Do-Eat
Performance-Based
Assessment Tool
for Children

The Do-Eat Assessment is a reliable and valid assessment that was developed to evaluate the areas of strength and difficulty in activities of daily living and instrumental activities of daily living among children with a variety of disorders, such as developmental coordination disorder, attention deficit hyperactivity disorder, non-verbal learning disabilities and learning disabilities. The Do-Eat is suitable for children with either a chronological or behavioral age of five to eight years.

The Do-Eat is composed of three related activities, performed one after the other, similar to sequences required in daily life. Each activity is designed according to a sequence of tasks required to perform the overall activity. The observation and the scoring are performed on two dimensions: observation and analysis of the tasks required for each activity, and a parallel observation and analysis of the performance skills (sensory-motor, executive functions and behavioral and emotional measures). The information gathered can be used to define therapeutic goals, for meaningful intervention that takes the child’s level of functioning in his or her natural environment into account.

The Do-Eat is an ecologically valid assessment as it is based on both top-down and bottom-up approaches. It is unique as it examines sensory-motor performance skills, executive functions, behavioral and emotional measures and their impact on global performance of daily activities. In addition, The Do-Eat Assessment includes dynamic assessment principles with the aim of evaluating the type of conditions, assistance and mediation the child needs to perform the activity successfully. Mediation is given through a standard, structured, pre-determined system of cues.

Advantages of the Do-Eat include:
• The assessment can be performed in just about any environment
• The assessment provides a wealth of information about how the child functions in his or her natural environment, in just half an hour
• Children enjoy the assessment and are cooperative
• The assessment can also be used to foster a relationship between the tester and the child
• The parents are partners in the process; they contribute knowledge about the child’s functioning from their perspective

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