



Occupational Therapy Screening Test



by:
Occupational Therapy for Children
&
Learning Skills 4 Kids

Purpose:

We are frequently asked by parents, teachers, RTLB's, SLS, Senco's if a child would benefit from occupational therapy. In order to answer this question, we need to do a full assessment. However as we don't want to assess children unnecessarily, a screening test enables us to identify children at risk for Occupational Therapy. Results of the screening test allow us to ascertain whether a child would benefit from a full occupational therapy assessment.

A full assessment covers the following areas in depth:

- Visual Perceptual Assessment
- Gross and fine motor Assessment
- Handwriting Assessment

Following the full assessment, a written report and a discussion with parents and teachers is completed. Thereafter an individual therapy programme is designed for the child.

Any questions can be emailed to: Fiona@occtherapy4kids.co.nz
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Occupational Therapy Screening Test

Instructions for Screening Test

1. Please print off the .pdf files -
Set 1 - children from 4.10 years to 7 years old
Set 2 - children 7 years and older.
2. Please have a pencil for the child to use.
3. Follow the instructions on the top of each page.
4. Some pages will need to be folded in half.
5. Administration time: - Handwriting section - 5 - 10 minutes
Visual perceptual section - 15-20 minutes

Outcomes:

When scoring the screening test, see *Answers .pdf*:

Occupational Therapy Screening Test Answers Set 1
Occupational Therapy Screening Test Answers Set 2

Occupational Therapy Screening Test

Handwriting Score:

A referral for a full Occupational Therapy assessment is recommended if:

- the child scores the response "NO" for 10 or more items within the legibility section.
- the child scores the response "NO" for 3 or more items within the mechanics of handwriting section.

Visual Perception Score:

A referral for a full Occupational Therapy assessment is recommended if the child scores any of the combinations below:

Set 1 - 4.10 years up to 7 years old

- Visual Discrimination - less than 12 out of 15 correct.
- Visual Analysis - less than 16 out of 20 correct.
- Visual Motor Integration - less than 4 out of 5 correct.
- Visual Closure - less than 12 out of 15 correct.
- Spatial Relationship - less than 3 out of 4 correct.

Set 2 - 7 years and older

- Visual Discrimination - less than 15 out of 15 correct.
- Visual Analysis - less than 16 out of 20 correct.
- Visual Motor Integration - less than 4 out of 5 correct.
- Visual Closure - less than 12 out of 15 correct.
- Spatial Relationship - less than 6 out of 6 correct.

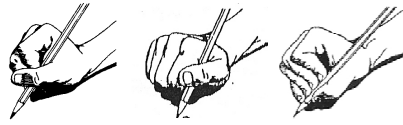
Examples of Mechanics of Handwriting.

Pencil Grips:

Correct grip



Incorrect grip



Sitting position:

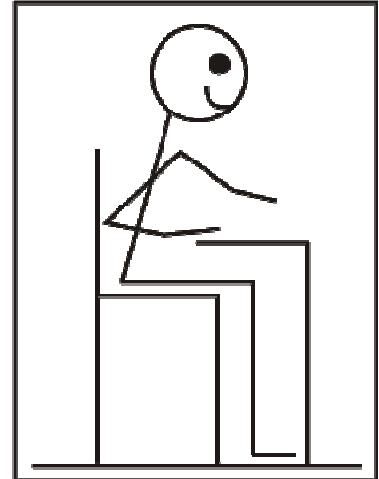
Posture:

The child's feet should be flat on the ground.

If the chair is too high, use a box or stool under his/her feet.

Forearms must rest on the desk.

The child's head should be kept in the middle (midline of the body).



The correct paper position is different depending on whether your child is right or left handed.

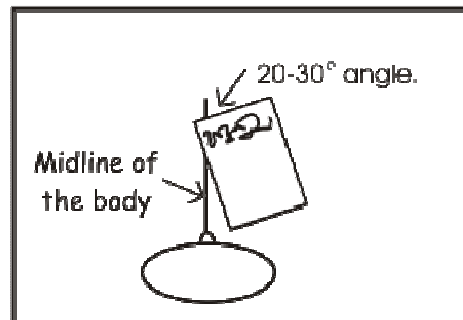
Right-Handed child:

Paper slanted to the left at 20-30° angle.

Close to the midline of the body.

Hold your paper at the **TOP** with your left hand

(Do not use the writing hand to also keep the paper stable.)



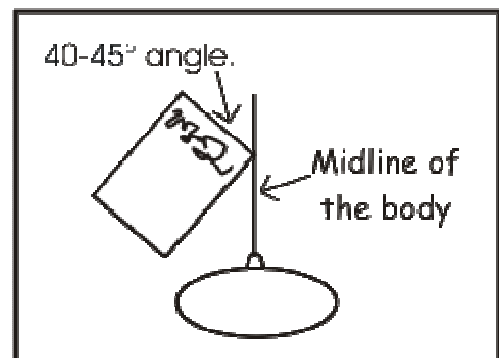
Left-Handed child:

Paper slanted to the right at 40-45° angle.

The right edge of the paper **MUST** not cross the midline of the body.

Hold your paper at the **TOP** with your right hand

(Do not use the writing hand to also keep the paper stable.)



Visual Perception - Visual perception involves how we interpret what we see.

