



In-Tuned®

Occupational Performance Evaluation

Student: [REDACTED] **DOB:** [REDACTED] **Age:** 8 yo
Grade: 3rd
School: BASIS Tucson Primary (BTP)
Parent(s)/Caregiver(s): [REDACTED], mother
Evaluator: Julia Grover-Barrey, OTR/L AZ License #1050

Student History and Present Narrative: [REDACTED]'s mother contacted me after being given my contact information from BTP Special Services Coordinator. There is concern about production, legibility and speed of handwriting.

[REDACTED] does not have a behavioral, mental health or developmental diagnosis, and does not participate in any supportive therapies.

[REDACTED] is described as an extremely funny, sweet and positive child. It was reported she was on time for all developmental milestones as an infant and toddler, however at this point she is unable to tie lace up shoes and is unable to ride a two wheeled bike. She is able to swim and pump independently on a swing it was reported. She has been playing piano for 3 years. [REDACTED] stated her favorite color is red. She has one older sister (11 yo) and has many small animals as pets at home. When not at school she stated she enjoys watching TV, catching lizards outside with her sister and playing with her plastic lizard. She stated she has her own phone, which she uses frequently.

On in-take form mother stated [REDACTED] was ambidextrous, had some tactile hypersensitivities with clothing, but no auditory hypersensitivity. Early childhood health/medical issues reported included: asthma, eczema, reflux, ear infections.

Present concerns are specifically her writing skills.

Family Objectives: Improve writing production in order to keep up in the classroom, so she doesn't fall behind.

Occupational Performance Systems Review

Social Engagement/Communication: *(The social engagement system performance evaluation refers to how well a student is able to 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.)*

[REDACTED] was observed to be very social and easily engaged in activity during the evaluation process. She demonstrated no reluctance when father opted to wait for her in the car and she was left with therapist. She worked to maximum effort throughout the evaluation without external prompting and consistently engaged in reciprocal communication throughout.

[REDACTED] was noted to have difficulty following verbal instructions and was often observed searching for visual clues as to what she was asked to do. She was noted to have some difficulty holding basic, yet multi-step instructions (2 to 3 steps) long enough to be successful completing the task. She was also observed repeating the same mistakes with task, despite verbal correction being given.

She at times got distracted during performance of a task and needed to be brought back to task.

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.)

██████ used her R hand for written work during this assessment, but did not demonstrate solid hand dominance. She was noted to produce circles in a clockwise manner as would a L handed person and she held her pencil with a loose, low confidence prehensile grip. She was noted to perform all other fine motor tasks with the L hand leading. ██████ also demonstrated no eye dominance. She was unsure of what eye to put telescopic object to in order to play a search the room game and with retest using another eye dominance task she was noted to move her hands back and forth when asked to keep them still. It appeared she was preferring to use the L eye more than the R during the retest. She demonstrated R ear dominance and R foot dominance.

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 weak protective developmental reflexes for hands grasping and hands supporting, but hands pulling reflex was well developed. Therapist did not observe any retained primitive reflexes blocking sensory motor skills development during this evaluation. Student demonstrated (-): Spinal Gallant, Spinal Perez, Babinski, STNR, ATNR.

Gross Motor Skills –

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

██████ proximal stability is impaired secondary to imbalance between postural muscle activation and weakness of these particular muscle groups. Although

██████ was able to activate her postural flexor muscles to within 90% of typical, she had more difficulty accessing her postural extensors, which were only 50% active during testing. ██████ demonstrated normal and consistent muscle tone. She demonstrated adequate activity tolerance and endurance for gross motor work. Her gross motor skills are slightly below age-appropriate levels.

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.)

R-L discrimination is inconsistent. ██████ demonstrated difficulties performing different patterns of movement with feet and hands, as well as different basic ball bouncing patterns. She had difficulty performing reciprocal movements, but was able to sync her arms and legs fairly well for scissoring tasks. Finger to nose was poor, but fingertip approximation was adequate. She had difficulty maintaining balance on one foot on both sides. ██████ demonstrated below typical for motor coordination skills.

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.)

Work samples were reviewed. It was noted ██████ had difficulty spelling, being consistent with spacing between words, staying on baseline and often her letters were incomplete. She was unable to read her own writing.

██████ does not have a solid hand dominance. R hand was preferred for production of written work. During evaluation she was noted to reverse many letters and numbers, demonstrated upper and lower case confusion and she had difficulty copying a brief dictated sentence. She required 4 repetitions of a spoken sentence in order to effectively complete: “The cat chased the dog up the tree.” ██████ was slow to produce this basic sentence with support.

Despite not having solid hand dominance her R hand was observed to be approaching a mature prehensile grasp with pencil. She changed circle directions several times during copying of geometric forms, but she consistently produced clockwise circles as a L handed person would during repetitive small circle production activity. During writing performance her letters were of inconsistent size and space, there was a lack of fluidity and production was mostly bottom to top.

Student demonstrated functional crossing of midlines with hands. When asked to do a fine motor activity with just one hand she picked the L hand 3/3 trials. When asked to do a fine motor task with both hands simultaneously she completed the task with the L hand several seconds before completion with the R. The L hand was always in the lead with fine motor tasks.

██████ demonstrated difficulty completing reciprocal patterns with the hands and arms, but was able to complete basic copying of patterns 100%.

She had difficulty cutting on a linear trajectory across a fold line of a piece of paper accurately (80% accuracy) and she repeatedly ripped the paper accidentally during this activity. ██████ had difficulty putting her socks and shoes on. She had slip on shoes without laces.

Overall fine motor skills were below typical for her age.

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.)

Most developmental eye movement skills were intact: convergence, divergence, eyes crossing midlines, awareness of all visual fields, eye-head disassociation and visual attention. ██████ was noted to have eye teaming difficulties and lacked smooth saccades when following a visual target. Ocular motor skills are slightly below typical for her age.

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, repeatable and predictable.)*

██████ was not observed engaging in sensory avoidance or sensory seeking behaviors during the evaluation. She did not demonstrate any sensory hypersensitivities during our time together. She did demonstrate some difficulties with auditory and visual processing. ██████ relied on visual cues during performance of novel activities, as she was not able to work off of verbal directions. ██████ has difficulties picking up on reversals of letters and numbers and self-correcting.

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.)*

There was some level of distraction and need to be brought back to task and requiring frequent repetition of directions. She was noted to make the same mistake several times during tasks, requiring need for repetition of directions. Working memory for a task requiring some motor function appeared impaired, however working memory for purely a visual memory task was excellent.

Summary of Findings:

1. [REDACTED] has no solid hand nor eye dominance making written work more difficult to produce.
 2. Auditory processing deficits were evident in the numbers of repetitions she required to be successful following instructions.
 3. Motor skills, including ocular (eye) motor skills are below age typical.
 4. [REDACTED] has difficulties with age-appropriate functional tasks, such as reversing letters and numbers, donning socks and shoes, bouncing and catching a ball.
 5. [REDACTED] demonstrated some executive functions deficits including working memory and focus.
-

Recommendation(s):

1. Use of Sound Project 5 days per week, 20 minutes per day during a preferred motor task to assist with auditory processing, focus and working memory.
 2. Participation in a set of 8 lessons over the course 8 weeks focusing on improving all motor and functional skills, including handwriting.
 3. I suggest [REDACTED] participate in one new novel extracurricular activity requiring physical performance demand, such as swimming, boxing or martial arts.
-

Goal(s):

1. Improve auditory processing.
2. Improvement of motor and functional skills, including handwriting production.

09.12.2021_____

Date

**Julia Grover-Barrey OTR/L
AZ OT license #1050**