



Santana Children First Network #410

"The Rocks"

Reflection-Outcomes-Collaboration-Knowledge-Standards



Occupational & Physical Therapy RtI Handbook

The binder is designed so that the teacher can describe a problem, and then attempt any of the interventions listed, before requesting involvement of an OT or PT. These generic, easy to use, and universally designed interventions can be put in place within the classroom/school. These strategies can be used by your entire class but will be especially useful for a student who is struggling.

The interventions are meant to emphasize participation rather than trying to "normalize" the student. For example, if the student's handwriting is not legible, and a pencil grip could improve his grip, thereby improving his legibility, then he is given the pencil grip.

A very important component of RTI is data collection. Data will be used to demonstrate the effectiveness of interventions, which have been tried. If those interventions are unsuccessful, further information will be needed to determine the student's abilities and what other interventions or strategies could be put in place. There are different types of data sheets to facilitate data collection in the back of the binder.

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If you see:

POOR PENCIL GRASP

Then:

Use short pencils (golf sized or smaller) & broken pieces of crayon to promote a more functional grip.

Have your student hold a small object, eraser, or make-up sponge with their pinky & ring fingers, which then promote a 3-finger grasp.

For students who wrap their thumb around the pencil, put a sticker or drop of liquid paper on the pencil and have them cover it with their thumb when writing.

Various pencil grips can be helpful (i.e. Stetro, The Pencil Grip, Start Write, Grotto Grip). A tightly wrapped rubber band can serve as a makeshift pencil grip.

If you see:

DIFFICULTY WRITING LETTERS

Then:

Write the letter with the students watching and then you watch them write it. Repeat as needed.

Practice without vision to develop kinesthetic sense & visual memory. Ideas: on chalkboard w/chalk or wet brush, white crayon on white paper- then paint

Model letters in chalk or on wipe off board, have child "erase" using index finger to follow correct form.

Rainbow writing - trace over a letter or number (using correct start/stop points) with 3 to 5 colors. Then have your students write the letter or number.

Practice writing letters in fun ways-make them with cooked spaghetti,

string, cut tin foil pieces. Get creative-paint with kool aid, write in smeared shaving cream, finger paint with pudding, write on tin foil with a Sharpie, write on windows with special window markers.

If you see:

DIFFICULTY WITH LEGIBILITY

Then:

Add writing lines to all worksheets.

Instruct students to fully erase mistakes before rewriting.

Practice starting letters a, d, g, q, o, s with a "c" that starts at the top.

If you see:

DIFFICULTY WITH WRITING ON THE LINE

Then:

Darken or highlight the writing line to draw attention to it.

Reinforce top & bottom lines before writing, have the student draw a few vertical lines from the top to bottom-line.

Have your student identify small and tall letters before writing them.

Use something tangible for a line (cooked spaghetti, pipe cleaner, dried glue over the writing line, Wikki Stix, raised line paper, etc.) and make the letters sit on the line- also good to do with magnetic letters.

For lined paper with a middle divider, highlight the space under dotted the line so small letters don't go above the line.

If you see:

DIFFICULTY WITH SPACING BETWEEN WORDS

Then:

Encourage the student to use their index finger for spacing.

For a student who has very poor spacing, encourage them to make rather large spaces, which you can easily teach them to scale down later.

Try using a small white Lego or math manipulative or add white out to the top of a Popsicle stick to reinforce the concept of blank space between the words.

If you see:

DIFFICULTY WITH REVERSING LETTERS

Then:

Provide alphabet strip on desk & highlight the student's difficult letters.

For b/d reversal, teach idea of direction using both hands fistled with thumbs straight up ("b" left hand comes before "d" right hand in the alphabet).

Teach d, s, and q starting with the letter "c"

If you see:

DIFFICULTY WITH WRITING TOO DARK OR TOO LIGHT

Then:

If pressure is too light, try thicker lead pencils, markers, place a sheet of sandpaper under writing paper & stabilize with clipboard.

