

Family & Student Support Services Multi-Tier System of Supports (MTSS)

Response to Intervention (RtI), now referred to as, Multi-Tier System of Supports (MTSS) mandates interventions to be tried before requesting additional support of related services, such as Occupational Therapy or Physical Therapy. The questions that need to be answered before requesting the additional support are:

- 1) What interventions have been tried?
- 2) What has been the impact of these interventions on student performance? Collected data will show whether or not those interventions are effective.

The purpose of this binder is to provide regular education teachers with classroom strategies and interventions that can be put in place for students who are having difficulty participating in their curriculum and school routines.

The binder is designed so that teachers can describe a problem, and then attempt any of the interventions listed, before requesting involvement of a therapist.

These generic, easy to use, and *universally designed interventions* can be put in place within the classroom/school setting from the beginning. Strategies and interventions can be used by your entire class but will be especially useful for a student who is struggling with specific areas and/or tasks.

The most important component of RTI is data collection. The data will be used to demonstrate the effectiveness of interventions, which have been implemented. If those interventions are unsuccessful, further information will be needed to determine the student's abilities and what other interventions or strategies could be implemented. There are different examples of data sheets to facilitate data collection in the back of this binder.

If additional support or individualized recommendations for general education is needed, request and consent for screening by an OT or PT as part of the student support team process, can be obtained and completed.

These interventions/strategies are meant to emphasize participation rather than "normalize" or cure the student.

Additional hints and resources, including materials or equipment, are provided in the appendix of this binder.

Family & Student Support Services – Related Services Occupational Therapy and Physical Therapy

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• OT Referral Questionnaire



WRITTEN OUTPUT

POOR PENCIL GRASP

- Use short pencils (golf sized or smaller) & broken pieces of crayon to promote a more functional grip.
- Have your student hold a small object, eraser, or make-up sponge with their pinky & ring fingers while writing to promote a 3-finger grasp.
- For students who wrap their thumb around the pencil, put a sticker or drop of liquid paper on the pencil and have them cover it with their thumb when writing.
- Various pencil grips can be helpful (i.e. Stetro, The Pencil Grip, Start Write, Grotto Grip).
 A tightly wrapped rubber band can serve as a makeshift pencil grip.

DIFFICULTY WRITING LETTERS

*Georgia Standards of Excellence addressed:

ELAGSEKL1 – a) Print many upper- and lowercase letters.

ELAGSEKL2 – c) Write a letter or letters for most consonant and short-vowel sounds. ELAGSE1L1 – a) Print all upper- and lowercase letters.

- Write the letter with the students watching and then you watch them write it. Repeat as needed.
- Practice without vision to develop kinesthetic sense & visual memory.
- Ideas: on chalkboard w/chalk or wet brush, white crayon on white paper- then paint
- Model letters in chalk or on wipe off board, have child "erase" using index finger to follow correct form.
- Rainbow writing trace over a letter or number (using correct start/stop points) with 3 to 5 colors. Then have your students write the letter or number.
- Practice writing letters in fun ways-make them with cooked spaghetti, string, cut tin foil
 pieces. Get creative-paint with kool aid, write in smeared shaving cream, finger paint with
 pudding, write on tin foil with a Sharpie, write on windows with special window markers.

DIFFICULTY WITH LEGIBILITY

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ELAGSE1L1 – a) Print all upper- and lowercase letters.

ELAGSE2L1 – g) Creates documents with legible handwriting.

- Add writing lines to all worksheets.
- Instruct students to fully erase mistakes before rewriting.
- Practice starting letters a, d, g, q, o, s with a "c" that starts at the top.

DIFFICULTY WITH WRITING ON THE LINE

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ELAGSE2L1 – g) Creates documents with legible handwriting.

Darken or highlight the writing line to draw attention to it.

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- Reinforce top & bottom lines before writing, have the student draw a few vertical lines from the top to bottom-line.
- Have your student identify small and tall letters before writing them.
- Use something tangible for a line (cooked spaghetti, pipe cleaner, dried glue over the
 writing line, Wikki Stix, raised line paper, etc.) and make the letters sit on the line- also
 good to do with magnetic letters.
- For lined paper with a middle divider, highlight the space under the dotted line so small letters don't go above the line.

