

STEC Guidance
Developmental Test of Visual Perception (2nd Edition)
Adolescent and Adult
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Age Range:	11-0 to 79-11
Access Level:	Ed Psychs, Specialist Assessors
Cost	£356

Test Content: what tests does it include and what do they measure/evaluate?

- [Brief overview of the battery](#)
[What is its purpose or design?](#)

Seven subtests that measure theoretically different but highly interrelated visual perception and visual-motor abilities. Designed to measure an individual's visual perceptual ability.

- [How it is organised?](#)

Seven subtests some of which may be relevant to the Motor Coordination section of the report format.

The composites are as follows:

Visual-Motor Integration (performing eye-hand coordination tasks)

1. Hand-eye coordination (draw a line along a grey path from one side of the page to the other)
2. Copying (very similar to Beery – copying geometric designs and 2D shapes)

Motor-Reduced Visual Perception (the purest and most direct measure of visual perception in that only minimal motor skills are required)

3. Form constancy (choose a shape which looks similar to the one at the top of the page – it might be smaller, bigger, darker, lighter etc.).
4. Visual closure (choose which drawing made of dotted lines looks the same as the one at the top of the page which is made of complete lines)
5. Figure-ground (choose which shape from an array appears in the drawing at the top of the page)

Visual-Motor Efficiency (similar to the tasks of visual motor integration but requiring speed and accuracy).

6. Visual-motor search (connecting circles with a line in numerical sequences, as quickly as possible)
7. Visual-motor speed (complete the designs from a stimulus picture as fast as they can)

General Visual Perception (the measure of visual perception).
Includes all of the subtests above

Please note that the DTVP3 for children has 5 subtests rather than the 7 here (the children's version does not have a composite for Visual-Motor Efficiency and therefore no subtests of Visual Motor Search or Visual Motor Speed).

- **Parallel forms?**
No
- **What types of score does it offer?**
The DTVP-A:2 can generate:
 1. Standard scores, confidence intervals, statistical significance of discrepancies, and prevalence
 2. a standard summary report (a summary of the subtest and composite performance and score comparisons) or
 3. Detailed Narrative Report (multipage interpretive report).
- Two of the subtests are timed (visual-motor search and visual-motor speed).

Strengths

Any strengths in:

- **Relevance to a diagnostic assessment – what useful information does each test provide and where would this be used within the report format**
 - Can be used to explore aspects of motor coordination (Eye-hand coordination, Copying, Visual-Motor Search, Visual-Motor Speed), however please note the SASC guidance on dyspraxia here: *'When choosing tests, it is important to consider how these will affect the overall length of the assessment and the individual's ability to sustain effort and concentration over a long period of time. Evidence for specific weaknesses in motor coordination may be observed in tests that involve drawing, handwriting, typing or other manual tasks. However, assessors should bear in mind that performance on the very limited range of non-clinical tests currently available to assessors does not in itself constitute sufficient evidence for identifying DCD in adults'*.
 - Form Constancy could offer useful comparison of performance to the WRIT Diamonds
 - Visual Closure could offer useful comparison of performance to the WRIT Matrix– does the candidate use the process of elimination or any logical reasoning to work out the answers?
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- **Rigour of standardisation**
Reasonably rigorous standardisation with acceptable levels of reliability and validity
The manual states that the sample is representative of the US as a whole, regarding geographic region, gender, race, Hispanic status, exceptionality status and household income.
- **Scoring**
The online scoring was very quick and provided standardised scores, composites, statistically significant differences and even prevalence.
- **Ease of administration**
Easy to administer. The instructions are clear (if somewhat patronising to an adult candidate).
- **Time taken**
20 – 30 minutes
- **Suitability of items for the UK**
Designed and normed for US but suitable for UK students
- **Suitability of items for the age group**
Appropriate for adolescents and adults though some instructions may seem patronising
- **Information provided in manual or other documents about analysing responses and what they reveal**
Observation of the candidate's performance can give qualitative insights into:
 - Attention and concentration (there are so many test items that concentration might waver)
 - Persistence and perseverance (some of the test items are very challenging)
 - Executive function – is the adult using a methodical approach to working out the answers?
 - Visual memory – how well can the adult hold the image of the shape in their mind?
 - Visual symptoms – does the quantity and complexity of the visual information cause visual discomfort?

Issues to consider

What referral information (background information) about the adult would need to be ascertained for the assessor to know that this test should be administered?

Assessors would need training in understanding what the results actually show and what can be done to help an adult who was found to have difficulties in these areas.

- **Usefulness of the data.**

Does not measure handwriting speed, so would also need to do a test of copywriting speed.

It seemed that other factors e.g. attention, resilience, ability to process numbers etc might impact on scores.

- **Scoring**

As the scoring is online and there are no tables to refer in the manual, it is difficult to get “a feel” of exactly how an assessee has performed. i.e. if they had one more/fewer marks would that have made a difference to their scores. Lacks transparency.

There is an element of subjectivity in the scoring of the Copying test.

- **Difficulties with administering the tests**

The assessor should be careful to sit away from the candidate, as the answer are clearly on show.

Instructions are occasionally ambiguous. For example in Visual-Motor Search it is not clear if the time limit includes the example test item.

The instructions for Form Constancy are quite burdensome on working memory.

Visual-Motor Speed - It is difficult to watch the candidate to ensure they do it in strict order and keep an eye on the stopwatch at the same time. (Needs a timer rather than a stopwatch).

- **Time taken**

It took at least 30 minutes each time so there would have to be specific reasons why an assessor would choose to go into this much detail during a diagnostic assessment for an adult, especially if specific recommendations would need to be made – interventions for these kinds of difficulties are usually designed for children.

- **Other areas for caution.**

The quantity and complexity of the visual information could cause visual discomfort.