If pressure is too hard, try pencil grips, mechanical pencils, or place a sheet of craft foam under writing paper & steady it with a clipboard.

Try using an art pencil with darker lead or a china pencil (available at craft stores by the drawing supplies).

If you see:

DIFFICULTY WITH WRITING WITHIN MARGINS

Then:

Highlight left side of paper with green marker, right side with red if needed.

Allow left-handed students to write on backside of notebook paper.

If you see:

DIFFICULTY WITH LEGIBILITY ON MATH PROBLEMS

Then:

Use graph paper to align numbers

Complete problems on computer graph and print out work (example Excel)

Use highlighter to align columns

If you see:

A STUDENT COMPLAIN HIS/HER HANDS HURT FROM WRITING

Then:

If he/she is pressing too hard & has indentations on the backside of the paper, have him or her use a mechanical pencil. This can help a student learn to use less pressure when writing.

Have them place both hands palm down on the desk and spread their fingers apart then slide them back together.

Encourage students to open their hands and fingers as wide as possible and then quickly make a tight fist.

Another good exercise is to have students bend their wrists up and down several times with both fist and open hands.

Have students stand and place both hands palm down on their desks. Keeping the elbows straight, ask them to push down on their desks (bearing their body weight) through the palms for a count of five then relax. Repeat several times.

If you see:

DIFFICULTY WITH CUTTING

Then:

Use a visual cue (such as a smiley or sticker) on the thumbhole & cue to hold the scissors in a "thumbs up" position. Also darkening the top scissor blade can be a helpful visual guide for cutting along a line.

If it is hard for your student to open the scissors, wrap a large rubber band under one of the finger holes, which causes the scissors to open when cutting.

Outline the picture with a yellow marker to draw attention to the cutting lines.

Cue the student to cut just past corners and curves before turning the paper.

Start with cutting out lines, curves, and simple shapes on playing cards, magazine inserts, and heavy construction paper before moving onto flimsier paper if your student really struggles. Stiffer paper makes it a little easier to manage the paper while cutting. Also practice with cutting straws and playdough.

If you see:

POOR POSTURE

Then:

Check chair/desk size

See if feet touch the floor to make them aware of their positions

Have kids "freeze" for a moment to make them aware of their positions

Let kids lay on the floor to do work, if possible. It increases arm stimulation and strength and provides trunk support.

If you see:

LOW LEVEL OF ALERTNESS (SLEEPY, SLUGGISH, SLOW MOVER)

Then:

Midmorning healthful snack, chewing gum or hard sour candy

Increase air circulation with fans or by opening windows

Use "ball" chair or seat cushions. This allows for movement during desk time. Can also be useful for the fidgeter. Cushions could be under inflated beach balls, Disco-Sit, Sit N' Fit

Letting the child run an errand in the building

Use movement in classroom or heavy work ideas (see appendix)

Allow the student to work in different positions, such as standing at a table or a chalkboard, "pretzel" sit in chair, lay on floor.

If you see:

DECREASED EYE CONTACT OR APPEARS TO NOT BE PAYING ATTENTION

Then:

Don't assume the student is not learning the information. Many children are more distracted by a teachers face or movement and so they look away when listening

If child is missing instructions, try above listed suggestions for the fidgeting or sleepy child

If you see:

STUDENT AVOIDS MESSY MEDIA

Then:

Offer plastic gloves to protect the hands

Pair them with a child who enjoys tactile media

Offer an opportunity for the student to wash hands with a wet towel next to them during the activity.

Using tools instead of direct contact or generally exploring the media without touching it.

Offer positive praise for participation but do not force the student to participate.

If you see:
FIDGETING

Then:

Allow different positions depending on the activity. If it doesn't impact performance, allow a fidgeting student to sit pretzel style in the seat or wrap feet around chair legs. May also try the disc o' sit cushion. It allows the student to wiggle in their seat without having to get up.

