Occupational Therapy Monthly Update

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Note**: \_\_\_\_\_\_\_\_\_\_\_\_

Student Goal: *Student will perform printing tasks.*

🞏 first name 🞏 first and last name 🞏 alphabet

🞏 copy from visual model 🞏 print from memory

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| Student’s Behavior:🞏 ☺ Cooperative – [follows directions] [tries their best] [respects adults and peers] 🞏 ☹ Uncooperative – [does not follow directions] [does not try their best] [disruptive to peers] [disrespectful to adults]  |

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| Student’s Progress🞏 Uses a functional grasp pattern when holding the writing utensil \_\_\_\_% of the time with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Names \_\_\_\_\_ out of \_\_\_\_\_ letters on a visual model of [first name] [first and last name] [lower case alphabet]🞏 Approximates recognizable letters🞏 Can copy letters using a visual model with \_\_\_\_\_% accuracy in letter formation🞏 Can print letters from memory with \_\_\_\_\_\_% accuracy in letter formation🞏 Sizes letters correctly \_\_\_\_\_\_% of the time🞏 Recognizes components of the writing line [top line] [middle line] [bottom line]🞏 Attempts to use writing line to align letter🞏 Aligns letters on writing line with \_\_\_\_\_\_% accuracy🞏 Carries over skill into the classroom |

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| Student is:🞏 Making nice progress towards goal🞏 Making slow, but steady progress towards goal🞏 Is not making satisfactory progress towards goal |





Occupational Therapy Monthly Update

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Note**: \_\_\_\_\_\_\_\_\_\_\_\_

Student Goal: *Student will perform printing tasks.*

🞏 first name 🞏 first and last name 🞏 alphabet

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| Student’s Progress🞏 Uses a functional grasp pattern when holding the writing utensil \_\_\_\_% of the time with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Names \_\_\_\_\_ out of \_\_\_\_\_ letters on a visual model of [first name] [first and last name] [lower case alphabet]🞏 Approximates recognizable letters🞏 Can copy letters using a visual model with \_\_\_\_\_% accuracy in letter formation🞏 Can print letters from memory with \_\_\_\_\_\_% accuracy in letter formation🞏 Sizes letters correctly \_\_\_\_\_\_% of the time🞏 Recognizes components of the writing line [top line] [middle line] [bottom line]🞏 Attempts to use writing line to align letter🞏 Aligns letters on writing line with \_\_\_\_\_\_% accuracy🞏 Carries over skill into the classroom |

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| Student is:🞏 Making nice progress towards goal🞏 Making slow, but steady progress towards goal🞏 Is not making satisfactory progress towards goal |

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| Sample of Student’s Work:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**☺** : *PERFECT Formation, Size and Alignment*

**F:** *Error in Formation (how letter is written – i.e. hard to recognize, reversed or mixed in capital)*

**S**: *Error in SIZE (correctly written, but too big or too small)*

**A**: *Error in ALIGNMENT (position on the writing line – i.e. does not correctly go “upstairs, in the middle or downstairs”)*

Occupational Therapy Monthly Update

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Note**: \_\_\_\_\_\_\_\_\_\_\_\_

Student Goal: *Student will perform printing tasks.*

🞏 first name 🞏 first and last name 🞏 alphabet

🞏 copy from visual model 🞏 print from memory

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| Student’s Progress🞏 Uses a functional grasp pattern when holding the writing utensil \_\_\_\_% of the time with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Names \_\_\_\_\_ out of \_\_\_\_\_ letters on a visual model of [first name] [first and last name] [lower case alphabet]🞏 Approximates recognizable letters🞏 Can copy letters using a visual model with \_\_\_\_\_% accuracy in letter formation🞏 Can print letters from memory with \_\_\_\_\_\_% accuracy in letter formation🞏 Sizes letters correctly \_\_\_\_\_\_% of the time🞏 Recognizes components of the writing line [top line] [middle line] [bottom line]🞏 Attempts to use writing line to align letter🞏 Aligns letters on writing line with \_\_\_\_\_\_% accuracy🞏 Carries over skill into the classroom |

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Occupational Therapy Monthly Update

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Note**: \_\_\_\_\_\_\_\_\_\_\_\_

Student Goal: *Student will perform printing tasks.*

🞏 first name 🞏 first and last name 🞏 alphabet 🞏 paragraph

🞏 copy from visual model 🞏 print from memory

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| Student’s Progress🞏 Uses a functional grasp pattern when holding the writing utensil \_\_\_\_% of the time with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Names \_\_\_\_\_ out of \_\_\_\_\_ letters on a visual model of [first name] [first and last name] [lower case alphabet]🞏 Approximates recognizable letters🞏 Can copy letters using a visual model with \_\_\_\_\_% accuracy in letter formation🞏 Can print letters from memory with \_\_\_\_\_\_% accuracy in letter formation🞏 Sizes letters correctly \_\_\_\_\_\_% of the time🞏 Recognizes components of the writing line [top line] [middle line] [bottom line]🞏 Attempts to use writing line to align letter🞏 Aligns letters on writing line with \_\_\_\_\_\_% accuracy🞏 Carries over skill into the classroom |

