

**GENERAL EDUCATION INTERVENTION FORM
TEACHER CHECKLIST FINE/GROSS MOTOR AND SELF HELP
CLASSROOM PERFORMANCE K-12**

Student: _____ Date: _____
Grade: _____ Birthday: _____
School: _____ Completed by: _____

Key + Present most of the time
0 Absent most of the time

GROSS MOTOR

- _____ Seems weaker than others his age, tires easily
- _____ Difficulty accessing the education environment such as opening or closing doors, negotiating stairs,
- _____ Reluctant in playground activities and using playground equipment
- _____ Difficulty with hop, jump, skip or run compared to others his age

FINE MOTOR

- _____ Poor desk posture that (slumps, leans on arms, head too close to work, other hand does not assist)
- _____ Difficulty drawing, coloring, copying, cutting; avoidance of these activities
- _____ Poor pencil grasp; drops pencil frequently
- _____ Lines drawn are tight, wobbly, too faint or too dark; breaks pencil often
- _____ Lack of well established dominance after six year of age

ACADEMIC (presenting problems)

- _____ Reading _____ Distractible _____ Slow Worker _____ Following Directions
- _____ Math _____ Restless _____ Organizing Work _____ Remembering Info.
- _____ Spelling _____ Hyperactive _____ Finishing Tasks _____ Short Attention

SELP HELP

- _____ Difficulty managing clothing
- _____ Difficulty in finding way to variety of locations
- _____ Messy when eating

TACTILE SENSATION

- _____ Withdraws from touch
- _____ Tends to wear only certain types of clothing
- _____ Tends to wear coat when not needed; will not allow shirt sleeves pulled up
- _____ Touches everything, learns through his fingers
- _____ Avoids being too close to others (doesn't like being hugged, difficulty in lines)
- _____ Seems to chew on clothing or objects

VESTIBULAR SENSATION

- _____ Fearful of being off the ground and activities moving through space
- _____ Avoids playground equipment, such as slide, swing, jungle gyms
- _____ Excessive craving for swinging, bouncing, slides, merry-go-rounds, rocking

AUDITORY PERCEPTION

- _____ Appears overly sensitive to sounds (environmental sounds, loud music, bells)
- _____ Does not appear to understand other people
- _____ Tends to talk to himself/herself, or makes noises
- _____ Has difficulty making himself/herself understood

VISUAL PERCEPTION

- _____ Difficulty discriminating color, shapes, letters, numbers
- _____ Difficulty copying design, letters or numbers
- _____ Cannot complete art or construction projects
- _____ Easily visually distracted

EMOTIONAL

- _____ Does not accept changes in routine easily
- _____ Is easily frustrated
- _____ Acts out behaviorally; difficulty getting along with others
- _____ Accident prone
- _____ Seems to be preoccupied or distracted by issues not related to task at hand
- _____ Frequently involves self in others activities

Additional Information _____

“Have you tried...” Classroom Instructional Strategies

The child has an awkward pencil grasp and the written work is not legible. How can I help?

- ★ Have the child play with clay frequently.
- ★ Have activities where the child pinches clay between the thumb and index finger, keeping the fingers in a round “O” shape with all the finger joints bent.
- ★ Have the child do frequent, simple, writing/drawing activities while lying on their stomach on the floor with their arms resting on the floor.
- ★ Mark the child’s pencil with a dot on each side of the pencil barrel across from one another. Place them about one inch above where the paint begins at the sharpened end. The child places the thumb on one dot and the index finger on the other end pinches the pencil, forming these fingers into an “O” shape. The middle finger rests under the pencil and the little and ring fingers are curled into the hand (they are in bed).
- ★ Have the child use different pencils grips (stereo – glob shaped grip with indentations for finger placement)
- ★ Have the child use a small pencil about 3 inches long or smaller.
- ★ Have the child place a tissue or cotton ball in the palm of their hand. The middle, the ring and little finger are to hold (hide) the object – that is their (fingers) job. This allows the index finger and the thumb to hold the pencil appropriately.
- ★ Have the child write on different media (chalkboard, sandpaper, construction paper, raised line paper).

How can I help the left-handed writer from developing an awkward grasp?

- ★ Those children who prefer left-handed writing should be encouraged to do so. They should be encouraged early in their writing to use good pencil grasp.
- ★ Have the child hold the pencil just like a right-handed person would hold a pencil, but the pencil is in the left hand.
- ★ The hand that holds the pencil should be below the writing line, not above it.
Paper positioning is important.
- ★ The teacher should demonstrate writing to the left-handed student using the left hand. Though this may be difficult for some of us.

What do I do for the child who keeps the fingers right on the pencil lead when writing?

- ★ Encourage the child to learn what it feels like to hold the pencil up on the paint, instead of near the lead: put a rubber band around the pencil about one inch above where the paint begins and prompt the child to keep his/her fingers on, or just above the rubber band.
- ★ Encourage a reward program, but make it sporadic so the child does not become dependent upon the reward.
- ★ Dots, or other marks, on the pencil barrel to cue the child as top proper finger placement will also help.

Why is it important to have children write large at first?

- ★ This encourages hand muscle control for fine motor and visual perceptual skills.
- ★ The child is more able to experiment and establish appropriate patterns for when it comes to written communication.

What can I do for the child who writes very darkly, like charcoal?

- ★ Have the child play “ghost writing.” The child writes a word lightly on the paper and then has to erase it without leaving marks. The child wins if they can do this. Talk about “lifting the pencil tip off the

paper” as the child writes.

- ★ Set up a reward program. If the child writes too darkly, give points for every letter that is written lightly with more appropriate pressure on the paper. Initially, for five points you give a sticker. As the child improves, you increase the number of points needed to get a sticker to 10, 15, 20, etc. You can also increase the volume of writing needed to get a sticker or reward.

What can I do for the child who writes too lightly and doesn't press on the paper?

- ★ Have the child use a larger pencil, this will build confidence that the pencil will not slip out of their hands.
- ★ Try wrapping a rubber band about one inch up from where the pencil begins and the child can place his/her fingers on the rubber band to prevent slippage.
- ★ Pencil grips may be used, but not depended upon if you can help it.
- ★ Have the child rub a crayon hard on a piece of paper to make layers of wax or completely cover a picture so that it can't be seen.
- ★ A reward program may also be set up.

How do I help the child who doesn't leave spaces between words?

- ★ Have the child say the letter right before he/she writes them. Then when they get to a space have them say “space.”
- ★ Have the child use their finger or penny for a spacer.

How can I help the child who frequently reverses letters (writes them backwards), especially “d” and “b” or can't remember how to form letters?

- ★ Have the child learn (or relearn) how to properly start the specific letters and what the first movement is from the start point.
- ★ The letter “b” should always be started on the top of the line and then go down, forming a “baseball bat” and then the “ball.”
- ★ The “d” should always begin on the middle line of first and second grade writing paper. The child should start by writing a “c” shape, making a “dog dish,” and then go up for the “dog's leash.”
- ★ To reinforce the “d” shape by starting all similar printed letters with the ball shape (a, c, d, g, o, q), with the “c” shape starting from the middle of the line on the writing paper and in the one o'clock position, as if the circle shape they make is on a clock face moving in a counterclockwise direction.

What can I do for the child who has difficulty with scissoring tasks?

- ★ Children who are first learning to use scissors should cut card weight junk mail, because it is an activity that is easily successful.
- ★ Have the child snip the end of a piece of construction paper, making “fringe.”
- ★ Have the child cut leftover scraps of construction paper into random pieces, and then use a glue stick to glue the pieces to another paper.