RESULTS

- ❖ Scoring- evaluation yields ADL and an IADL score that can be used to chart child's growth and development as they age.
- ❖ Parents scoring gives raw score once added up and through chart is converted to standard score
 - ❖ Standard Scores- comparing scores of the same age group based on normative sample
 - ❖ Percentile Rankings- compared to % of population of same age group
 - ❖ Standard Error or Measure- estimate of error

RESEARCH

❖ Psychometric Information:

- ❖ Data collected in US from 786 typically developing ages 2-18:11
- ❖ 58 participants from other countries
- ❖ 164 participants with disabilities (clinical group)

❖ Reliability:

- ❖ Test Retest- 19 caregivers completed twice with one week interval
- ❖ Inter Rater Reliability- two caregivers of the 19 completed REAL one week apart
- ❖ Showed very high level of consistency (Cronbach's Alpha Coefficient = 0.939 and above for ADL, IADL, and combined)

RESEARCH

- ❖ Validity- Testing to confirm if sections measure what is indicated
 - ❖ Concurrent- comparing REAL with Pediatric Evaluation of Disability Inventory (PEDI) and results were compared
 - ❖ Construct- testing to confirm REAL is testing concepts indicated, done through intercorrelation and factor analysis

STRENGTHS & LIMITATIONS

❖ Strengths

- ❖ ADL/ADL for children
- ❖ Quick to administer
- ❖ Good normative research completed
- ❖ Great short form screening options
- ❖ Screening tool for all ages

❖ Limitations

- ❖ No specific levels charted for results
- ❖ Subjective results from parents point of view
- ❖ Not comprehensive evaluation of all areas of ADLs or IADLs
- ❖ Not a lot of research conducted

REFERENCE

The Roll Evaluation of Activities of Life (The REAL). (n.d.). Retrieved September 19, 2017, from <http://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/Participation/the-real/the-roll-evaluation-of-activities-of-life.aspx>

Roll Evaluation of Activities of Life (REAL). (n.d.). Retrieved September 19, 2017, from <https://www.brainshark.com/pearsonassessments/REAL/zFOzo4OMAz4FEHz0?intk=88305372>