



Mary E. Samples, Assistant Superintendent

Occupational Therapy Department
School Performance Checklist
for students with Moderate/Severe Disabilities

Student Name: _____ Date: _____

D.O.B.: _____ Grade: _____ School: _____

Parents Name: _____ Phone: _____

Referred By (circle): Parent Classroom Teacher IEP Team SRT

Person Completing Form: _____

Indicate any diagnoses, medical concerns/precautions and/or special considerations (i.e. seizures, asthma, medications, etc.): _____

Type of Classroom;
_____ Regular
_____ Special Education Classroom
_____ Other: _____

Current Services;
_____ Specialized Academic Instruction
_____ Speech/Language Therapy
_____ Occupational Therapy
_____ Physical Therapy
_____ Adapted Physical Education
_____ Other: _____

*Occupational therapy in the public school setting is primarily concerned with the student's ability to **function within the school environment**. The tasks contained in this checklist are those that may typically be addressed by a school occupational therapist. Please use this form to guide your observations and your interview of the classroom teacher. Please use the comment sections to indicate the type and level of prompts needed for student to demonstrate skills and whether or not these skills generalize to other settings and/or with other staff members.*

WHY IS THIS STUDENT BEING REFERRED TO OCCUPATIONAL THERAPY?
(Please be as specific as possible)

1. _____
2. _____
3. _____
4. _____

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

- | | | |
|-----|----|--|
| Yes | No | Has difficulty taking off or putting on coat, shoes, etc. |
| Yes | No | Has difficulty with clothing management for toileting |
| Yes | No | Has difficulty manipulating fasteners (buttons, snaps, zippers) |
| Yes | No | Has difficulty tying shoe laces |
| Yes | No | Requires assistance for hand washing |
| Yes | No | Has difficulty eating/drinking independently |
| Yes | No | Has difficulty opening food containers (milk carton, bags, etc.) |
| Yes | No | Has difficulty selecting and/or transporting food in cafeteria/classroom |
| Yes | No | Has difficulty cleaning up after self |
| Yes | No | Has difficulty wiping mouth |
| Yes | No | Has difficulty brushing teeth |
| Yes | No | 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

- | | | |
|-----|----|---|
| Yes | No | Moves/fidgets excessively while at desk/table |
| Yes | No | Has difficulty maintaining posture at desk (slumps, head in hand, etc.) |
| Yes | No | Complains of or frequently appears fatigued |
| Yes | No | Has difficulty maintaining sitting position on floor |

B. Mobility

- | | | |
|-----|----|--|
| Yes | No | Has difficulty carrying school supplies/belongings in school environment |
| Yes | No | Trips or stumbles frequently |
| Yes | No | Has difficulty opening or closing doors |
| Yes | No | Has difficulty accessing playground equipment (slides, swings, bikes...) |
| Yes | No | Has difficulty going up and down stairs |
| Yes | No | Has difficulty catching and throwing a ball |
| Yes | No | Has difficulty kicking a ball |

Comments:

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

A. Bilateral/Fine Manipulation/Prewriting Skills

Yes	No	Has difficulty bringing both hands to midline
Yes	No	Has difficulty crossing midline
Yes	No	Switches hands during fine motor tasks
Yes	No	Takes excessive amount of time/practice to learn new fine motor skills
Yes	No	Avoids/dislikes/appears to struggle with fine motor activities
Yes	No	Has difficulty manipulating small objects; frequently drops objects
Yes	No	Has difficulty with two-handed tasks such as stringing beads
Yes	No	Has difficulty positioning scissors in hand
Yes	No	Has difficulty cutting a straight line
Yes	No	Has difficulty cutting out simple shapes such as circle and square
Yes	No	Has difficulty holding writing utensils in fingers only
Yes	No	Has difficulty holding paper still while writing/drawing
Yes	No	Has difficulty coloring in the lines
Yes	No	Has difficulty copying vertical and horizontal lines
Yes	No	Has difficulty copying shapes (circle, cross, square, triangle)

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

Yes	No	Writing is frequently illegible
Yes	No	Forms letters poorly
Yes	No	Has difficulty writing on line
Yes	No	Letter/number size is inconsistent
Yes	No	Writing is excessively large
Yes	No	Writing is excessively small
Yes	No	Writing appears to require excessive effort/requires excessive time to write
Yes	No	Tends to press too hard on the pencil
Yes	No	Applies too little pressure on the pencil
Yes	No	Has difficulty spacing properly between words

C. Visual Perceptual/Visual Motor

Yes	No	Has difficulty accurately copying information from books/papers
Yes	No	Has difficulty copying information from the board
Yes	No	Has difficulty aligning vertical columns; math problems, spelling lists
Yes	No	Frequently reverses letters/numbers
Yes	No	Is unable to recognize/identify shapes/letters/numbers
Yes	No	Has difficulty following directions involving terms such as up/down, left/right, etc.
Yes	No	Has difficulty imitating movements, hands clap, up/down/side etc.

Comments:

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

- | | | |
|-----|----|--|
| Yes | No | Has difficulty tolerating touch or other children in close proximity, i.e. in line, at circle time, during group work. |
| Yes | No | Appears to dislike getting hands messy (art, glue, water, etc.) |
| Yes | No | Has difficulty keeping hands to self in line, group activities |
| Yes | No | Touches things/people constantly |

B. Movement/Vestibular Processing

- | | | |
|-----|----|---|
| Yes | No | Appears hesitant/afraid of movement activities |
| Yes | No | Appears to be in constant motion; unable to sit still for an activity |
| Yes | No | Seeks quantities of movement (e.g. swinging, spinning, bouncing, and jumping) |

C. Body Awareness/Proprioceptive Processing

- | | | |
|-----|----|---|
| Yes | No | Has difficulty negotiating through the school environment without bumping into others, knocking objects off desks, etc. |
| Yes | No | Has difficulty respecting the personal space/boundaries of others, i.e. positions self too close to others, leans on others |
| Yes | No | Appears to lack safety awareness/judgment |
| Yes | No | Seeks quantities of jumping/crashing, hanging on people or furniture, deep pressure, runs or bumps into walls/doors/people |

D. Auditory Processing

- | | | |
|-----|----|---|
| Yes | No | Appears overly sensitive to loud noises (e.g. bells, toilet flush) |
| Yes | No | Becomes distressed during assemblies, lunch or other large gatherings |
| Yes | No | Covers ears to protect them from sound |
| Yes | No | Is distracted or has trouble functioning if there is a lot of noise |

E. Visual Processing

- | | | |
|-----|----|--|
| Yes | No | Squints eyes excessively/covers eyes on sunny days |
| Yes | No | Distracted from task at hand by other objects/activities on/around Desk area |

Comments: