

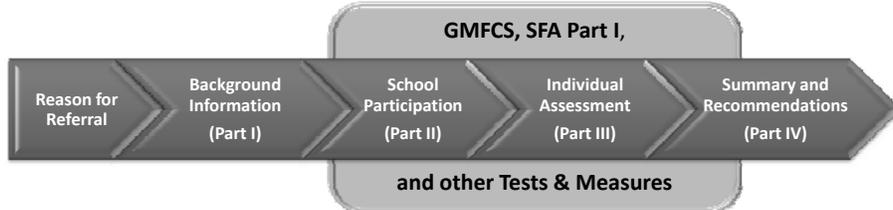


Writing a Cohesive Report

Catch → Connect → Converge → Conclude

The Flow of the PT SFE

- The Physical Therapy School Function Evaluation (PT SFE) was designed so that all parts correlate with each other.



- The Reason for Referral drives the PT Eval so it should be addressed from start to finish.

Addressing the reason for referral from start to finish.

PT SFE...	Include...	Example: Reason for referral: trips and falls, especially on stairs
Part I	interview with parent, teacher or other school staff regarding incidence of "reason for referral"	Address: How often does he trip/fall? Are there barriers in class? Does he catch himself when he falls?
Part II	observation of the "reason for referral"	Report observation of student on stairs, hallways and classroom
Part III	tests and measures that addresses the "reason for referral"	Under A. Gross Motor, use the Timed Up and Down Stairs, Timed Up and Go, gait analysis, strength, balance
Part IV	conclusions regarding the "reason for referral"	Answer: Does he fall? How often? What are possible causes of falling? Can PT address it? Can others?
If "reason for referral" is substantiated and PT is recommended, write goals that address the "reason for referral".		

Part-by-Part Tips for Writing a Cohesive Evaluation

PT SFE	Tip	ARP
Part I	<i>Catch run-on sentences.</i>	Part I
Part II	<i>Connect items with the SFA.</i>	Part I
Part III	<i>Converge on the issues.</i>	Part I
Part IV	<i>Conclude with clarity.</i>	Part III

CATCH run-on sentences.



Run-on sentences:
badly connecting 2 or more
sentences together.

CATCH run-on sentences.

Example:
Parent Report:
Jimmy frequently trips while negotiating the stairs and his home environment and has walked on his toes since he was younger. His mother was initially not concerned since her other children did the same but grew out of it, but she is now concerned that Jimmy has not shown any improvement, as well as the fact that his toe walking has caused him to trip and fall.

CATCH run-on sentences.

- 1 sentence = 1 thought
 - unless you are comparing or contrasting 2 different ideas.
- If you use any of the words to the right in a long sentence: **stop!** Read it again and see if you can cut your long sentence into 2-3 shorter ones.



CATCH run-on sentences.

Improved:

Parent Report:

Jimmy has been walking on his toes since he was younger. Initially, his mother was not concerned since her other children toe walked but grew out of it. However, Jimmy has not shown any improvement causing him to trip and fall. He frequently trips at home and when negotiating stairs.

CATCH run-on sentences.

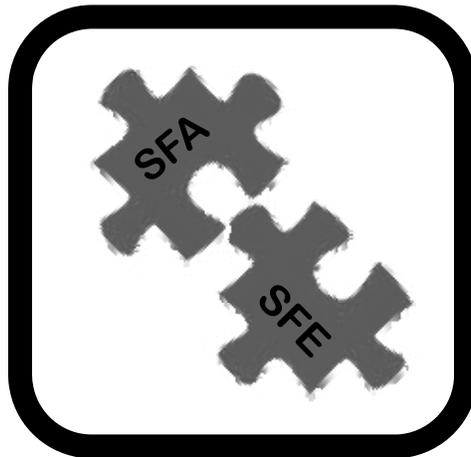
Activity

Catch a run-on sentence.

Improve on it.



CONNECT the SFA to the PT SFE items.



CONNECT the SFA to the PT SFE items.

<u>PT SFE Part II</u>	<u>SFA Part I</u>
A. School Mobility	→ Transitions
B. Classroom Activities	→ Regular/Special Ed Classroom
C. Community Mobility & Transportation	→ Transportation
D. Mealtime	→ Mealtime/Snack Time
E. Toileting	→ Bathroom/Toileting
F. Playground and Recess	→ Playground/Recess
G. Gym Performance & Participation	→ Regular/Special Ed Classroom

CONNECT the SFA to the PT SFE items.

