



SCHOOL TEACHER CHECKLIST

Difficulties in the following areas are considered likely to influence a child's performance in daily tasks- in class, the playground and at home.

These difficulties may indicate a need for Occupational Therapy Assessment.

Please use the following key to rate the child's level of difficulty:

Never- student has no problems, presents similarly to peers.

Sometimes- student displays feature slightly more than peers.

Often- student displays feature significantly more than peers.

If not observed or not applicable, leave response blank.

- If responses fall mainly in the "Sometimes" to "Often" categories, please refer to Step One OT (ph: 9300 3544) for further assessment and intervention.
- If responses fall mainly in the "Never" to "Sometimes" categories, please feel free to discuss your concerns with an Occupational Therapist (before referring for assessment).

Step One Occupational Therapy for Children
Unit 1/101 Winton Road, Joondalup, 6027

www.steponcot.com.au

(08) 9300 3544

DOES THE STUDENT	NEVER	SOMETIMES	OFTEN
Appear loose or floppy			
Lean on arm or prop self when working at the desk			
Lay head on their non dominant arm while writing			
Stand to work instead of sitting			
Move constantly on the chair or adjust their position often			
Seem 'on the go'; constantly on the move			
Seem fidgety or restless			
Get easily distracted			
Respond impulsively (e.g. call out without thinking)			
Have difficulty following instructions			
Seem dreamy or in a world of their own			
Have difficulty organizing self, books, pencils etc			
Have difficulty completing school work efficiently			
Have difficulty starting and/ or completing activities independently			
Have difficulty concentrating			
Need instructions repeated			
Over-react to normal bumps and scrapes			
Startle to unexpected touch			
Avoid messy play (e.g. paint, glue, sand)			
Invade others space (stand or sit too close to others)			
Dislikes others being near or touching when on the mat or in line			
Not have a clear hand preference			
Swap hands during tasks			
Have a poor concept of left and right			
Frequently adjust or turn their work page			
Have difficulty with ruling activities			
Have difficulty with construction activities			
Have difficulty with cut and paste activities			
Have difficulty with manipulative tasks (e.g. shoelaces, buttons, counters)			
Have poor handwriting			
Have messy drawing or coloring in			
Use awkward or inconsistent pencil/pen grasp			
Use too little or too much pressure or is inconsistent (e.g. presses hard or light with pencil or eraser)			

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DOES THE STUDENT	NEVER	SOMETIMES	OFTEN
Have a poor knowledge of letter formations			
Have difficulty copying from the blackboard			
Reverse letters, numbers or words			
Have poor spacing between words, letters or numbers (too wide or too close)			
Have difficulty placing letters, numbers or words on the line			
Have difficulty keeping writing aligned with left hand margin			
Seem slow to write down thoughts or ideas			
Write less than peers in the same amount of time			
Not know the alphabet sequence			
Have difficulty sequencing story ideas			
Complain of sore or tired hands/forearms/eyes			
Skip words or loose place when reading			
Skip words or loose place when copying			
Seem clumsy, awkward or uncoordinated with movement			
Stumble or fall more than others			
Seem slow to master new skills such as dance (needs more practice than others)			
Have difficulty learning new and unfamiliar movements (eg action songs or dances)			
Have difficulty throwing and or catching a ball			
Throw balls too hard or too soft			
Have difficulty kicking a ball			
Have difficulty standing on one leg			
Have difficulty with skipping or dancing			
Have difficulty with monkey bars or other climbing equipment			
Have difficulty with wheelbarrow walks			
Not relate well or play well with peers			