Allow for fidget toys if possible. Remember that no person is able to stay completely still! Allow a student to fiddle with a small object like an eraser in one hand if it helps.

Completely against school rules – GUM! It is actually good oral stimulation along with sour candies (and might help some Children attend).

In general, provide movement opportunities throughout the day. They can be easy to implement in the classroom. You can use a short movement break before an activity is to start or in the middle of a lengthy one. Examples include running in place, jumping jacks, hokeypokey, hopping, stretching arms upward, etc.

Alternative seating – let the child who is always moving stand up and work. You can tape his paper to the wall or chalkboard and let him/her work there or simply have them stand at their desk to work.

Theraband can be tied around the chair legs to allow a student to move their legs into the theraband. This can provide sensory input to the body to help with focus and attention. For a cheaper method, this can be done with pantyhose.

If you see:

DIFFICULTY ORGANIZING MATH PROBLEMS ON A PAGE TO SHOW WORK

Then:

Use graph paper to align numbers

Complete problems on computer graph and print out work (example Excel)

Use highlighter to align columns

If you see:

DIFFICULTY ORGANIZING THOUGHTS/IDEAS FOR PAPERS

Then:

Use paper graphic organizer

Use computer graphic organizer programs such as Inspiration or Kidspiration

Use tape recorder to tape spoken ideas and then write them out

If you see:

DIFFICULTY COMPLETING/TURNING IN WORK ON TIME

Then:

Use labeled bins inside their desk or locker

Attach an organizer to the back of their chair or side of desk

Use Velcro to attach organizers to the desk top or side

Use assignment notebook to list dead lines

Use assignment specific, daily or weekly checklists

Have student verify assignments with teacher daily or weekly

Have parent sign assignment notebook and completed homework
If you see:

LOST OR MISPLACED PAPERS, BOOKS, NOTES, OR WORKSHEETS

Then:

Color code class materials with color coded book covers, folders and notebooks

Use Trapper Keeper or Accordion style folder system to separate items but also keep them in one place

Complete work on computer and save to disk or email between home and school

Allow student to keep a set of books in the classroom and a second set at home

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If you see:

LOST OR MISPLACED SCHOOL MATERIALS (RULER, MARKERS, PENCILS), MESSY DESK/WORK SPACE

Then:

Use stackable plastic bins next to the student's desk to place items in

Use labeled bins inside their desk or locker

Attach an organizer to the back of their chair or side of desk

Use Velcro to attach organizers to the desk top or side

If you see:

DIFFICULTY STAYING IN LINE WHEN WALKING IN THE HALLWAY

Then:

Have students pretend to be sharks and clasp hands in front of themselves to give a little more core stability

Use a rope for students to hold onto

If you see:

STUDENTS WHO TRIP WHEN WALKING

Then:

Animal walks between activities; bear, duck, shark, bunny, frog

Walk backward

Check shoes; are they too big or are soles too thick?

Are they distracted-looking one way and walking another direction?

Use a visor (have all students wear)

Put something on student in front of them to visually attend to such as a sticker

If you see:

DIFFICULTY SITTING ON THE FLOOR

Then:

Have them sit on an elevated platform such as a telephone book, thick book, play brick or cushion

Quick glance important points:

Initially during the skill-building phase, encourage use of just one type of paper. As students' skills progress, introduce varying types.

Identify if students cognitively understand important concepts ("on" for writing on the line, "space" for spacing between words, knowing that letters make up words & words make up a sentence.) If they don't, foundation teaching is necessary.

Test knowledge of directional concepts by having students scribble with markers to directions such as "round & round", "up & down", "left to right", "top & bottom" using different colors for each instruction.

Practice writing 10-15 minutes a day. Brief but quality instruction & practice pays off. This could be completed at school or home.

Overemphasize large spacing between words initially. It is much easier to help a student decrease large spaces than it is to teach a student to use spacing.