You can...

1. **Start** the SFE item with the SFA score.

Part II. School Participation Assessment

A. School Mobility

Jimmy's SFA score for Transitions is 3/6 as he needs constant supervision especially when using stairs. He goes up with an alternating step pattern, without the rail, while on his toes. When he wears his book bag or carries something, he requires the rail for support. He goes down the stairs with an alternating step pattern, while on his toes, and requires the rail for support. He steps at the edge of the stairs on his toes and often jumps or collapses onto the following step. During the assessment he tripped at least 5 times while negotiating the stairs. While walking with his peers in the halls, Jimmy often bumps into the student ahead of him and requires constant verbal cues to remain in line. Jimmy can open and close the school doors without difficulty.

CONNECT the SFA to the PT SFE items.

B. Classroom Activities:

Jimmy was rated 4/6 for the SFA Classroom participation because he requires additional cuing from his teacher for all transitions and instructions within the classroom. The additional cuing and instructions seem to be due to a combination of attention issues and the following gross motor issues. He is able to don and doff both his jacket and book bag without assistance; and he can put them on/off his hook. At times, he needs a few attempts before properly placing his jacket on the hook. He often drops some items when he is walking around the room. Jimmy transitions to and from circle time and around the room efficiently. At times he bumps into other students or desks. Jimmy is able to place a classroom chair on and off the desk. While sitting at his desk, Jimmy prefers to sit at the edge of his chair so that his feet are planted on the floor – his chair is too high for him. He can pick up a pencil from the floor without losing his balance. He raises his hand without losing his balance.

CONNECT the SFA to the PT SFE items.

You can...

2. End with the SFA score.

C. Transportation, Arrival and Dismissal:

Jimmy comes to school with the school bus. He needs hand-held support or close supervision while ascending/descending the stairs on the bus to assure his safety. Therefore he was given a score of 3/6 on the SFA.

D. Mealtime:

Jimmy's food is set on the table for him as with other students. He performs meal time tasks independently (SFA score of 6/6).

CONNECT the SFA to the PT SFE items.

Or you can...

3. Indicate the SFA score in the **middle**.

E. Toileting:

Jimmy indicates when he has to use the bathroom, and he goes with his peers as a class. Jimmy is independent in the bathroom (SFA score of 6/6); however at times he is inappropriate and will exit the bathroom with his pants down and "dance around".

F. Playground/Recess:

Evaluator was unable to observe Jimmy during recess due to weather conditions. School aide reported that Jimmy's class typically goes outside and that he is able to use the equipment and run around with his peers. He is given a rating of 6/6 on the SFA at this time. However, due to reports of loss of balance in other settings, it is recommended that Jimmy is observed more thoroughly in the playground in the future.

CONNECT the SFA to the PT SFE items.

Lastly, gym participation is included under the SFA Regular/Special Education Classroom score. Therefore, this score must be similar to the score for item B. Classroom Activities.

G. Gym Performance and Participation:

Jimmy's classroom teacher does physical education with her class. She states that Jimmy has a difficult time following directions and is often running around the gym with poor direction. He requires additional instructions and re-direction (SFA score of 4/6 under Classroom participation). He is delayed in his play skills, including running, jumping, throwing, catching and kicking.

CONNECT the SFA to the PT SFE items.

Activity

Choose an item of the PT SFE.
Re-write it to show better correlation
with the SFA Part I score.



CONVERGE on issues identified in Part II.



CONVERGE on issues identified in Part II.

Before Performing an "Individual Assessment"	Example
Determine issues observed in Part II	
Prioritize	
Choose tests to assess performance	
Choose tests to identify underlying impairments	

CONVERGE on issues identified in Part II.

A. Gross Motor Assessment

Jimmy has good muscle strength and range of motion on all joints (except for his ankles), allowing him to function in the school. His ankle dorsiflexion (ability to bend his ankles so that his toes move towards his shins) was measured as -5° on both sides compared to the normal of 20°. This indicates ankle tightness that is due to the structure of his bones, joints, muscles or tendons. This contributes to Jimmy standing and walking on his toes. When asked to stand with his feet flat, he stands with legs bowed and feet turned outward. Closer inspection of his feet shows that the arches of his feet are flat.

