

Guidelines to PDMS-2

Peabody Developmental Motor Scales-2

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Carol Dansberger PT
Birth through Five CCPS

Standardized Motor Testing

- To determine eligibility for motor services through CCPS, Birth through Five program
- Evaluates children with disabilities/and or atypical motor development
- Evaluates Fine and Gross Motor Developmental Skills by Occupational and Physical Therapists

PDMS-2 Test Parts

- Purchase test kit materials by mail or on line
- Includes examiner's manual, guide to item administration, examiner record booklet, profile/summary form, motor activities program, manipulatives, peabody motor developmental chart.
- Costly and copyright protected

Open link for kit example

- <http://www.superduperinc.com/products/view.aspx?pid=TM665>

Evaluations

Subtests are the evaluation and named:

1. **Reflexes** (up to 11 months)
2. **Stationary**
3. **Locomotion**
4. **Object Manipulation** (starts at 12 months)
5. **Grasping**
6. **Visual-Motor Integration**

See PDMS-2 **Examiner's Manual** on pg 3-4 for subtest descriptions.

Blue Examiner Record Booklet- subtests are written on the bottom of each page

Examiner Record Booklet

PDMS-2

Examiner Record Booklet

Peabody Developmental Motor Scales

Second Edition

Section I. Identifying Information

Child's Name _____ Female Male

First Administration		Year	Month	Day
Date Tested	_____	_____	_____	_____
Date of Birth	_____	_____	_____	_____
Chronological Age	_____	_____	_____	_____
Prematurity Adjustment	_____	_____	_____	_____
Corrected Age	_____	_____	_____	_____
Age in Months	_____	_____	_____	_____
Examiner's Name _____				
Examiner's Title _____				
Subtest Results				
	Raw Score		Raw Score	
Reflexes	_____	Object Manipulation	_____	
Stationary	_____	Grasping	_____	
Locomotion	_____	Visual-Motor Integration	_____	

Second Administration		Year	Month	Day
Date Tested	_____	_____	_____	_____
Date of Birth	_____	_____	_____	_____
Chronological Age	_____	_____	_____	_____
Prematurity Adjustment	_____	_____	_____	_____
Corrected Age	_____	_____	_____	_____
Age in Months	_____	_____	_____	_____
Examiner's Name _____				
Examiner's Title _____				
Subtest Results				
	Raw Score		Raw Score	
Reflexes	_____	Object Manipulation	_____	
Stationary	_____	Grasping	_____	
Locomotion	_____	Visual-Motor Integration	_____	

Third Administration		Year	Month	Day
Date Tested	_____	_____	_____	_____
Date of Birth	_____	_____	_____	_____
Chronological Age	_____	_____	_____	_____
Prematurity Adjustment	_____	_____	_____	_____
Corrected Age	_____	_____	_____	_____
Age in Months	_____	_____	_____	_____
Examiner's Name _____				
Examiner's Title _____				
Subtest Results				
	Raw Score		Raw Score	
Reflexes	_____	Object Manipulation	_____	
Stationary	_____	Grasping	_____	
Locomotion	_____	Visual-Motor Integration	_____	

Fourth Administration		Year	Month	Day
Date Tested	_____	_____	_____	_____
Date of Birth	_____	_____	_____	_____
Chronological Age	_____	_____	_____	_____
Prematurity Adjustment	_____	_____	_____	_____
Corrected Age	_____	_____	_____	_____
Age in Months	_____	_____	_____	_____
Examiner's Name _____				
Examiner's Title _____				
Subtest Results				
	Raw Score		Raw Score	
Reflexes	_____	Object Manipulation	_____	
Stationary	_____	Grasping	_____	
Locomotion	_____	Visual-Motor Integration	_____	

Subtests/Quotients

- **Fine Motor (FMQ)**- 2-Tests: Grasping and Visual-Motor Integration
- **Gross Motor (GMQ)**- 3-Tests: Reflexes (up to 11 months), Stationary, Locomotion, and Object Manipulation (starts at 12 months)
- **Total Motor (TMQ)**- Is a combination of both fine and gross motor subtests
 - View the link for more explanation.