DIFFICULTY WITH SPACING BETWEEN WORDS

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ELAGSE2L1 – g) Creates documents with legible handwriting.

ELAGSE4L1 – h) Writes legibly in cursive, leaving spaces between...words in a sentence.

- Encourage the student to use their index finger for spacing.
- For a student who has very poor spacing, encourage them to make rather large spaces, which you can easily teach them to scale down later.
- Try using a small white Lego or math manipulative or add white out to the top of a Popsicle stick to reinforce the concept of blank space between the words.
- One or Two Finger spacers.

DIFFICULTY WITH REVERSING LETTERS

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ELAGSE1L1 – a) Print all upper- and lowercase letters.

ELAGSE2L1 – g) Creates documents with legible handwriting.

- Provide alphabet strip on desk & highlight the student's difficult letters.
- For b/d reversal, teach idea of direction using both hands fisted with thumbs straight up ("b" left hand comes before "d" right hand in the alphabet).
- Teach d, s, and g starting with the letter "c"

DIFFICULTY WITH WRITING TOO DARK OR TOO LIGHT

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ELAGSE1L1 – a) Print all upper- and lowercase letters.

ELAGSE2L1 – g) Creates documents with legible handwriting.

- If pressure is too light, try thicker lead pencils, markers, place a sheet of sandpaper under writing paper & stabilize with clipboard.
- If pressure is too hard, try pencil grips, mechanical pencils, or place a sheet of craft foam under writing paper & steady it with a clipboard.
- Try using an art pencil with darker lead or a china pencil (available at craft stores by the drawing supplies).



DIFFICULTY WITH WRITING WITHIN MARGINS

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ELAGSE2L1 – g) Creates documents with legible handwriting.

- Highlight left side of paper with green marker, right side with red if needed.
- Allow left-handed students to write on backside of notebook paper.

DIFFICULTY WITH LEGIBILITY/ORGANIZING MATH PROBLEMS

- Use graph paper to align numbers
- Complete problems on computer graph and print out work (example Excel).
- Use highlighter to align columns

A STUDENT COMPLAINS HIS/HER HANDS HURT FROM WRITING:

- If he/she is pressing too hard & has indentations on the backside of the paper, have him
 or her use a mechanical pencil. This can help a student learn to use less pressure when
 writing.
- Have them place both hands palm down on the desk and spread their fingers apart then slide them back together.
- Encourage students to open their hands and fingers as wide as possible and then quickly make a tight fist.
- Another good exercise is to have students bend their wrists up and down several times with both fisted and open hands.
- Have students stand and place both hands palm down on their desks. Keeping the elbows straight, ask them to push down on their desks (bearing their body weight) through the palms for a count of five then relax. Repeat several times.

CUTTING / SCISSOR SKILLS

- Use a visual cue (such as a smiley or sticker) on the thumbhole & cue to hold the scissors in a "thumbs up" position.
- Use of spring-loaded scissors.
- Outline the picture with a yellow marker to draw attention to the cutting lines.
- Cue the student to cut just past corners and curves before turning the paper.
- Start with cutting out lines, curves, and simple shapes on playing cards, magazine inserts, and heavy construction paper before moving onto flimsier paper if your student really struggles. Stiffer paper makes it a little easier to manage the paper while cutting.
- Also practice with cutting straws, theraputty and/or playdough.



SENSORY PROCESSING

POSTURE

LOW LEVEL OF ALERTNESS (SLEEPY, SLUGGISH, SLOW MOVER)

- Midmorning snack to increase alertness, chewing gum or hard sour candy.
- Increase air circulation with fans or by opening windows.
- Use "ball" chair or seat cushions. This allows for movement during desk time. Can also be useful for the fidgeter.
- Cushions could be under inflated beach balls, Disco-Sit, Sit N' Fit.
- Letting the child run an errand in the building or get a drink.
- Use movement in classroom or heavy work ideas (see appendix).
- Allow the student to work in different positions, such as standing at a table or a chalkboard, "pretzel" sit in chair, lay on floor.

