

Table 3.3

| Examples of Student Performance Influenced by Occupational Therapy | | |
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| Task in classroom setting | Writing in journal | Completing simple assembly of project |
| Postural stability | Student sits with erect posture. Postural muscle tone is adequate to stabilize the trunk, shoulders, and head so that eyes can focus and hands can control journal and pencil. | Student uses functional postures during task. Makes appropriate postural and balance adjustments, such as sitting to standing or leaning over project as required by task. |
| Sensory registration and processing | Student maintains attentional and emotional state for school activities. Able to filter out extraneous sounds, sights, smells, and maintain focus on teacher and task. | Student selects and uses a variety of tools and materials. Able to grade the amount of pressure required to use a tool. Can tolerate a variety of textured or messy materials. |
| Motor planning | Student organizes educational materials and work surfaces in a timely manner. Able to formulate a plan and sequentially or simultaneously execute the tasks required. | Student coordinates both hands to assemble project. Demonstrates ability to use one hand to hold project while dominant hand uses tool; or coordinates both hands simultaneously in symmetrical, oppositional, or different movements. |
| Visual perception and integration | Student copies information from blackboard. Able to transfer information from a vertical orientation to a horizontal orientation. | Student correctly assembles project. Able to perceive spatial and positional relationships between parts of the project in order to make the whole. |
| Fine motor | Student writes legibly. Uses a functional pencil grasp, which includes dexterous finger movements, adequately developed palmar arches, and open web space between thumb and fingers. | Student manipulates school tools, such as scissors, rulers, or keyboards. Able to manipulate tools using isolated and dexterous finger movements, motoric separation of the hand, and adapted or graded grasps. |
| Fine motor | Student writes legibly. Uses a functional pencil grasp, which includes dexterous finger movements, adequately developed palmar arches, and open web space between thumb and fingers. | Student manipulates school tools, such as scissors, rulers, or keyboards. Able to manipulate tools using insolated and dexterous finger movements, motoric separation of the hand, and adapted or graded grasps. |
| Social play/Organization of behavior | Student participates in a cooperative journal writing group. Able to initiate and sustain conversation with peers and adults and listen to others. | Student shares materials, asks for help, and interacts with peers. Reacts appropriately to close proximity of others, light touch, excesses of noises or visual stimuli, certain smells and sudden movements that may occur during project assembly. |