<http://www.proedinc.com/customer/productView.aspx?ID=1783>

Read the Guide to Item Administration pg 1-52 and Examiner's Manual pg 15-17.

Teaches how to conduct the subtest and scoring.

➤ Standardized testing

Scoring Criteria:

Score items: 2, 1, 0.

2= Mastered, 1= Not Fully, 0= cannot or will not attempt

Record the score in the Examiner Record Booklet (Blue). Refer back to slide 5.

Start Where?

- **Entry Point-** child's age or item child can successfully complete
- **Basal Level-** child receives score of 2 on three items in a row
- **Ceiling Level-** child receives score of 0 on three items in a row
- **Note:**
Anything below the basal level is given a 2 and added to the subtest raw score.

Read pg 16-17 in the Examiner's Manual.

Basal Level- Three 2's in a Row

Item #	Age in Months	Item NAME, Position, and Description	Score Criteria	Administration			
				1	2	3	4
57 Start: 43-46 months	37-38	CUTTING PAPER <i>(Sitting at a table)</i> Cut piece of 8.5 × 11 in. paper in half. Give 1 piece of paper and scissors to child. Say, "Cut the paper like I did."	2 Cuts paper into 2 pieces 1 Cuts paper $\frac{3}{4}$ or less across 0 Snips with scissors	2	6th item given		
58	39-40	LACING STRING <i>(Sitting at a table)</i> Lacing strip and lace Say, "Watch me lace." Lace down through 1st hole, up through 2nd hole. Lace string through 3 holes. Show strip to child, then remove lace and give to child. Say, "You do it like I did."	2 Laces 3 holes 1 Laces 2 holes 0 Puts lace through 0-1 hole	2	5th item given		
59	39-40	COPYING CROSS <i>(Sitting at a table)</i> Place paper, marker, and card with cross on table. Say, "Draw lines just like these that cross in the middle."	2 Draws intersecting lines that are within 20 degrees of perpendicular 1 Draws intersecting lines that are more than 20 degrees from perpendicular 0 Fails to intersect lines	2	4th item given		
60	41-42	CUTTING LINE <i>(Sitting at a table)</i> Give child paper with 5 × $\frac{1}{4}$ in. line and scissors . Run your finger along line and say, "Cut on the line."	2 Cuts within $\frac{1}{2}$ in. of line the entire length of line 1 Cuts in direction of line but more than $\frac{1}{2}$ in. from line 0 Snips with scissors	1	3rd item given		
61 Start: 47-54 months	41-42	COPYING CROSS <i>(Sitting at a table)</i> Place paper, marker, and card with cross on table. Say, "Draw lines just like these that cross in the middle."	2 Draws intersecting lines that are within 20 degrees of perpendicular and lengths on each side of middle vary no more than $\frac{1}{4}$ in. 1 Draws intersecting lines that are more than 20 degrees from perpendicular and/or lengths on each side of middle vary more than $\frac{1}{4}$ in. 0 Fails to intersect lines	2	1st item given		

Ceiling Level- Three O's in a Row

Item #	Age in Months	Item NAME, Position, and Description	Score Criteria	Administration			
				1	2	3	4
66	51-52	BUILDING STEPS (<i>Sitting at a table</i>) Build steps as pictured in Guide to Item Administration (3 cubes on bottom). Leave steps standing briefly. Then knock down and give 6 cubes to child. Say, "Build the steps like I did."	2 Builds steps as illustrated 1 Builds steps with space between cubes or without proper alignment 0 Builds structure other than steps	1	10th item given		
67	53-54	CONNECTING DOTS (<i>Sitting at a table</i>) Place paper with 2 dots and marker on table. Point to dots and say, "Draw a straight line from 1 dot to the other dot."	2 Connects dots; line does not deviate more than $\frac{1}{4}$ in. from horizontal 1 Connects dots; line deviates between $\frac{1}{4}$ and $\frac{1}{2}$ in. from horizontal 0 Fails to connect dots or line deviates more than $\frac{1}{2}$ in. from horizontal	0	11th item given		
68	53-54	CUTTING SQUARE (<i>Sitting at a table</i>) Give paper with square on it and scissors . Run your finger around square and say, "Cut out the square along the lines."	2 Cuts out square within $\frac{1}{4}$ in. of lines 1 Cuts out square within $\frac{1}{2}$ - $\frac{1}{4}$ in. of lines 0 Cuts out square more than $\frac{1}{2}$ in. from lines	0	12th item given		
69	53-54	BUILDING PYRAMID (<i>Sitting at a table</i>) 12 cubes Build 6-cube pyramid as pictured in Guide to Item Administration and leave standing. Put 6 cubes in front of child and say, "Build one like mine."	2 Builds pyramid as illustrated 1 Builds pyramid but cubes are touching in some places 0 Builds structure other than pyramid	0	13th item given		

