

**OCCUPATIONAL THERAPY  
CHECKLIST AND EVALUATION FORMS: GUIDELINES FOR USE**

**OCCUPATIONAL THERAPY CHECKLIST**

The Occupational Therapy Checklist is a comprehensive tool used to organize and guide the evaluation process. The checklist provides a systematic method for conducting the evaluation. Student records should be reviewed carefully and used to complete applicable sections. Teacher reports and parent interviews are incorporated whenever possible. The checklist should be completed by using both formal (standardized and criterion referenced tests) and informal assessment methods (observation, checklists, interview). Items which do not apply or cannot be completed due to circumstances (summer evaluation, unable to observe, lack of information, inappropriate for particular student, etc.) may be left blank. The checklist pages are kept by the therapist for their own records and should not be submitted with the evaluation form.

**OCCUPATIONAL THERAPY EVALUATION**

The Occupational Therapy Evaluation is specifically designed to provide a portrait of a student's strengths and weaknesses as they impact on school function and participation. It is the narrative synthesis and analysis of information from the checklist. The evaluation is submitted to the CSE or SBST, along with completed IEP page 5 (Health and Physical Development) and IEP page 6 (Annual Goals and Short Term Objectives).

**GUIDELINES FOR REPORTING SCORES**

Specific scores are not to be included in the Occupational Therapy Evaluation. Percentile ranks and age equivalents should be used for evaluative and decision making purposes only. In keeping with recommendations in the Board of Education Test Resource Guide, these scores are never reported. Performance on tests are referred to in general terms (areas of strength or weakness, significant difficulty, diminished performance).

**GUIDELINES FOR WRITING EVALUATIONS**

The evaluation is a document that will be read by parents and school personnel who do not have a background in medical or therapy terminology. The evaluation should be written in clear, non-technical language. A balanced description of the student's functional strengths, as well as weaknesses should be included. When describing areas of difficulty, language should be descriptive and neutral rather than stigmatizing or judgmental. For example, minimize use of words such as: impaired, deficit, deficient, delayed. Include words such as: impeded by, difficulty with, challenged, decreased function, atypical performance.

**MATERIALS / TOOLS NEEDED TO COMPLETE CHECKLIST**

**REQUIRED**

drawing / writing tools	scissors	small manipulatives	1" blocks
maze / puzzles	8" ball	tennis ball	visual targets
lined / unlined paper	clothing fasteners		

**RECOMMENDED WHEN AVAILABLE / APPROPRIATE (PARTIAL LIST)**

Developmental Test of Visual Motor Integration – Visual Motor, Motor Coordination, Visual Perception subtests  
Benbow Developmental Hand Skill Observations  
School Function Assessment (full or partial administration)  
WOLD Sentence Copying Test  
Detroit Motor Speed and Precision Test  
Teacher Report / Teacher Checklist / Parent Interview  
Sensory Profile – short / long form  
Ayres Clinical Observations  
DTVP II

NEW YORK CITY BOARD OF EDUCATION  
OFFICE OF RELATED AND CONTRACTUAL SERVICES

OCCUPATIONAL THERAPY CHECKLIST

Student: \_\_\_\_\_ CSE#: \_\_\_\_\_ OSIS#: \_\_\_\_\_ D.O.B. \_\_\_\_\_

Therapist: \_\_\_\_\_ Date of Eval: \_\_\_\_\_ Agency: \_\_\_\_\_

School/District: \_\_\_\_\_ Educational Program: \_\_\_\_\_

Family Contact: \_\_\_\_\_ Telephone #: \_\_\_\_\_

Primary Physician/Hospital: \_\_\_\_\_ Telephone #: \_\_\_\_\_

Related Services Currently Receiving: \_\_\_\_\_

Reason for Referral: \_\_\_\_\_ Referred By: \_\_\_\_\_

Tests Administered: \_\_\_\_\_

**MEDICAL HISTORY**

Diagnosis:

Birth and Delivery:

Surgeries/Hospitalizations:

Allergies:

Medications:

Medical Conditions / Alerts:

General Health:

**MOTOR DEVELOPMENT / NEUROMUSCULAR**

Developmental Milestones:

sitting \_\_\_\_\_ crawling \_\_\_\_\_ walking \_\_\_\_\_ talking \_\_\_\_\_ toilet training \_\_\_\_\_

Transitional Movements / Positions:

Protective and Equilibrium Reactions:

Muscle Tone:

Range of Motion:

Muscle Strength:

Reflex Integration:

**GROSS MOTOR**

**Primary Means of Mobility:**

walks on own \_\_\_\_\_ crutches / cane / walker \_\_\_\_\_ wheelchair (manual / power) \_\_\_\_\_

Negotiating the School Environment (note safety and level of independence):

Stairs (note stepping pattern, use of hand rail and ability to keep pace with peers):

Respiration:

Endurance:

Proximal Stability:

Scapula / Shoulder Position:

Motor Planning / Coordination:

