

**ELEMENTARY SCHOOL OCCUPATIONAL THERAPY**

**TEACHER REPORT OF FUNCTION AND PARTICIPATION**

**RATING IN COMPARISON TO CLASSMATES**

Dear Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Please complete this form thoroughly and return by \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  Email to:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Place in mailbox: ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What is school-based occupational therapy (OT)?**

School-based OT supports participation in school-based occupations, such as routines, recess, the classroom, and cafeteria.

School-based OT servicesare designated for eligible students whose difficulties significantly impede participation in school. OT promotes strategies to be implemented by teachers or family for students who are not eligible for services.

|  |  |  |
| --- | --- | --- |
| **Student’s name:** | **Grade:** | **Class size: (GE, ICT, etc.)** |
| **Teacher’s email:** | **Teacher’s subject area:** | **Other services student receives:** |

|  |
| --- |
| **1. PRIMARY CONCERNS** |

**What are your primary 3 concerns for this student?** (*Describe academic or non-academic concerns*)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **2. LEARNING & PARTICIPATION** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Activity** | **Above Classmates** | **Comparable to Classmates** | **Below Classmates** | **Comments** |
| **Written Expression** |  |  |  |  |
| **Reading** |  |  |  |  |
| **Math** |  |  |  |  |
| **Gym/playground** |  |  |  |  |
| **Cluster Subjects** |  |  |  |  |
| **Attendance** |  |  |  |  |

Is the student performing on grade level? \_\_\_\_\_ If not, indicate current grade levels:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Math:** |  | **Reading:** |  | **Writing:** |  | **Other:** |  |

What are the student’s strengths? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What interests / motivates the student? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What strategies / services are in place to support participation? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you seen progress as a result of these strategies? Please describe: ­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you think the current class setting provides enough support? \_\_\_\_\_Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Is there anything else you would like to mention about this student? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **3. SOCIAL PARTICIPATION AND EMOTIONAL REGULATION** |

*Describe present challenges developing friendships, working cooperatively, identifying feelings & managing emotions, etc.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **4. WORK BEHAVIORS** |

*Describe present challenges following directions, rules & routines, sustaining effort, attending, solving problems, etc.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **5. FUNCTION & PARTICIPATION IN COMPARISON TO PEERS** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Above Classmates** | **Comparable**  **to Classmates** | **Below Classmates**  **(Please describe)** | |
| **ACCESS / MOVEMENT** |  |  | **Somewhat Below** | **Significantly Below** |
| **Adjusts position for comfort / maintains posture** |  |  |  |  |
| **Accesses all areas of building with or w/o equipment** |  |  |  |  |
| **Moves without fatigue / keeps pace with class** |  |  |  |  |
| **Moves safely in school / on stairs / crowded hallways** |  |  |  |  |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTIVITIES OF DAILY LIVING** |  |  |  |  |
| **Uses bathroom / manages hygiene** |  |  |  |  |
| **Manages clothing / fasteners** |  |  |  |  |
| **Uses utensils / opens containers / carries tray** |  |  |  |  |
| **Organizes folders / notebooks / desk / book bag** |  |  |  |  |
| **Identifies personal information** |  |  |  |  |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MANAGEMENT OF CLASSROOM TOOLS / MATERIALS** |  |  |  |  |
| **Coordinates hands / fingers to manipulate small items** |  |  |  |  |
| **Controls movement of crayon / pencil** |  |  |  |  |
| **Uses classroom tools / scissors / ruler / glue** |  |  |  |  |
| **Uses keyboard / computer / tablet** |  |  |  |  |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PRE-WRITING & WRITING Glasses** C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png **YES** C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png **NO** |  |  |  |  |
| **Draws shapes / figures** |  |  |  |  |
| **Copies text from near and far points** |  |  |  |  |
| **Independently writes text** |  |  |  |  |
| **Writes legibly (ex. formation, spacing, sizing & alignment)** |  |  |  |  |
| **Completes written assignments in a timely manner** |  |  |  |  |
| **Displays underlying visual skills for school tasks** |  |  |  |  |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png YES | C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png NO | Handwriting is at an appropriate level | C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png YES | C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png NO | Reading level significantly higher than written expression |
| C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png YES | C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png NO | Written expression is at an appropriate level | C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png YES | C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png NO | Oral expression significantly higher than written expression |
| C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png YES | C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png NO | Spelling is at an appropriate level |  |  |  |
| C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png YES | C:\Users\eting21\Downloads\1458708249_checkbox_unchecked.png NO | Accommodations / technology have been implemented to promote written output  If yes, describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

**X  
Handwriting** is addressed by OT only when underlying components (motor, visual and perceptual) significantly impede function and the student requires intervention beyond basic classroom instruction and practice. Written expression is influenced by skills in reading, spelling, cognition and language. OT does not directly address expressive writing skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SENSORY SKILLS FOR LEARNING** |  |  |  |  |
| **Responds appropriately to environmental sounds** |  |  |  |  |
| **Responds appropriately to visuals during instruction** |  |  |  |  |
| **Responds appropriately to touch and various textures** |  |  |  |  |
| **Adjusts force when handling or moving objects** |  |  |  |  |
| **Sits without excessive rocking, bouncing, or spinning** |  |  |  |  |
| **Responds appropriately to tastes & smells** |  |  |  |  |
| **Maintains personal space (e.g. doesn’t stand too close to others, controls impulses to touch objects or peers excessively)** |  |  |  |  |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_