

**OCCUPATIONAL THERAPY - REQUEST FOR STUDENT ASSISTANCE**

**\***This is not a referral for a special education evaluation or special education services.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_

DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Attending: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person Submitting Request: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Relation to Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher (if not submitter): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferred day/time to screen/observe student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Status:

\_\_ General Education \_\_ RTI Services

\_\_ 504 Services \_\_ Parent is aware of concerns

\_\_ Special Education Services (IEP)

Area of Concern:

\_\_ Fine Motor

\_\_ Sensory

\_\_ Other :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List the concern #’s that prompted this request. Must include the intervention data log from the attached list of concerns and recommendations. In most cases, interventions must be consistently trialed for a minimum of 3 weeks prior to submitting this request.

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Please provide a brief summary of your concerns and any other relevant information regarding this student.

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Upon receipt of your request, Therakids staff will follow up with an observation/screening and recommendations within 30 school days.

Building Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Special Education Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| **FINE MOTOR** | | | | | | |
| ***#*** | ***Concern*** | ***Recommendations/Interventions to Try*** | ***Interventions Utilized*** | ***Frequency of Interventions (Trial #’s)*** | | ***Duration of Interventions (Dates)*** |
| 1 | Desk posture (slumps, sits edge of seat, face too close to work, leans on arm) | A) Allow frequent movement/stretch breaks  B) Offer flexible seating options  C) Present materials directly in front of student so that they do not have to turn head or body to see you/board  D) Use a slant board or elevated surface |  |  | |  |
| 2 | Hand dominance (switches hands for fine motor tasks) – *for students age 4 and up* | A) Position materials on side which student appears to favor more frequently  B) Provide verbal prompts to initiate and maintain use of preferred hand  C) Allow for rest breaks if hand is fatigued rather than allowing for switching to using other hand |  |  | |  |
| 3 | Opening containers, packages, classroom supplies | A) Tear paper into small pieces  B) Break popsicle sticks or toothpicks  C) Peel tape from smooth surface  D) Remove backing from stickers |  |  | |  |
| 4 | Putting on/taking off coat | A) Use a doll from the child’s point of view to model the steps  B) Provide hand over hand assistance  C) Backward or forward chain (child puts first arm through, then you help with the rest or you help child with all steps and then have them pull up zipper) |  |  | |  |
| 5 | Opening/closing buttons, snaps, zippers | A) Practice on a doll or fastener board before having child fasten on self  B) Stringing beads, lacing cards, and putting coins in a slot encourage proper pinch patterns and eye-hand coordination  C) Provide hand over hand assistance |  |  | |  |
| 6 | Tying shoes – *for students age 5 and up* | A) Send home a log for parents and child to document daily practice  B) Use backward chaining – complete all steps with child and then have child complete last step, then last two steps, etc.  C) Practice with shoe or lacing board in lap or on tabletop |  |  | |  |
| 7 | Using helper hand to stabilize objects | A) Direct verbal prompt to utilize helper hand  B) Have child hold paper on wall or vertical surface while writing with dominant hand  C) Place stickers along cutting worksheet to prompt helper hand advancement |  |  | |  |
| 8 | Hand positioning on scissors | A) Place sticker on thumb handle of scissors and prompt to have sticker up at all times  B) Hand child the scissors with thumb handle up  C) Provide a visual for proper positioning |  |  | |  |
| 9 | Opening/closing scissors | A) Encourage play with tongs, clothespins, chip clips, etc.  B) Try adapted scissors such as spring loaded or loop scissors  C) Hold the paper or material for child so that he or she can focus on operating the scissors |  |  | |  |
| 10 | Cutting lines or basic shapes – *for students age 4 and up* | A) Place small stickers along line for additional visual prompts  B) Use wiki sticks or dried glue to make a path for scissors to cut between  C) Encourage cutting in direction of handedness (right handed - cut counterclockwise, left handed – cut clockwise) |  |  | |  |
| 11 | Pencil grasp | A) Provide visual and physical demonstrations of mature grasp  B) Have student hold small object against palm with ring and pinky fingers to encourage the use of thumb, index, and middle finger on pencil  C) Use short pencils  D) Write on vertical or slanted surface |  |  | |  |
| 12 | Pencil pressure (too light or too heavy) | A) Too heavy – have child write on tissue paper  B) Too heavy – use a mechanical pencil  C) Too light – place textured surface like sandpaper beneath the paper  D) Too light – use a weighted pencil |  |  | |  |
| 13 | Forming pre-writing strokes and developmental shapes | A) Model proper formations  B) Use a multimodal approach – shaving cream, playdoh, food play  C) Use your finger to draw the shape on the student’s hand, arm, or back  D) Body movements to replicate shapes (tape a line on floor and have student jump from top to bottom – vertical line, slowly push student in circular motion on swing – circle) |  |  | |  |
