

## Occupational Therapy Re- Evaluation

**Name:** Yaffa Schaum  
**Date:** 11/13/2019  
**DOB:** 03/13/2006  
**Therapist:** Robert McMahon, MS, OTR/L  
**District:** Teaneck, NJ

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### Background Information

Yaffa Schaum is an endearing 13 year 8 month old female student attending a self-contained MD class at the Benjamin Franklin Middle School in Teaneck, NJ. She receives school based occupational and speech therapy two times weekly for 30 minutes on an individual basis. She attends school based physical therapy one time weekly for 30 minutes on an individual basis. She also has a daily 1:1 educational aide for the duration of the school day.

Yaffa has a medical diagnosis of seizure disorder with resultant global regressions in cognitive and physical abilities. She presents with motor, visual, and cognitive impairment. Yaffa is able to tolerate foods and liquids by mouth in small closely managed amounts. She does not use supplemental oxygen. This occupational therapy re-evaluation was conducted at the request of the child study team to assess the student's fine, gross, and perceptual motor abilities in addition to self - help skills.

### Evaluation Criteria

#### *The Portage Guide to Early Education*

The Portage is a criterion-referenced assessment that examines various components of gross motor, fine motor, perception, sensory-motor, and self-care skills. This assessment yields approximate age ranges at which children typically master specific skills. For example, a dynamic tripod pencil grasp is usually mastered at 4.5-6 years of age. This assessment is useful for testing younger children with language delays. Standardized scores, percentile ranks, and age equivalents cannot be obtained from this assessment, however a current level of functional performance can be obtained.

#### *The Bonano Pediatric Comprehensive Motor Scales (BPCMS)*

The Bonano is a criterion-referenced assessment that examines various components of gross motor, fine motor, perception, sensori-motor, and self-care skills. This assessment yields approximate age ranges at which children typically master specific skills. For example, a dynamic tripod pencil grasp is usually mastered at 4.5-6 years of age. Standardized scores, percentile ranks, and age equivalents cannot be obtained from this assessment; however, a current level of functional performance can be obtained.

### *Observation*

This includes additional information gathered via observation of Yaffa's interactions with her caregiver and the environment. Behavior was noted, as was the quality of performance during motor tasks, and responses to sensory input.

### *Student File Review*

The reports from Yaffa's most recent IEP were reviewed.

### **Behavior During Testing**

Yaffa was re-evaluated over the course of several days in her classroom and school cafeteria. Her 1:1 aide was present during most of the sessions. Yaffa maintained a pleasant disposition during all sessions and displayed increased eye contact as time progressed. She demonstrated only a few behavioral outbursts. She tolerated her Rifton chair and all range of motion activities well. She was able to localize to the sound of her name and used signs and gestures to make her needs known. She has not been observed using words functionally.

### **Adaptive Equipment**

Yaffa was evaluated for fine motor skill in her wheeled Rifton Chair. It appears to provide an appropriate sitting posture with adequate head and trunk support and is tolerated well for long periods of time. Yaffa's 1:1 aide states that she is able to safely transport her in this chair. Yaffa does not wear hand or elbow splints.

### Gross Motor:

Yaffa was not formally evaluated for gross motor skill secondary to previously having a physical therapy session that day. She appears to present with a degree of hypertonia in her hips, knees, and ankles. She demonstrated full range knee extension passively and actively. Yaffa was not tested on rolling skill. Yaffa reportedly demonstrates an increased amount of movement following stretching.

Yaffa was able to transfer from sit to stand and maintain a standing position with hand held assistance. She was able to transition into sitting from standing with hand held assistance and maintain independent sitting. She seemed to demonstrate good head control in her Rifton Chair. Yaffa is able to safely walk about the school environment including the use of stairs with hand held assistance. Please refer to her physical therapy evaluation for more comprehensive gross motor findings.

### Fine Motor:

Yaffa presents with a degree of upper extremity hyper tonicity bilaterally. She has slight indwelling thumbs and flat thenar eminences bilaterally. She presents with slight ulnar misalignment of both wrists. She displayed full bilateral wrist flexion and extension actively and

passively. She has appropriate palmar creases. She is able to demonstrate active and passive supination and pronation of the forearms. She demonstrated a resting position of bilateral elbow flexion with her hands somewhat closed.

Yaffa displayed full range bilateral shoulder flexion actively and passively. She displayed full range bilateral shoulder extension passively and roughly  $\frac{1}{2}$ - $\frac{3}{4}$  range actively but had difficulty following the command for this movement. She demonstrated full range bilateral elbow flexion and extension actively and passively. She demonstrated full range bilateral shoulder AB/ADduction passively. She had difficulty following the command for this movement actively.

Yaffa demonstrated sustained visual attention to tasks on most occasions and was able to follow simple one-step verbal directions. She was able retrieve objects by crossing midline and placing the object in the requested place. Yaffa was able to string three medium-sized beads. She displayed a left 5 point (non-fisted grip) when engaged in pre-writing activities. She was able to copy vertical lines with only verbal cues and connect dots with assistance. She was able to grossly color within a box. She appears to be able to consistently identify green and red and is able to match some colors with assistance. She was able to stack large cubes and complete an eight piece form board.

#### Reflexes:

Yaffa did not seem to display an ATNR reflex after having her head turned in either direction. She did not seem to display an STNR reflex when her neck was put into flexion. Associated reactions were also not observed. She was not tested for protective extension in any direction.

#### Perception:

Yaffa reportedly has visual impairment. However, she appeared to make purposeful eye contact and observable eye tracking skills were noted. She did not appear to display a visual nystagmus or saccades. She visually regarded testing objects and responded to her name by trying to move her head to locate the source of the sound. She was able to differentiate between basic objects. She was not observed identifying numbers or letters. She is reportedly able to identify body parts receptively.

#### Self-Care:

It was reported that Yaffa will effectively use a fork with assistance for safety. She is able to grasp the fork and pierce soft textured food with supervision. She requires prompts to stabilize the bowl/plate. Yaffa requires cues to consistently wash and dry her hands in the classroom as well wiping her face after a meal. She is able to remove and slip her foot into her sneaker on command. She is able to independently open a Tupperware container but not close it. She is able to manage snaps but not buttons or a zipper on ADL board. She is not able to fold a napkin.

Sensory-motor:

Yaffa was not overly reactive to sounds or visual stimuli during this evaluation. She was not observed engaging in repetitive motor patterns or having significant aversions to tactile sensitivities. However, it was reported that she can have auditory sensitive at times. She displayed a degree of oral motor overflow.

Summary:

Yaffa Schaum is an endearing 13 year 8 month old female student attending a self-contained MD class at the Benjamin Franklin Middle School in Teaneck, NJ. She receives school based occupational, physical, and speech therapy. She has a medical diagnosis of seizure disorder with resultant cognitive, motor, and visual impairment. She displays a degree of upper and lower extremity hyper tonicity bilaterally. Yaffa was evaluated for fine motor skill in her wheeled Rifton Chair. It appears to provide an appropriate sitting posture with adequate head and trunk support and is tolerated well for long periods of time. Yaffa's 1:1 aide states that she is able to safely transport her in this chair. She does not wear hand or elbow splints. Yaffa presented with emerging abilities in all areas tested but demonstrated delayed overall ability with fine, perceptual, and gross motor functioning.

Robert McMahon, MS, OTR/L 11/13/19

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**Recommendation**

Standard scores were not obtained during this assessment. However, Yaffa presents with at least a 33% functional delay in all areas tested. Therefore, the following recommendations are suggested:

- 1: Two 30 minute occupational therapy sessions per week on an individual basis. Yaffa's current goals and objectives were reviewed for appropriateness and should be continued.
- 2: Consultation by the treating occupational therapist with caregivers and teachers regarding modifications to enhance learning and functioning as well as performance of an exercise program.
3. Continued follow up visits with Yaffa's medical team to monitor tone management and adaptive equipment needs.

Robert McMahon, MS, OTR/L 11/13/19

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