FIDGETING

- Allow different positions depending on the activity. You may also try the disc o' sit cushion. It allows the student to wiggle in their seat without having to get up.
- Allow for fidget toys if possible. Remember that no person is able to stay completely still!
- Allow a student to fiddle with a small object like an eraser in one hand if it helps.
- GUM! It is actually good oral stimulation along with sour candies (and might help some children attend).
- In general, provide movement opportunities throughout the day. They can be easy to implement in the classroom. You can use a short movement break before an activity is to start or in the middle of a lengthy one.
 - Examples include running in place, jumping jacks, hokeypokey, hopping, stretching arms upward, desk push-ups, hands together and push, silent screams, etc.
- Alternative seating let the child who is always moving stand up and work. You can tape
 his/her paper to the wall or chalkboard and let him/her work there or simply have them
 stand at their desk to work.
- Theraband can be tied around the chair legs to allow a student to move their legs into the theraband. This can provide sensory input to the body to help with focus and attention.

DECREASED EYE CONTACT OR APPEARS TO NOT BE PAYING ATTENTION

- Don't assume the student is not learning the information. Many children are more distracted by a teachers face or movement and so they look away when listening.
- If child is missing instructions, try above listed suggestions for the fidgeting or sleepy child.

STUDENT AVOIDS MESSY MEDIA

- Offer plastic gloves to protect the hands.
- Pair them with a child who enjoys tactile media.



- Offer an opportunity for the student to wash hands with a wet towel next to them during the activity.
- Using tools instead of direct contact or generally exploring the media without touching it.
- Offer positive praise for participation but do not force student participation.

ORGANIZATION / PROCESSING

DIFFICULTY ORGANIZING THOUGHTS/IDEAS FOR PAPERS

- Use paper graphic organizer
- Use computer graphic organizer programs such as Inspiration or Kidspiration.
- Use digital recorder to copy spoken ideas and then write them out.

DIFFICULTY COMPLETING/TURNING IN WORK ON TIME

- Use labeled bins inside their desk or locker.
- Attach an organizer to the back of their chair or side of desk.
- Use Velcro to attach organizers to the desk top or side.
- Use assignment notebook to list due dates.
- Use assignment specific, daily or weekly checklists.
- Have student verify assignments with teacher daily and/or weekly.
- Have parent sign assignment notebook and completed homework.

LOST OR MISPLACED PAPERS, BOOKS, NOTES, OR WORKSHEETS

- Color code class materials with color coded book covers, folders and notebooks.
- Use Trapper Keeper or Accordion style folder system to separate items but also keep them in one place.
- Complete work on computer and save to disk or email between home and school.
- Allow student to keep a set of books in the classroom and a second set at home.

LOST OR MISPLACED SCHOOL MATERIALS (RULER, MARKERS, PENCILS), MESSY DESK/WORK SPACE

- Use stackable plastic bins next to the student's desk to place items inside.
- Use labeled bins inside their desk or locker.
- Attach an organizer to the back of their chair or side of desk.
- Use Velcro to attach organizers to the desk top or side.

DIFFICULTY STAYING IN LINE WHEN WALKING IN THE HALLWAY

- Have students pretend to be sharks and clasp hands in front of themselves to give a little more core stability.
- Use a rope for students to hold onto.



GROSS MOTOR / MOVEMENT

POSTURE

- Check chair/desk size. See if feet touch the floor to make them aware of their positions.
- Have kids "freeze" for a moment to make them aware of their positions.
- Let kids lay on the floor to do work, if possible. It increases arm stimulation and strength and provides trunk support.

DIFFICULTY SITTING ON THE FLOOR

- Have them sit on an elevated platform such as a telephone book, thick book, play brick or cushion
- Allow use of bean bag chair for added support
- Have entire class try different positions side sit, lying on stomach, heel sit, legs straight, 1 straight 1 bent.

MOBILITY: STUDENTS WHO TRIP WHEN WALKING

- Animal walks between activities; bear, duck, shark, bunny, frog, etc.
- Walk backwards.
- Check shoes; are they too big or are soles too thick? Be certain shoes are laced tight enough for support.
- Check pants hem? Pants that are too long will cause tripping.
- Are they distracted-looking one way and walking another direction?
- Use a visor (have all students wear).
- Put something on student in front of them to visually attend to such as a sticker.

