Screening Report

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|  |  |
| BALANCE | GROSS MOTOR |
| |  |  | | --- | --- | |  | Static Balance - Simple | |  | Static Balance - Complex | |  | Dynamic Balance - Simple | |  | Dynamic Balance - Complex | | |  |  | | --- | --- | |  | Flexors | |  | Extensors | |  | Muscle Tone | |  | Coordination | |
|  |  |
| VISUAL SYSTEM  |  |  | | --- | --- | |  | Figure ground | |  | Shifting gaze (left/right) | |  | Fixation | |  | Fixation/head movement | |  | Convergence | |  | Divergence | |  | Tracking H pattern | |  | Tracking O pattern |  COGNITIVE/MEMORY  |  |  | | --- | --- | | Sequencing (ordered) | step | | Processing (non-ordered) | step | | SIDEDNESS  |  |  | | --- | --- | | Dominance |  | | right | EYE | | right | EAR | | right | HAND | | right | FOOT |  REFLEXES  |  |  | | --- | --- | |  | TLR | |  | ATNR | |  | SPINAL GALANT | |  | STNR | |  | Palmar Reflex | |  | Morow | |

BODY AWARENESS AND SENSORY

|  |  |
| --- | --- |
|  | Verbal praxis (Following verbal directions) |
|  | Visual sequencing (Visually copying movements) |
|  | Postural Praxis (Visually copying static position) |
|  | Copying tongue movements (oral praxis) |
|  | Body awareness in space (kinesthetic praxis) |
|  | Grading movement (erratic vs smooth) |
|  | Crossing midline |
|  | Tactile awareness (touch) (1 point = ) (2 point = ) |
|  | Vestibular (movement registration) = Hyper-sensitive. Hypo-sensitive |

**Legend**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Area of Difficulty |  |  | Functional/Normal |  |  | Relative Strength |

**Glossary of Terms**

Retained reflexes can affect all function:

* **Asymmetrical Tonic Neck Reflex (ATNR):** is often related to difficulties with handwriting (eg, difficulty writing on the non-dominant side of the page), bilateral integration, eye-hand coordination, lateral eye movement, reading and laterality (do not have a dominant side of the body).
* **Symmetrical Tonic Neck Reflex (STNR):** ability will be essential for being able to read without losing the words at the middle of the line and to visually follow the moving hand when writing.Other symptoms include poor posture, tendency to slump when sitting, particularly at a desk, poor hand-eye coordination, messy eating, clumsy, problem catching balls and slow at copying from blackboard.
* **Tonic Labyrinthine Reflex (TLR):** difficulty with balance, muscle tone, poor posture, tendency to walk forward on toes, weak at ball skills, and poor articulation.
* **Spinal Galant**: bedwetting, difficulty concentrating, short-term memory issues, or fidgeting
* **Palmar Grasp Reflex**: poor fine motor skills, sticks out tongue when concentrating or speech problems, poor handwriting and reversing letters when writing.
* **Moro**: known as the startle reflex, if a child retains this reflex, he may become over sensitive and over reactive to sensory stimulus resulting in poor impulse control, sensory overload, anxiety and emotions and social immaturity. Some additional signs of a retained Moro reflex are motion sickness, poor balance, poor coordination, easily distracted, unable to adapt well to change, and mood swings.

A key need for school and sport function is a strong visual system:

* **Figure Ground**: the ability to visually see one item in a field of multiple objects
* **Shifting gaze**: the ability to look from one object to another (e.g., reading from left to right).
* **Fixation**: the ability to keep looking at an object (with or independent of head movement).
* **Convergence**: the simultaneous inward movement of both eyes to work together to look at nearby objects (i.e., experience difficulty reading/writing, double vision, become tired or experience difficulty concentrating).
* **Divergence**: simultaneous outward movement of both eyes away from each other to look at far away objects (i.e., experience difficulty reading/writing, double vision, become tired or experience difficulty concentrating).
* **Tracking (H O)**: the ability of both eyes to follow vertical, horizontal and circular movements to visually track an object.

