

Occupational Therapy Screening

Name: M. H.

Date of Birth: June 1, 1957

Age: 54 years, 0 months

Date of Evaluation: March 18, 2011

School/Company: Company X, Inc.

Grade: NA

SASID#: 00000000000

Parent/Contact Information: D. M. (spouse)
Example Street
New Town, MA 00003
123-456-7890

Reason for Referral: M. is business process/systems engineering director who currently works on long-term business/technical projects for diverse customers. He was referred for an occupational therapy screening to assess fine motor and visual-motor integration skills. While a lot of M.'s work is done on computer, M. often presents at customer meetings where he likes to use whiteboards to outline his ideas. Sometimes, M.'s writing is readable, but sometimes both customers and colleagues find it illegible. Specifically, the company is concerned about the inconsistency of M.'s handwriting skills.

Background Information: This is the first screening request for M. He has not been diagnosed with any medical condition. In the past year, he has begun wearing reading glasses, which he wore for the screening. Except for reading glasses, M. does not have any other visual conditions. While M. is above the usual age for these evaluations, since the referral was specific to the areas that these assessments address, these evaluations were administered.

Evaluation Procedure: The screening consisted of the Schoodles Pediatric Fine Motor Assessment (PFMA), the Shore Handwriting Assessment, a review of work samples, and clinical observation.

Behavior Characteristics: M. willingly participated in the screening. M. was polite, cooperative, alert, and inquisitive. He took an interest in all items in the room and asked several questions before the beginning of the assessments. Although the OT/PT room can be occupied by more than two people, on this occasion it was only M. and myself. M. quickly focused on the tasks presented, and appeared to understand all the directions the first time.

Results: M. demonstrated right-hand dominance during fine motor activities. He used a mature tripod grasp on writing instruments with his middle finger slightly extended down the shaft. When using a crayon, M. held his hand in a closer tripod grasp, which appeared to provide M. more control for coloring within the lines, as he has a big hand. As he colored, M. commented that his former teacher had told him to "make your strokes in one direction when coloring," which he demonstrated. M.'s starting points, direction of circle,

pen strokes, crossing midline (ability to use hand on both sides without changing position of tool), spatial orientation (ability to make appropriate judgments), and ability to change pencil direction were all precise in copying, handwriting, and coloring. At times M. pursed his lips in concentration, but he did not seem tired or fatigued. At one point M. commented that it was clear that he did not know how to make the letters “q”, “m”, or “e” in the manner shown on the paper. He relayed that he had learned to write in England and not in North America. He made an effort to make the letters as to the sample, but found he wrote an “m” as he had been taught. He drew a person relaxing in a sun chair, and commented that he was not sure how to draw feet but then quickly went ahead and completed feet for the figure. The figure had more than eight body parts. M. also commented that he liked the characters used for the coloring and puzzle sections of the tasks. M. seemed to enjoy selecting the colors for his drawings, and took delight in selecting shades of yellow and orange for the dots on the tie. It was clear that M. took an interest in the various tasks, and when asked to cut out the circle asked whether he should do it in a certain way. When told he could cut it out in any way he desired, he began from inside the circle by folding the paper for the first cut.

Summary of Recommendations: M was referred for an occupational therapy screening due to his company’s concern about the inconsistency of M.’s handwriting skills. M. demonstrates appropriate skills in all areas assessed. M. uses a mature dynamic grasp on writing instruments. M is able to print his name and all upper case letters of the alphabet. M. uses a mature grip on scissors and can cut on a straight line, on a 1/16” marking. He also followed the lines and cut a circle and square out of paper. M. uses good coloring skills and was able to easily complete an 8-10 piece paper puzzle. M. is quite observant and very aware of his skills. He mentioned how he makes some of his letters in a style that is different than those on the sample. He attributed this to learning to write in England, and not the United States. M. demonstrated appropriate skills to meet the demands of his job, therefore no further testing or services recommended.

M. said sometimes when he writes his thoughts and words come faster than his pencil, pen, or marker can move. This is something that he says began in childhood and continues to this day. This may be one of the reasons why his writing may be inconsistent, particularly when he is engaged in active thought processes with customers. Therefore, it may be useful to remind M. sometimes that it is important for someone to read his writing, so he might pay attention to his letters as well as the thoughts he is writing down. It may also be helpful, when possible, to have someone else write down the ideas on the whiteboard. M. said that a few years ago he began taking pictures of his whiteboard thoughts and occasionally transcribes them into post meeting notes for customers and colleagues.

M. was very polite and attentive during this screening.

Diane Makovsky, OTS