Posture / Alignment:

kyphosis \_\_\_\_\_ lordosis \_\_\_\_\_ scoliosis \_\_\_\_\_ pelvis \_\_\_\_\_ other \_\_\_\_\_

Balance:

In sitting: static \_\_\_\_\_ dynamic \_\_\_\_\_

In standing: static \_\_\_\_\_ dynamic \_\_\_\_\_

Gross Motor Skills (note level of difficulty, compensatory strategies and quality of movement):

balances on one foot \_\_\_\_\_ hops \_\_\_\_\_

jumps, in place \_\_\_\_\_ jumps, from a higher surface \_\_\_\_\_

gallops \_\_\_\_\_ skips \_\_\_\_\_

tennis ball: throws \_\_\_\_\_ catches \_\_\_\_\_ dribbles \_\_\_\_\_

8 inch ball: throws \_\_\_\_\_ catches \_\_\_\_\_ dribbles \_\_\_\_\_

**FINE MOTOR**

Bilateral Coordination (note skilled use of non-dominant hand):

Hand Preference: left \_\_\_\_\_ right \_\_\_\_\_

Crosses Midline:

Supination / Pronation:

Forearm Stabilization:

Wrist Stabilization in Extension:

Accommodates Grasp to Object:

Separation of Radial / Ulnar Sides of Hand (note palmer arches):

Object Manipulation:

reach \_\_\_\_\_ place \_\_\_\_\_ release \_\_\_\_\_

In-Hand Manipulation:

translation \_\_\_\_\_ shift \_\_\_\_\_ rotation \_\_\_\_\_

Pinch Patterns:

superior (tip to tip) \_\_\_\_\_ inferior (pad to pad) \_\_\_\_\_ lateral (thumb adducts) \_\_\_\_\_

serial opposition to thumb \_\_\_\_\_ thumb rotates towards index / middle fingers \_\_\_\_\_

**WRITING / GRAPHOMOTOR**

Body Position:

Stabilization with Non-Dominant Hand:

Pencil / Crayon Grasp (describe grasp pattern; note whether grasp is static / dynamic, mature, efficient):

Use of Adaptive Grip (describe):

Maintenance of Thumb Web Space:

Pre-Writing Skills:

	Draw	Copy	Imitate	Trace	Color	Cut
Vertical Line						
Horizontal Line						
Circle						
Cross						
Square						
Triangle						

Pencil Pressure:

Legibility:  
print \_\_\_\_\_ script \_\_\_\_\_

Letter Formations:  
capitals \_\_\_\_\_ lowercase \_\_\_\_\_

Number Formations:

Reversals:

Sizing:

Alignment to Line:

Spacing:

Copying:  
near \_\_\_\_\_ far \_\_\_\_\_ dictation \_\_\_\_\_  
speed \_\_\_\_\_ accuracy \_\_\_\_\_ omissions \_\_\_\_\_

Independent Writing Sample:

spelling \_\_\_\_\_  
organization \_\_\_\_\_  
content \_\_\_\_\_

Endurance:

Approach to Task (note impulsivity, laboriousness, etc.):

Recommended Standardized Tests (when appropriate):  
WOLD Sentence Copying Test (grade level) \_\_\_\_\_

**OCULAR MOTOR**

	Nystagmus	Head-Eye Dissociation	Signs of Eye Strain
Fixation			
Saccades			
Pursuits			
Convergence _____ inches			
Divergence _____ inches			

**VISUAL MOTOR**

Recommended Standardized Tests (when appropriate):

Developmental Test of Visual Motor Integration (VMI)

Visual Motor Integration subtest \_\_\_\_\_

Visual Perception subtest \_\_\_\_\_

Motor Coordination subtest \_\_\_\_\_

Detroit Motor Speed and Precision Test \_\_\_\_\_

DTVP II \_\_\_\_\_

**SENSORY** (note under or over reactivity, sensation seeking or avoiding behaviors)

Tactile: \_\_\_\_\_

Auditory: \_\_\_\_\_

Visual: \_\_\_\_\_

Olfactory: \_\_\_\_\_

Gustatory: \_\_\_\_\_

Vestibular: \_\_\_\_\_

Proprioception: \_\_\_\_\_

Stereognosis: \_\_\_\_\_

Body Schema: \_\_\_\_\_

Praxis: \_\_\_\_\_

Sensory Seeking / Defensive Behaviors: \_\_\_\_\_

Arousal / Modulation: \_\_\_\_\_

Activity Level: \_\_\_\_\_

**ACTIVITIES OF DAILY LIVING (note level of assistance required)**

**SCHOOL FUNCTION**

**Transitions / Mobility:**

on / off bus \_\_\_\_\_ within school \_\_\_\_\_ walking in halls \_\_\_\_\_  
managing doors \_\_\_\_\_ walking on line \_\_\_\_\_  
keeps pace with peers \_\_\_\_\_

**Safety:**

navigates school environment \_\_\_\_\_  
negotiates obstacles \_\_\_\_\_  
observes school / class rules \_\_\_\_\_

**Managing Materials:**

cubby / desk / locker organization \_\_\_\_\_  
packing / unpacking backpack \_\_\_\_\_

**Orientation to Class Routines and Resources:**

**GROOMING**

brushes / combs hair \_\_\_\_\_ brushes teeth \_\_\_\_\_  
washes face and hands \_\_\_\_\_ blows / wipes nose \_\_\_\_\_

**DRESSING**

**Dons and Doffs:**

jacket \_\_\_\_\_ book bag \_\_\_\_\_ shoes \_\_\_\_\_ socks \_\_\_\_\_ other \_\_\_\_\_

**Fasteners:**

zippers, initiate \_\_\_\_\_ zippers, pull up \_\_\_\_\_ large buttons \_\_\_\_\_ small buttons \_\_\_\_\_  
snaps \_\_\_\_\_ laces \_\_\_\_\_ buckles \_\_\_\_\_

**TOILETING**

uses toilet \_\_\_\_\_ personal hygiene \_\_\_\_\_  
manages clothing \_\_\_\_\_ has accidents \_\_\_\_\_ wears diapers \_\_\_\_\_

**EATING**

eats independently \_\_\_\_\_ carries tray \_\_\_\_\_  
uses utensils \_\_\_\_\_ drinks from cup \_\_\_\_\_  
opens packages \_\_\_\_\_ opens utensil bag \_\_\_\_\_  
opens milk container \_\_\_\_\_ finger feeds \_\_\_\_\_  
uses napkin \_\_\_\_\_

**ORAL MOTOR**

articulation clarity \_\_\_\_\_ bite and chew patterns \_\_\_\_\_  
sucks straw / blows bubble \_\_\_\_\_ resting position of mouth \_\_\_\_\_  
lip closure / muscle tone \_\_\_\_\_ lateral movement of tongue \_\_\_\_\_

# COGNITION / PERCEPTION

## ORIENTATION

person \_\_\_\_\_ place \_\_\_\_\_ time \_\_\_\_\_  
season \_\_\_\_\_ DOB \_\_\_\_\_ today's date \_\_\_\_\_  
address \_\_\_\_\_ phone \_\_\_\_\_ other \_\_\_\_\_

## IDENTIFICATION

Names:  
colors \_\_\_\_\_ shapes \_\_\_\_\_ letters \_\_\_\_\_ numbers \_\_\_\_\_  
Matches:  
colors \_\_\_\_\_ shapes \_\_\_\_\_ letters \_\_\_\_\_ numbers \_\_\_\_\_

## DIRECTIONAL / SPATIAL CONCEPTS

left / right \_\_\_\_\_ up / down \_\_\_\_\_ front / back \_\_\_\_\_  
inside / outside \_\_\_\_\_ under / over \_\_\_\_\_ between \_\_\_\_\_

## THREE DIMENSIONAL DESIGN COPYING

### Block Designs:

imitates from model: tower \_\_\_\_\_ bridge \_\_\_\_\_ steps \_\_\_\_\_  
reproduces from memory: tower \_\_\_\_\_ bridge \_\_\_\_\_ steps \_\_\_\_\_

Puzzles:

Mazes:

Draw a Person:

## EXECUTIVE FUNCTIONS

Attention:

Memory:

Organization:

Judgment:

Impulsivity:

Problem Solving:

## PERCEPTUAL SKILLS

Relate perceptual test results from VISUAL MOTOR section to cognition and academic function

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PSYCHOSOCIAL**

Self Regulation: \_\_\_\_\_

Frustration Tolerance: \_\_\_\_\_

Tentative / Confident: \_\_\_\_\_

Initiates Contact / Prefers Solitary Activities: \_\_\_\_\_

Cooperative / Avoidant: \_\_\_\_\_

Social Behaviors (appropriate / inappropriate): \_\_\_\_\_

Reciprocity: \_\_\_\_\_

Peer Relationships: \_\_\_\_\_

**COMMUNICATION**

Initiates Conversation / Sustains Conversation: \_\_\_\_\_

Expressive / Receptive Skills: \_\_\_\_\_

Verbal / Non Verbal: \_\_\_\_\_

Gestures / Signs: \_\_\_\_\_

Eye Contact: \_\_\_\_\_

Augmentative Communication: \_\_\_\_\_

**TASK PERFORMANCE / BEHAVIORAL OBSERVATIONS**

works independently \_\_\_\_\_ organized approach to task \_\_\_\_\_

tolerates structure \_\_\_\_\_ waits for turn \_\_\_\_\_

follows directions:  
single step \_\_\_\_\_ multi-step \_\_\_\_\_

sustains attention:  
during dynamic activities \_\_\_\_\_ during static activities \_\_\_\_\_

needs cues to remain on task \_\_\_\_\_

**FURTHER CLINICAL OBSERVATIONS**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DISCUSSION OF ANY OTHER TESTS ADMINISTERED**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_