DIFFICULTY CARRYING SCHOOL SUPPLIES/BELONGINGS

- Use a small plastic basket for carrying loose items.
- Assure that jackets and backpacks are on properly.
- Small rolling backpacks are often very cumbersome.
- Tie up extra length on backpack straps to prevent tripping.

MOVING IN/OUT OF VEHICLES, ENTERING & EXITING BUILDING

- Remind student to use hand rail on bus steps.
- Have student stop momentarily to visually attend to the area and their pathway.
- Use a buddy to walk with them.

DIFFICUTLY NAVIGATING STAIRS/RAMPS INSIDE & OUTSIDE OF THE BUILDING

- Remind of hand railing use when available.
- Check shoes; too big? Too loose? Too slick? Laces tied properly?
- Provide hand held support from teacher or buddy for walkway curbs.
- Try using curb cut ramps.

DIFFICULTY ACCESSING PLAYGROUND/ P.E. EQUIPMENT

 Play follow-the-leader and have class move between walkways and grass areas reminding all to look down, get ready for your feet to change, etc.



- Try to avoid crowded playground steps you may have to stand in as "traffic cop".
- Assign student a P.E. buddy and allow them a head start to move between centers, set up for games, gather equipment, etc.

MOVING INTO AND FROM POSITIONS (TRANSFERS, CHAIR/FLOOR)

- Put balls on chair legs to facilitate easier sliding.
- Try a chair with arms for added support.
- Try a different seating option a desk with chair attached or a table with separate chair.
- Assure area is obstacle free and select best time for student to move when crowding is at minimal numbers.
- Provide supportive surface for student to hold onto when moving to and from the floor.
- Assign student a floor position that maximizes openness.
- Have class practice different ways to move to the floor: stretch tall, reach for your toes, bend your knees, go into crawl position, move to sitting.

MOVING IN HALLWAY, LINING UP, MOVING AROUND OBSTACLES

- First or last in line typically minimizes distractions and allows teacher to encourage student's visual attention to pathway.
- If lining up by tables have students name 1 to 3 items that they will need to walk around, move out of way, step by without touching, etc. before moving into line.
- Again, check shoes; too big? Laces untied? Laces too loose?
- Have entire class practice directional concepts while walking we're going to all step over/walk around/walk between/etc.
- Walking beside a buddy may be better than trying to stay on the third tile from the wall.
- Some students may need occasional touch support from the wall.



APPENDIX

HANDWRITING HINTS

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Quick glance important points:

- Initially during the skill-building phase, encourage use of just one type of paper. As students' skills progress, introduce varying types.
- Identify if students cognitively understand important concepts ("on" for writing on the line, "space" for spacing between words, knowing that letters make up words & words make up a sentence.) If they don't, foundation teaching is necessary.
- Test knowledge of directional concepts by having students scribble with markers to directions such as "round & round", "up & down", "left to right", "top & bottom" using different colors for each instruction.
- Practice writing 10-15 minutes a day. Brief but quality instruction & practice pays off. This could be completed at school or home.
- Overemphasize large spacing between words initially. It is much easier to help a student decrease large spaces than it is to teach a student to use spacing.
- Teach students to write their first name with uppercase for the first letter & lowercase for the rest.
- Model how to write & over teach the first letter in the group.
- Many students write their name on assignments with large lettering that often looks immature and messy. Try using a highlighted rectangle for students to write their name in. After multiple trials, fade the cue & prompt the student to imagine the box when writing their name.



- Check for optimal desk & chair positioning: a stable base is very important when writing. Strive for chair positioning with feet firmly planted on the ground. The desktop height ideally should be 2" above the student's bent elbow. A duct-taped phone book can make a good footrest.
- Teach pencil grasp (want open rounded web with thumb & index pinching pencil – "A-OK") for K up to 2nd grade.
 - ➤ Pencil grasp is not developmental; it's very difficult to change by 2nd grade.
- Use vertical surfaces as much as possible (slant board, chalk/wipe off board, easel, paper taped to wall, a 4" binder can be used in place of slant board).

MOVEMENT IN THE CLASSROOM

Getting your students moving with these exercises will ready their bodies for learning. Use them in between lessons, before giving directions, and when attention to task decreases. Movement positively influences students' ability to listen, learn, and get their work done.

