**Referral for Occupational Therapy / Physical Therapy**

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

Identify the need for OT or PT evaluation by Checking the following areas the student experiences difficulty in:

GROSS MOTOR SKILLS:

Seems weaker or tires more easily than other children his/her age

Appears stiff and awkward in his movements

Clumsy or seems to not know how to move body, bumps into things

Tendency to confuse right and left body sides

Hesitates to climb or play on playground equipment

Reluctant to participate in sports or physical activity: prefers table activities

Seems to have difficulty learning new motor tasks

Difficulty pumping self on swing: poor skills in rhythmic clapping games

Arms, hands, legs, or feet appear deformed or abnormal

Difficulty initiating movements or getting started in an activity

Cannot arise from a floor without help (holds onto person/object)

Makes no attempt to catch self when falling

Lacks concern for safety in movements

Difficulty transitioning between surfaces types (i.e. grass, cement, tile, or moving

across threshholds.

Difficulty carrying classroom materials or lunchroom tray while moving about

Unable to sit upright in a chair or on the floor to participate in classroom activities

Difficulty maintaining pace/direction when moving in a line with class in the hallway

FINE MOTOR SKILLS

Poor desk posture (slumps, learns on arm, other hand does not assist, head to close to work)

Difficulty drawing, coloring, copying, cutting, avoidance of these activities

Poor pencil/crayon grasp, drops pencil frequently

Pencil lines are tight, wobbly, too faint or too dark; breaks pencil more often than usual

Tight pencil grasp; fatigues quickly in writing or other pencil/paper tasks

Hand dominance not well established (after 6 years of age)

Difficulty in dressing; clothing off or on, button, zippers, tying bows on shoes

Weak hand strength

Tremors (uncontrollable slight shaking of the hand), poor dexterity

Difficulty with manipulation of small objects

Lines drawn are light; too faint, too dark, or are unevenly spaced

Rarely completes written tasks in allotted time frame

Seldom reaches to opposite side during writing or table top activities

ORAL MOTOR SKILLS

Difficulty Controlling movement of lip, tongue, jaw

Cannot blow nose (if older than 4 years)

Excessive drooling

Chews each bite longer than 10 seconds

Takes a long time to swallow each bite or sip (more than 5 seconds)

Makes exaggerated effort to chew or swallow each bite

Exhibits preference for certain textures or temperatures of food

Seldom finishes a meal or snack due to slowness or fatigue

Complains of food being “stuck in throat

History of frequent or continual colds

Frequent choking, especially when drinking

VISUAL MOTOR/VISUAL PERCEPTUAL SKILLS

Difficulty discriminating between colors, sizes and shapes

Poor visual tracking skills. Cannot isolate eye movements from head movements

Poor eye contact

Consistent letter or number reversals after first grade

Poor directional concepts (preposition words, i.e., in , on under)

Difficulty discriminating relevant from irrelevant visual stimuli

Poor spatial relations

Reads slowly or haltingly

Light feathery writing

Difficulty naming or matching colors, shapes or sizes

Difficulty in completing puzzles

SOCIAL/BEHAVIOR

Withdraws from touch, dislikes being hugged

Craves tactile stimulation; learns through his/her fingers

Engages in self stimulation

Becomes easily frustrated

Leaves seat often

Distractible, hyperactive, impulsive

Avoidance of certain types of activities

Difficulty learning new motor skills and routines

Inconsistent responses to familiar tasks

Cannot tolerate changes in plans and routines

Has difficulty orienting self to new places

Has trouble keeping hands to self

Dislikes feeling of certain types of clothing or material; bothered by tags in shirt