

SCHOOL-BASED OT/PT INTENSIVE NEEDS EVALUATION

Student Profile

Student:	School:
Date of Birth/Age:	Grade/Classroom:
Date(s) of Evaluation:	Educational Classification
Reason for referral	
Background Information Diagnosis - Past Medical History- Current Medical History-	
<p>Context/Environment: How does the environment impact the individuals' ability to participate in activities that "occupy" their time. When assessing individuals' function in performance areas, the performance environments or contexts must be considered. Environments that are important for STUDENT to participate and be successful in include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Gymnasium <input type="checkbox"/> Art room <input type="checkbox"/> Music room <input type="checkbox"/> Workplace <input type="checkbox"/> Other 	
<p>Functional Mobility</p> <p>Can the student navigate the playground?</p> <p>Can they transition within the class? To other classrooms?</p> <p>Is safety a concern when walking in the halls?</p> <p>Will the student go to any school personnel? Are they aware of stranger danger?</p>	

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Behavioral Observations During Testing/Classroom:

II. ANALYSIS OF PERFORMANCE

I=Independent; Min=Minimum assistance (about 25%) required; Mod=Moderate assistance (about 50%) required; Max=Maximum assistance (about 75%) required; D=Dependent

PERSONAL CARE

Feeding	I	Min	Mod	Max	D
Eats/drinks using needed utensils/cups functionally					
Uses napkin to wipe face and hands					
Drinks water from water fountain					
Opens lunch packages and containers independently					
Can sit in lunchroom and eat with peers					
Goes through lunch line carrying a tray					
Toileting	I	Min	Mod	Max	D
Indicates need to toilet					
Manages clothing before and after toileting					
Toilet Hygiene (wiping, feminine hygiene needs)					
Turns water faucet on/off					
Obtains paper towel from dispenser					
Washes and dries hands					
Clothing Management	I	Min	Mod	Max	D
Puts on/removes pullover/coat					
Puts on/removes socks/shoes					
Buttons/unbuttons					
Zips and unzips zipper (already hooked by adult)					
Hooks zipper					
Fastens/unfastens snaps for pants/coat					
Buckles/unbuckles belt/shoes					
Secures shoes with Velcro					
Ties shoe laces					
Organization & Classroom Management	I	Min	Mod	Max	D
Can follow morning routine (unpack, lunch away, folder away)					
Transitions within the classroom					
Transitions out of class into the school					

STUDENT ROLE/INTERACTION SKILLS

General Work Behaviors	I	Min	Mod	Max	D
Remains seated when appropriate					
Stands/walks in line appropriately					
Observes safety precautions					
Gathers and organizes materials needed for a task					
Modifies behavior following feedback					
Works hard on non-preferred tasks					
Cleans area when completed with a task					
Follows routines					
Manages transitions					
Respects space, time, and materials of others					
Functional Communication	I	Min	Mod	Max	D
Makes choices					
Communicates wants & needs					
Communicates personal information					
States interests					
Describes own physical or emotional status					
Seeks clarification					
Responds/stop activity when named called					
Describes objects, locations, directions					
States which bus is taken to school					
Delivers short verbal messages					
Demonstrates appropriate use of facial expressions					

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LEARNING ACADEMICS/PROCESS SKILLS

Mental Processing	I	Min	Mod	Max	D
Follows demonstrated instructions					
Follows verbal instructions					
Follows illustrated instructions					
Follows written instructions					
Initiates task after given directions					
Volunteers to answer questions during group instruction					
Copies models					
Attention to task or instruction					
Pays attention during classroom discussions for as long as needed					
Problem solves a functional activity					
Sequences steps of a task					
Completes tasks					
Demonstrates memory of rote facts					
Demonstrates interest in presented task or content					
Demonstrated motivation for meeting expectations					

PLAY

	I	Min	Mod	Max	D
Takes turns					
Plays in group setting; joins in					
Shares materials					
Demonstrates imagination in play					
Participates in games with rules					
Uses toys for intended purpose					

GRAPHIC COMMUNICATION

Handwriting	I	Min	Mod	Max	D
Maintains functional sitting posture					
Stabilizes paper with non-dominant hand					
Writes with slightly extended wrist position					
Uses isolated finger movements for drawing/writing					
Grasp: (right/left, tight/ loose, tripod/lateral pinch/power/other)					
Web space: (open/slightly open/closed)					
Uses one hand consistently for writing tasks (circle: right/left)					
Slants paper appropriately for writing					
Pencil pressure (normal/light/heavy, consistent/inconsistent)					
Erases mistakes completely					
Copies accurately from desk					
Copies accurately from board					
Reads visual information accurately from desk					
Reads visual information accurately from board					
Attention is directed to work at hand					
Uses left to right and top to bottom progression on page					
Imitates pre-writing lines and basic shapes from modeling					
Copies pre-writing lines and basic shapes (no modeling)					
Forms pre-writing lines and basic shapes without model					
Legibility					
Letter formation (efficient/inefficient)					
Size relationships					
Alignment					
Spacing					
Speed					

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PRE-WRITING SHAPE/LETTER/NUMERAL FORMATION

	I	Min	Mod	Max	D
Produced correctly from memory					
Copied from model (no demonstration or cues needed)					
Imitated (after therapist demonstration)					
Produced incorrectly even after demonstration					
Imitated with verbal cues					
Imitated with physical guidance					
Inefficient motor patterns					
Keyboarding Skills					
	I	Min	Mod	Max	D
Moves mouse appropriately and clicks on icons					
Performs "click-and-drag" functions with mouse					
Can copy sentences from near point (16")					
Uses both hands for typing; attempts to use correct fingering can hunt and peck					

Functional Visual Skills

Item	F	NF	Comments
Near Vision Acuity (16")			
Far Vision Acuity			
Eye Alignment			
Convergence			
Divergence			
Pursuits			
Saccades			

Sensorimotor

Item	F	NF	Comments
Imitates symmetrical postures			
Imitates asymmetrical postures			
Crossing midline			
Bilateral coordination			
Finger/thumb opposition			
Diadochokinesia			
Laterality			
Understands body scheme			
Spatial relations (front, back, etc)			