| 14 | Forming uppercase letters, lowercase letters, and numbers – *for students age 5 and up* | A) Model proper formations  B) Begin with child imitating individual strokes of each letter one at a time  C) Tracing/imitating should come before copying. Copying should come before writing from memory.  D) Use a multimodal approach – shaving cream, playdoh, food play |  |  | |  |
| 15 | Adhering to the line when writing – *for students age 5 and up* | A) Provide a physical barrier like wiki stick or bookmark  B) Bold baselines  C) Color coding lines (ex: blue top line is “sky”, green bottom line is “grass”) |  |  | |  |
| 16 | Spacing between words –  *for students age 5 and up* | A) Use a popsicle stick or finger to space between words  B) Tell child to put “nothing” or “air” as a space-filler after each word  C) Use graph paper for individual letters in each box leaving a box empty between each word |  |  | |  |
| 17 | Size of writing – *for students age 5 and up* | A) Tri-lined paper with highlighted area (Hi-Write paper)  B) Verbal and visual reminders for tall, small, and fall letters  C) Provide boxes for individual letters that vary in size to facilitate tall, small, and fall letters |  |  | |  |
| 18 | Copying from a near point model (text on desk or within arm’s reach of student) – *for students at least halfway through Kindergarten* | A) Reduce visual distractions on page being copied  B) Teach child to copy a few letters at a time  C) Provide enlarged text  D) Use a bookmark or index card as a place holder and visual guide |  |  | |  |
| 19 | Copying from a far point model (text on board or requiring student to look up from paper) – *for students at least halfway through Kindergarten* | A) Teach child to copy a few letters at a time  B) Position child near the board and limit head turning  C) Provide copy of notes at student’s desk, if possible  D) Consider guided notes, same text but with only a few fill in the blanks rather than complete sentences or paragraphs |  |  | |  |
| 20 | Writing without a visual model – *for students at least halfway through Kindergarten* | A) Give assistance with spelling and sentence structure  B) Dictate the word/sentence to the student  C) Introduce keyboarding for lengthy written responses |  |  | |  |
| 21 | Letter/number reversals – *for students in 1st grade or older* | A) Ensure child is not switching hands when writing  B) Provide direct verbal and visual prompts for correct letter formation  C) Use a multisensory approach – gross motor play, midline crossing, and tactile input  D) Target one reversal at a time |  |  | |  |
| **SENSORY** | | | | | | |
| **\*\*\*Sensory concerns MUST have an adverse effect on the student’s ability to participate in the learning environment. If the student is unable to participate, prevents others from participating, or cannot be easily redirected, then a request for assistance is appropriate. If a student seeks or avoids sensory stimulation but it does not interfere with his or her learning nor the learning of others, then a request for assistance is NOT appropriate.** | | | | | | |
| ***#*** | ***Concern*** | ***Recommendations/Interventions to Try*** | ***Interventions Utilized*** | | ***Frequency of Interventions (Trial #’s)*** | ***Duration of Interventions (Dates)*** |
| 22 | Seeks movement during inappropriate times, struggles to sit still | A) Provide alternative seating options (wobble stool, wiggle cushion, ball chair, standing at desk)  B) Allow for frequent movement breaks throughout the day  C) Utilize foot fidgets (resistance band around legs of desk) or hand fidgets (Velcro beneath desk, stretchy or textured objects) |  | |  |  |
| 23 | Makes noise during inappropriate times (hums, sings) | A) Play soft background music in the classroom  B) Permit the student to wear headphones during independent work times  C) Allow the child to chew gum or eat a crunchy snack |  | |  |  |
| 24 | Requires multiple prompts before responding to name or instructions | A) Position yourself near the student when giving directions to entire class  B) Give a combination of verbal, visual, and physical prompts  C) Make eye contact with the student before giving instructions |  | |  |  |
| 25 | Bothered by sudden, loud noises (fire alarm, train) | A) Have noise reducing headphones available in the classroom  B) Cover automatic flush sensor on toilet  C) Give advance notice of assemblies, fire or weather drills, etc.  D) Allow student to cover ears with hands and calmly assure the student that you will notify them when the noise has ceased |  | |  |  |
| 26 | Bothered by background noise (peers talking, music) | A) Have noise reducing headphones available in the classroom  B) Position student’s desk in quieter area of the room (away from hallway, speakers, noisy fan, etc.)  C) Provide a quiet corner for student to work in if they become overwhelmed |  | |  |  |
| 27 | Tactile defensive (avoids messy play, upset if hands dirty, sensitive to being touched) | A) Model desired play through turn-taking and physical demonstration  B) Provide proprioceptive input (firm hugs, squeeze shoulders/arms/hands, wheel barrow walks or animal walks with hands on floor)  C) Offer sensory bins with a variety of textures (water, beans, rice, sand, slime, paper shreds, marbles) |  | |  |  |
| 28 | Seeks pressure or contact | A) Provide proprioceptive input (firm hugs, squeeze shoulders/arms/hands, wiggle cushion, resistance band on desk legs, stress ball)  B) Give heavy work activities (carrying stack of books, wall push ups, animal walks, stacking chairs)  C) Ensure adequate opportunities for physical activity throughout the day |  | |  |  |