**Licking Regional Educational Service Center Occupational Therapy Educational Assessment**

Reason for Referral:

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District/School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Assessment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Therapist:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Handwriting Skills**

\_\_\_\_ Demonstrates proper letter formation

\_\_\_\_ recalled from memory \_\_\_\_ from a visual sample \_\_\_\_\_ reversals noted \_\_\_irregular formation yet legible

\_\_\_\_ Demonstrates proper number formation

\_\_\_\_ recalled from memory \_\_\_\_ from a visual sample \_\_\_\_\_ reversals noted \_\_\_irregular formation yet legible

\_\_\_\_ Proper alignment

\_\_\_\_ Proper size orientation according to the writing area

\_\_\_\_ Proper spacing skills

\_\_\_\_Copies written work from board with ease

**Coloring Skills**

Coloring within the boundaries: \_\_\_\_Yes \_\_\_\_No \_\_\_\_\_% of an area (small, medium, large)

Fills a specified area when coloring: \_\_\_\_Yes \_\_\_\_No \_\_\_\_\_% of an area (small, medium, large)

**Prewriting Skills: Visual-Motor and Visual Perceptual Skills**

\_\_\_\_ Traces lines with good accuracy

\_\_\_\_ Copies the following basic lines and shapes

\_\_\_\_ vertical line \_\_\_\_hortizontal line \_\_\_\_ circle \_\_\_\_ cross \_\_\_\_ diagonal line \_\_\_\_square \_\_\_\_ X \_\_\_\_triangle

\_\_\_\_ Proper directionality skills

\_\_\_\_right to left writing progression

\_\_\_\_ Demonstrates knowledge of directional terms (circle those that apply)

Up Down Right Left Over Under Top Bottom In front of Behind

\_\_\_\_ Proper Body Awareness

\_\_\_\_\_ Visual Tracking Intact

\_\_\_\_\_ Crosses Midline

**Pencil Skills**

Hand Preference \_\_\_\_ Right \_\_\_\_Left \_\_\_\_\_Not demonstrating at this time

\_\_\_\_ Mature grasp (Dynamic Tripod Grasp)

OR: \_\_\_\_ Palmar Grasp \_\_\_\_\_ Quadraped \_\_\_\_Digital Pronate Grasp \_\_\_\_\_ Extended Fingers

\_\_\_\_ Thumb extended over index finger \_\_\_\_ Thumb Tuck \_\_\_\_Static Grasp \_\_\_Web Space Closed

\_\_\_\_\_ Other (describe)

Fine Finger Movement while writing/coloring: \_\_\_\_Yes \_\_\_\_No

Uses non-dominant hand to stabilize paper: \_\_\_\_ Yes \_\_\_\_No

Pressure: \_\_\_\_Appropriate \_\_\_\_ Heavy \_\_\_\_Light

**Cutting Skills**

\_\_\_\_ Mature Grasp Pattern

OR \_\_\_\_\_index finger also in handle \_\_\_\_\_ requires hand-over-hand assistance

\_\_\_\_ Uses non dominant hand to hold paper independently

\_\_\_\_ Uses non-dominant hand to turn paper independently

\_\_\_\_ Cuts on a \_\_\_inch line \_\_\_\_\_\_\_\_\_\_\_\_% on the line

\_\_\_\_ Cuts a \_\_\_\_\_inch circle \_\_\_\_\_\_\_\_\_\_\_\_% on the line

\_\_\_\_ Cuts a \_\_\_\_\_inch square \_\_\_\_\_\_\_\_\_\_\_\_% on the line

**Activities of Daily Living**

\_\_\_\_ Manages Coat independently

\_\_\_\_ Needs assistance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Eats independently

\_\_\_\_Needs assistance: \_\_\_\_ open containers \_\_\_\_ use fork \_\_\_\_use spoon \_\_\_\_ cut food with a knife

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Manages fasteners independently

\_\_\_\_ Needs assistance: \_\_\_\_ buttons \_\_\_\_ zippers \_\_\_\_ snaps \_\_\_\_ tying shoes

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fine Motor Coordination Skills**

\_\_\_ Uses two hands with one as dominant and one as a stabilizer

\_\_\_ demonstrates appropriate prehension grasp patterns (circle all that apply)

Neat Pincer grasp Lateral Pincer Grasp Inferior Pincer Grasp Three-jaw chuck Grasp

