

### Screening Checklist: Occupational Therapy Services

Today's Date:

Completed by:

Child's Full Name:

Age:

Gender:

Date of Birth:

Address:

School:

Grade:

**Instructions:** Mark the boxes below that correspond with the concerns you have regarding your child/client.

#### Posture and Strength:

- Head held to one side with drawing/looking at objects
- Hikes shoulders when cutting/drawing/manipulating crafts
- Frequently stands during seated work
- Excessive fidgeting in sitting
- Leans on desk or people for support
- Has trouble getting up from the floor
- Fatigues easily
- Seems to have strong arms but a weak core (stomach)

#### Clumsiness/Poor coordination/Poor Spatial Judgment:

- Poor balance/avoids challenges to balance on playground
- Trips/Falls easily or doesn't look where he/she is going
- Runs into desks/doorways/peers
- Has trouble learning new games or copying hand/body motions or avoids them
- Seems to be behind peers in motor skills

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- Tenses mouth, drools, sticks out tongue, or grits teeth when working (circle one)
- Trouble going up and/or down stairs

### Functional Vision:

- Has diagnosed visual problem: \_\_\_\_\_
- Trouble with ball skills, blinks or turns away when a ball approaches
- Has trouble tracing on a line or staying inside a path but good fine motor skills
- Poor eye contact
- Easily visually distracted
- Seems to grab without looking
- Blinks/Rubs eyes or squints during/after visual activities
- Seems to be sensitive to light or computer work
- Short attention span for visual motor/writing/drawing activities
- Frequently stares into the distance/out a window when working
- Difficulty writing on a line or sizing letters
- Skips lines/words when reading or has poor reading comprehension
- Difficulty with word searches and/or design copying
- Difficulty copying from the board or copying from a page, needs increased time

### Fine Motor Problems:

- Difficulty manipulating small objects (coins, beads, pegs)
- Uses middle finger instead of index finger to pick up small objects
- Uses fist grasp or several fingers to pick up small objects
- Difficulty holding writing/coloring utensils or awkward grasp
- Colors too lightly or with too much force (circle one)
- Uses whole arm movements versus isolating wrist and finger movements with writing/drawing
- Has difficulty manipulating scissors to cut paper
- Seems to have weak hands or hikes shoulders with resistive tasks such as play-doh
- Difficulty with in-hand manipulation (ex: separating pennies to move them from palm to fingertips)

### Bilateral Integration Problems:

- Demonstrates mixed hand dominance
- Does not approach deskwork from left to right
- Avoids activities that require reaching across his/her body or frequently switches hands
- Does not stabilize the paper while writing/drawing/cutting
- Always uses both hands together

- Does not use one hand to stabilize containers when opening them
- Has difficulty with gross motor skills such as jumping with 2 feet or pedaling a bike

### **Visual Perceptual/Motor Problems:**

- Poor understanding of spatial concepts/spatial relations (large, small, top, bottom)
- Difficulty completing interlocking puzzles
- Difficulty finding objects in a busy background (hidden pictures or something on a shelf)
- Poor spatial organization of drawings, letters, words, sentences (i.e. scrunched together, jumbled, too far apart)
- Difficulty completing mazes and dot-to-dots
- Difficulty cutting along a line
- Difficulty differentiating between objects on a page
- Has difficulty writing and/or tracing his/her name
- Poor handwriting: legibility, spacing, sizing, formation, reversals, (circle all that apply)
- Difficulty copying designs/shapes

### **Attention and Focus Problems:**

- Has difficulty independently following through with tasks
- Is easily distracted by peers
- Stares blankly at times
- Seems to have difficulty shifting from active play to seated work
- Is easily distracted by noises and conversations
- Relies on peers or visual demonstration to figure out what to do

### **Learning Behavior:**

- Seems not to hear directions or needs them repeated frequently
- Does not "tune in" to what is being said unless you are directly in front of him/her
- Has difficulty transitioning: tasks, from the playground, or at pick up/drop off
- Difficulty with problem solving and persistence
- Does not ask for help or just leaves difficult tasks
- Uses distracting behaviors to avoid difficult tasks
- Does not seem aware of own errors or is overly critical of self (Circle one)
- Jumps from one task to another in a disorganized way
- Seems to need more practice than others to learn new things

### **Behaviors Related to Sensory Processing:**

- Has trouble grading force with peers and objects (too much/too little)

- Looks for opportunities to play rough or push/kick other kids
- Dislikes being bumped or touched unexpectedly
- Has difficulty identifying body parts
- Avoids messy activities/splashes hands/washes hands immediately following brief use of messy substances (Circle all that apply)
- Fearful of movement (ex: swings) or heights – Avoids playground equipment
- Seeks fast movement, spinning, or jumping from heights (Circle all that apply)
- Gets dizzy or disoriented easily
- Overly sensitive to certain sounds: \_\_\_\_\_
- Does not seem aware of new sounds/his name being called
- Likes to make noises or hum to self frequently
- Overly active and has difficulty slowing down
- Has poor safety awareness

### Activities of Daily Living:

- Trouble managing clothing with toileting or putting on jacket
- Needs assistance to complete classroom routines
- Is a messy eater, has limited food preferences, has difficulty managing utensils (Circle all that apply)
- Unable to blow his/her nose
- Drools: Under stress/With eating/Always (circle one)
- Other: \_\_\_\_\_

### Social/Emotional Problems:

- Has difficulty socializing with peers
- Verbally aggressive
- Overly controlling with peers and/or group activities
- Prefers to play alone or has difficulty joining play
- Easily frustrated or gives up quickly
- Seems hyperaware of difficulties
- Impulsive
- Fearful of new situations
- Is unsafe on the playground
- Poor self-esteem/confidence
- Says “I can’t” to age appropriate activities
- Excessively controlling during play/activities
- Seems anxious or always “on guard”

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

Any additional specific behaviors or concerns not listed? How are these things impacting the child's participation in daily activities?

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