Teach students to write their first name with uppercase for the first letter & lowercase for the rest.

Model how to write & over teach the first letter in the group.

Many students write their name on assignments with large lettering that often looks immature and messy. Try using a highlighted rectangle for students to write their name in. After multiple trials, fade the cue & prompt the student to imagine the box when writing their name.

Check for optimal desk & chair positioning: a stable base is very important when writing. Strive for chair positioning with feet firmly planted on the ground. The desktop height ideally should be 2" above the student's bent elbow. A duct-taped phone book can make a good footrest.

Teach pencil grasp (want open rounded web with thumb & index pinching pencil – “A-OK”) for K up to 2nd grade. Pencil grasp is not developmental; it's very difficult to change in 2nd grade. Use vertical surfaces as much as possible (chalk/wipe off board, easel, paper taped to wall, 4" binder can be used in place of slant Board

MOVEMENT IN THE CLASSROOM

Getting your students moving with these exercises will ready their bodies for learning. Use them in between lessons, before giving directions, and when attention to task decreases. Movement positively influences students' ability to listen, learn, and get their work done.

Run in place for 15 seconds

Jump in place 10 times

March in place with high knees

March in place touching elbow to opposite knee

Stand & reach overhead. Then touch head, shoulders, knees and toes

Stand & lift 1-2 textbooks overhead and lower to chest level 10 times

Stand & push out 1-2 textbooks from chest & pull back in 10 times.

Stand & hold 1-2 textbooks with extended arms, circle one way 10 times & then reverse for 10 times

While sitting, do 10 chair pushups (hold seat, raise bottom & legs from chair)

Hop on 1 foot 5 times; switch & do the other 5 times

Alternate hopping on each foot

Wall push-ups: Do 10

Move like the “wind, thunder & rain”

Press hands firmly together; hold 5 seconds and repeat 3-4 times

Squeeze your arm from shoulder to fingers, squeezing & pulling like you're removing a glove

**END EACH MOVEMENT SESSION WITH SLOW,
QUIET DEEP BREATHS 3-5**

HEAVY WORK

Heavy work is a useful tool to implement in your classroom for children with attention issues. It helps to organize and calm the body and is helpful for the "over" or "under" active child. Activities include pushing, lifting, climbing and pulling. Here is a list of functional heavy work activities you can easily implement in our classroom.

Erase the chalkboard

Carry a crate of books to the library

Wash desks

Carry a crate in hallway during room transitions

Sharpen pencil with a manual sharpener

Open doors for people

Stack chairs

Help rearrange desks in the room

Take down chairs at the start of the day or put up at the end of the day

Carry several packs of Xerox paper to the office

Have student push against the wall (wall push-ups)

Chair push-ups

Food can also help organize and calm the body

- Take a chewy food break such as licorice, fruit roll-ups, starburst, gummy worms or tootsie rolls

Any other activity in the classroom that would require some strength and effort.

TEACHING SCISSORS SKILLS

Type of Scissors

- New cutters benefit from scissors with small blades and small oval handles. Make sure scissors are in good working condition.

Scissors Grasp

- It's important to teach proper grasp. For individual help, work from behind the student rather than next to or in front of.
- The correct grasp is with thumb and middle finger placed in handles of scissors and curved at first joint from tip. Index finger is against handle shaft to help with support & closing the scissors. Fourth & fifth finger are against the palm; may need to hold small sponge with these.
- Teach "thumb up position" – place visual cue such as a small sticker or permanent marker mark on top of scissors shaft (they should be able to see the visual cue as they cut).

Cutting Progression

- May need to model/practice the open/shut sequence without paper before doing any cutting (try to make it fun; i.e., pretend scissors are "talking" to each other, first talk slow, then fast, etc).
- Start with easy to snip items such as drinking straws (snipped pieces can be strung as a necklace) or clay/Playdoh snakes. These are easier to hold than paper.
- Heavier paper, such as magazine/junk mail inserts, construction paper, manila paper, & playing cards is easier to cut than thin paper such as notebook, copy or tissue paper.
- Have child snip paper randomly (they use the scraps & glue stick to make a mosaic or "fringe" paper to make grass, etc).

