![Description: SRFT-Logo-Full_colour_[web500][1]]()SALFORD ROYAL FOUNDATION TRUST CHILDREN’S OCCUPATIONAL THERAPY & PHYSIOTHERAPY SERVICE

**Name: Date of Birth:**

**School: Date of observation:**

**Year:**

**COORDINATION MATTERS**

**OBSERVATION CHECKLISTS:**

1. GROSS MOTOR SKILLS
2. FINE MOTOR SKILLS
3. HANDWRITING SKILLS
4. SELF CARE SKILLS
5. VISUAL PERCEPTION SKILLS
6. ATTENTION & CONCENTRATION
7. SENSORY BEHAVIOURS

*Please be aware that these checklists have been developed for primary school aged children and therefore some skills will not be appropriate for younger children. Age appropriate norms will be taken into consideration by the therapy team when triaging the referral.*

**Gross Motor Skills: Observation Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Can the Child?** | Initially | After one term | Observations | Appropriate activities/exercises |
| Yes | No | Yes | No |
| Stand still, balanced and in control? |  |  |  |  |  | Balance page 18-19 |
| Stand on one leg (either leg) for 3-5 seconds? |  |  |  |  |  | Balance page 18-19 |
| Walk on tip-toes for 4 metres? |  |  |  |  |  | Balance page 18-19 |
| Hop on either foot 5+ times? |  |  |  |  |  | Balance page 18-19 |
| Catch a ball with two hands? |  |  |  |  |  | Ball skills page 16-17 |
| Throw a ball demonstrating control of direction and force? |  |  |  |  |  | Ball skills page 16-17 |
| Has difficulty negotiating obstacles around classroom? |  |  |  |  |  | Body awareness page 14-15 |
| Appear clumsy in moving and positioning self? |  |  |  |  |  | Body awareness page 14-15  |

**Fine Motor Skills: Observation Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Has the Child?** | Initially | After one term | Observations | Appropriate activities/exercises |
| Yes | No | Yes | No |
| Precision and control in completing fine motor tasks? |  |  |  |  |  | Hand skills page 8-9 |
| Developed a hand preference? |  |  |  |  |  | Hand skills page 8-9 |
| Developed coordination in two handed tasks? |  |  |  |  |  | Hand skills page 8-9 |
| Demonstrated adequate grip strength? |  |  |  |  |  | Hand skills page 10-11 |
| The ability to handle and use scissors appropriately? |  |  |  |  |  | Scissor skills page 26Hand skills page 10-11 |
| The ability to stabilise and use a ruler appropriately? |  |  |  |  |  | Hand skills page 8-9Hand skills page 10-11  |
| The ability to use a pencil sharpener? |  |  |  |  |  | Hand skills page 8-9Hand skills page 10-11  |

**Handwriting: Observation Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Does the Child?** | Initially | After one term | Observations | Appropriate activities/exercises |
| Yes | No | Yes | No |
| Maintain an upright posture when writing and drawing?  |  |  |  |  |  | Body awareness page 14-15* Posture pack
* Move ‘n’ sit cushion
 |
| Use a tripod grasp to hold a pencil? |  |  |  |  |  | Hand skills page 10-11 |
| Apply too much pressure through the pencil and paper? |  |  |  |  |  | Hand skills page 10-11* Light pen
* Vibrating pen
* Carbon paper
* Sand paper
* Writing slope
 |
| Apply too little pressure through the pencil and paper? |  |  |  |  |  | Body awareness page 14-15* Light pen
* Vibrating pen
* Carbon paper
* Sand paper
* Dycem or mouse mat
 |
| Form letters correctly? |  |  |  |  |  | Hand skills page 12-13  |
| Have difficulty keeping letters on the line? |  |  |  |  |  | Visual perception page 6-7 |