ceiling

Test Scores

5 Test Scores: Raw Scores, Age Equivalents, Standard Scores, Quotients, Percentile

- 1. Raw Scores** are total points on a subtest.
- 2. Age Equivalents:** Raw scores are converted to age equivalents. See Appendix C, pg 118-119, in the back of the examiner's manual
- 3. Standard Scores** compare across subtests. See tables A.1 to A.37, pg 74-110. To interpret standard scores use Table 4.2 on page 31.
- 4. Quotients:** GMQ, FMQ, TMQ (gross, fine, total motor) see slide 6 for review
- 5. Percentile Score** are values that are equal to or below standard sampled. Derived from subtests and quotients. Use tables A and B pg 73-115.

Raw Scores

Raw Scores:

- Add scores from each subtest evaluated.
 - Example Grasping and Visual-Motor are subtests for fine motor evaluations
 - Record the raw score in the Blue and/or Red forms
- Example: Grasping= 30

Raw Scores are used to calculate Age Equivalents.

Profile/Summary Form

PDMS-2

Profile/Summary Form

Peabody Developmental Motor Scales

Second Edition

Section I. Identifying Information

Child's Name _____ Female Male

Date Tested _____ Year _____ Month _____ Day _____

Date of Birth _____ Examiner's Name _____

Chronological Age _____ Examiner's Title _____

Prematurity Adjustment _____

Corrected Age _____

Age in Months _____

Section II. Record of Scores

PDMS-2	Raw Score	Age Equivalent	%ile	Standard Scores
Reflexes	_____	_____	_____	_____
Stationary	_____	_____	_____	_____
Locomotion	_____	_____	_____	_____
Object Manipulation	_____	_____	_____	_____
Grasping	_____	_____	_____	_____
Visual-Motor Integration	_____	_____	_____	_____
Sum of Standard Scores				_____
				GMQ _____
				FMQ _____
				TMQ _____
Quotients				_____
Percentiles				_____

Section III. Profile of Scores

Standard Scores	Reflexes	Stationary	Locomotion	Object Manipulation	Grasping	Visual-Motor Integration	Standard Scores	Gross Motor Quotients	Fine Motor Quotients	Total Motor Quotients
20							20	150		150
19							19	145		145
18							18	140		140
17							17	135		135
16							16	130		130
15							15	125		125
14							14	120		120
13							13	115		115
12							12	110		110
11							11	105		105
10							10	100		100
9							9	95		95
8							8	90		90
7							7	85		85
6							6	80		80
5							5	75		75
4							4	70		70
3							3	65		65
2							2	60		60
1							1	55		55

Age Equivalents

Appendix C pg 117-119

- Age Equivalent:
 - Look up the age equivalent, in months, for each raw score.
Compare the age equivalent to the child's age
 - Needs to be 25% delayed to qualify for services

Example: Child is 30 months old.

- Stationary raw score=38 Age equivalent= 18 months
- 25% of 30= 22.5 months
- Child qualifies. Age equivalent is below 22.5 months

Standard Scores

Appendix A pg 73-110

Standard Scores: To convert the raw score to standard scores.

1. Find the child's age in months on one of the tables listed in appendix A.
2. Look for the subtest (listed across the top of the pg.)
3. Look down the columns until you find the raw score from your evaluation.
4. Shift your eyes to the far right column (Standard Scores column) and record the number.

