



'How to.....' checklist

Introduction

- Introduce self
- Explain pGALSplus assessment to child and parent/carer. Explain that the assessment should only take 10-15 minutes
- Obtain consent from parent/carer
- Check child is wearing appropriate clothing - shorts (and T-shirt/vest if preferred), shoes and socks removed

Equipment

The pGALSplus assessment is designed to use minimal equipment that is commonly found in any therapy/rehab department or paediatric clinic setting. The tool can be used in different clinical settings. It will be useful to have:

- Examination plinth/couch or bed
- Tennis ball and football (or suitable equivalent such as a soft massage ball)
- Reflex/tendon hammer
- Mat for the floor (if possible but can be completed without)

Generic skills

- Use age appropriate language (not jargon) when giving instructions to patients
- Use 'Copy me' where appropriate
- Assessment best performed in a systematic and fluent manner (top to toe approach)
- pGALSplus school age and pre-school assessments are very similar, but include some alternative age-related skills

Completing the pGALSplus assessment

- Complete the pGALSplus assessment using the combined assessment tool and recording proforma
- If there are no concerns this should be recorded as a ✓ in the appropriate boxes
- Record any concerns as an X in the appropriate boxes, with comments and observations
- Remember to score **ALL** coloured boxes that apply (this may be up to 6 colours for some observations)
- Once you have completed the assessment, add your scores to the white boxes in the tables on pages 5 and 6, you can also summarise your findings on page 4

- Begin with the colour with the highest score and use the coloured tables on page 5 and 6 to guide you i.e. mostly yellows, use the yellow table
- If scores are high for more than one colour consider using all of the resources that may guide you further
- Make use of additional signposted resources and consider onward referral if appropriate
- Make use of the case scenarios available that illustrate examples of the scoring process

Ask screening questions

- Ask the 7 screening questions at the start of the assessment
- These can be asked to both the child and the parent/carer
- Record any comments in the boxes

General observations

- Ask the patient to remove their T shirt. Observe how they do this, note any difficulty due to lack of range of movement, weakness in the upper limbs, or difficulty with motor planning. The child can then put their T-shirt back on if this is more comfortable for them.
- Within the pre-school assessment, children can be assisted with this skill
- Observe the patient in standing from the front, back and side, comment on posture, asymmetry, spine alignment and foot position

Gait

- Observe the patient walking
- Ask the patient to walk on tiptoe and then on heels. Look for restriction in range of movement at the ankle, weakness around the ankle and foot, and difficulty understanding instructions
- For pre-school children look at tip-toe in standing

For all movements look for restriction in range of movement, weakness or asymmetry, and difficulties with understanding and motor planning

Arms

- Ask patient to put hands out in front, palms down, fingers outstretched
- Ask patient to turn hands over and make a fist
- Ask patient to pinch their index finger and thumb together
- Squeeze metacarpophalangeal joints (check for discomfort)
- Ask patient to put hands and wrists together – palm to palm – wrists at full extension, fingers straight and pointing upwards

- Ask patient to put hands back to back, wrists in full flexion, fingers straight and pointing downwards
- Ask patient to reach up as far as they can with arms straight
- Ask patient to put hands behind head, pushing elbows back

Legs

- Ask the patient to lie in supine on the plinth
- Check general appearance of legs – muscle bulk, swelling, asymmetry
- Feel for effusion at the knee (patella tap, cross fluctuation)
- Ask the patient to fully extend and then flex the knee, then repeat with the other knee
- Check passive range of movement at the knee and feel for crepitus
- Check for any leg length discrepancy and measure if appropriate (ASIS to MM)
- With hip and knee flexed to 90 degrees, check internal and external rotation of the hip
- Check lower limb reflexes – patella, ankle and Babinski. Note any brisk or absent reflexes, upgoing plantar reflexes

Spine

- Comment on alignment of spine – scoliosis, lordosis, kyphosis
- Ask patient to look at the ceiling (neck extension)
- Ask patient to place each ear to their shoulder (or turn head to left and right for pre-school)
- Ask patient to bend forwards and touch their toes (this can be done in long sitting for pre-school)
- Ask patient to open mouth wide and place 3 of their fingers vertically inside their mouth (or as wide as they can for pre-school)

Plus

- Ask patient to lie on their back on the mat/floor. Ask them to cross their arms over the chest and lift their head up. Look for midline position
 - In pre-school assessment, hold the patient's upper limbs and pull them into a sitting position, check for any head lag.
- Ask patient to stand up from the floor as quickly as they can. Look for any difficulty standing, Gowers' in an older child, restriction in range of movement.
 - For pre-school children this should not be timed
- Ask patient to pick something up from the floor by bending their knees and squatting down
- Ask patient to stand on one leg with arms out to the side, repeat on the other leg.



- For older children try this with eyes closed.
- Very young children could be asked just to kick a ball
- Ask patient to hop on one leg (up to 10 times) then repeat on the other leg.
- Ask patient to jump forwards with both feet together 3 times. For older children add in a sequence of jumps (forward, back and to the side)
- Ask patient to throw and catch a small ball (tennis ball) with the assessor. Younger school-age children should do this 2-hands together, older children use their dominant hand
- For pre-school, use a larger ball (football) and ask them to throw only