

**OCCUPATIONAL**

**and**

**PHYSICAL**

**THERAPY**

Joint Educational Services in Special Education  
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**JESSE EARLY CHILDHOOD/PRESCHOOL PROGRAM**

**OCCUPATIONAL/PHYSICAL THERAPY REFERRAL CHECKLIST**

This checklist has been designed to assist teachers and other personnel in establishing appropriate OTIPT referrals by starting the communication early regarding a student. Please check areas that apply and return to the therapist for recommendations for interventions or approval to proceed prior to obtaining permission to evaluate. This form will then be attached to the Permission to Evaluate when sent to the JESSE office.

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ School: \_\_\_\_\_  
 Primary (or suspected Disability): \_\_\_\_\_ Wears Glasses? \_\_\_\_\_

**Sensory:**

Is the child bothered by getting messy?	YES	NO	NOT SURE
Is the child bothered by clothing textures or tags?	YES	NO	NOT SURE
Is the child bothered by loud or unexpected noises?	YES	NO	NOT SURE
Is the child bothered by smells?	YES	NO	NOT SURE
Does your child like a variety of foods?	YES	NO	NOT SURE
Is your child overly active?	YES	NO	NOT SURE

**Fine Motor:**

Does the child stack blocks?	YES	NO	_____ How Many?
Does your child scribble on a picture?	YES	NO	NOT SURE
Does the child copy vertical and horizontal lines?	YES	NO	NOT SURE
Does your child snip paper with scissors?	YES	NO	NOT SURE
Can your child unscrew the lid of a jar?	YES	NO	NOT SURE
Can your child work a puzzle?	YES	NO	NOT SURE

**Self-help:**

Does the child drink from an open cup?	YES	NO	NOT SURE
Does the child use a spoon at meals?	YES	NO	NOT SURE
Can the child undress self?	YES	NO	NOT SURE
Can the child put on clothes?	YES	NO	NOT SURE
Can the child put on shoes?	YES	NO	NOT SURE
Can the child pull pants up/down for toileting?	YES	NO	NOT SURE
Can the child wash own hands with soap?	YES	NO	NOT SURE

**Gross Motor:**

Can the child jump forward with both feet?	YES	NO	NOT SURE
Can the child kick a ball?	YES	NO	NOT SURE
Can the child walk up and down stairs with a handrail?	YES	NO	NOT SURE
Can the child walk across a low balance beam?	YES	NO	NOT SURE
Can the child pedal a tricycle?	YES	NO	NOT SURE
Can the child throw a small ball forward?	YES	NO	NOT SURE
Can the child run without difficulty?	YES	NO	NOT SURE
Can he/she safely access outdoor playground equipment?	YES	NO	NOT SURE

Student Name: \_\_\_\_\_

**Physical:**

Does the child exhibit poor muscle tone?	YES	NO	NOT SURE
Does the child fatigue easily?	YES	NO	NOT SURE
Does the child have difficulty participating in emergency drills, or PE?	YES	NO	NOT SURE

Describe what modifications have been used:

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Statement explaining how these things are adversely affecting the child's educational development (attach any work samples that may support this statement):

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\_\_\_\_\_  
Recommending Teacher Signature

\_\_\_\_\_  
Teacher Email

\_\_\_\_\_  
Early Childhood Coordinator

\_\_\_\_\_  
svictor@jesse.k12.in.us  
Coordinator's Email

\_\_\_\_\_  
Therapist/Assistant Signature

\_\_\_\_\_  
Therapist Email

**Therapist Recommendation:**

\_\_\_\_\_ I recommend you delay the request at this time and try the following interventions:

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I will stay in contact with you over the next 9-19 weeks and we will monitor the child's progress and discuss possible evaluation at a later date.

\_\_\_\_\_ I will recommend you add: \_\_\_\_\_ Occupation Therapy Evaluation / \_\_\_\_\_ Physical Therapy Evaluation

## Pediatric Occupational Therapy

Pediatric Occupational Therapists can help improve the quality of a child's life through a balance of therapeutic play, self-care, exercise/positioning, and cognitive-behavioral supports. Occupational therapy goals often include; independence with dressing, feeding, and grooming; development and enhancement of functional sensory, motor, and perceptual processing; assistance with self-regulation and coping skills; and assistance with adaptive activities, equipment, and their use.

### Area OT's might work on with pre-school aged children:


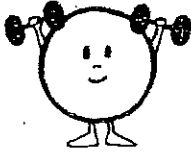


- Fine motor skills related to grasp patterns when holding a crayon, feeding utensils, building with blocks and Legos®, Arts & Crafts activities, using scissors, and manipulating simple clothing fasteners
- Pre-handwriting and drawing skills using developmentally based strategies
- Attention to task, for those kids that have a hard time in "circle time" at pre-school and have difficulty engaging in table-top activities
- Sensory processing and modulation, as related to hyper and decreased sensitivity to sensory input (tactile, movement, sounds, etc)
- Visual perceptual and visual motor skills, as related to assembling puzzles, catching or kicking a ball, cutting on lines, tracing, forming shapes and letters
- Poor strength and decreased muscle tone
- Environmental adaptations in home and school to help with sensory related difficulties

### The following is a list of age appropriate fine and visual motor milestones:

<b>30 Months:</b>	washes and dries hands, draws or copies vertical lines
<b>36 Months:</b>	dresses self with help, toilet trained, cuts with small scissors, draws or copies a complete circle, builds a wall of 4 blocks
<b>42 Months:</b>	washes face without help, cuts across paper with small scissors, draws a cross, traces a horizontal line, laces 3 holes, unbutton 3 buttons
<b>46 Months:</b>	dress and undresses without help except shoelaces
<b>48 Months:</b>	buttons one or more buttons, draws recognizable pictures, draws a square
<b>52 Months:</b>	draws a person that has at least three parts-head, eye, nose, etc., cut out a circle and square on printed paper,
<b>54 Months:</b>	Touches each finger to thumb, usually looks both ways when crossing
<b>55-60 Months:</b>	Folds paper in half lengthwise, builds a 5 block bridge
<b>60 Months:</b>	Handedness firmly established, colors between vertical lines, cuts on line, draws within small areas, prints first name, match 10-12 colors
<b>61-72 Months:</b>	Folds paper in halves and quarters, traces around hand, draws rectangle, circle, square, and triangle

Table 5

# CALMING AND ALERTING SENSORY ACTIVITIES

Sensory Area	Calming Activities	Alerting Activities
<p>Tactile</p> 	<ul style="list-style-type: none"> <li>Wear weighted vests or ankle weights</li> <li>Snuggle under blankets</li> <li>Play with resistive putty</li> </ul>	<ul style="list-style-type: none"> <li>Sustain light touch to the palm of the hand</li> <li>Hold something cold</li> <li>Gently and quickly rub the skin</li> <li>Take a cool shower or wash face with cool washcloth</li> <li>Receive a light back scratch</li> <li>Pet a dog or cat</li> <li>Handle fidget items</li> </ul>
<p>Proprioceptive</p> 	<ul style="list-style-type: none"> <li>Push heavy furniture</li> <li>Push a heavy cart to deliver library books or retrieve lunch trays</li> <li>Carry boxes, laundry basket, or unload groceries</li> <li>Vacuum the floor</li> <li>Do "wheelbarrow walk"</li> <li>Carry a weighted blanket</li> <li>Wear a fanny pack</li> <li>Carry a weighted backpack</li> <li>Jump into a squishy pile of pillows</li> </ul>	<ul style="list-style-type: none"> <li>Help by passing out papers, erasing the board, or delivering a message</li> <li>Exercise, dance, wriggle</li> </ul>
<p>Vestibular</p> 	<ul style="list-style-type: none"> <li>Jump on a trampoline or do jumping jacks</li> <li>Swing on playground equipment</li> <li>Rock in a rocking chair</li> <li>Roll back and forth in a barrel</li> <li>Take a break to do an errand</li> <li>Swing in a hammock</li> </ul>	<ul style="list-style-type: none"> <li>Jump on a trampoline or do jumping jacks</li> <li>Hang upside down on a jungle gym</li> <li>Ride a scooter down a ramp</li> <li>Sit and bounce on a therapy ball</li> <li>Stand and twirl in a circle</li> <li>Bend over and place head between legs</li> <li>Do somersaults and cartwheels</li> </ul>
<p>Gustatory</p> 	<ul style="list-style-type: none"> <li>Chew or suck on mild flavors such as suckers, hard candy, or chew toys</li> <li>Suck thick liquids through a straw</li> <li>Drink from a sports water bottle</li> <li>Chew/suck on a keychain or necklace</li> <li>Chew/suck on a pen top</li> <li>Play a musical instrument</li> <li>Blow whistles, bubbles, feathers, balloons, cotton balls, etc.</li> <li>Drink warm liquids, such as hot chocolate, cider, soup</li> <li>Engage in eating chewing, sucking, and blowing activities</li> <li>Engage in blowing activities paired with eye-tracking exercises (blow ping-pong ball with straw)</li> </ul>	<ul style="list-style-type: none"> <li>Eat crunchy foods, such as pretzels, ice, carrots, celery, apples</li> <li>Eat chewy foods, such as licorice, taffy, beef jerky, gum</li> <li>Blow whistles, bubbles, feathers, balloons, cotton balls, etc.</li> <li>Eat ice or popsicles</li> <li>Keep a water bottle with cold water on desk</li> <li>Eat crunchy, sour, chewy, salty, or cold foods</li> <li>Engage in eating chewing, sucking and blowing activities</li> </ul>

# Activities for Developing Fine Motor Coordination

Dear Parents:

These are some activities to strengthen small hand muscles. Please keep these activities fun and integrate them into your daily routine.

1. Learn to fingerspell the ABC's using American Sign Language.
2. Pick up small objects such as coins, beans, marbles, seeds, buttons, nuts and bolts. Sort them into containers of varying sizes.
3. Pick up objects (blocks, cotton balls, pom-poms, crumpled balls of paper, counters, etc.) using various-sized tongs, tweezers or clothesline hooks.
4. Stack objects (coins, cards, checkers, blocks, etc.).
5. Screw and unscrew objects such as nuts and bolts, caps from jars, etc.
6. String beads onto a shoelace.
7. Play with Lite Brite toy.
8. Cut straight and curved lines/shapes drawn on paper, cloth, etc., with scissors.
9. Play the piano; do fingerplays.
10. Type or keyboard.
11. Crumple paper into a small ball and then flick it with the finger (play "soccer" with the paper ball).
12. Shuffle cards, deal cards one by one, turn cards over.
13. Roll a pencil between thumb and fingers without dropping it.
14. Stick small objects into playdough or silly putty for him or her to pull out.
15. Wind thread on a spool evenly.
16. Put rubber bands around various-sized containers and objects.
17. Move spoonfuls of small objects from one bowl to another.
18. Do up buttons, zippers, hooks, etc.
19. Tie shoelaces.
20. Manually sharpen pencils.
21. Put keys into locks to open doors.
22. Put paper clips onto paper.
23. Place clothespins on the edge of a box or container or on a line.
24. Use Wikki Stix to form shapes, letters, numbers, and other designs.
25. Color using the flat side of a crayon. Put paper over leaves, stencils, and other objects so that the child gets sensory feedback as he colors.
26. Use sprayer bottles filled with water and sponges to have the child "clean" a desk or table, then squeeze the excess water into a dishpan. This is a great pre-scissor skill activity.
27. Lace various-sized beads. Using both hands develops bilateral integration.
28. Play with dough using words like poke, squeeze, pound, press, and knead.
29. Use puzzles with pegs.
30. Wave using the "pincer" grasp (two fingers and a thumb).

The original source for this article is unknown. We have adapted and added to this list and invite you to do the same.

From *Parents as Partners in Kindergarten and Early Literacy: Multiplying Our Teaching Effectiveness*,  
by Nellie Edge© updated 2012.

## Pediatric Physical Therapy

A pediatric physical therapist will evaluate and provide treatment for children who have problems with gross motor skills. Your child might need physical therapy to help with developmental delay, a birth defect, chronic illness, or injury. Physical therapy helps develop the strength and range of motion children need to move through their environment easily and effectively. Physical therapy goals often include help with developmental milestones like sitting, standing, crawling, and walking. Physical therapy can also address balance, abnormal gait, coordination, and pain from injury.

The following is a list of age appropriate gross motor milestones:

**30 Months:** Walks on balance beam, hops on 1 foot

**34 Months:** Makes sharp turns around corners when running

**36 Months:** Walks up and down stairs using alternate feet without holding rail, stands on one leg with hands on hips, jumps at least 12 inches landing on both feet, bounces and catches a large ball

**40 Months:** Step-hops for 5 feet

**45 Months:** Performs a complete forward roll (Somersault)

**48 Months:** Gallops

**53 Months:** Throws a ball 10 feet overhand

**54 Months:** Hops forward on either foot without assistance

**60 Months:** Jumps over small hurdle, skips forward, walks down stairs carrying an object

**70 Months:** Lifts torso from ground to complete one sit-up, lifts body off the floor to complete one push-up