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| **First Grade and Older Screener** |

**Student Demographic**

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| **Student Name:** | **Therapist:** |
| **Date:** | **Time Spent:** |
| **Grade/Age:** | **School/Teacher:** |
| **Glasses:** Yes \ No |  |
| **Precautions:** |

**Grasp and Writing Skills**

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| --- | --- |
| **Utensil Grasp:** | **Hand Dominance:** Right \ Left \ Not established |
| **Name:** | Accuracy | Reversals | Write \ Copy | **Comments:** |
| Formation:Size:Space:Line adherence:Total: | % | Yes \ No |  |  |
| % |  |
| % |  |
| % |  |
| % |  |
| **UC Letters:** | Accuracy | Reversals | Write \ Copy | **A B C D E F G H I J K L M N O P Q R S T U V W X Y Z** |
| Formation:Size:Space:Line adherence:Total: | % | Yes \ No |  | **Comments:** |
| % |  |
| % |  |
| % |  |
| % |  |
| **LC Letters:** | Accuracy | Reversals | Write \ Copy | **a b c d e f g h i j k l m n o p q r s t u v w x y z** |
| Formation:Size:Space:Line adherence:Total: | % | Yes \ No |  | **Comments:** |
| % |  |
| % |  |
| % |  |
| % |  |
| **Numbers:** | Accuracy | Reversals | Write \ Copy | **1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20** |
| Formation:Size:Space:Line adherence:Total: | % | Yes \ No |  | **Comments:** |
| % |  |
| % |  |
| % |  |
| % |  |
| **Near Point Copy Sentences:** | Accuracy: | Reversals: | **Comments:** |
| Formation:Size:Space:Line adherence:Total: | **%** | Yes \ No |  |
| **%** |  |
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| **Far Point Copy Sentences:** | Accuracy: | Reversals: | **Comments:** |
| Formation:Size:Space:Line adherence:Total: | **%** | Yes \ No |  |
| **%** |  |
| **%** |  |
| **%** |  |
|  |  |
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| **Self-Generated Sentence:** | Accuracy: | Reversals: | **Comments:** |
| Formation:Size:Space:Line adherence:Total: | **%** | Yes \ No |  |
| **%** |  |
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**Classroom Skills**

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| **Scissor Skills:** |
| Type of Scissors: | Push-down tabletop scissors | Double loop training scissors | Loop scissors | Spring-loaded scissors | Standard fiskars |
| Level of Set-up: | Independent | Hand over Hand | MIN Assist | MOD Assist | MAX Assist |
| Re-positions: | Yes \ No | **Comments:** |
| Helper hand engagement: | Yes \ No |  |
| Forward advancements: | Yes \ No |  |
| Paper Management: | Yes \ No |  |
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| Cutting Skills: | Snips | Straight | Curvy | Zig zag | Circle | Square | Triangle | Complex design |
| Types of Cuts: | Choppy \ inconsistent | Smooth \ successive |  |
| **Organization \ Supplies:** |  | **Comments:** |
| Keeps desk \ supplies organized: | Yes \ No |  |
| Manages assignments: | Yes \ No |  |
| Sorts papers: | Yes \ No |  |
| Fold paper: | Yes \ No |  |
| Uses learning materials properly:(ruler, glue, stapler, etc.) | Yes \ No |  |
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**Dressing and Self-Care**

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| **Dressing Skills:** |  | Level of Assist: | **Comments:** |
| Donn coat: | Yes \ No |  |  |
| Doff coat: | Yes \ No |  |  |
| Button: | Yes \ No |  |  |
| Zip: | Yes \ No |  |  |
| Snap: | Yes \ No |  |  |
| Lace: | Yes \ No |  |  |
| **Classroom Routine:** |  |  | **Comments:** |
| Hang up coat \ backpack: | Yes \ No |  |  |
| Remove items from backpack: | Yes \ No |  |  |
| Puts homework in proper location: | Yes \ No |  |  |
| Unlocks locker: | Yes \ No |  |  |
| Follows school \ class routine: | Yes \ No |  |  |
| Appropriate behavior during class work: | Yes \ No |  |  |
| Locate classrooms: | Yes \ No |  |  |
| **Meal/Snack Time:** |  |  | **Comments:** |
| Wash \ dry hands: | Yes \ No |  |  |
| Open packages: | Yes \ No |  |  |
| Chews appropriately: | Yes \ No |  |  |
| Independent with utensils: | Yes \ No |  |  |
| Holds \ carries cafeteria tray: | Yes \ No |  |  |
| Uses napkins: | Yes \ No |  |  |
| Pay for meal: | Yes \ No |  |  |
| Clean up after meal \ snack: | Yes \ No |  |  |

**Visual Perceptual Skills**

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|  | Activity: | Level of Assist: |
| Visual discrimination: recognizes similarities and differences |  |  |
| Visual closure: recognizes objects even when only partially visible |  |  |
| Visual memory: recalls what eye has seen |  |  |
| Visual sequential memory: recalls sequence of objects in correct order |  |  |
| Visual spatial relationship: recognizes object relationships to each other and one’s self |  |  |
| Visual motor: interprets visual information and responds with a motor action |  |  |
| Visual tracking: controlled eye movements (Left to Right and Up and Down) |  |  |
| Figure ground: filters irrelevant visual information |  |  |
| Form constancy: forms are the same in different environments |  |  |
| **Comments:** |
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**Sensory Processing Skills**

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|  |  | **Comments:** |
| Tolerates touching various textures: | Yes \ No |  |
| Determines differences in tactile input: | Yes \ No |  |
| Tolerates hands on prompt if needed: | Yes \ No |  |
| Maintains personal space: | Yes \ No |  |
| Uses appropriate pressure during play: | Yes \ No |  |
| Tolerates visual input: | Yes \ No |  |
| Displays appropriate level of sensory arousal: | Yes \ No |  |
| Body awareness: | Yes \ No |  |
| Motor planning: | Yes \ No |  |
| Transitions easily: | Yes \ No |  |

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| **Additional Notes/Observation:** |
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