- To teach cutting on the lines, use permanent marker to color the top of scissors blade so it lines up with the lines.
- Provide strips of paper (no wider than length of scissors blade) with straight **bold lines** drawn on so child can practice cutting on & through the line. When this is mastered, move on to longer lines so child can practice consecutive cuts.
- Teach cutting on straight lines and gentle curves before circles and shapes with sharp corners.
- Right-handed students should cut counter clockwise and lefthanded students should cut clockwise.
- Highlight and/or thicken the lines to be cut on. Cue "go" & "stop" with green & red.
- If a student is unable to cut out a picture with as much detail as peers, draw a thick line around the general shape and have student cut on that.
- Teach child strategies such as cutting to the edge of paper to remove any excess paper. Also, when cutting shapes with sharp corners, student can cut past the corner to edge of paper & come back with a straight cut instead of turning at corner.

CLASSROOM GAMES THAT FACILITATE HAND SKILLS

Don't Spill the Beans

Don't Break the Ice

Pick Up Stix

Jenga

Operation

Connect 4

KerPlunk

Trouble

What's in Ned's Head?

Ants in the Pants

Hungry Hungry Hippos

Bedbugs

Knock Out

Topple

Perfection

Twister

Board games such as Chutes & Ladders, Candyland, Hi Ho Cheerio!
Card games such as Old Maid, Go Fish, Uno

FORMS

Student Name: _____

Please use the following key when completing the checklist that follows:

[1] = A consistent problem (as compared to grade level peers)

[2] = An infrequent problem (as compared to grade level peers)

[3] = Not a problem (adequate skills or not applicable)

I. SELF HELP SKILLS: *The student's ability to manage personal needs within the educational environment.*

- 1 2 3 Has difficulty taking off or putting on coat, boots, etc.
- 1 2 3 Has difficulty manipulating fasteners (buttons, snaps, zippers)
- 1 2 3 Has difficulty tying shoe laces
- 1 2 3 Requires assistance for hand washing
- 1 2 3 Has difficulty eating/drinking independently
- 1 2 3 Has difficulty opening food containers (milk carton, bags, etc.)
- 1 2 3 Has difficulty selecting and/or transporting food in cafeteria
- 1 2 3 Has difficulty transitioning between activities

Comments:

II. POSTURE/FUNCTIONAL MOBILITY: *The student's ability to perform basic developmental motor skills, posture, and balance needed to function in and move throughout the educational environment.*

A. Posture

- 1 2 3 Moves/fidgets excessively while at desk/table
- 1 2 3 Has difficulty maintaining posture at desk (slumps, head in hand, etc.)
- 1 2 3 Complains of or frequently appears fatigued
- 1 2 3 Has difficulty maintaining sitting position on floor

B. Mobility

- 1 2 3 Has difficulty carrying school supplies/belongings in school environment
- 1 2 3 Trips or stumbles frequently (gait)
- 1 2 3 Has difficulty opening or closing doors
- 1 2 3 Moving in and out of vehicles, entering & exiting the building
- 1 2 3 Navigates and uses stairs/ramps **inside and outside** of the school building
- 1 2 3 Access and use of playground and PE equipment
- 1 2 3 Moves self to and from positions (transfers chair, floor, etc)
- 1 2 3 Moves in hallway, lining up, moving around obstacles

Comments: _____

Student Name: _____

[1] = A consistent problem (as compared to grade level peers)

[2] = An infrequent problem (as compared to grade level peers)

[3] = Not a problem (adequate skills or not applicable)

III. FINE MOTOR/PERCEPTUAL SKILLS: *The student's ability to manipulate and manage materials within the educational environment.*

