



In-Tuned®

Occupational Performance Evaluation

Student: [REDACTED] **DOB:** [REDACTED] **Age:** 13 yo
Grade: 7th
School: Emily Gray Elementary School – Tanque Verde School
District
Parent(s)/Caregiver(s): [REDACTED]

Evaluator: Julia Grover-Barrey, OTR/L AZ License #1050

Student History and Present Narrative:

[REDACTED] presents for evaluation with her mother [REDACTED]. Therapist previously conducted an intake with [REDACTED] to discuss developmental, family history and current concerns for [REDACTED].

[REDACTED] is a middle child in a family unit consisting of biological mother, father, older brother, older sister, and younger sister. There is a family history of dyslexia and ADHD. [REDACTED] was formally diagnosed in June 2022 by Janice Sammons, Ph.D. with dyslexia. She has had brief reading support and specialized instruction for reading issues at school, however, the 2020 Covid pandemic interfered with the level of support [REDACTED] was needing. Currently [REDACTED] has issues with some anxiety, reading and writing difficulties. She has a 504 plan at school to support academics.

In terms of history [REDACTED] has been healthy despite a complex childbirth. All of her early developmental milestones were achieved on time. She doesn't have sleep issues, is not a picky eater and does not have any sensory processing concerns, such as auditory or tactile hypersensitivity.

[REDACTED] has interests outside of home and school consisting of gymnastics and jump rope. She stated she enjoys hanging out with her friends. She has boundaries placed on

screen time access and use. She has animals she enjoys spending time with and enjoys typical adolescent foods, pizza and hamburgers.

Family Objectives:

██████'s mother stated she would like academics, namely reading, writing, and spelling to be easier for ██████, which may ease her tendency towards anxiety.

Occupational Performance Systems Review

Social Engagement/Communication: The social engagement system performance evaluation refers to how well a student can participate in a back-and-forth exchange of information with another person. How the student uses words and their body to communicate, establish personal boundaries, actively listen and actively filter are important aspects of navigating social encounters.

Although ██████ presented with some hesitancy initially upon entering the therapist's office, she quickly warmed up and engaged well in a reciprocal manner, however it was noted it took a while for her to give good eye contact. ██████ was cooperative, pleasant, and appropriate in her engagement throughout the time together.

Motor Skills: Motor performance criteria will be based on what is age typical and developmental in nature. Does the student present with archetypal movement patterns and abilities, with integrated primitive reflexes and developed protective reflexes? Is the student able to isolate and coordinate their body parts and senses, as well as sustain effort for successful completion of age-appropriate motor tasks. Command of the physical body is essential for mental focus, optimal learning, and the ability to self-regulate.

Dominance —

(Brain hemisphere dominance is determined by hand dominance. Hemispheric dominance is the opposite side of the dominant hand. For instance, if someone is R hand dominant, they are L hemisphere dominant. It is preferable to have senses processed in the dominant hemisphere for ease of processing and ease of skill production. If senses are processed in the nondominant hemisphere there is lag time to process and act on information, thus we want to see a solid hand and hemisphere dominance emerging. Ideally dominance of hand, foot, eye, and ear should be on the same side, otherwise the student may have mixed dominance pattern putting them at a disadvantage for optimal learning.)

██████ was noted to be R hand, R eye and R foot dominant. Ear not tested secondary to validity issues with testing.

Reflexes –

(Retained primitive reflexes get in the way of progression towards command of the physical body and production of age-appropriate skills. Retained primitive reflexes and undeveloped protective reflexes block readiness for higher cognitive demand, especially academics and self-regulation. Reflex development and integration are objective signs of overall neurological maturity of the student.)

■■■■ demonstrated developed protective hand reflexes for grasp, pulling and pushing. The only retained primitive reflex observed was asymmetrical tonic neck reflex (ATNR), which was tested in 2 different ways, both supine and 4 point, both (+). All other primitive retained reflexes were noted to be integrated. The ATNR interferes with symmetry, communication between R and L hemispheres and coordination of R and L sides of the body. ATNR often interferes with fluidity of movement, especially dynamic coordinated movement required for handwriting. Because of asymmetry those with retained ATNR often hold themselves stiffly at the midline of the body, as they feel safest in this position.

Gross Motor Skills –

(Muscle tone and activation, posture, stability in standing and sitting impact the student's ability to sustain and successfully complete tasks.)