This new number is your standard score.

Example Standard Score

- Child is 30 months old
 - Stationary Raw Score is 30
 - Standard Score= 8
 - Turn to pg 31 in the Examiner's Manual and find your standard score (Example=8)
 - What does the description say?
 - Answer=Average

Note: You may want to add the descriptive language (Average) with your age equivalent (number) to help parents, team members, better understand the tests results.

Table Subtest Standard Scores

Table 4.2
Guide to Interpreting PDMS-2 Subtest Standard Scores

Standard Scores	Description	Percentage Included in Bell-Shaped Distribution
17-20	Very Superior	2.34
15-16	Superior	6.87
13-14	Above Average	16.12
8-12	Average	49.51
6-7	Below Average	16.12
4-5	Poor	6.87
1-3	Very Poor	2.34

Quotients

Quotients and Percentiles are the remaining 2 scores to consider from your evaluation

Quotients: Derived from the sum of the standard scores

Step 1: Add the standard scores from the 3 (gross motor), 2 (fine motor), or both gross and fine motor (total motor).

Example: Gross motor standard scores= Stationary (8)
Locomotion (5) Object Manipulation (8)=21

Record the sum (**21**) under Sum of Standard Scores on the red summary form.

Quotients Cont'd

Appendix Table B pg 111-115

- **Step 2:** Look for your subtest column in Table B
 - Total Motor (5 Subtests). Gross Motor (3 Subtests). Fine Motor (2 subtests)
 - Look down the column to find the standard score (21) see previous slide (we picked Gross Motor)
 - Gaze to the far right for the quotient column
 - Find your quotient (81) and record it in on the red summary form

Quotient Scores have descriptive language similar to Standard Scores. Turn to pg 32. Find (81)

- Answer= **Below Average**

Table Quotient Scores

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Table 4.3
Guide to Interpreting PDMS-2 Quotient Scores

Quotient Scores	Description	Percentage Included in Bell-Shaped Distribution
131-165	Very Superior	2.34
121-130	Superior	6.87
111-120	Above Average	16.12
90-110	Average	49.51
80-89	Below Average	16.12
70-79	Poor	6.87
35-69	Very Poor	2.34

Percentiles

Table A in the Appendix

Percentiles: Are scores that compare your test results to the sampled standard. Subtest raw scores are converted to percentiles.

Example 1: Child is 30 months.

Stationary raw score=38 (Table A.27 pg 100)

Percentile=25 (far left column)

Record 25 on red summary form.

Note: Table A also gives you your standard scores using raw scores.

Percentiles Cont'd

Table B pg 111-115

- To compare all the subtests in one of the three areas ie. TMQ, FMQ, GMQ.
- **Example 2**
 - Gross motor (3 subtests) score= 21
 - Use Table B
 - Converts to percentile rank of 10
 - This means 10% of the kids tested in the standard sample scored here or below

PDMS-2 Summary Points

- Reliable but lengthy and costly
- Needs prior review not easy to interpret without advance practice
- Used by occupational and physical therapists only
- Not best fit for every disabled or atypical child
- May be combined with other testing to help convey true motor delay.
- Does cover large age range (birth to 5)
- Uses a variety of Test Scores (5) and Evaluations or Subtests (6)

Paperwork Suggestions

- #1 Review the Guide to Item Administration. Here you will find the standardized test procedure for each subtest. Best to carry the book with you for quick reference until memorized.
- #2 For younger children 0-2 years maybe 3, the profile/summary (red) form, item mastery (section IV), may be most helpful to compare subtests skills mastered to age in months.
- #3 Older children 3-5 years the Examiner Record Booklet (blue) is recommended along with the Profile/Summary Form (red) front page to record and score your test results
- #4 Much easier to use age equivalents with descriptive language to determine eligibility.
- #5 The graph on the red form (profile of scores) is nice for tracking progress and shared with parents/ team members
- #6 Consider using other evaluation tools, and clinical judgment in conjunction with the PDMS-2 .