

PEDIATRIC BALANCE BEATABLE

Name: _____

Date: _____

Location: _____

Time: _____

Item Description

Score

Seconds

1. Sitting to standing
2. Standing to sitting
3. Transferring
4. Standing unsupported
5. Sitting unsupported
6. Standing with eyes closed
7. Standing with feet together
8. Standing with one foot raised
9. Standing on one foot
10. Turning 360 degrees
11. Turning to look behind
12. Retrieving object from floor
13. Placing object on floor
14. Reaching forward with hands open

0 1 2 3 4

Total Test Score: _____

Goals

1. Demonstrate a score of 4 on the test. The test is a measure of the child's ability to perform a series of tasks that require balance and coordination. The test is designed to be used in a clinical setting to assess the child's ability to perform these tasks. The test is a measure of the child's ability to perform a series of tasks that require balance and coordination. The test is designed to be used in a clinical setting to assess the child's ability to perform these tasks.

2. Each item should be scored 0, 1, 2, 3, or 4. The score is based on the number of items the child performs correctly. A score of 4 indicates that the child performed all items correctly. A score of 3 indicates that the child performed 3 items correctly. A score of 2 indicates that the child performed 2 items correctly. A score of 1 indicates that the child performed 1 item correctly. A score of 0 indicates that the child did not perform any items correctly. The test is a measure of the child's ability to perform a series of tasks that require balance and coordination. The test is designed to be used in a clinical setting to assess the child's ability to perform these tasks.

Figure. No caption available.

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Equipment

The Pediatric Balance Scale is administered by a trained examiner. The following is a list of the equipment needed for administration of this test.

- adjustable height bench
- chair with back support and seat arm rests
- stopwatch or watch on a second hand
- masking tape, 1/2 inch wide
- a step stool 6 inches in height
- chalkboard eras eraser
- ruler or yardstick
- a small towel

The following items are optional and may be helpful during test administration.

- 2 child size mirrors
- blindfold
- a brightly colored toy which is similar in size to the child's hand
- flash cards
- 2 inch x 4 inch yellow paper
- 1 foot x 1 foot yellow paper

1. Sitting To Stand

* Special Instruction Items #1 and #2 may be tested simultaneously to determine the extent of the child's ability to stand without the aid of the examiner.

INSTRUCTIONS: Child is seated on the floor with the feet flat on the floor. The child is allowed to use the hands to assist in standing.

COMMENTS: A hand should allow the child's feet to rest on the floor. The child's feet should be flat on the floor.

Best of Three Trial

- () 4 - able to stand without any assistance
- () 3 - able to stand with minimal assistance
- () 2 - able to stand with moderate assistance
- () 1 - needs moderate to maximal assistance
- () 0 - needs moderate to maximal assistance

Figure 1: No section available

2. Stairing of Sitting

Special Area Instruction Skills: The child will be able to sit on the floor with legs crossed and feet flat on the floor. If the examiner, if the child is unable to do so, the examiner will assist the child in sitting on the floor.

INSTRUCTION: The child is asked to sit on the floor with legs crossed and feet flat on the floor. The child is allowed to hold the position for 10 seconds.

SCORING: The child is scored on a scale of 0 to 4 based on the following criteria:

Best of Five Trials

- () 4 - sits on floor with minimal use of hands
- () 3 - sits on floor with use of hands
- () 2 - uses back of legs and pins chair to conform to floor
- () 1 - sits on floor with use of hands and pins chair to conform to floor
- () 0 - needs assistance

3. Transferring

INSTRUCTION: The child is asked to transfer a toy from one chair to another chair. The child is allowed to use hands and feet to transfer the toy.

Equipment: Two chairs, of one type and one of another type, are used. One chair is appropriate for the child to sit on. The child is asked to transfer a toy from one chair to another chair. The child is allowed to use hands and feet to transfer the toy.