A. Bilateral/Fine Manipulation Skills

- 1 2 3 Has difficulty cutting with scissors
- 1 2 3 Takes excessive amount of time/practice to learn new fine motor skills
- 1 2 3 Avoids/dislikes/appears to struggle with fine motor activities
- 1 2 3 Switches hands while writing, cutting, etc.
- 1 2 3 Has difficulty holding paper still while writing/drawing
- 1 2 3 Has difficulty using computer
- 1 2 3 Has difficulty using classroom tools: ruler, compass, stapler, etc.
- 1 2 3 Has difficulty with constructional tasks: art/science projects
- 1 2 3 Has difficulty manipulating small objects; frequently drops objects

B. Handwriting/Printing (motoric aspect; not content, spelling, grammar, etc.)

- 1 2 3 Writing is frequently illegible
- 1 2 3 Forms letters poorly
- 1 2 3 Has difficulty writing on line
- 1 2 3 Letter/number size is inconsistent
- 1 2 3 Writing is excessively large
- 1 2 3 Writing is excessively small
- 1 2 3 Writing appears to require excessive effort/requires excessive time to write
- 1 2 3 Tends to press too hard on the pencil
- 1 2 3 Applies too little pressure on the pencil
- 1 2 3 Has difficulty spacing properly between words

C. Visual Perceptual/Visual Motor

- 1 2 3 Has difficulty accurately copying information from books/papers
- 1 2 3 Has difficulty copying information from the board
- 1 2 3 Has difficulty aligning vertical columns; math problems, spelling lists
- 1 2 3 Has difficulty heading/setting up paper correctly
- 1 2 3 Frequently reverses letters/numbers
- 1 2 3 Is unable to recognize/identify shapes/letters/numbers
- 1 2 3 Has difficulty following directions involving terms such as up/down, left/right, etc.

Comments: _____

Student Name: _____

Please use the following key when completing the checklist that follows:

[1] = A consistent problem (as compared to grade level peers)

[2] = An infrequent problem (as compared to grade level peers)

[3] = Not a problem (adequate skills or not applicable)

IV. SENSORY PROCESSING: *The student's ability to process relevant sensory information and screen out irrelevant sensory information for effective participation within the educational environment.*

A. Tactile Processing

1 2 3 Has difficulty tolerating touch or other children in close proximity, i.e. in line, at circle time, during group work.

1 2 3 Appears to dislike getting hands messy (art, glue, water, etc.)

1 2 3 Has difficulty keeping hands to self in line, group activities

1 2 3 Touches things/people constantly

B. Movement/Vestibular Processing

1 2 3 Appears hesitant/afraid of movement activities

1 2 3 Appears to be in constant motion; unable to sit still for an activity

1 2 3 Seeks quantities of movement (e.g. swinging, spinning, bouncing, and jumping)

C. Body Awareness/Proprioceptive Processing

1 2 3 Has difficulty negotiating through the school environment without bumping into others, knocking objects off desks, etc.

1 2 3 Has difficulty respecting the personal space/boundaries of others, i.e. positions self too close to others, leans on others

1 2 3 Appears to lack safety awareness/judgment

1 2 3 Seeks quantities of jumping/crashing, hanging on people or furniture, deep pressure, runs or bumps into walls/doors/people

D. Auditory Processing

1 2 3 Appears overly sensitive to loud noises (e.g. bells, toilet flush)

1 2 3 Becomes distressed during assemblies, lunch or other large gatherings

1 2 3 Covers ears to protect them from sound

1 2 3 Is distracted or has trouble functioning if there is a lot of noise

Comments: _____

The Pupil Personnel Team/PT/OT recommends

Suggested interventions, accommodations (ex; adapted P.E) and specialized materials to be implemented within general education to address areas of weakness. **(see attached)**

Progress review scheduled for _____ weeks

Further evaluation to complete a more in-depth assessment of student skills and performance



Elementary School OCCUPATIONAL THERAPY TEACHER REPORT OF SCHOOL FUNCTION AND PARTICIPATION

Please return this form by the following date: _____

Please return to: Name _____ Title _____
 FAX# _____ Email _____ School Site/Room # _____

Student's Name _____ Date _____ D.O.B. _____
 Teacher's Name _____ Teacher's Email _____
 School _____ Class _____ Rm _____
 Grade _____ General Education _____ ICT _____ Special Education _____

What are your primary 3 concerns for this student? (Describe academic and/or non-academic concerns affecting participation.)

