



TEACHER SCREENING

Occupational Therapy

Name of Student: _____

Teacher: _____

Please provide additional details below or circle relevant examples.

Concern	YES	NO	Comment
Sensory Processing – e.g., appearing not to hear oral directions, over-reactive to sounds, excessive movement/fidgeting, seeking out particular sensations.			
Visual Motor – e.g., difficulty using hands and eyes together effectively, including difficulty aligning letters, spacing words, drawing, or using scissors accurately.			
Visual Perception – e.g., identifying details off a greater picture, following visual information/tracking, discriminating between two similar visual stimuli, recalling visually presented information.			
Fine Motor – e.g., experiencing pain or fatigue while using a writing utensil, decreased dexterity or strength in hands, fingers, or arms.			
Gross Motor & Motor Planning – e.g., difficulty running, jumping, muscle strength, following multi-step directions, planning new motor tasks (i.e. jumping jacks), opening containers, tying laces.			
Postural Control – e.g., difficulty sitting upright in his chair, frequent slouching or slumping. A decrease in trunk strength may also impact the effective use of arms and hands.			

Concern	YES	NO	Comment
<p>Understanding Spoken Language – e.g., looking blank when spoken to, difficulty answering questions, hesitant to start a task after an instruction has been given.</p>			
<p>Spoken Language & Vocabulary – e.g., using a few words joined together, simplistic or immature sounding sentences, words in the wrong order, empty speech with lots of non-specific vocabulary (e.g. it, thing, there), having problems reporting events or retelling stories.</p>			
<p>Concepts– e.g., using words incorrectly (e.g. 'in' for all word positions), difficulty using adjectives and understanding first/ last/ in front of/ behind/ when lining up to leave or enter classroom.</p>			
<p>Word finding – e.g., difficulty remembering or finding the word they want to say, knowing and understanding a word, but find it hard to use it, using incorrect word that may be, in some way, linked to the word they wish to say e.g. 'cat' for 'dog'.</p>			
<p>Social communication – e.g., difficulty to use appropriate eye contact, taking turns in conversations or group discussions, talking to quickly/slowly/ loudly/ quietly for the situation, finding it hard to interpret gestures, facial expressions and tone of voices, approaching other children to talk or play with.</p>			
<p>Sound Awareness – e.g., difficulty pronouncing words clearly, struggling with phonics, literacy or spelling, difficulty to understand?</p>			
<p>Stammering– e.g., repeating whole or parts of words e.g. when, when, when, stretching sounds out e.g. sssssunny?, getting completely stuck on a word and having trouble to get any sound out, stammering is observed everyday.</p>			
<p>Voice– e.g., having a hoarse/ breathy, rough or croaky voice all the time, often losing their voice, having times when their voice 'cuts' for a second, speaking in an effortful or strained way.</p>			