Best of Five Trials

- () 4 - able to transfer toy with minimal use of hands
- () 3 - able to transfer toy with use of hands
- () 2 - able to transfer toy with verbal cueing and use of hands
- () 1 - needs verbal cueing and use of hands
- () 0 - needs physical assistance

6. Standing Unsupported With Feet Side

INSTRUCTIONS: The child is asked to stand still with feet shoulder width apart and close his/her eyes for ten seconds. When ready, close your eyes, still, close your eyes, and... he used weight shifting and equilibrium responses... the foot in position of the support surface... be placed on the floor to help the child maintain a stationary foot...

EQUIPMENT: a stop watch or watch with a second hand, a twelve inch long masking tape line or two feet of masking tape, blindfold

Best Of 3 Trials

- () 4 able to stand 10 seconds
() 3 able to stand 10 seconds with supervision (spotting),
() 2 able to stand 10 seconds with supervision (spotting)
() 1 unable to stand 10 seconds but stays steady
() 0 needs help to keep from falling

Time in seconds

7. Standing Unsupported With Feet Together

INSTRUCTIONS: The child is asked to stand still with feet together without holding on. The child may be engaged in a task... attention span for thirty seconds. Weight shifting and equilibrium responses... acceptable movement of the feet in space... taped line or markings may be placed on the floor to help the child maintain stationary position:

EQUIPMENT: a stop watch or watch with a second hand, a twelve inch long masking tape line or two feet of markings on the floor

Best Of 3 Trials

- () 4 able to place feet together independently and stand 30 seconds
() 3 able to place feet together independently and stand for 30 seconds with supervision (spotting)
() 2 able to place feet together independently and stand for 30 seconds with supervision (spotting)
() 1 needs help to stay in position but able to stand 30 seconds with supervision
() 0 needs help to stay in position

Time in seconds

Figure No caption available

8. Standing Upright

INSTRUCTIONS: The child is asked to stand with one foot in front of the other. If the child cannot place feet in a standard position (feet directly in front), they should be asked to step to move the rear foot in a forward position. The child should be instructed to maintain a stationary foot position. In a sound trial, a visual cue (assistance with placement) may be given. The child may be given a conversation to maintain his/her attention for 30 seconds. Weight shifting and/or equilibrium reactions in the feet are acceptable. Timed trials should be stopped if the child leaves the support surface.

EQUIPMENT: a stop watch or watch with a second hand and a twelve inch long masking tape line on the floor.

Best Of Three Trials

- () 4 able to place feet independently and hold for 30 seconds
- () 3 able to place foot in front of other independently and hold 15-30 seconds
- () 2 able to take small step independently and hold 10-15 seconds
- () 1 needs assistance to place foot in front, but can stand for 30 seconds
- () 0 loses balance while stepping or standing

Time in seconds

9. Standing On One Leg

INSTRUCTIONS: The child is asked to stand on one leg. If necessary, the child may be supported on his/her hips (waist). A taped line on the floor may be placed in front of the child to maintain a stationary foot position. In a sound trial, a visual cue (assistance with placement) may be given. The child may be given a conversation to maintain his/her attention for 30 seconds. Weight shifting and/or equilibrium reactions in the feet are acceptable. Timed trials should be stopped if the child leaves the support surface, the up limb touches the ground, or the child's feet are used for support.

EQUIPMENT: a stop watch or watch with a second hand and a twelve inch long masking tape line on the floor.

3 Trials Average Score

- () 4 able to lift leg independently and hold 10 seconds
- () 3 able to lift leg independently and hold 5 to 9 seconds
- () 2 able to lift leg with assistance and hold 5 seconds
- () 1 tries to lift leg, unable to hold
- () 0 unable to try or needs assistance to prevent fall

Figure. No caption available

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10. Turn 360 Degrees

INSTRUCTIONS: The child is asked to turn completely around in 360 degrees and then turn back to the starting position.

EQUIPMENT: A stop watch or watch with a second hand.

