

Introduction

The purpose of this guide is to help teachers find strategies to assist student to achieve age appropriate skills. Topics included in this manual are components of handwriting, visual perceptual/motor skills, fine and gross motor coordination, balance and mobility, positioning, childhood obesity and sensory integration. This guide will review development of young students and provide strategies for older students who may be struggling. This manual is part of a kit that provides specific and equipment that can develop and/or remediate skills. It is recommended to be consistent with the strategies or equipment that you choose. If a student's difficulties continue after several strategies have been tried, contact your building Occupational or Physical Therapist.



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#803
1000 Van Buren Street
Maywood, IL 60153-1989
Phone: 708-450-2100 Fax: 708-450-2368

Response to Intervention Model

Tier 1

Strategies for all students

Tier 2

Use of Adaptations
Focus on Specific Areas

Tier 3

Intensive Individual Interventions



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The following sections are included in the OT/PT RTI Manuals:

- I. Proper Positioning in Chair
- II. Position of Paper on Desk (Right and Left Hand)
- III. Handwriting (Readiness Skills & Strategies)
- IV. Scissor Skills
- V. Alertness & Awareness (High, Low, Transitions)
- VI. Childhood Obesity (Websites and Activities)

Quick Reference Guide to Fine and Gross Motor Skills in the Classroom

Pre-K/early Childhood:

Gross Motor Skills

- Can run around obstacles
- Stands on tiptoes for 3-5 seconds
- Stands on one foot for two seconds
- Hops on one foot 1-3 times
- Can walk on a line without stepping off
- Rides a tricycle at 3-4 years old, good control of tricycle (curves and spins) at 4-5 years old
- Can jump forward, down, and over objects with feet together
- Plays catch with large ball
- Throws a ball overhand (3-4 years old) and underhand (4-5 years old)
- Kicks stationary ball
- Swings on swing when started in motion

Fine Motor Skills

- Stacks five to seven small blocks
- Imitates simple horizontal and vertical block designs
- Completes 5-6 piece puzzle (F)
- Manipulates clay and dough (pinches, rollsballs, snakes)
- Begins manipulating small items within the hand
- Holds crayon with fingers, not fist (pronated grasp)
- Copies circle at 3-4 years old
- Copies a square at 3-4 years old
- Imitates cross at 3-4 years old
- Snips with scissors at 3-4 years old, cuts paper in half at 4-5 years
- Cuts on a line continuously (4-5 years old)
- Draws person with head at 3-4 years old, adds feet to head and body at 4-5 years old
- Dress/Undress independently (except for closings, i.e. buttons, zippers) (F)
- Crosses midline (F&G)
- 30 minute attention span (5-10 minutes per activity)
- May use one hand consistently in most activities
- Prints some letters

Kindergarten:

Gross Motor Skills:

- Can stand on one foot for 8-10 seconds
- Stands on tiptoes for 8 seconds without moving feet
- Hops forward on one foot for 5 hops, atleast 3 times on other foot
- Gallops and skips forward
- Walks up and down stairs, alternating steps, without support from the wall/rail
- Can swing by himself (G)
- Bounces and catches a tennis ball
- Can climb steps holding an object (G)
- Jumps rope (G)

Fine Motor Skills:

- Does not switch hands in the middle of an activity (F)
- Clear dominance in right handed children, it may take a left-handed child longer to develop fine motor skills as they are taught most activities initially with their right hand
- Begins to use thumb and index finger to hold pencil/crayon (tripod grasp)
- Colors inside the lines
- Copies triangle
- Draws diamond (F)
- Draws a person with head, body, legs and face (F)
- Writes first name
- Touches each finger to thumb
- Cuts on a straight line
- Cuts out simple shapes
- Buttons and unbuttons one button

By 7 to 8 years of age, children generally are proficient with most fine motor skills. As with many skills, practice improves performance; therefore, refinement of already acquired fine motor skills can continue into adulthood.

*****If the child has not acquired these skills by this age, a referral can be made. However, as stated above, children have formed their habits and it will be difficult to break poor habits without daily practice. It is the responsibility of the teacher, therapist, and parents to daily apply the fine motor skills that are recommended by an Occupational Therapist.**

Role of Occupational Therapy and Physical Therapy

Occupational therapy is a related service provided to students who need assistance to benefit from educational opportunities in the least restrictive environment and need assistance in overcoming educational deficits resulting directly/indirectly from a physical, sensory or motor disability. Occupational therapy services assist in promoting independence in daily living skills, increasing functioning through the use of adaptive/assistive devices, facilitating muscle strength, motor coordination and range of motion, improving sensorimotor performance and improving fine motor/visual perceptual skills. Therapy goals developed for the student are observable, measurable, and educationally relevant.