Visual perceptual processing, or visual information processing, is a set of skills we use to gather visual information from the environment and integrate them with our other senses. This is done while incorporating all the integrated information with other things, such as past experiences, motivation and development, so that we can derive understanding and meaning from what we are experiencing. This process allows the development of schemes to derive meaning from what we see.

Visual perceptual processing is very important, but especially so when learning.

Without visual perceptual processing, you would not be able to:

- accurately learn to read,
- give or get directions,
- copy from the board or from a book,
- visualize objects or past experiences, remember things visually,
- have good eye-hand coordination,
- integrate visual information with our other senses to do things like ride a bike, play ball,
- hear a sound and be able to visually recognize where it is coming from (like an ambulance), just to name a few.

Visual perceptual processing can be broken into three components - visual spatial skills, visual analysis skills and visual integration skills.

<i>Areas of visual perception and definitions</i>	<i>How it relates to school work</i>
Visual Discrimination - ability to see likenesses and differences, recognition, categorisation.	Differentiating between circles and oval, letters, words, symbols (+, -) Poor visualisation decreases visual registration of the world.
Visual Analysis - the integration of visual perceptual skills and position in space, which underlies the ability to competently complete scholastic tasks.	Trouble learning the alphabet Trouble recognizing words Mistakes words with similar beginnings Confuses minor likenesses and differences Does not recognize the same word if repeated again on a page Trouble with remembering and writing letters and numbers

<i>Areas of visual perception and definitions</i>	<i>How it relates to school work</i>
Visual Closure - visualising the end product.	Needs to see complete presentation of what he/she is going to copy. Inability to see "c" turn into "d"
Visual Closure - visualising the end product.	Needs to see complete presentation of what he/she is going to copy. Inability to see "c" turn into "d"
Form Constancy - recognition of the dominant features of certain shapes or figures when they appear in different sizes, shaping and positions.	Slow to master the alphabet and numbers. Recognising errors Recognising letter/word in different print.
Eye-Hand Co-Ordination - to be able to guide the hand visually to complete a task.	Poor pencil control in handwriting. Slow speed in handwriting
Visual Motor Integration - co-ordinating the eyes with the muscle of the body.	Difficulty with: Catching, throwing and kicking a ball difficulty Copying from the board Writing Cutting out
Spatial Relationship - understanding the space around himself/herself.	Reverses "b" "d" Reads "tap" instead of "pat" Difficulty with left/right top/ bottom Geometry is challenging Difficulty with correctly aligning columns. Spacing of work, adapting to the space on a worksheet. Consistency in letter size
Position In Space - knowing where your body is in space, in relationship to things around you.	Difficulty with directions Difficulty with size Geometry is challenging Difficulty with correctly aligning columns. Spacing of work, adapting to the space on a worksheet. Consistency in letter size

Occupational Therapy Screening Test

NAME: _____ DATE: _____

AGE: _____

	HANDWRITING LEGIBILITY AREAS	YES	NO
1	Forms all lower case letters correctly (circle the incorrectly formed letters) a, b, c, d, e, f, g, h, I, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z		
2	Forms all upper case letters correctly (circle the incorrectly formed letters) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z,		
3	Forms all numbers correctly (circle the incorrectly formed numbers) 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20		
4	All letters and numbers sit on the line correctly		
5	Size of letters and numbers are consistent		
6	Spaces between letters are consistent and correct		
7	Spaces between words are consistent and correct		
8	Uses capitals letters in correct place		
9	Starts writing at the margin on all lines		
10	There are no letter or number reversals		
11	Writing is easy to read		
12	Finishes written tasks on time		
	MECHANICS OF HANDWRITING		
1	Holds pencil correctly (tripod grip)		
2	Sit correctly- sits with straight back both arms on table, feet flat on the floor		
3	Generally sits still during writing tasks		
4	Stabilises paper with non dominant hand at top of page at all times.		
5	Holds pencil with a relaxed grip. (not tight)		

Occupational Therapy Screening Test

NAME: _____ DATE: _____

AGE: _____

Set 1 - 4.10 years up to 7 years old

VISUAL PERCEPTUAL AREAS	CORRECT	TOTAL
Item 1 - Visual Discrimination (4 out 5 lines correct)		/15
Item 2 - Visual Discrimination (4 out 5 lines correct)		
Item 3 - Visual Discrimination (4 out 5 lines correct)		
Item 4 - Visual Closure (4 out 5 correct)		/9
Item 5 - Visual Closure (3 out 4 correct)		
Item 6 - Visual Motor Integration (4 out 5 correct)		/5
Item 7 - Position in Space (8 out 10 correct)		/20
Item 8 - Position in Space (8 out 10 correct)		
Item 9 - Visual Analysis (3 out 4 correct)		/4

Set 2 - 7 years and older

VISUAL PERCEPTUAL AREAS	CORRECT	
Item 1 - Visual Discrimination (5 out 5 lines correct)		/20
Item 2 - Visual Discrimination (5 out 5 lines correct)		
Item 3 - Visual Discrimination (5 out 5 lines correct)		
Item 4 - Visual Closure (4 out 5 correct)		/9
Item 5 - Visual Closure (3 out 4 correct)		
Item 6 - Visual Motor Integration (4 out 5 correct)		/5
Item 7 - Position in Space (8 out 10 correct)		/20
Item 8 - Position in Space (8 out 10 correct)		
Item 9 - Visual Analysis (3 out 3 correct)		/6
Item 9 - Visual Analysis (3 out 3 correct)		