- () 4 able to turn 360 degrees safely in 4 seconds or less each way (total less than eight seconds)
- () 3 able to turn 360 degrees safely in one direction only in 4 seconds
- () 2 completes turn in one direction requires more than 4 seconds
- () 1 able to turn 360 degrees safely but clumsily
- () 0 needs close supervision (spotting) for a contact verbal cue
- () C needs assist to remain stable

Time in seconds

11. Turning To Look Behind Left & Right Shoulders While Standing Still

INSTRUCTIONS: The child is asked to look behind each shoulder while standing still. "Follow this object as I move it. Keep watching it as I move it. All you have to do is keep your feet."

EQUIPMENT: A small object placed on a card or index card
cards
a twelve inch long
shoulder width apart

- () 4 looks behind/over each shoulder. Weight shifts from one foot to the other
- () 3 looks behind/over one shoulder with weight shift in the opposite direction is to the level of the shoulder
- () 2 turns head to look over/behind
- () 1 needs supervision (spotting) when turning. The turn moves greater than half the distance to the shoulder
- () 0 needs assist to keep from losing balance or falling. movement of the turn is less than half the distance to the shoulder

12. Pick Up Object From The Floor From A Standing Position

INSTRUCTIONS: The child is asked to pick up an object approximately the length of his/her foot in front of his/her dominant foot. In children whose dominance is not clear, ask the child to wink head then pick up the object in front of that foot.

EQUIPMENT: a chalk eraser
a taped line or footprints

- () 4 able to pick up an eraser safely and easily
- () 3 able to pick up eraser but needs supervision (spotting)
- () 2 unable to pick up eraser but reaches for it
- () 1 balance problem when picking up
- () 0 unable to pick up eraser, needs supervision (spotting) when attempting
- () C unable to pick up eraser, needs assist to keep from losing balance or falling

13. **Placing Alternate Feet On Curb**

INSTRUCTIONS: The child is asked to place each foot alternately on and to

EQUIPMENT: a step stool that faces the child
a stop watch

- () 4 stands independently and safely and completes 8 steps in 30 seconds
- () 3 able to grasp the curb
- () 2 able to complete 4 steps without assistance or supervision (spotting)
- () 1 able to complete 2 steps, needs minimal assistance
- () 0 needs assistance to maintain balance

Time in seconds

14. **Reaching Forward**

General Instruction And Set Up: A yardstick or ruler will be used as the measuring tool. The child will be asked to reach as far forward without falling and without touching the line. The MCP joint of the child's hand will be used as the reference point for measurements. Assistance may be given initially and then removed. Support may not be provided if it cannot be obtained, then this item should be omitted.

INSTRUCTIONS: The child is asked to reach forward with all 5 fingers, make a fist, and reach forward as far as possible.

3 Trials Average Results

EQUIPMENT: a yardstick or ruler,
a taped line on floor
a level

- () 4 can reach forward confidently > 10 inches
- () 3 can reach forward > 7 inches safely
- () 2 can reach forward > 5 inches safely
- () 1 reaches forward but needs supervision (spotting)
- () 0 loses balance while trying, requires external support

Total Test Score

Maximum Score = 56

TABLE 1.

The Berg Balance Scale and the Pediatric Balance Scale

Berg's Balance Scale Items		Pediatric Balance Scale	
1	Sitting to standing	1	Sitting to standing
2	Standing unsupported	2	Standing unsupported
3	Sitting unsupported	3	Transfers
4	Standing to sitting	4	Standing unsupported
5	Transfers	5	Sitting unsupported
6	Standing with eyes closed	6	Standing with arms placed
7	Standing with feet together	7	Standing with feet together
8	Reaching forward with outstretched arm	8	Standing with one foot on stool
9	Retrieving object from floor	9	Standing on one foot
10	Turning to look behind	10	Turning 160 degrees
11	Turning 360 degrees	11	Turning to look behind
12	Placing alternate foot on stool	12	Reaching for object from floor
13	Standing with one foot on stool	13	Reaching forward with outstretched arm
14	Standing on one foot	14	Reaching forward with outstretched arm

TABLE 1. The Berg Balance Scale and the Pediatric Balance Scale