- Run in place for 15 seconds.
- Jump in place 10 times.
- March in place with high knees.
- March in place touching elbow to opposite knee.
- Stand & reach overhead. Then touch head, shoulders, knees and toes.
- Stand & lift 1-2 textbooks overhead and lower to chest level 10 times.
- Stand & push out 1-2 textbooks from chest & pull back in 10 times.
- Stand & hold 1-2 textbooks with extended arms, circle one way 10 times & then reverse for 10 times.
- While sitting, do 10 chair pushups (hold seat, raise bottom & legs from chair).
- Hop on 1 foot 5 times; switch & do the other 5 times.
- Alternate hopping on each foot.
- Wall push-ups: Do 10
- Move like the "wind, thunder & rain."



- Press hands firmly together; hold 5 seconds and repeat 3-4 times.
- Squeeze your arm from shoulder to fingers, squeezing & pulling like you're removing a glove.

END EACH MOVEMENT SESSION WITH SLOW, QUIET DEEP BREATHS (3-5)

HEAVY WORK

Heavy work is a useful tool to implement in your classroom for children with attention issues. It helps to organize and calm the body and is helpful for the "over" or "under" active child. Activities include pushing, lifting, climbing and pulling. Here is a list of functional heavy work activities you can easily implement in our classroom.

- Erase the chalkboard
- Carry a crate of books to the library
- Wash desks
- · Carry a crate in hallway during room transitions
- Sharpen pencil with a manual sharpener
- Open doors for people
- Stack chairs
- Help rearrange desks in the room
- Take down chairs at the start of the day or put up at the end of the day
- Carry several packs of Xerox paper to the office
- Have student push against the wall (wall push-ups)
- Chair push-ups
- Food can also help organize and calm the body:
 - ➤ Take a chewy food break such as licorice, fruit roll-ups, starburst, gummy worms or tootsie rolls.
- Any other activity in the classroom that would require some strength and effort.



TEACHING SCISSORS SKILLS

Type of Scissors

 New cutters benefit from scissors with small blades and small oval handles. Make sure scissors are in good working condition.

Scissors Grasp

- It's important to teach proper grasp. For individual help, work from behind the student rather than next to or in front of.
- The correct grasp is with thumb and middle finger placed in handles of scissors and curved at first joint from tip. Index finger is against handle shaft to help with support & closing the scissors. Fourth & fifth finger are against the palm; may need to hold small sponge with these.
- Teach "thumb up position" place visual cue such as a smallsticker or permanent marker mark on top of scissors shaft (they should be able to see the visual cue as they cut).

Cutting Progression

- May need to model/practice the open/shut sequence without paper before doing any cutting (try to make it fun; i.e., pretend scissors are "talking" to each other, first talk slow, then fast, etc).
- Start with easy to snip items such as drinking straws (snipped pieces can be strung as a necklace) or clay/Play-doh snakes. These are easier to hold than paper.
- Heavier paper, such as magazine/junk mail inserts, construction paper, manila paper, & playing cards is easier to cut than thin paper such as notebook, copy or tissue paper.
- Have child snip paper randomly (they use the scraps & glue stick to make a mosaic or "fringe" paper to make grass, etc).
- To teach cutting on the lines, use permanent marker to color the top of scissors blade so it lines up with the lines.
- Provide strips of paper (no wider than length of scissors blade) with straight bold lines drawn on so child can practice cutting on & through the line. When this is mastered, move on to longer lines so child can practice consecutive cuts.



Don't Spill the Beans

Don't Break the Ice

Pick Up Stix

Jenga

Operation

Connect 4

KerPlunk

Trouble

What's in Ned's Head?

Ants in the Pants

Hungry, Hungry Hippos

Bedbugs

Knock Out

Topple

Perfection

Twister

Board games such as: Chutes & Ladders, Candy Land, Hi Ho Cheerio!

Card games such as: Old Maid, Go Fish, Uno



Examples of Student Checklists to Promote Independent Work Completion

The following "checklists" are examples only. You may modify these specific to tasks or students.