\_\_\_\_ In- hand manipulation skills are present (translation, rotation, shift)

\_\_\_\_ Visually attends to fine motor tasks

\_\_\_\_ Imitates sequential finger sequences

Bilaterally \_\_\_\_ Yes \_\_\_\_No

Bilaterally with eyes closed \_\_\_\_ Yes \_\_\_\_No (Kinesthesia Skills)

**Gross Motor Coordination/Motor Planning Skills**

Stands on One Foot with eyes opened Stands on one foot with eyes closed (Kinesthesia skills)

Right \_\_\_\_\_\_\_\_\_\_\_seconds Right \_\_\_\_\_\_\_\_\_\_\_Seconds

Left \_\_\_\_\_\_\_\_\_\_\_\_seconds Left \_\_\_\_\_\_\_\_\_\_\_\_Seconds

\_\_\_\_Kicks a ball \_\_\_\_Throws a Ball \_\_\_\_ Catches a ball \_\_\_\_Hops on one foot

\_\_\_\_ Crosses Midline \_\_\_\_ Performs coordinated jumping jacks

**Neuromuscular/Postural Control: Upper Extremities**

Muscle Tone: \_\_\_\_ Functional \_\_\_\_Slightly Decreased \_\_\_\_Decreased \_\_\_\_Increased \_\_\_\_Fluctuating

Range of Motion: Muscle Strength:

Shoulders: \_\_\_\_ R \_\_\_\_L Shoulders: \_\_\_\_ R \_\_\_\_L

Elbows: \_\_\_\_R \_\_\_\_L Elbows: \_\_\_\_R \_\_\_\_L

Wrists: \_\_\_\_R \_\_\_\_L Wrists: \_\_\_\_R \_\_\_\_L

Fingers: \_\_\_\_R \_\_\_\_L Fingers: \_\_\_\_R \_\_\_\_L

**Postural Control**

Supine Flexion\_\_\_\_\_\_\_\_\_\_\_\_ seconds

Prone Extension \_\_\_\_\_\_\_\_\_\_\_seconds

ATNR \_\_\_\_\_\_\_\_\_\_integrated \_\_\_\_\_\_\_\_\_\_not fully integrated

Pencil Pressure: Heavy / Light

Pencil grasp: absent web space / tightly held grasp / thumb overlap

Posture at desk:\_\_\_\_\_\_\_\_\_\_ feet flat on the floor

\_\_\_\_\_\_\_\_\_\_\_ Shoulders Upright (no slouching)

\_\_\_\_\_\_\_\_\_\_\_ Both arms moving freely (hand holding head up

**Sensory Processing Skills**

\_\_\_\_ Appears to process sensory input from the environment with ease

\_\_\_\_ Needs further standardized assessment

Teacher/Classroom/Clinical Observations: (Tactile, Vestibular, Proprioceptive, Auditory, Visual, Oral-Motor)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Behavioral/Social Skills**

\_\_\_\_ Little to No redirection during assessment period \_\_\_\_ Redirection was required frequently

\_\_\_\_ Cooperative throughout assessment period \_\_\_\_ Transition Difficulties \_\_\_\_ Followed Verbal Directions

Teacher/Classroom/Clinical Observations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conclusion**

**Areas of concern within classroom/ functional performance**:

\_\_\_\_ Pre-Handwriting Skills \_\_\_\_ Pencil Skills \_\_\_\_ Handwriting \_\_\_\_ Cutting \_\_\_ Use of Classroom Tools

\_\_\_\_ Clothes Fasteners \_\_\_\_Activities of Daily Living \_\_\_\_ Organization \_\_\_\_ Attention \_\_\_\_ Transitioning

\_\_\_\_ Sensory/Behavioral Concerns \_\_\_ Keyboarding Skills

**Underlying Areas of Concern:**

\_\_\_\_Neuromuscular Functioning \_\_\_\_ Postural Control Skills \_\_\_\_\_\_\_\_ Fine Motor / Fine Motor Coordination Skills

\_\_\_\_ Visual-Motor Skills \_\_\_\_ Visual Perceptual Skills \_\_\_\_Sensory Processing Skills \_\_\_\_ Kinesthesia Skills

\_\_\_\_Motor Planning Skills \_\_\_\_Bilateral Coordination Skills \_\_\_\_ Motivational Behavioral Concerns

**Occupational Therapy Services Recommended: \_\_\_\_ Yes \_\_\_\_No**