Physical therapy is a related service offered to those students whose gross motor development interferes with their educational progress and who may warrant services to overcome education deficits. Physical therapy services assist in improving functional mobility, facilitating gross motor development, minimizing postural deviations, strengthening muscles, adapting mobility equipment and re-educating the students movement patterns for functional use in order for the student benefit from educational opportunities in the least restrictive environment. Therapy goals developed for the student are observable, measurable, and educationally relevant.

OT and/or PT services are provided if the student's physical or health impairment is so severe that he/she cannot develop his/her "educational potential" without special services, facilities or materials.

Referral criteria must include, but may not be limited to, the following:

1. Certification of a physical impairment or progressive physical disability by a licensed physician.
2. Significant motor impairment that would hinder the educational potential of the student. This would be determined through an evaluation by a registered physical therapist or occupational therapist.
3. A serious progressive disease where a student may need protective environment to monitor stability if the disease is interfering with the development of the student's educational goals.
4. A student experiencing a motor and/or sensory deficit which adversely affects his/her educational progress.

Student between the ages of three through the day before their twenty second birthday may be referred for occupational therapy if they demonstrate fine motor problems, visual-motor/visual perceptual deficits, sensory integrative deficits or significant delayed self-help skills. OT services may also be provided to students who need adaptive/assistive devices or students who have a permanent/progressive physical/health impairment which interferes with educational functioning.

Students between the ages of three through the day before their twenty second birthday may be referred for physical therapy services if they present physical disabilities such as spina bifida, cerebral palsy, muscular dystrophy, down's syndrome, or other handicapping conditions that affect gross motor functioning. Students who are in need of adaptive/assistive devices such as braces, artificial limbs, or wheelchairs maybe eligible for PT services. In addition, students with significant delays in gross motor development may also be eligible for services. Gross motor delays may be characterized by difficulty negotiating the environment, unusual gait, or poor balance and equilibrium reactions.



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Procedure for Occupational Therapy and Physical Therapy Referral

OT/PT Referrals can come through four sources:

1. Parent Request/MD referral
2. School Team
3. IFSPs
4. Move-Ins

Parent Request/MD Referral

A parent request or doctor's referral is received by the team for OT/PT services. The student's team and building principal should be notified. It should be understood that a referral initiated by either of these sources may or may not result in an evaluation. This request should be presented at a prediagnostic meeting, where the discipline (OT and/or PT) being requested is present. From there the specific discipline will determine if further assessment is needed.

School Team Referral

If a member of the student's school team feels that student could benefit from OT or PT services, they should contact their school special education supervisor and building principal to schedule a prediagnostic meeting (PDM). **Please remember that a referral for OT or PT should only be initiated after you have tried the strategies provided in the RTI box and have been unsuccessful.** The appropriate discipline should be invited to the PDM and it will be determined whether the student could benefit from further evaluation.

IFSPs

If a child comes into a program already receiving outside OT and/or PT services they may be eligible for school-based services if the following criteria are met:

1. The student has had an OT or PT evaluation/assessment within the past year
2. Goals and objectives already in place are educationally relevant
3. A current MD prescription is obtained

If all three of these criteria are met, the team and OT/PT will decide whether it is necessary to initiate or evaluate for services and establish goals or absorb the IFSP.

Move-Ins

The team and OT/PT will determine who will conduct the observation/evaluation on a case by case basis.



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PROVISO AREA FOR EXCEPTIONAL CHILDREN GENERAL CHECKLIST FOR MOTOR CONCERNS

Teachers: Please follow the guidelines below if your student is experiencing fine motor, visual-motor, gross motor, and/or sensory processing difficulties that makes him/her stand out from his/her peers.

1. Fill out the teacher checklist (please see attached). Make a copy and send to the OT and/or PT serving your school or classroom. Bring the other copy to your problem-solving team.
2. A problem-solving team meeting should be set, with an invitation sent to the OT and/or PT.
3. The OT and/or PT will contact you to narrow the problem in order to determine which strategies he/or she should bring to the problem-solving meeting.

This process is not intended to initiate an OT and/or PT screening. Instead, it is intended to notify a specialist that there is a general concern in the classroom. This will help generate strategies to discuss at the problem-solving meeting to help set interventions.

Thank you for your assistance in helping our formal screening process flow smoothly. If you have any questions regarding this process, please feel free to speak with the therapist assigned to your building or to Julia Barnicle, PT, Lead Therapist at PAEC at (708) 450-2143.