General

- Put your name on the worksheet
- Put today's date on the worksheet
- Complete section/ pages/problems
- Check your answers and work
- Place the completed work in homework folder/teacher bin...

Sentence

- Sentences start with capital letter
- Sentences end with punctuation mark (.?!)
- Words spelled correctly
- Words written on line
- Correct spacing between words
- Can you/others read your work?

Daily

Morning

- Get out homework folder and place work in bin on teacher's desk
- Write Math and Spelling homework assignments in assignment notebook
- Place completed Spelling word sentences in Spelling folder by door when lining up for lunch

Afternoon

- Place completed Social Studies and Science worksheets in correct folders by window
- Write Social Studies, Science, and Language Arts homework assignments in assignment notebook
- Place ALL homework worksheets into homework folder
- Place homework folder and assignment notebook into backpack.



MATERIALS

*Materials can be purchased through School Specialty/Abilitations or Fun & Function.

www.schoolspecialty.com www.funandfunction.com

Written Output

golf pencils chalk/chalkboards
pencil erasers raised line paper
stickers Wikki Stix
pencil grips highlighters
dry erase boards Popsicle sticks

alphabet strips sandpaper craft foam sheets mechanical pencils slant boards

Cutting

construction paper or thicker paper straws

Playdough or theraputty spring loaded scissors

Attention

snacks: gum, hard, sour candy air cushions

Messy Media

non-latex gloves tongs/tools

Fidgeting

fidget toys air cushion

gum, candy Theraband, bungee cord

Organization Materials

graph paper Velcro highlighters labels graphic organizer plastic bins

tape/digital recorder assignment book, folders

Walking in a Line

Rope

Tripping

Visor



FORMS



Areas: Participation, Supports, and Performance

The School Performance 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 Name:		DOB:			
School:		Grade:			
Teacher:		Parents:			
Referred By (circle):	Parent	Teacher	SST		
Person Completing Fo	rm:				
Indicate any diagnoses considerations (i.e. sei	•	•	nd/or special		
Type of Classroom and General Education A	Academic Instru				
the student's ability to contained in this check occupational therapist necessary so that the sidentify interventions to	function within klist are those to and/or physica student suppor that can be imp a formal evalu ed on your dail most familiar	the school environally be that may typically be all therapist. Complet team and/or occup lemented with generation or continued sy observations of the with the student and	e addressed by a school tion of this form is ational therapist can ral education or to services. Please complete is student. You, as the		
What are the specific o	concerns (exam	ples of impact withi	n daily activities)?		



Please use the following key when completing the checklist that follows:

- [1] = A consistent problem (as compared to grade level peers)
- [2] = An infrequent problem (as compared to grade level peers)
- [3] = Not a problem (adequate skills or not applicable)
- **I. SELF HELP SKILLS:** The student's ability to manage personal needs within the educational environment.
- 1 2 3 Has difficulty taking off or putting on coat, boots, etc.
- 1 2 3 Has difficulty manipulating fasteners (buttons, snaps, zippers)
- 1 2 3 Has difficulty tying shoe laces
- 1 2 3 Requires assistance for hand washing
- 1 2 3 Has difficulty eating/drinking independently
- 1 2 3 Has difficulty opening food containers (milk carton, bags, etc.)
- 1 2 3 Has difficulty selecting and/or transporting food in cafeteria
- 1 2 3 Has difficulty transitioning between activities
- **II. FINE MOTOR/PERCEPTUAL SKILLS:** The student's ability to manipulate and manage materials within the educational environment.

A. Bilateral/Fine Motor Manipulation Skills

- 1 2 3 Has difficulty cutting with scissors
- 1 2 3 Takes excessive amount of time/practice to learn new fine motor skills
- 1 2 3 Avoids/dislikes/appears to struggle with fine motor activities
- 1 2 3 Switches hands while writing, cutting, etc.
- 1 2 3 Has difficulty holding paper still while writing/drawing
- 1 2 3 Has difficulty using computer
- 1 2 3 Has difficulty using classroom tools: ruler, compass, stapler, etc.
- 1 2 3 Has difficulty with constructional tasks: art/science projects
- 1 2 3 Has difficulty manipulating small objects; frequently drops objects

