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| **Written Communication** |  |  | |  |  |
| Student’s Ability to: | 0 | 1 | 2 | | 3 |
| Demonstrate copying, visual motor control, visual perceptual skills  Writing mechanics (spacing, letter formation, proportion, speed and fluidity)  Access alternative communication devices  Use adaptations currently in place | Demonstrates functional written communication within curricular expectation with or without accommodations; or communicates using alternative devices within curricular expectations | Requires ongoing development of accommodations or strategies for successful functional written communication or alternative communication | Demonstrates emerging writing skills/use of alternative devices. However, verbal/physical cues are needed to complete tasks | | Does not demonstrate functional written communication or use of alternative communication devices within curricular expectations. |
| **Sensory Processing** |  |  | |  |  |
| Student’s Ability to: | 0 | 1 | 2 | | 3 |
| Demonstrate body awareness, body image, right/left discrimination, tactile and movement processing, motor planning ability, ability to visually or verbally attend to motor tasks, toleration of sensory input  Tolerate and modulate sensory input  Use current curricular and environment adaptations | Demonstrate adequate sensory processing for school performance | Demonstrates deficits in sensory processing which impacts student performance occasionally | Demonstrates sensory processing deficits which more frequently impacts student performance or impedes development of higher level skills | | Demonstrates sensory processing deficits which significantly interferes with student performance |

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| **Eye-Hand Coordination** |  |  | |  |  |
| Student’s Ability to: | 0 | 1 | 2 | | 3 |
| Maintain visual focus on task at hand  Demonstrate visually directed reach, visually directed object control, fine motor control, stacking and placement skills, reaching/throwing towards targeted locations/area | Demonstrates functional written communication within curricular expectation with or without accommodations; or communicates using alternative devices within curricular expectations | Requires ongoing development of accommodations or strategies for successful functional written communication or alternative communication | Demonstrates emerging writing skills/use of alternative devices. However, verbal/physical cues are needed to complete tasks | | Does not demonstrate functional written communication or use of alternative communication devices within curricular expectations. |

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| **Student’s ability to participate in and benefit from his/her educational environment** | | | | |
| Student’s Ability to: | 0 | 1 | 2 | 3 |
| This factor rates how much the student’s areas of need impacts his/her ability to participate in/benefit from the educational environment  Therapist need to consider input for all team members | Currently participates adequately | Area(s) of need influences participation | Area(s) of need interferes with participation | Area(s) of need prevents participation |

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| **Immediacy of need** | | | | |
| Student’s Ability to: | 0 | 1 | 2 | 3 |
| This factor rates the timeliness and urgency of intervention  Considerations include: change in medical status, acute trauma, developmental readiness, change in placement  Considerations include: age of student, developmental levels, nature of the diagnosis | Area(s) of need is not currently impacting educational performance | Area(s) of need impact educational performance but is not immediate at this time | Area(s) of need impacts educational performance -intervention is needed | Area(s) of need is critically impacting educational performance immediate intervention is needed |

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| **Potential for change in the student’s performance through therapeutic intervention** | | | | |
| Student’s Ability to: | 0 | 1 | 2 | 3 |
| This factor rates likelihood for improvement through therapeutic intervention & likelihood of negative change which may occur if therapeutic interventions are not given | Potential for change is unlikely | Potential for change is possible | Potential for change is possible | Potential for change |

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| **Response to previous interventions** | | | | |
| Student’s Ability to: | 0 | 1 | 2 | 3 |
| This factor rates the response to previous school interventions | Negligible response seen with interventions attempted | Limited response seen with interventions attempted | Moderate response seen with interventions attempted | Significant response seen or not previous interventions attempted |
| **Extent to which needs can be met by others/curriculum** | | | | |
| Student’s Ability to: | 0 | 1 | 2 | 3 |
| This factor rates the degree to which specialized therapeutic involvement is needed | Needs can be met by other staff and/or curriculum | Needs can be met through cooperative minimal interventions with staff and or parent involvement | Needs can be met through cooperative, moderate interventions with staff/parent involvement | Needs can only be met by unique intense involvement of therapists in additions to cooperative staff/parents |

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| **Functional Mobility** | | | | |
| Student’s Ability to: | 0 | 1 | 2 | 3 |
| Maneuver w/c  Transfer  Ambulate with or without assistance/devices  Climb stairs/bus steps  Navigate uneven surface | Demonstrates independent mobility with or without accommodations within the school environment | Requires supervision or guidance for safe mobility | Some physical assistance required to perform safe mobility | Maximum to total assistance needed to perform safe mobility |

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| **Gross Motor (Balance/Coordination)** | | | | |
| Student’s Ability to: | 0 | 1 | 2 | 3 |
| Perform static and dynamic balance task  Perform Bilateral Coordination Tasks | Demonstrates adequate gross-motor functioning for school performance | Demonstrates mild delays in gross motor functioning which impacts student performance occasionally | Demonstrates moderate delays in gross motor functioning, which more frequently impacts student performance or impedes development of higher level skills | Demonstrates severe delay in gross-motor functioning which significantly impacts student performance |

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| **Strength and Endurance** | | | | |
| Student’s Ability to: | 0 | 1 | 2 | 3 |
| Sustain participation in fine or gross motor activity  Demonstrate muscle strength, including grip strength | Demonstrates adequate strength and endurance with or without accommodation for school performance | Demonstrates mild deficits in strength and endurance which impacts student performance occasionally | Demonstrates moderate delays in strength and endurance which frequently impacts performance or impedes development of higher level skills | Demonstrates severe deficits in strength and endurance, which significantly impacts student performance |

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| **Positioning/Posture** | | | | |
| Student’s Ability to: | 0 | 1 | 2 | 3 |
| Maintain various positions used in school setting  Use accommodations currently in place for appropriate sitting, standing, and positioning  Maintain body alignment with or without assistive devices | Demonstrates adequate positioning/posture with our without accommodations for school performance | Requires ongoing development of accommodations/strategies for adequate positioning/posture | Demonstrates emerging ability and/or requires physical assistance to maintain a position/posture for participation in educational activities | Requires maximal or total assistance to maintain a position/posture for participation in educational services |

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| **Self-Care within Educational Environment** | | | | |
| Student’s Ability to: | 0 | 1 | 2 | 3 |
| Use accommodations/adaptive equipment currently being used  Manage clothing, shoes/boots, fasteners, doors, lockers, backpacks, personal hygiene, lunch items, feeding items, books/supplies  Organization of classroom materials/personal belongings.  Therapist need to consider input for all team members | Functions independently with or without accommodations within the school environment | Self-care activities require supervision or guidance for independence | Some physical assistance needed to complete self-care tasks | Maximal to total assistance needed to perform self-care activities |

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| **Manipulation of School Related Materials** | | | | |
| Student’s Ability to: | 0 | 1 | 2 | 3 |
| Manage scissors, writing tools, classroom objects, and educational materials  Accessing computer including keyboard/mouse, and switches  Demonstrate isolated finger movements, hand preference, two-handed coordination | Demonstrates functional manipulation with or with accommodations or strategies for school performance | Requires ongoing development of accommodation or strategies for successful manipulation of materials | Demonstrates emerging ability to manipulate materials. However, verbal/physical cues are needed to complete tasks | Requires physical assistance to manipulate materials |