

Cumberland County Schools
Physical Therapy Department
Educational Resource Center (ERC)
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Physical Therapy School Functional Evaluation Non-ambulatory Students

Name: School:
Date of Birth/Age: Teacher/Grade:
Date of Evaluation: Exceptionality:
Diagnosis:
Parents/Home Phone:

Background Information

Medical History:

Academic History:

Reason for Evaluation:

Teacher/Parent Concerns and Observations:

Equipment

Personal (splints, wheelchair, etc.):

Classroom (desk, chair, floor sitter, prone stander, etc.):

Neuromuscular Assessment: *This is an assessment of how the brain and muscles work together to perform different activities. Postural observations describe how the body is held in space, paying close attention to whether both sides of the body appear the same or different. Muscle tone refers to the state of the muscle during rest and activity, such as high tone (may also be described as tightness, spasticity, or stiffness) and low tone (also described as floppy or soft). Range of motion describes the amount of joint movement available.*

Posture/Musculoskeletal Observations:

	Functional and Safe	Needs Improvement	Comments
Sitting in class chair			
Sitting in wheelchair			
Positioned on back			
During transfers			
In adaptive positioners (list)			

Areas identified at risk for skin breakdown:

Techniques/programs used to pressure relief:

Tone/Range of Motion/Strength: *(WFL-within functional limits) (D-decreased) (I-increased)*

	Right	Left	Comments
Range of motion: Upper extremities			
Range of motion: Lower extremities			
Range of motion: Trunk/neck			
Strength: Upper extremities			
Strength: Lower extremities			
Strength: Trunk/neck			
Tone: Extremities			
Tone: Trunk/neck			

Sensory-Motor Function: *This includes assessment of functional performance on tasks involving movement, perception, and spatial organization ie awkwardness, motor overflow, right-left confusion, mild oculomotor difficulties and associated movements.*

Gross Motor Assessment *Currently there is no standardized evaluation for the educational environment that appropriately reflects a child's functional skills with regards to their muscle tone. Therefore, a narrative method has been chosen to more accurately describe the child's abilities within the context of the school environment.*

Clinical Observations: *Assessment of the basic motor skills needed to function in the school and educational environment.*

	Functional	Needs Improvement	Comments
Maintains a sitting position			
Rolling			
Moves while sitting			
Stands			
Transitions from sitting to standing			
Transitions from standing to sitting			
Pivots while standing			
Walks forward			

Gross Motor Assessment

Gross Motor Function Measure (GMFM):

Dimension	Score out of possible 100%	Comments
Lying and rolling		
Sitting		
Crawling and Kneeling		
Standing		
Walking, Running, and Jumping		

Test Observations:

Mobility/Environment-Accessibility Assessment:

Transitions: *Moving from one area to another, including lining up, moving in crowded corridors or aisles, negotiating doorways, following directions and rules.*

Toileting: *Tasks performed in bathroom, including managing clothing, using diapers/catheter, flushing the toilet, taking care of personal hygiene, and the physical acts of getting to/from the bathroom and on/off the toilet.*

Gait: *Speed, step length, symmetry, weight shifting, and heel to toe pattern are all aspects of gait that can affect function.*

Balance: *Balance is the ability to maintain the body's center of gravity over its base of support with minimal sway or maximal steadiness.*

	Functional	Needs Improvement	Comments
Sit to stand			
Standing unsupported			
Sitting unsupported			
Standing to sitting			
Transfers			

Wheelchair Mobility:

	Functional	Needs Improvement	Comments
Lock/unlock brakes			
Propels on level surfaces			
Propels on ramps			
Propels on playground surfaces			
Propels through doorways			
Maneuvers in and out of elevators			
Access to workspace			

Classroom and School Grounds: *Includes moving on different types of surfaces, around obstacles, congested or narrow spaces, in a line, in cafeteria, distances required at school and keeping pace with peers in all school situations, including evacuating the building as necessary.*

Participation in Recreational Movement: *Includes games involving physical activity (classroom, playground, PE), running, climbing and playing on both low and high playground equipment.*

School Bus Transportation:

Summary (include how motor function, strength and physical needs impact on education):

Physical Therapy is a related service for special education students and must be educationally relevant. Per IDEA, school-based physical therapy is a unique, skilled service that is provided when necessary to enable a child to benefit from his or her special education program. School-based physical therapy services should enhance, not duplicate teacher services in the classroom. School-based physical therapy is not intended to replace community-based physical therapy. Parents are therefore encouraged to seek additional clinic-based therapy services when deemed appropriate by medical professionals.