Table 2. BOT–2 Subtest Input and Output Requirements and Equivalence Evidence

BOT–2 subtest	Input[a]	Output[b]	Direct evidence[c]	Evidence for similar tasks[c]
Fine Motor Precision	BSD, MD, PM, PS, RB, SS	WFMR	N/A	T: Abdolahi et al., 2014; Stillerova et al., 2016: MoCA
Fine Motor Integration	BSD, GD, PS, R	WFMR	N/A	T: Temple et al., 2010: BVMI T:Dekhtyar et al., 2020: CS, DR T: Vahia et al., 2015: BVMT T: Wright, 2020: CD T: Galusha-Glasscock et al., 2016: FC T: Abdolahi et al., 2014; Stillerova et al., 2016: MoCA
Manual Dexterity	BSD, GD, MD, PM, PS, RB, SS	IT, WFMR	N/A	T: Vestal et al., 2006: TKT T: Jacobsen et al., 2003: GP T: Hoffman et al., 2008: NHP
Bilateral Coordination	BSD, GD, MD, PS, SS	GMR, IT	N/A	N/A
Balance	BSD, GD, MD, PM, PS, SS	GMR, IT	N/A	T: Dorsey et al., 2010; Hoffman et al., 2008: UPDRS
Running Speed and Agility	BSD, GD, MD, PM, PS, SS	GMR, IT	N/A	T: Hwang et al., 2016: TUG T: Palsbo et al., 2007: ESS

BOT–2 subtest	Input[a]	Output[b]	Direct evidence[c]	Evidence for similar tasks[c]
Upper-Limb Coordination	BSD, GD, MD, PM, PS, SS	GMR, IT	N/A	N/A
Strength	BSD, GD, MD, PM, PS, SS	GMR, IT	N/A	N/A

Note. [a] Input abbreviations are: BSD = Brief spoken directions, GD = Gestured directions, MD = Motor demonstration, PM = Physical manipulatives, PS = Pictorial stimuli, RB = Paper Response Booklet, SS = Spoken stimuli

[b] Output abbreviations are: GMR = Gross motor response, IT = Item-level time limit, WFMR = Written or fine motor response.

[c] Citations appear numbered in the references list. T = telepractice–face-to-face mode equivalence; D = digital–traditional format equivalence. BVMI = Beery Buktenica Developmental Test of Visual Motor Integration, BVMT = Brief Visuospatial Memory Test, CD = Coding, CS = Copying a Sentence, ESS = European Stroke Scale, FC = Figure Copy, GP = Grooved Pegboard, NHP = Nine-Hole Peg Test, MoCA = Montreal Cognitive Assessment; TKT = Token Test, TUG = Timed Up and Go, UPDRS = Unified Parkinson's Disease Rating Scale

While equivalence data on similar measures may be relevant, practitioners should be mindful that more research is needed to establish equivalence in all ages and for all tasks on the BOT—2.