**Occupational Therapy and Your Student**

Have you been concerned about one of your students and his/her performance in academic work? Have you thought that your student may benefit from occupational therapy services? Review the following checklist and if you answered yes to any of the statements, please contact your school’s occupational therapist.

**FINE MOTOR**

\_\_\_\_\_ Poor desk posture (slumps, leans on arm, head too close to work, other hand does

not assist, sits on leg)

\_\_\_\_\_ Difficulty drawing, coloring, copying, cutting, avoidance of these activities

\_\_\_\_\_ Awkward pencil grip

\_\_\_\_\_ Lines drawn are wobbly, written work is too dark/light; breaks pencil

frequently

\_\_\_\_\_ Written work is slow and labored

\_\_\_\_\_ Tires easily when writing

\_\_\_\_\_ Difficulty manipulating scissors

\_\_\_\_\_ Difficulty with buttons, zippers, ties, snaps

\_\_\_\_\_ Difficulty manipulating small objects

**VISUAL MOTOR**

\_\_\_\_\_ Difficulty coloring within the lines

\_\_\_\_\_ Difficulty cutting on the line, cuts off corners

\_\_\_\_\_ Unable to copy simple designs (circle, square, triangle)

\_\_\_\_\_ Difficulty staying on the line when writing

**VISUAL PERCEPTUAL**

\_\_\_\_\_ Wears glasses (specify when\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

\_\_\_\_\_ Difficulty naming or matching colors, shapes, or sizes

\_\_\_\_\_ Difficulty in completing puzzles; uses trial and error for placement of pieces

\_\_\_\_\_ Reversals in numbers or letters after first grade

\_\_\_\_\_ Poor formation of letters

\_\_\_\_\_ Poor spacing between letters/words

\_\_\_\_\_ Difficulty keeping place in reading

\_\_\_\_\_ Difficulty copying from workbook/blackboard

**GROSS MOTOR**

\_\_\_\_\_ Seems weaker or tires more easily than other children his/her age

\_\_\_\_\_ Difficulty with hopping, jumping, skipping, or running compared to others his/her

age; does not alternate feet going up stairs

\_\_\_\_\_ Appears stiff and awkward in movements

\_\_\_\_\_ Clumsy or seems not to know how to move body; bumps into things

\_\_\_\_\_ Tendency to confuse right and left body sides

**ACADEMIC/ ORGANIZATIONAL BEHAVIOR**

\_\_\_\_\_ Marked mood variations

\_\_\_\_\_ Becomes easily frustrated

\_\_\_\_\_ Child cannot work independently

\_\_\_\_\_ Difficulty following routine

\_\_\_\_\_ Difficulty interacting with peers

\_\_\_\_\_ Difficulty organizing work space

\_\_\_\_\_ Difficulty problem-solving

**AUDITORY LANGUAGE**

\_\_\_\_\_ Overly sensitive to noise (please clarify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

\_\_\_\_\_ Distracted by background noise

\_\_\_\_\_ Difficulty understanding verbal directions

\_\_\_\_\_ Trouble following 2-3 step commands

**MOVEMENT AND BALANCE/ SENSORIMOTOR BEHAVIOR**

\_\_\_\_\_ Seems to fall frequently

\_\_\_\_\_ Appears to be in constant motion, unable to sit still for an activity

\_\_\_\_\_ Poor balance in motor activities

**TACTILE (TOUCH) SENSATION**

\_\_\_\_\_ Seems overly sensitive to being touched

\_\_\_\_\_ Has trouble keeping hands to self, will poke or push other children

\_\_\_\_\_ Touches things constantly

\_\_\_\_\_ Avoids putting hands in messy substances (clay, finger paint, paste, sand)

\_\_\_\_\_ Seems unaware of being touched or bumped

\_\_\_\_\_ Has trouble remaining in busy or group situations (circle/floor time)

**ACADEMIC DIFFICULTIES**

\_\_\_\_\_ Reading

\_\_\_\_\_ Math

\_\_\_\_\_ Spelling

\_\_\_\_\_ Slow writer