

**THE SENSORY GYM**  
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**OT SCHOOL QUESTIONNAIRE**

Child's Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Form completed by: \_\_\_\_\_

Classroom Concerns: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher observations of a student's behaviour in the classroom are helpful to the occupational and physical therapists in evaluating the student's sensorimotor skills. The following items are related to the learning process. Please read through the categories and respond according to the key below.

- KEY: 3 - No apparent difficulty as compared to other classmates  
2 - Slight to moderate difficulty as compared to other classmates  
1 - Significant difficulty as compared to other classmates

**I. POSTURAL AND GROSS MOTOR**

- 3 2 1 An unusual walking pattern (drags feet, appears stiff, limps, falls often, runs rather than walks, toe walks)
- 3 2 1 Poor posture, slouches in chair, rests head on desk
- 3 2 1 Appears awkward or clumsy when maneuvering in classroom
- 3 2 1 Has difficulty maintaining balance
- 3 2 1 Tires easily
- 3 2 1 Slow to learn new games or new motor skills

**II. FINE MOTOR**

- 3 2 1 Difficulty manipulating small objects
- 3 2 1 Difficulty cutting, colouring, pasting
- 3 2 1 Unusual pencil grasp ( \_\_\_ immature, \_\_\_ tight, \_\_\_ weak)
- 3 2 1 Difficulty staying on line when tracing; written work messy
- 3 2 1 Inconsistent hand preference
- 3 2 1 Works slowly on simple pencil and paper tasks
- 3 2 1 Often shifts posture or adjusts paper when writing
- 3 2 1 Does not stabilize paper when writing
- 3 2 1 Avoids or is easily frustrated by fine motor activities
- 3 2 1 Difficulty using fine motor tools (hole punch, scissors, tongs, clothespins, etc.)
- 3 2 1 Difficulty using utensils (knife, fork, spoon)
- 3 2 1 Difficulty with dressing skills

III. **BODY PERCEPTION/BODY AWARENESS**

- 3 2 1 Avoids getting hands in paste or other messy materials
- 3 2 1 Overreacts to being touched unexpectedly or working close to someone else
- 3 2 1 Pushes, shoves, kicks when standing in lines or crowds
- 3 2 1 Bumps into walls, children, desks; is accident prone
- 3 2 1 Disoriented in room, building; runs in wrong direction
- 3 2 1 Often stands too close to other people
- 3 2 1 Needs to touch or handle things/people
- 3 2 1 Has difficulty determining left from right in activities
- 3 2 1 When shifting body in chair, may falls out of seat
- 3 2 1 Has exaggerated fear of falling or of heights

3 2 1 Craves spinning or rocking; does not seem to get dizzy

**IV. VISUAL PERCEPTUAL AND VISUAL MOTOR SKILLS**

3 2 1 Difficulty matching and/or discriminating differences in colour, form, shape, and size

3 2 1 Difficulty copying designs/letters from board or book

3 2 1 Poor understanding of spatial/directional concepts (up, down, right, left, large, small)

3 2 1 Difficulty sequencing

3 2 1 Difficulty ignoring visual distractions

3 2 1 Poor spacing of work on paper

3 2 1 Reverses letters, numbers, words, or phrases

3 2 1 Omits words and phrases, skips lines, or loses place while reading or copying

**V. SOCIAL/EMOTIONAL - LEARNING BEHAVIOR**

3 2 1 Difficulty attending to tasks; easily distracted

3 2 1 Appears to have difficulty comprehending what is going on around him/her

3 2 1 Fearful of new situations; dislikes change in routine

3 2 1 Has difficulty working independently

3 2 1 Rushes through work; impulsive

3 2 1 Needs to have instructions repeated or said slowly

3 2 1 Has difficulty remembering simple facts or directions

3 2 1 Shows attention seeking behaviour

3 2 1 Lacks confidence (often says "I can't" or "Too hard")

3 2 1 Emotionally sensitive; cries easily

- 3 2 1 Wiggles a lot; has difficulty sitting still
- 3 2 1 Disorganized; messy
- 3 2 1 Slow worker
- 3 2 1 Easily frustrated
- 3 2 1 Happiest playing alone

Adapted from Patti Oetter's classroom checklist and the Delaware Curative Workshop; Revised 8/91 - Developmental Therapy Associates, Inc.