**Self Care Skills: Observation Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Does the Child?** | Initially | After one term | Observations | Appropriate activities/exercises |
| Yes | No | Yes | No |
| Have difficulty using a knife and fork together? |  |  |  |  |  | Feeding skills page 24  |
| Drink from an open cup without spilling? |  |  |  |  |  | Feeding skills page 24 |
| Go to the toilet without any help and support? |  |  |  |  |  | General strategies page 27 |
| Dress/undress for PE at the same speed as their peers? |  |  |  |  |  | Dressing skills page 21-23 |
| Have difficulty with clothes back to front and poorly organised? |  |  |  |  |  | Dressing skills page 21-23 |
| Have difficulty with fastening zips, buttons, laces etc? |  |  |  |  |  | Dressing skills page 21-23 |
| Keep track of their personal belongings and equipment?  |  |  |  |  |  | General strategies page 27 |

**Visual Perception Skills: Observation Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Does the Child? | Initially | After one term | Observations | Appropriate activities/exercises |
| Yes | No | Yes | No |
| Demonstrate reversals of letters or numbers? |  |  |  |  |  | Visual perception page 6-7 Hand skills page 12-13 |
| Demonstrate poorly spaced and sized letters? |  |  |  |  |  | Visual perception page 6-7Body awareness page 14-15 |
| Demonstrate poor organisation of letters? |  |  |  |  |  | Visual perception page 6-7 Hand skills page 12-13  |
| Experience difficulty copying letters, numbers and shapes? |  |  |  |  |  | Visual perception page 6-7 Hand skills page 12-13 |
| Experience difficulty recognising shapes, letters or objects? |  |  |  |  |  | Visual perception page 6-7  |
| Experience difficulty remembering letters, shapes and numbers?  |  |  |  |  |  | Visual memory page 4-5 |

**Attention & Concentration: Observation Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Does the Child? | Initially | After one term | Observations | Appropriate activities/exercises |
| Yes | No | Yes | No |
| Have difficulty attending and focusing on learning in class? |  |  |  |  |  | Concentration page 25* Move ‘n’ sit cushion
 |
| Fidget excessively when sitting on their seat compared to peers? |  |  |  |  |  | Concentration page 25 |
| Become easily distracted by visual and auditory stimulus which does not distract other children? |  |  |  |  |  | Concentration page 25* Weighted lap support/wheat cushion
 |

**Sensory behaviours: Observation Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Does the Child? | Initially | After one term | Observations | Appropriate activities/exercises |
| Yes | No | Yes | No |
| Is reluctant to touch textures in messy play, reacts emotionally to touch, has difficulty standing in line or close to others? |  |  |  |  |  | Access LSS training:* Sensory awareness
* Sensory strategies
 |
| Is distracted by noise, complains about noise others don’t seem to notice, frequently holds hands over ears to protect from noise? |  |  |  |  |  | Access LSS training:* Sensory awareness
* Sensory strategies
 |
| Seeks various types of movement, can’t sit still, becomes overly excited during movement activity, mouths various objects, enjoys strange noise or smells, has difficulty keep hands to themself? |  |  |  |  |  | Access LSS training:* Sensory awareness
* Sensory strategies
 |
| Does not “tune in” to what others are saying, appears lethargic and sluggish, does not appear to notice things and needs lots or prompting to engage in tasks? |  |  |  |  |  | Access LSS training:* Sensory awareness
* Sensory strategies
 |

Salford Learning Support Service (LSS) provide training to schools including courses on sensory awareness and sensory strategies. Salford LSS also provide courses on handwriting, fine motor skills, gross motor skills and coordination. These will be of benefit to teaching staff working with children with coordination difficulties. For further information or to book a place on a course, please contact Julie Morgan (senior admin officer) at adminsuppoort@salford.gov.uk or telephone 0161 607 1671.

**Progress Form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Was this identified as an area of need?** ***(Please indicate with ✓)*** | **What activity sheets did you use?** | **For how long have these activities been implemented?** | **How would you describe the child’s progress during this time?*****(Minimum, Moderate, Significant)*** |
| *E.g., Gross Motor Skills* | *✓* | *14, 15, 16, 17, 18, 19* | *4 time per week for 20 minute from Sept-Dec* | *Moderate – balance has improved significantly but child is still struggling with ball skills* |
| Gross Motor |  |  |  |  |
| Fine Motor  |  |  |  |  |
| Handwriting  |  |  |  |  |
| Self Care  |  |  |  |  |
| Visual Perception |  |  |  |  |
| Attention & Concentration |  |  |  |  |