

Table 1: Levels of Evidence and Assessments Continuum

Research Categories	Levels of Evidence Descriptors	Appropriate Type of Measures	Examples of Instruments Commonly Used by Occupational Therapists in Pediatric Practice (listed alphabetically)
Level I	Systematic reviews, meta-analyses, randomized controlled double-blind studies/trials	Standardized assessments, criterion-referenced or norm-referenced, with normative data, validity and reliability	<i>Bayley Scales of Infant Development, Beery Developmental Test of Visual-Motor Integration (VMI), Brazelton Neonatal Behavioral Assessment Scale, Brigance Diagnostic Inventory of Early Development, Bruininks-Oseretsky Test of Motor Proficiency (BOT-2), Canadian Occupational Performance Measure (COPM), Erhardt Developmental Prehension Assessment (EDPA), Erhardt Developmental Vision Assessment (EDVA), Erhardt Hand Preference Assessment (EHPA), Evaluation Tool of Children's Handwriting (ETCH), Hawaii Early Learning Profile (HELP), Miller Assessment for Preschoolers (MAP), Minnesota Writing Assessment, Movement Assessment of Infants (MAI), The Quality of Upper Extremity Skills Test (QUEST), Peabody Developmental Motor Scales (PDMS-2), Pediatric Evaluation of Disability Inventory (PEDI), Sensory Integration and Praxis Test (SIPT), The Sensory Profile, Toddler Infant Motor Evaluation (TIME)</i>
Level II	Non-randomized controlled studies/trials, prospective cohort studies with concurrent control groups		
Level III	Case control studies, cohort studies with historical control groups		
Level IV	Case series, before and after, single-subject design, without control group		
Level V	Descriptive case series, case reports, anecdotes, expert opinions, theories based on research and literature reviews	Informal tests, with or without normative data, validity and/or reliability; checklists, scales (Likert); interviews, structured clinical observations	