Jimmy has poor balance as evidenced by his falls. However, he demonstrated intact protective reactions by catching himself with his hands when he falls. He completed the Timed Up and Down Stairs test (- walk up 14 steps, turn around and walk down the same 14 steps) in 12.2 seconds which is within the average range. However, he was unsafe in doing so; his speed was partly due to his sliding down the steps on his toes. No fall was observed during this test.

He presented with coordination deficits as demonstrated by his inability to copy simple body movements (i.e. one hand up in the air and one hand on his hip). He can catch 10-inch ball thrown from 4 feet away by trapping it between his hands and his body. He can toss a 10-inch ball with two hands for a distance of 5 feet. He can kick a stationary or rolling ball with his left leg so that it travels on the floor ~15 feet. He is unable to catch a tennis ball and he flings it when asked to toss it. Jimmy runs on his toes.

Jimmy demonstrated good endurance during the assessment. He did not complain of tiredness or pain.

CONVERGE on issues identified in Part II.

Activity

Before Performing an "Individual Assessment"	Example
Determine issues observed in Part II	
Prioritize	
Choose tests to assess performance	
Choose tests to identify underlying impairments	

CONCLUDE with clarity and conviction.



CONCLUDE with clarity and conviction.

The Summary must contain:

- Age, diagnosis, class program, current services, significant medical history
- Reason for referral
- GMFCS level and SFA scores
- Highlights of the biggest concerns first

CONCLUDE with clarity and conviction.

A. Summary of Present Level of Function

Jimmy is a 5 year old boy in a general education kindergarten class. He was referred to PT due to toe walking and frequent falls. He is a healthy boy with an unremarkable medical history. Jimmy was assigned a GMFCS Level II which means he is able to walk but with supervision and support, especially when negotiating the stairs. The biggest areas of concern are School Mobility (Transitions) and Transportation where he scored 3/6 on the SFA. He walks on his toes and trips throughout the school day. He is unsafe negotiating the stairs and the bus steps, thereby requiring constant supervision and/or assistance. Jimmy displays tightness around the ankles that appear to be due to the structure of his bones, joints or tendons.

Jimmy demonstrates immature play skills due to coordination deficits. He has difficulties following directions and remaining on task. He requires additional supervision and instruction in the classroom. He has difficulty socializing appropriately with peers. He is independent during meal time and toileting.

CONCLUDE with clarity and conviction.

Under “ Explain how school-based PT can benefit the student’s function...”, detail:

- Main focus of PT
- Limits of PT (if applicable)
- Remediation interventions
- Compensation interventions
- Consultative interventions

CONCLUDE with clarity and conviction.

B. Recommendation			
X	YES, PT is recommended.		
	Frequency	Duration	Group
	?	?	?
<p>Explain how School-Based Physical Therapy will benefit the student’s function and performance in his/her educational program:</p> <p>PT will mainly focus on Jimmy’s safety in the school by helping improve his SFA scores in School Mobility (Transitions) and Transportation to 4/6 or 5/6. PT will train Jimmy in the areas of strength and flexibility of the legs, balance and coordination. Jimmy’s ankle tightness seems to be structural which PT typically cannot correct. Please see suggestion below regarding orthopedic consultation. PT will collaborate with Jimmy’s teacher to come up with strategies to help decrease the incidence of falls.</p> <p>PT will work with Jimmy’s parents to come up with a home exercise program that will ensure carryover of skills at home.</p> <p>As much as possible, PT will be provided in a group to improve Jimmy’s interaction with his peers.</p> <p>PT recommends re-evaluation in 6 months to assess whether PT is effective in improving Jimmy’s safety in school.</p>			

CONCLUDE with clarity and conviction.

C. Other Suggestions

Provide Jimmy with a chair with an appropriate height. Jimmy's feet need to be flat on the ground when he is sitting.

Utilize community-based resources such as:

- orthopedic/pediatrician consultation to address his lower extremity posture and limited range of motion
- playground, gymnasium, park, karate, swimming

Give Jimmy chores (in school and at home) with at least 2 step commands.

CONCLUDE with clarity and conviction.

Review the Summary and Recommendations.

Re-write with GMFCS and SFA scores.

Improve explanation for recommending services.