Stiffness with passive neck rotation and side bend noted. ■■■■ demonstrated no significant tonal abnormalities, although she easily engaged her postural flexors compared to postural extensors. Activity tolerance was typical and functional. Center of gravity was noted in anatomical position. Gross motor development is typical.

Motor Coordination and Balance –

(The ability to move in 3D patterns, crossing from one side of the body to the other and moving in an automated fashion are important for skills production, fluidity of movement and mental flexibility.)

■■■■ demonstrated ability to perform homologous and homolateral ball patterns without difficulty. She was able to balance on either foot for minimum of 15 s. Her finger to nose coordination and fingertip approximation was slightly off. She demonstrated ability to cross midlines of the body. Overall motor coordination tested was typical.

Fine Motor Skills –

(Handedness is the biggest determinant of hemispheric dominance and hand use plays a significant role in how we express ourselves. Skilled use of our hands leads to successful and accurate completion of tasks which positively fuel our motivations, but if age-appropriate manual skills are lacking frustration and avoidance patterns ensue.)

■■■■ demonstrated R hand dominance. She used an atypical prehensile pencil grasp with thumb wrap during writing and drawing tasks. Her handwriting, print, not cursive was noted to be consistent with spacing and size, as well as very legible. ■■■■ was noted to be very focused and held herself in a collected manner during writing and

drawing tasks. Geometric shapes were drawn in a hesitant manner with erasures and at 80% accuracy for age. Linear trajectory of repetitive circle production was lost to the right of the midline with a slope downwards. She was able to perform bimanual tasks at the midline of the body and functional use of two hands together for fine motor activities. She demonstrated full capacity to accurately intersect lines and did not reverse letters of numbers like “5””s” “b””d”. Proficient paper folding and scissoring demonstrated. [REDACTED]’s fine motor skills are typical.

Ocular Motor Skills –

(Movement and focus of the eyes support the work of the hands, as well the student’s ability to sustain attention to task. The eyes need to work together, tracking across all midlines and to all quadrants smoothly, as well as move independently from the head.)

[REDACTED] demonstrated eye teaming issues with less smoothness of saccades with the L eye. Convergence, divergence, tracking, crossing midlines, eye-head disassociation were noted to be intact. Eye teaming difficulties can reduce visual motor skills, reduce automation of reading, writing, and drawing. It can stem from one eye being more dominant, with a loss of full binocular function.

Visual Perceptual Skills: These skills reflect the brain’s ability to make sense of and process visual input from the environment. Poor visual perception hinders independence in self-care activities, proficiency in reading and writing, and limits creative abilities.

Eye teaming contributes to reduced visual perceptual skills and reduced visual processing.

Sensory Processing Skills: These skills are related to how the brain organizes and acts upon sensory information coming in from the environment. If sensory processing is happening in typical fashion student will have typical responses, but if the brain is unable to make sense of incoming sensations and organize them, output will be atypical. These atypical outputs are observable, replicable and predictable.

No sensory processing issues were observed during this evaluation, beyond what has been previously mentioned regarding vision.

Executive Functions: Are a collection of cortical skills requiring top-down control. These skills consist of working memory, mental flexibility, problem solving, meeting the demands of the environment, sustaining focus, and resisting temptations there to sidetrack us.

[REDACTED] demonstrated sustained attention during the whole of the evaluation and during all parts with attentional demands. She was able to perform rapid automated naming

(RAN) for objects, letters, numbers, and frequently confused letters. Although not all areas of executive function were tested on this date [REDACTED] did not demonstrate any significant difficulties making it clear further assessment would be required in this area.

Summary of Findings:

1. [REDACTED] *demonstrated lack of full eye teaming, which can interfere with visual perceptual, visual motor and visual processing automaticity and full binocular vision.*
 2. [REDACTED] *demonstrated a retained ATNR reflex, which may be interfering with fluidity and automation of her movement, including her eyes.*
 3. [REDACTED] *demonstrates lack of automaticity with reading and writing, she holds herself in an overly collected position and overworks herself during these tasks, which may contribute to anxiety.*
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Recommendation(s):

1. *8 In-Tuned® Lessons to focus on integrating ATNR, improving fluidity of movement, including eyes, eye teaming and visual processing with the goal of improving automation of reading and writing.*
 2. *Use of electronic supports to improve visual and auditory processing, including Sound Project to be used at home during homework and ForBrain bone conduction system to be used at the office during reading.*
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Goal(s):

Improvement of automaticity of reading and writing for [REDACTED] in order to reduce stress during academic performance.

01.30.2024

Date

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