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| Sample of Student’s Work:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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Occupational Therapy Monthly Update

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Note**: \_\_\_\_\_\_\_\_\_\_\_\_

Student Goal: *Student will perform printing tasks.*

🞏 first name 🞏 first and last name 🞏 alphabet 🞏 paragraph

🞏 copy from visual model 🞏 print from memory

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| Student’s Behavior:🞏 ☺ Cooperative – [follows directions] [tries their best] [respects adults and peers] 🞏 ☹ Uncooperative – [does not follow directions] [does not try their best] [disruptive to peers] [disrespectful to adults] |

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| Student’s Progress🞏 Uses a functional grasp pattern when holding the writing utensil \_\_\_\_% of the time with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Names \_\_\_\_\_ out of \_\_\_\_\_ letters on a visual model of [first name] [first and last name] [lower case alphabet]🞏 Approximates recognizable letters🞏 Can copy letters using a visual model with \_\_\_\_\_% accuracy in letter formation🞏 Can print letters from memory with \_\_\_\_\_\_% accuracy in letter formation🞏 Sizes letters correctly \_\_\_\_\_\_% of the time🞏 Recognizes components of the writing line [top line] [middle line] [bottom line]🞏 Attempts to use writing line to align letter🞏 Aligns letters on writing line with \_\_\_\_\_\_% accuracy🞏 Carries over skill into the classroom |

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| Student is:🞏 Making nice progress towards goal🞏 Making slow, but steady progress towards goal🞏 Is not making satisfactory progress towards goal |

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| Sample of Student’s Work:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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Occupational Therapy Monthly Update

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Note**: \_\_\_\_\_\_\_\_\_\_\_\_

Student Goal: *Student will perform coloring and/or cutting tasks.*

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| Student’s Behavior:🞏 ☺ Cooperative – [follows directions] [tries their best] [respects adults and peers] 🞏 ☹ Uncooperative – [does not follow directions] [does not try their best] [disruptive to peers] [disrespectful to adults] |

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| Student’s Progress🞏 **COLORING** 🞏 Uses a functional grasp pattern when holding the coloring utensil \_\_\_\_% of the time with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🞏 Colors \_\_\_\_\_% of the “white” area 🞏 Colors within \_\_\_\_\_ inch of the boundary line🞏 **CUTTING** 🞏 Uses dominant hand to hold scissors \_\_\_\_% of the time 🞏 Positions scissors correctly in hand \_\_\_\_\_% of the time  🞏 Uses non-dominant hand to hold paper still \_\_\_\_% of the time 🞏 Uses non-dominant hand to turn paper to stay on cutting line with \_\_\_\_% accuracy 🞏 Can cut within \_\_\_\_ inch of a straight line 🞏 Can cut within \_\_\_\_ inch of a corner or angle 🞏 Can cut within \_\_\_\_ inch of a curved line🞏 Carries over skill into the classroom |

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| Student is:🞏 Making nice progress towards goal🞏 Making slow, but steady progress towards goal🞏 Is not making satisfactory progress towards goal |

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| Sample of Student’s Work:⭘🞎◇ |

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Occupational Therapy Monthly Update

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Note**: \_\_\_\_\_\_\_\_\_\_\_\_

Student Goal: *Student will draw a person with accurate features.*

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| Student’s Behavior:🞏 ☺ Cooperative – [follows directions] [tries their best] [respects adults and peers] 🞏 ☹ Uncooperative – [does not follow directions] [does not try their best] [disruptive to peers] [disrespectful to adults] |

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| Student’s Progress🞏 Uses a mature grasp pattern with dominant hand when holding the writing utensil \_\_\_\_% of the time🞏 Uses non-dominant hand to stabilize paper \_\_\_\_% of the time🞏 Able to verbally name \_\_\_\_ body parts🞏 Able to point to \_\_\_\_ body parts on self🞏 Draws a person with a head and body🞏 Draws at least 4 facial features in correct position🞏 Draws limbs in correct position🞏 Carries over skills to classroom |

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| Student is:🞏 Making nice progress towards goal🞏 Making slow, but steady progress towards goal🞏 Is not making satisfactory progress towards goal |

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| Sample of Student’s Work: |