Sensory function summary:

* **Verbal Praxis**: The ability to listen and follow a teacher’s verbal directions (e,g., hearing and executing a teacher’s oral instructions).
* **Visual** Sequencing: The ability to observe and follow a teacher’s visual directions (e.g., copying multiple items from a board).
* **Postural Praxis**: The ability to copy body posture (e.g., learning a dance or playing sports).
* **Oral Praxis**: The ability to plan and execute tongue movements (e.g., speaking, swallowing, as well as a good indicator of ability to coordinate body movements).
* **Tactile Awareness**: The ability to identify 1–2-point touch without vision (e.g., to comb hair, buttoning or find items in a backpack without vision).
* **Vestibular**: This test gives us information about how a child can orient themselves upright against gravity, their ability to stay alert, and how they combine sensory information to understand where they are in space (e.g., visually follow the teacher and her directions as she walks in front of the room while talking, sitting upright at a desk to complete seatwork, and paying attention in school).
* **Grading Movement**: the ability to use the appropriate amount of force to complete motor skills (e.g., too little/much pressure when writing).
* **Crossing Midline**: The ability to move body from one side to the other (e.g., visually track from left to right or reach toward the left using the right hand).

After a child develops sensory processing skills, they progress on to developing Gross Motor skills (large muscle movement) and fine motor skills (small muscle movement):

* **Balance**: reduced balance may affect your child’s ability to sit or walk. Children with balance difficulty may have difficulty with sports and school function. Static balance is associated with non-movement, while dynamic balance is associated with movement like walking.
* **Extensors/Flexors**: may appear distractible because they’re focusing more on staying upright, present with poor seated endurance, may have sloppy handwriting due to poor posture, or appear clumsy.
* **Muscle Tone**: affects a student’s ability to hold, grasp and maintain posture (e.g., floppy, or hyper-extending body parts).
* **Coordination**: the ability to coordinate different parts of the body.

Cognition is a wide variety of skills. Here, we address only memory and processing of information that is stored in memory:

* **Sequencing**: arranging and recalling information in a particular order.
* **Processing**: recalling information stored in memory in an order different from the order it was memorized in.

INVOICE

|  |  |  |
| --- | --- | --- |
| Bill From  Ask Learn Go, LLC  10500 Oak Meadow Ln.  Lake Worth, FL. 33449  888-5-bikeIT  [www.bicyclelessons.com](http://www.bicyclelessons.com)  FEIN: 82-2173815 | Client name:  Name: | Invoice Date: |

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| --- | --- | --- | --- | --- |
| **Therapy Services Performed** | | **Units** | **Total ($)** | |
| Occupational Therapy Evaluation (97166) – 30 minutes | | 1 |  | |
| Therapeutic Activities (97530) – 30 minutes | | 2 |  | |
|  | |  |  | |
|  | |  |  | |
|  | |  |  | |
|  | **Subtotal** | | | **$150** | |
|  | Sales Tax | | |  | |
|  | TOTAL | | | **150** | |
|  | **Outstanding** | | | **Paid in full** | |

Provider Name: Alexander Minevich, OTR   
OT license: OT14572

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| --- | --- | --- | --- | --- |
| **Therapy Services Performed** | | **Units** | **Total ($)** | |
| Therapeutic Exercise (97110) – 30 minutes | | 2 |  | |
| Therapeutic Activities (97530) – 30 minutes | | 2 |  | |
|  | |  |  | |
|  | |  |  | |
|  | |  |  | |
|  | **Subtotal** | | | **$150** | |
|  | Sales Tax | | |  | |
|  | TOTAL | | | **150** | |
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OT license: OT14572

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| Date of service: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SubjectiveObjectiveAnalysis Plan |
| Date of service: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SubjectiveObjectiveAnalysis Plan |
| Date of service: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SubjectiveObjectiveAnalysis Plan |

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Expert’s name Sunday, October 24, 2021