



**PRINCE ALBERT** Est. 1887  
**CATHOLIC SCHOOL DIVISION**  
*Learning for life through Catholic Education*

**IDENTIFICATION OF NEED FOR OCCUPATIONAL THERAPY  
EVALUATION FOR SCHOOL AGE CHILDREN**

CHILD'S NAME \_\_\_\_\_ TEACHER \_\_\_\_\_ GRADE \_\_\_\_\_

CHILD'S BIRTHDATE \_\_\_\_\_ AGE \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE \_\_\_\_\_

Check areas of difficulty; underline specific problems, star (\*) prominent difficulties. If child has overall difficulty in one category, or shows several items in three or more categories, this may indicate a need for an occupational therapy evaluation.

**GROSS MOTOR SKILLS**

- 1) \_\_\_\_\_ Seems weaker or tires more easily than other children of same age.
- 2) \_\_\_\_\_ Difficulty with hop, jump, skip, or running compared to peers.
- 3) \_\_\_\_\_ Appears stiff and awkward in his/her movements.
- 4) \_\_\_\_\_ Clumsy or seems to not know how to move body, bumps into things.
- 5) \_\_\_\_\_ Tendency to confuse right and left body sides.
- 6) \_\_\_\_\_ Hesitates to climb or play on playground equipment.
- 7) \_\_\_\_\_ Reluctant to participate in sports or physical activity; prefers table activities.
- 8) \_\_\_\_\_ Seems to have difficulty learning new motor tasks.
- 9) \_\_\_\_\_ Difficulty pumping self on swing, poor skills in rhythmic clapping games.

**FINE MOTOR SKILLS**

- 1) \_\_\_\_\_ Poor desk posture (slumps, leans on arms, head too close to work, other hand not assist)
- 2) \_\_\_\_\_ Difficulty drawing, coloring, copying, cutting; avoidance of these activities.
- 3) \_\_\_\_\_ Poor pencil grasp; drops pencil frequently.
- 4) \_\_\_\_\_ Pencil lines are tight, wobbly, too faint or too dark; breaks pencil more often than usual.
- 5) \_\_\_\_\_ Tight pencil grasp; fatigues quickly in writing or other pencil/paper tasks.
- 6) \_\_\_\_\_ Hand dominance not well established (after age six).
- 7) \_\_\_\_\_ Difficulty in dressing; clothing off or on, buttons, zippers, tying bows on shoes.

**ACADEMIC** – difficulties in:

_____ Reading	_____ Distractible	_____ Slow writer	_____ Following directions
_____ Math	_____ Restless	_____ Organizing work	_____ Remembering information
_____ Spelling	_____ Hyperactive	_____ Finishing tasks	_____ Short attention span

**VISUAL PERCEPTION**

- 1) \_\_\_\_\_ Difficulty naming or matching colors, shapes or sizes.
- 2) \_\_\_\_\_ Difficulty in completing puzzles, trial and error placement of pieces.
- 3) \_\_\_\_\_ Reversal in words or letters after first grade.

- 4) \_\_\_\_ Difficulty in smooth eye-tracking (following object with eyes, keeping place in reading, copying from blackboard to desk.

**TOUCH**

- 1) \_\_\_\_ Seems overly sensitive to being touched; pulls away from light touch.
- 2) \_\_\_\_ Tends to wear coat when not needed; will not allow shirtsleeves to be pulled up.
- 3) \_\_\_\_ Have trouble keeping hands to self, will poke or push other children.
- 4) \_\_\_\_ Touches things constantly; "learns" through his fingers.
- 5) \_\_\_\_ Dislike being cuddled or hugged, unless initiated by child.
- 6) \_\_\_\_ Dislikes feeling of certain types of clothing or material; bothered by tags in back of shirt.
- 7) \_\_\_\_ Avoids putting hands in messy substances (clay, finger paint, and paste.)

**MOVEMENT AND BALANCE (Vestibular)**

- 1) \_\_\_\_ Fearful in activities moving through space (teeter-totter, swing.)
- 2) \_\_\_\_ Avoids activities that challenge balance; poor balance in motor activities.
- 3) \_\_\_\_ Seeks quantities of movement including swinging, twirling, bouncing, rocking, sliding or merry-go-rounds.
- 4) \_\_\_\_ Becomes carsick frequently; seems overly sensitive to movement.
- 5) \_\_\_\_ Hesitates or has difficulty in learning to climb or descend stairs.

**AUDITORY LANGUAGE**

- 1) \_\_\_\_ Appears overly sensitive to loud noises.
- 2) \_\_\_\_ History of repeated ear infections.
- 3) \_\_\_\_ History of delayed speech development.
- 4) \_\_\_\_ Appears to have difficulty understanding or paying attention to what is said to him/her.
- 5) \_\_\_\_ Easily distracted by sounds; seems to hear sounds that go unnoticed by others.

**EMOTIONAL**

- 1) \_\_\_\_ Does not accept changes in routine easily.
- 2) \_\_\_\_ Becomes easily frustrated.
- 3) \_\_\_\_ Acts out behaviorally, difficulty getting along with other children.
- 4) \_\_\_\_ Apt to be impulsive, heedless, accident prone.
- 5) \_\_\_\_ Easier to handle in small group or individually.
- 6) \_\_\_\_ Marked mood variations, tendency to outbursts or tantrums.
- 7) \_\_\_\_ Tends to withdraw from groups; plays on the outskirts.

**What are your concerns about this child?**

**Additional Comments or Observations:**

\_\_\_\_\_  
Completed by:  
Phone Number: