



Evaluation Report Template: Summary of Data from P/HD Organizational & Independent Work Skills/Motor Skills Checklist for Elementary School Students

P/HD Teacher:

Date(s) of Observations:

Interview/Observation Date(s):

The *Elementary Organizational and Independent Work Skills/Motor Skills Checklist* is a non-standardized tool that examines the student's performance in the areas of organization and independent work skills and motor skills. The following information was gathered from interviews and classroom observations by the Physical/Health Disabilities teacher, as well as observations from staff in the educational setting. Students are rated according to the following: Always/Often, Sometimes, or Rarely/Never.

Organizational/Work Skills

(Student) was observed to **ALWAYS** or **OFTEN** demonstrate the following organizational/work skills, as determined by observation and/or teacher interview (List items below; bulleted items are offered as examples.)

- Transitions from one activity/setting to another within the time allowed
- Uses free time appropriately – *as much as possible unless physical limitations require staff to first set up of activity*

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(Student) was observed to **SOMETIMES** demonstrate (approximately 50% of the time) the following organizational/work skills, as determined by observation and/or teacher interview. (List items below; bulleted items are offered as examples.)

- Follows classroom rules – during social activities follows rules most of the time, but about half the time with academic routines
- Follows classroom schedules
- Corrects mistakes and edits work – activities need to be structured up to completion point
- Follows verbal directions
- Participates actively in class discussions, group activities, projects
- Requests help appropriately to clarify classroom requirements or meet personal needs



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Organizational/Work Skills, (Student) was observed to **SOMETIMES** demonstrate... **continued**

(Student) **RARELY** or **NEVER** demonstrates the following organizational/work skills, needing frequent prompting and assistance, and/or is dependent upon staff; as determined by observation/teacher interview (List items here; bulleted items are offered as examples.)

- Takes notices and appropriate materials home to complete homework– *the paraprofessional puts papers into the back pack*
- Transitions from one activity/setting to another with needed materials and supplies – *materials are usually set up at the activity for (student), or staff gathers them*
- Listens and works without becoming distracted – *easily distracted; refusal behaviors can impact work completion*
- Knows when work is complete – *requires cues to continue and finish*
- Finishes work/tasks within the time allotted – *writing can be very tedious and slow; attention and work refusal behaviors impacts completion time*
- Follows written directions – *directions are read to (student), s/he is not able to read at this point*
- Follows multi-step directions in sequence

Motor Skills

(Student) was observed to **ALWAYS** or **OFTEN** demonstrate the following organizational/work skills, as determined by observation and/or teacher interview (List items here; bulleted items are offered as examples.)

- Transitions from one activity/setting to another within the time allowed



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(Student) was observed to **SOMETIMES** demonstrate (approximately 50% of the time) the following motor skills, as determined by observation and/or teacher interview (List items here; bulleted items are offered as examples.)

- Uses school supplies (e.g., markers, scissors, glue) – *right hand dominant and neglects left hand as an assist*
- Operates standard computer and mouse – *uses standard mouse and keyboard but does need help maneuvering through programs and files*

(Student) **RARELY** or **NEVER** demonstrates the following motor skills, needing frequent prompting and assistance, and/or is dependent upon staff; as determined by observation/teacher interview (List items here; bulleted items are offered as examples.)

- Moves through the school environment in a safe and timely manner – *uses power chair and requires cues to attend; may run into doors or other obstacles*
- Demonstrates stability at classroom desk, table, chair, floor – *needs assistance when transferring from power chair to chair/floor*
- Participates in physical education class – *receives DAPE (developmental adapted physical education) and has paraprofessional support during PE class*
- Utilizes all school environments (e.g., lunchroom, locker, bathroom) - *requires use of power chair with adult assistance or adult pushing wheelchair; accesses elevator with adult assist to travel to other levels of building*
- Meets personal needs (eating, dressing, toileting) at school – *requires full assist in toileting with changes; can zip coat once zipper is hooked and started; can put on hat but not gloves*
- Produces handwritten work that is legible and completed within time lines
- Manages books, materials, and back pack – *needs adult assist to put materials in and retrieve*
- Stores and retrieves materials in an orderly, timely manner – *requires physical assistance*



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Motor Skill, (Student) RARELY or NEVER demonstrates...continued

Other information reported by staff:

(Examples below)

(Student) demonstrates an interest in..... (Student) enjoys... (list activities). (Student) occasionally seeks out others and asks for help when provided with verbal cues and modeling by staff. S/he enjoys the company of peers/adults, and will demonstrate sustained attention for up to ___ minutes when engaged in social activities. (Student) often demonstrates avoidance behaviors when prompted to engage in desk work that may be challenging, including pushing materials off the desk, moving self away from the table, vocalizing displeasure.... (Student) enjoys interactive/hands-on activities that are comfortably within skill set. It can be difficult to assess what s/he knows because behavior often interferes with task completion.

Accommodations and modifications routinely made for (student name) include:

(Examples below)

Visual schedule or cues, scribing by staff for written responses, paraprofessional support, modified assignments, repeated simplified directions, slant board



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Summary:

An area of strength for (student) is in social skills. (Student) is very motivated to be with peers and participate in classroom group activities. S/he tends to be more distracted and less willing to participate in independent academic activities. Physical access is an area of need. (Student) needs adaptations set up to support fine motor activities, as well as with mobility and positioning. (Student) has made many gains in this area and is motivated to be independent. Staff can use the social activity time which is very motivating for him/ her to work on and increase independence in mobility, transfer transitions, and fine motor management of materials.

The contents of these resource materials do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Programs to States, CFDA 84.027A.