TEACHER CHECKLIST

Date _____ / _____ / _____
 Student's First Name _____
 Date of Birth _____

KEY
 √ = able to perform independently
 √+ = able to perform with help
 U = unable to perform
 NA = not applicable
 DK = don't know

Vision Screening Completed
 No _____ Yes (date) _____

Eyeglasses
 No _____
 Yes (near/far-sightedness) _____

Adaptive Device(s)

Bus

Bus: goes up steps _____
 Bus: goes down steps _____
 Curbs: steps up _____
 Curbs: steps down _____

School/Classroom Doors

Opens _____ Closes _____

Hallway

Moves between classes within building _____
 Walking speed is consistent with peers _____

Stairs

Walks up foot over foot without a rail _____
 Walking speed is consistent with peers _____

Locker

Manages lock _____
 Opens/closes door _____
 Manages clothing & fasteners _____
 Hangs up coat _____
 Organizes locker _____
 Time required is consistent with peers _____

Classroom

Walks about safely _____
 Stands from floor sitting _____
 Sits on floor _____
 Sits with elbows on desk _____
 Sits with feet on floor _____
 Sits symmetrically _____
 Gets in/out of chair _____
 Gets/replaces book from desk/bookbag _____
 Retrieves object from floor _____
 Carries books/materials _____
 Organizes belongings in desk _____

Restroom

Indicates need _____
 Manages clothing _____
 Gets on/off toilet _____
 Sits on toilet without falling _____
 Wipes self thoroughly _____
 Washes/dries hands _____
 Turns water on/off _____

Cafeteria

Carries objects (tray/snack) _____
 Finger feeds self _____
 Feeds self with fork/spoon _____
 Cuts food _____
 Drinks from a cup/milk carton _____
 Opens food containers _____
 Pours self a drink from large container _____
 Tolerates all food textures _____

PE/Gym

Changes clothing for PE _____
 Changes shoes for PE _____
 Ties gym shoes _____
 Fully participates in PE _____
 Able to keep up with peers _____
 Has difficulty with (please list specifics):

Elevator

Gets on/off _____
 Manages buttons _____

Outdoor Surface and Equipment Play

Blacktop and grass _____
 Ramps/inclines _____
 Swings _____
 Climbing equipment _____
 Slides _____
 Uses balls _____
 Endurance is age-appropriate _____
 Other _____

Field Trips

Participates fully in field trips _____

COMMENTS / PROBLEM AREAS SEEN

TEACHER CHECKLIST

Instructions for remainder of teacher checklist:

Please check any items that have been identified as an area of concern by school staff or parent.

Written Work (N/A for EC)

- Reverses Letters _____
- Demonstrates poor spacing of work on paper _____
- Difficulty with size of letters/numbers _____
- Erases paper and tears in process _____
- Prints too dark or too lightly _____
- Difficulty with grasp/release on pencil _____
- Lack of hand dominance _____
- Unable to color within lines _____
- Omits words and phrases _____
- Skips lines, loses place while copying _____
- Fatigues easily with reading / writing _____
- Difficulty copying from model on desk _____
- Difficulty copying from board _____

Organizational Skills

- Difficulty remembering assignments _____
- Difficulty organizing work _____
- Difficulty finishing tasks on time _____
- Hard to motivate _____
- Poor directional concepts (right/left) _____
- Difficulty with sequencing _____
- Disregards one side of body _____
- Difficulty with two-handed tasks _____
- Difficulty lining up _____

Age-Appropriate Tool Use

- Difficulty with scissors _____
- Poor grasp on writing utensils _____
- Stapling two or more pieces of paper _____
- Paper clipping two or more pieces of paper _____
- Difficulty with use of tape _____
- Difficulty with use of glue _____

Sensory Processing / Social-Emotional Skills

- Bumps into desks, other children _____
- Touches others excessively _____
- Avoids touch/angry when touched _____
- Engages in self-stimulation behaviors _____
- Avoids messy substances _____
- Difficulty with a variety of clothing textures _____
- Impulsive _____
- Has trouble with transitions _____
- Withdrawn _____
- Hard to calm down or redirect _____
- Easily frustrated _____
- Over-/under-reacts _____
- Decreased attention span _____
- Mood swings noted _____
- Sensitive to noise / light _____
- Fearful of new things _____
- Reluctant to participate in sports/physical activity _____
- Limited activity during recess _____
- Reluctant to complete unfamiliar tasks _____
- Difficulty with transitions _____

COMMENTS / PROBLEM AREAS SEEN

Please list activities, strategies, and/or modifications that have been tried and the results.

Form completed by: _____

Date: _____

Teacher's name: _____

Phone #: _____

School: _____ Grade: _____

District: _____

Best time to contact teacher: _____

Teacher signature: _____

Date parent contacted with the above identified areas of concern: _____

Parents contacted by: _____

FOR OT/PT DEPARTMENT USE

Received on: _____

Received by: _____

Teacher contacted on: _____

ADL Checklist

Student Name _____
Academic Year _____

Key:

- Performs ADLs on Fastener Board/Shoe Tying Board=**B**
- Performs ADLs on Own Clothing=**On Self**

***Note level as assistance required (l, max, mod, min, tactile, verbal cues, etc.)*

Date							
Buttons							
Zipper							
Snaps							
Shoe tying							

Date							
Buttons							
Zipper							
Snaps							
Shoe tying							