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

- 1 2 3 Forms letters incorrectly
- 1 2 3 Has difficulty writing on line
- 1 2 3 Letter/number size is inconsistent
- 1 2 3 Writing appears to require excessive effort/requires excessive time to write
- 1 2 3 Applies too much / too little pressure on the pencil (circle "too much" or "too little")
- 1 2 3 Has difficulty spacing properly between words

C. Visual Perceptual/Visual Motor

- 1 2 3 Has difficulty accurately copying information from books/papers
- 1 2 3 Has difficulty copying information from the board
- 1 2 3 Has difficulty aligning vertical columns; math problems, spelling lists
- 1 2 3 Frequently reverses letters/numbers
- 1 2 3 Is unable to recognize/identify shapes/letters/numbers

Fine Motor / Visual Motor / Visual Perceptual comments:

1 2 3 Has difficulty following directional terms such as up/down, left/right, etc.

	-	



III. 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

- 1 2 3 Has difficulty tolerating touch or other children in close proximity (i.e. in line, at circle time, during group work)
- 1 2 3 Appears to dislike getting hands messy (art, glue, water, etc.)
- 1 2 3 Has difficulty keeping hands to self in line, group activities
- 1 2 3 Touches objects/people constantly

B. Movement/Vestibular Processing

- 1 2 3 Appears hesitant/afraid of movement activities
- 1 2 3 Appears to be in constant motion; unable to sit still for an activity
- 1 2 3 Seeks quantities of movement (e.g. swinging, spinning, bouncing, and jumping)

C. Body Awareness/Proprioceptive Processing

- 1 2 3 Has difficulty negotiating through the school environment without bumping into others, knocking objects off desks, etc.
- 1 2 3 Has difficulty respecting the personal space/boundaries of others, i.e. positions self too close to others, leans on others
- 1 2 3 Appears to lack safety awareness/judgment
- 1 2 3 Seeks quantities of jumping/crashing, hanging on people or furniture, deep pressure, runs or bumps into walls/doors/people

D. Auditory Processing

- 1 2 3 Appears overly sensitive to loud noises (e.g. bells, toilet flush)
- 1 2 3 Becomes distressed during assemblies, lunch or other large gatherings
- 1 2 3 Covers ears to protect them from sound
- 1 2 3 Is distracted or has trouble functioning if there is a lot of noise

Sensory Processing comments.				



IV. 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

- 1 2 3 Moves/fidgets excessively while at desk/table
- 1 2 3 Has difficulty maintaining posture at desk (slumps, head in hand, etc.)
- 1 2 3 Complains of or frequently appears fatigued
- 1 2 3 Has difficulty maintaining sitting position on floor

B. Mobility

- 1 2 3 Has difficulty carrying school supplies/belongings in school environment
- 1 2 3 Trips or stumbles frequently (gait)
- 1 2 3 Has difficulty opening or closing doors
- 1 2 3 Moving in and out of vehicles, entering & exiting the building
- 1 2 3 Navigates and uses stairs/ramps inside and outside of the school building
- 1 2 3 Access and use of playground and PE equipment
- 1 2 3 Moves self to and from positions (transfers chair, floor, etc)
- 1 2 3 Moves in hallway, lining up, moving around obstacles

Posture/Functional Mobility comments:			



Data Collection for Fine Motor/Visual Motor/Sensory Processing/Gross Motor/Mobility Interventions

INTERVENTIONS PROVIDED TO STUDENT

Frequency and	Fidelity of	Results:	Rate of Progress:
Duration: (How often? Provide date intervention started, monitoring dates, and dates of revision)	(Qualification of intervention, adherence to program, implemented as directed)	(Provide quantitative – systematic progress monitoring data – and qualitative information.)	(Compared to grade- level peers.)
	date intervention started, monitoring dates, and	(How often? Provide date intervention started, monitoring dates, and dates of revision) (Qualification of intervention, adherence to program, implemented as	(How often? Provide date intervention started, monitoring dates, and dates of revision) (Qualification of intervention, adherence to program, implemented as







Henry County Schools Family and Student Support Services

Motor Interventions and Sensory Processing Strategies for Students

INTERVENTIONS and STRATEGIES FOR TEACHERS and CLASSROOM SETTINGS







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