1. _____
2. _____
3. _____

What are the student's strengths? _____

What strategies are in place to support the student's performance in school? _____

Have you seen progress as a result of these strategies? Please describe. _____

STUDENT PARTICIPATION RATING COMPARED TO CLASSMATES

School Activities	Participation A = above classmates B = below classmates C = comparable to classmates	Describe student's problem, assistance needed and reasonable accommodations or strategies that have been used. <i>(if applicable)</i>
Writing		
Reading		
Math		
Cluster Subjects		
Morning / Dismissal Routines		
Physical Education		
Playground / Free Play		
Grooming / Hygiene		
Transitions		
Mealtime / Snack Time		

ACADEMICS

Grade Level (note grade equivalent): Math _____ Reading _____ Expressive Writing _____

Handwriting is at an appropriate level: Yes No

Spelling is at an appropriate level: Yes No

Writing skills are significantly below student's reading level: Yes No

Student has good oral expression but has significant difficulty with written expression: Yes No

NOTE: Writing skills are related to developmental readiness, reading, language, cognition and motivation. Writing is not addressed by OT unless there are underlying visual, motor, perceptual or sensory issues that significantly interfere with the student's participation.

Do you think student's current class environment provides appropriate support? _____ Why? _____

CHECKLIST OF SCHOOL FUNCTION AND PARTICIPATION COMPARED TO CLASSMATES

CLASSROOM BEHAVIORS: Generally addressed by teachers within the classroom, not through direct occupational therapy service. OT may provide strategies to improve these skills.	Above Classmates	Comparable to Classmates	Below Classmates (Describe concerns)
Maintains eye contact			
Pays attention			
Cooperates			
Follows directions / routines			
Communicates effectively			
Interacts appropriately with peers and adults, makes friends.			
Participates in class discussions			
Works carefully, recognizes mistakes			
Works at an adequate pace			
Approaches tasks in an organized way			
Retains information			
Solves problems as they occur			
Completes assignments on time			
Copes with frustration			
Exhibits self esteem			
Shows motivation			
Works independently			

MOVEMENT / ACCESSIBILITY			
Moves in a coordinated manner			
Participates safely in gym / playground			
Moves without fatigue / keeps pace with class			
Moves safely throughout school (stairs, crowded halls)			

ACTIVITIES OF DAILY LIVING			
Manages clothing fasteners / dresses self			
Uses the bathroom / manages garments			
Uses utensils / opens containers / carries tray			
Organizes personal items / books			

MANAGEMENT OF CLASSROOM TOOLS AND MATERIALS			
Coordinates hands / fingers to manipulate small items			
Demonstrates adequate pencil control			
Uses classroom tools efficiently (ruler, glue, manipulatives)			
Cuts accurately with scissors			
Packs / unpacks book bag / retrieves items from desk			

VISUAL MOTOR			
Draws, colors, illustrates written work in class			
Keeps pace with classroom writing / copying demands			
Requires eyeglasses ____ Yes ____ No			
Writes legibly			
Writes on page in a neat and organized manner			
Copies with accuracy			
Moves eyes easily for reading and classroom tasks			

SENSORY			
Stays alert / maintains energy level			
Sits still without excessive movement			
Respects space of others			
Screens out visual / auditory distractions			
Keeps hands to self			
Tolerates touch and handling of classroom materials			
Transitions smoothly between activities			