

Therapist Guidelines for Performance Components

Areas to be considered as related to school tasks within the educational environment:

Please Note:

All performance criteria components should be viewed with the child's motor developmental level in mind. Therapists should be aware that underlying factors such as range of motion, muscle tone, reflexes, and any other factor usually assessed will need to be taken under consideration when rating the following performance components. In general, areas in **BLACK** are assessed by the therapist(s) and those in **BLUE** are concerns a team member may report.

Functional Mobility

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| <p>Student's ability to:</p> <ul style="list-style-type: none"> ● safely ambulate with or without assistive devices ● manage wheelchair including transfers and maneuverability ● transfer (toilet, floor to standing, adaptive equipment) ● keep pace with peers ● climb stairs - including bus steps ● negotiate uneven terrain (playground area, threshold, ramps, curbs) | <p><i>Student:</i></p> <ul style="list-style-type: none"> ● <i>trips or falls frequently</i> ● <i>'crashes' wheelchair into objects</i> ● <i>hesitates or avoids climbing, jumping or uneven surfaces</i> ● <i>unable to arrive to class on time</i> ● <i>gets lost easily even in familiar places</i> ● <i>seems unaware within an active environment</i> |
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Movement/Gross Motor (i.e. balance/coordination)

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| <p>Student's ability to:</p> <ul style="list-style-type: none"> ● perform static and dynamic balance tasks ● complete bilateral coordination tasks (skipping, jumping jacks) ● safely participate with peers on playground equipment | <p><i>Student</i></p> <ul style="list-style-type: none"> ● <i>takes excessive risks during play or overly cautious with activity</i> ● <i>has difficulty in PE including locomotor skills</i> |
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Strength and Endurance

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| <p>Student's ability to:</p> <ul style="list-style-type: none"> ● sustain participation in fine and gross motor activity ● demonstrate muscle strength/tone - including grip strength ● maintain cardiovascular activity | <p><i>Student</i></p> <ul style="list-style-type: none"> ● <i>tires easily, out of breath or fatigues towards end of school-day</i> ● <i>unable to generate enough force to complete a task</i> |
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Positioning/Posture

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| <p>Student's ability to:</p> <ul style="list-style-type: none"> ● maintain various positions used in school setting (supine, prone, sitting, standing) ● use recommended accommodations for appropriate positioning (adaptive seating, stander) ● sustain body alignment with or without assistive devices | <p><i>Student</i></p> <ul style="list-style-type: none"> ● <i>props to support self (even during activity); including W-Sitting, falling out of chair</i> ● <i>seeks movement that interferes with daily routines (can't sit still, fidgets)</i> ● <i>requires alternative positioning / pressure relief</i> |
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Motor Planning

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| <p>Student's ability to:</p> <ul style="list-style-type: none"> ● follow multi-step motor sequence ● control force, speed and fluidity of motion ● start and/or begin activities without hesitation ● perform single actions or steps without interruptions ● perform steps in an effective or logical order ● bring to completion single actions or single steps without | <p><i>Student</i></p> <ul style="list-style-type: none"> ● <i>has difficulty maneuvering in novel environments</i> ● <i>requires higher-level skills to be broken into their component parts</i> ● <i>unable to grade movement, awkward, clumsy (bumps into objects, drops materials, non-fluid sequences)</i> ● <i>may complete steps of a task in an illogical order (puts</i> |
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| inappropriate persistence or premature cessation | <i>folder in backpack before putting papers in folder)</i> |
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Eye-Hand Coordination

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| <p>Student's ability to:</p> <ul style="list-style-type: none"> ● maintain visual contact to task at hand ● complete visually directed reach and object control ● demonstrate fine motor control (staying within boundaries) while coloring/writing/cutting ● reach/throw towards targeted location/area | <p><i>Student</i></p> <ul style="list-style-type: none"> ● <i>unable to stack and place items</i> ● <i>has difficulty with ball skills (throw, catch)</i> ● <i>struggles to access AT systems</i> |
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Sensory Motor (i.e. sensory registration/processing/response)

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| <p>Student's ability to demonstrate:</p> <ul style="list-style-type: none"> ● body awareness, including body position in space and awareness of movement through space ● right/left discrimination ● tactile and movement processing ● ability to visually or verbally attend to motor tasks ● toleration of sensory input/handling ● tolerate and modulate sensory input (aversive or craving reactions) ● use of current curricular and environmental adaptations ● safe management of sensory needs | <p><i>Student</i></p> <ul style="list-style-type: none"> ● <i>reacts emotionally or aggressively to touch (has difficulty standing in line)</i> ● <i>frequently bumps into peers/objects (unable to maintain space)</i> ● <i>appears bothered by sensory experiences more than what is expected (i.e. loud noises)</i> |
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Self-Care within Educational Environment

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| <p>Student's ability to manage:</p> <ul style="list-style-type: none"> ● clothing, including shoes/boots ● fasteners, including zippers, snaps, buttons, shoelaces ● lunch items ● feeding items (utensils, cups, straws) ● responsibility for personal-care items ● personal hygiene and grooming (handwashing, toothbrushing) ● routine of toileting safely | <p><i>Student:</i></p> <ul style="list-style-type: none"> ● <i>may appear disheveled</i> ● <i>may struggle with correct orientation of clothing items</i> ● <i>unable to manage changing footwear</i> ● <i>requires ongoing solutions for toileting strategies / equipment</i> ● <i>often misplaces glasses</i> |
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School-related performance patterns (habits, routines, roles, and rituals used in the process of engaging in occupations or activities)

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| <p>Student's ability to demonstrate:</p> <ul style="list-style-type: none"> ● organization of classroom materials/personal belongings ● morning/afternoon locker routine (opening/closing locker/backpack, operating lock) ● management of school books and supplies ● lunch routine (manipulation of lunch items, navigating lunch environment, clean up) | <p><i>Student</i></p> <ul style="list-style-type: none"> ● <i>may be able to physically perform task, however, functionally cannot complete due to environmental stimulation (looks away from task to notice actions in room or is distracted by noise in room)</i> ● <i>may have an unorganized work area and/or locker</i> ● <i>may struggle with sequencing a multi-step task (is forgetful of end of day routine, often loses materials)</i> |
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Manipulation of School-Related Materials

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| <p>Student's ability to:</p> <ul style="list-style-type: none"> ● use recommended accommodations/adaptive equipment ● manipulate personal care and other classroom items <p>Student's ability to demonstrate:</p> <ul style="list-style-type: none"> ● grasp of writing/coloring tools, shape copying, representational drawings, ● keyboarding/mouse skills ● delineated hand roles, finger isolation ● visual perceptual skills ● speed and fluidity of writing strokes ● writing mechanics including spacing, letter formation and proportion ● access alternative communication devices ● use recommended adaptations/accommodations ● scissor skills ● efficient grasp patterns on play-based items ● successful use of helper hand during bilateral tasks | <p><i>Student</i></p> <ul style="list-style-type: none"> ● <i>may be able to physically perform task, however, functionally cannot complete due to environmental stimulation (i.e. looks away from task to notice actions in room or is distracted by noise in room)</i> ● <i>struggles with developmentally appropriate pre-writing/writing skills</i> ● <i>has difficulty with resistive toys/materials (marker caps, legos, stringing/lacing, unifix cubes)</i> |
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