Occupational Therapy Monthly Update

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Note**: \_\_\_\_\_\_\_\_\_\_\_\_

Student Goal: *Student will complete a interconnecting puzzle.*

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| Student’s Behavior:🞏 ☺ Cooperative – [follows directions] [tries their best] [respects adults and peers] 🞏 ☹ Uncooperative – [does not follow directions] [does not try their best] [disruptive to peers] [disrespectful to adults] |

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| Student’s Progress🞏 Demonstrates a good understanding of shape concepts to separate side pieces from middle pieces🞏 Understands how to align side pieces🞏 Demonstrates a good understanding of detail to sort pieces by color🞏 Demonstrates good figure ground discrimination to see detail in each piece and match accordingly🞏 Understands how “bumps” fit into “holes”🞏 Needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ assistance to complete puzzle🞏 Carries over skills to classroom |

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| Student is:🞏 Making nice progress towards goal🞏 Making slow, but steady progress towards goal🞏 Is not making satisfactory progress towards goal |

Sample of Student’s Work:



Occupational Therapy Monthly Update

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Note**: \_\_\_\_\_\_\_\_\_\_\_\_

Student Goal: *Student will perform pre-writing tasks.*

🞏 trace lines/shapes 🞏copy lines/shapes from visual model

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| Student’s Behavior:🞏 ☺ Cooperative – [follows directions] [tries their best] [respects adults and peers] 🞏 ☹ Uncooperative – [does not follow directions] [does not try their best] [disruptive to peers] [disrespectful to adults] |

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| Student’s Progress🞏 Uses a functional grasp pattern when holding the coloring utensil \_\_\_\_% of the time with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Names \_\_\_\_\_ out of \_\_\_\_\_ shapes [circle] [square] [X] [triangle] [diamond]🞏 Able to trace within \_\_\_\_ inch of straight lines🞏 Able to trace within \_\_\_\_ inch of intersecting lines🞏 Able to trace within \_\_\_ inch of corners/angles🞏 Able to trace within \_\_\_\_ inch of curved lines 🞏 Able to copy a [vertical line] [horizontal line] [diagonal line][cross] [circle] [square] [X] [triangle] [diamond] [star] |

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| Student is:🞏 Making nice progress towards goal🞏 Making slow, but steady progress towards goal🞏 Is not making satisfactory progress towards goal |

Sample Work:

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Occupational Therapy Monthly Update

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Note**: \_\_\_\_\_\_\_\_\_\_\_\_

Student Goal: *Student will complete a visual perceptual activity.*

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| Student’s Behavior:🞏 ☺ Cooperative – [follows directions] [tries their best] [respects adults and peers] 🞏 ☹ Uncooperative – [does not follow directions] [does not try their best] [disruptive to peers] [disrespectful to adults] |

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| Student’s Progress🞏 Can orient self to visual model with [maximal] [moderate] [minimal] visual cues including: [labeled dots] [labeled columns/rows] [lines drawn one at a time] [lines drawn in different colors]🞏 Can orient self to visual model without additional visual cues🞏 Can reproduce straight lines with correct starting and ending points🞏 Can reproduce diagonal lines with correct starting and ending points🞏 Able to reproduce designs without help from adult🞏 Needs [maximal] [moderate] [minimal] adult assistance to reproduce designs🞏 Carries over skill into the classroom |

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| Student is:🞏 Making nice progress towards goal🞏 Making slow, but steady progress towards goal🞏 Is not making satisfactory progress towards goal |

Maximal Visual Cues Maximal Visual Cues

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Occupational Therapy Monthly Update

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Note**: \_\_\_\_\_\_\_\_\_\_\_\_

Student Goal: *Student will perform self-help skills.*

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| Student’s Behavior:🞏 ☺ Cooperative – [follows directions] [tries their best] [respects adults and peers] 🞏 ☹ Uncooperative – [does not follow directions] [does not try their best] [disruptive to peers] [disrespectful to adults] |

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| Student’s Progress🞏 **FASTENERS**🞏 Can unbutton 🞏 Can insert a button into button hole 🞏 Can unsnap 🞏 Can fasten a snap 🞏 Can pull apart a zipper 🞏 Can pull up an engaged zipper 🞏 Can engage a zipper🞏 **SHOES**🞏 Can put shoes on correct feet 🞏 Able to make “X” for the knot 🞏 Able to tie knot 🞏 Able to make “bunny ears” 🞏 Able to manipulate “bunny ears” to tie bow**🞏 MISCELLANOUS**  🞏 Can open milk/juice container 🞏 Can open food packets |

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| Student is:🞏 Making nice progress towards goal🞏 Making slow, but steady progress towards goal🞏 Is not making satisfactory progress towards goal |

Comments: