



Mary E. Samples, Assistant Superintendent

Educational Occupational Therapy - Assessment Instrument Templates

Optional Inserts for OT Assessment Report
 (Additional Language that can be “cut and pasted” into Assessment Reports)

In alphabetical order:

The Beery-Buktenica Developmental Test of Visual Motor Integration, 5th Edition (VMI)

The VMI measures a student's ability to reproduce shapes of increasing complexity following a developmental sequence. It is designed to assess the extent a student can integrate his visual and motor abilities (visual-motor integration). The visual and motor subtests respectively measure one's ability to discriminate visual details and to draw lines in specific areas. _____ obtained the following scores:

	Standard Score	Scaled Score	Percentile
VMI			
Visual			
Motor			

These scores indicate that _____'s visual-motor integration, visual and motor skills are in the average range when compared with children the same age.

Benbow's

The Benbow's Observations of Hand Skills is an informal checklist of various fine motor components related to arm and hand muscles, coordination necessary for handwriting. In order to look more closely at X's fine motor development in regard to coordination of arm and hand muscles, s/he was administered the Benbow's.

Observations were as follows:

Supination	adequate
Forearm Stabilization	adequate
Wrist Extension	adequate
Isolation of Thumbs	inadequate
Separation of the 2 sides of the hand	emerging
Maintenance of Thumb Web Space	adequate
Individuation of Digits	adequate
Palmar Arching	emerging
Translation Movements of Digits	inadequate
Precision Rotation with Distal Fingertips	emerging

Please note that these fine motor skills are typically all in place usually by the end of first grade.

Infant/Toddler Sensory Profile

The Infant/Toddler Sensory Profile was administered as part of a comprehensive assessment to determine whether aspects of sensory processing might be contributing to performance challenges in the daily life of _____. The Infant/Toddler Sensory Profile is a measure of young children’s responses to sensory events in daily life. The caregiver completes the Infant/Toddler Sensory Profile, a judgment-based questionnaire, by reporting the frequency with which _____ respond to various sensory experiences (Almost Always, Frequently, Occasionally, Seldom, or Almost Never.)

_____ obtained the following scores:

Quadrant Summary:	
Low Registration	
Sensory Seeking:	
Sensory Sensitivity:	
Sensation Avoiding:	
Low Threshold:	

Sensory Processing Section Summary:	
General Processing	
Auditory Processing:	
Visual Processing:	
Tactile Processing:	
Vestibular Processing:	
Oral Sensory Processing:	

PART C

was referred to the school district as s/he turns 3 years old for a complete assessment in order to determine eligibility for special education services.

Peabody

The Peabody Developmental Motor Scales (PDMS-2) assesses related fine and gross motor abilities that develop early in life such as Stationary, Locomotion, Object Manipulation, Grasping, and Visual-Motor Integration. The most reliable scores for the PDMS-2 are the quotients.

_____ was administered the PDMS-2 to determine _____ developmental level regarding fine and gross motor skills. _____ obtained the following scores:

	Standard Score	Qualification	Percentile
Grasping			
Visual-Motor			
Fine Motor Quotient			

The Print Tool:

The Print Tool by Jan Z. Olsen, OTR and Emily Knapton, OTR/L is a complete assessment of capital and lower-case letters and numbers. The print tool assesses 8 areas (memory, orientation, placement, size, start, sequence, control) and spacing. The following defines what each area means:

- Memory – Remembering and writing dictated letters
- Orientation – Facing letters in the correct direction
- Placement – Putting letters on the baseline
- Size – How big or small a child chooses to write
- Sequence – Where each letter begins
- Control – Neatness and proportion of the letter parts
- Spacing – Amount of space left between letters in words and words in sentences

Suggested Handwriting Expectations of a _____ year old according to *The Print Tool*.

	Memory	Orientation	Placement	Size	Start	Sequence	Control	Spacing Letters	Spacing Words
CAPITAL	100%	100%	95%	85%	95%	95%	95%	NA	NA
Lowercase	100%	100%	95%	85%	95%	95%	95%	100%	100%
Numbers	100%	100%	95%	85%	95%	95%	95%	NA	NA

Overall Score: _____

The following are _____ scores on *The Print Tool*, ___/___/2006. The bolded scores are areas that fall below the suggested expectations.

	Memory	Orientation	Placement	Size	Start	Sequence	Control	Spacing Letters	Spacing Words
CAPITAL	%	%	%	%	%	%	%	NA	NA
Lowercase	%	%	%	%	%	%	%	%	%
Numbers	%	%	%	%	%	%	%	NA	NA

Overall Score: _____

Summary of The Print Tool:

Memory –

Capitals: Lower case: Numbers:

Orientation –

Capitals: Lower case: Numbers:

Placement –

Capitals: Lower case: Numbers:

Size –

Capitals: Lower case: Numbers:

Start & Sequencing–

Capitals: Lower case: Numbers:

Control –

Spacing –

Attention/Behavior:

Scissor Skills:

Sensory Profile

The Sensory Profile was administered as part of a comprehensive assessment to determine whether aspects of sensory processing might be contributing to performance challenges in the daily life of _____. The Sensory Profile is a measure of children's responses to sensory events in daily life. The caregiver completes the Sensory Profile by assessing the frequency of the child's responses to certain sensory processing, modulation, and behavioral/emotional events as described in the 125 items. We know from research that the Sensory Profile can help identify the child's sensory processing patterns; then we can consider how these patterns might be contributing to or creating barriers to performance in daily life. _____ obtained the following scores:

Factor Summary:	
1. Sensory Seeking:	
2. Emotionally Reactive:	
3. Low Endurance/Tone:	
4. Oral Sensory Sensitive:	
5. Inattention/Distractibility:	
6. Poor Registration:	
7. Sensory Sensitivity:	
8. Sedentary:	
9. Fine Motor/Perceptual:	

Section Summary:	
Sensory Processing	
A. Auditory Processing:	
B. Visual Processing:	
C. Vestibular Processing:	
D. Touch Processing:	
E. Multisensory Processing:	
F. Oral Sensory Processing:	
Modulation	
G. Sensory Processing Related to Endurance/Tone:	
H. Modulation Related to Body Position and Movement:	
I. Modulation of Movement Affecting Activity Level:	
J. Modulation of Sensory Input Affecting Emotional Responses:	

K. Modulation of Visual Input Affecting Emotional Responses and Activity Level:	
Behavior & Emotional Responses	
L. Emotional/Social Responses:	
M. Behavioral Outcomes of Sensory	
N. Items Indicating Threshold Response:	

Quadrant Summary:	
Registration	
Seeking	
Sensitivity	
Avoiding	

According to Winnie Dunn's theoretical model of sensory processing, these scores indicate that _____ experiences

Short Sensory Profile

_____’s mother was contacted to fill out the Short Sensory Profile, which provides information about a child’s sensory processing abilities and the effect of sensory processing on functional performance. It is a judgment-based caregiver questionnaire. _____ obtained the following scores:

Tactile Sensitivity	
Taste/Smell Sensitivity	
Movement Sensitivity	
Underresponsive/Seeks sensation	
Auditory Filtering	
Low Energy/Weak	
Visual/Auditory Sensitivity	
TOTAL	

The Sensory Profile School Companion

The Sensory Profile School Companion is a standardized assessment tool for measuring a student’s sensory processing abilities and their effect on the student’s functional performance in the classroom and school environment. It is a questionnaire consisting of 62 items organized in sensory groups: auditory, visual, movement, touch and behavior. The teacher scores each item by reporting the frequency with which the student responds to various sensory experiences (Almost Always, Frequently, Occasionally, Seldom, or Almost Never).

Quadrant Summary:	
Registration	
Seeking	
Sensitivity	
Avoiding	

School Factor Summary:	
School Factor 1	
School Factor 2	
School Factor 3	
School Factor 4	

Section Summary:	
Auditory	
Visual	
Movement	
Touch	
Behavior	

School Functioning Assessment (SFA)

The SFA is used to measure a student's performance of functional tasks that support his or her participation in the academic and social aspects of an elementary school program (grades K-6). It was designed to facilitate collaborative program planning for students with a variety of disabling conditions. The SFA is a judgment-based assessment that is completed by one or more school professionals who know the student well and have observed his or her typical performance on the school-related tasks and activities being assessed. This SFA was filled by X's classroom teacher, occupational and speech therapists.

The SFA was used in determining X's needs in his new educational setting. The form was filled by X's classroom teacher and by the occupational and speech therapists.

The **Part 1** of the SFA evaluates the student's participation in the regular classroom, at recess and on the playground, during transportation, bathroom use and toileting, transition and mealtime. A criterion score of ___ was obtained, while the cut-off score is 100. The only area of concern appeared to be in _____.

The **Part 2** of the SFA evaluates task support (i.e. the additional help or modifications that the student needs to perform school-related functional task). In the physical tasks section, a criterion score of ___ was obtained for both assistance and adaptations (the cut-off score is 100), no concerns were expressed. In the optional tasks, however, concerns were brought up in regard to _____. In the cognitive/behavioral tasks section, a criterion score of ___ was obtained for assistance needed (while the cut-off is 77) and a criterion score of ___ was obtained for adaptations needed (the cut-off is 91). Concerns were expressed regarding _____. (i.e. functional communication (the student giving complex directions), memory and understanding (following a series of 3 or more related instructions), compliance with adult directions (organization of own belongings), task behavior/completion (independent work habits, attention to task) and safety (around traffic areas).)

The **Part 3** of the SFA evaluates the student's functional performance. Two activities that appeared to be of concern for X were scored: written work and task behavior/completion. The criterion score for written work was ___, while the cut-off score is 73. The criterion score for task behavior/completion was ___ and the cut-off score is 72.

*Please note: the criterion cut-off scores were derived from the performance of students in the regular education population. The ones used to compare X's scores were in the kindergarten - 3rd grade range.

School Performance Checklist:

This checklist looks at a child's ability to function within the school environment in the areas of self-help, posture/ functional mobility, fine motor/ perceptual skills and sensory processing. Student's performance in each of the areas of the checklist was as follows:

- I. SELF HELP SKILLS: *The student's ability to manage personal needs within the educational environment.*
- 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
 - B. Mobility
- III. FINE MOTOR/PERCEPTUAL SKILLS: *The student's ability to manipulate and manage materials within the educational environment.*
 - A. Bilateral/Fine Manipulation Skills
 - B. Handwriting/Printing (motoric aspect; not content, spelling, grammar, etc.)
 - C. Visual Perceptual/Visual Motor
- 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
 - B. Movement/Vestibular Processing
 - C. Body Awareness/Proprioceptive Processing
 - D. Auditory Processing
 - E. Visual Processing