

Yaffa Schaum
PT Re-Evaluation

Physical Therapy Re-Evaluation

Child's Name: Yaffa Schaum

DOB: 3/13/2006 **Age:** 13 years 7 months

District: Teaneck, NJ

Date of evaluation: 10/28/19, 11/4/19

Date of report: 11/14/19

Clinician: Christina, DeGennaro, PT, DPT 40QA01410400

Thera-Pede, LLC

Yaffa is a 13.7-year-old girl who attends Benjamin Franklin Middle School in Teaneck, NJ. She was referred for a Physical Therapy re-evaluation by the Teaneck Child Study Team to determine her level of functioning in her current school environment and to assess whether continued school-based physical therapy is warranted. Yaffa currently receives school-based physical therapy one time per week in an individual setting.

Yaffa was evaluated in her current school environment during the school day. This evaluation took place in the therapy room and within the school (i.e. hallway and stairs) to evaluate Yaffa's functioning and ability to navigate the school environment. Information was gathered from clinical and classroom observation, teacher interview, paraprofessional interview and the School Function Assessment.

Teacher interview: Yaffa's teacher, Ms. Graves, did not report any significant physical therapy concerns. She reports that Yaffa navigates the school environment with supervision and that she sits in a Rifton chair within the classroom. Ms. Graves states that Yaffa's 1:1 paraprofessional ambulates with Yaffa throughout the school and negotiates the stairs several times per day.

History: Please refer to school files for detailed background history.

General Observation: Yaffa presents as a sweet student who greets this therapist by waving both hands. She requires demonstration as well as verbal and tactile prompting and cues to participate in the evaluation.

Neuromuscular Status:

Tone: Yaffa presents with low muscle tone throughout her trunk and upper and lower extremities.

ROM: Yaffa presents with functional range of motion at all major pivots.

Strength: Yaffa presents with adequate strength to be functional within the school environment as detailed below in activity performance.

Balance/Equilibrium: Yaffa did not exhibit any loss of balance during the evaluation. Yaffa ambulates on indoor even surfaces within the school and navigates the stairs with supervision and no loss of balance. She sits in a Rifton chair when in the classroom. Yaffa is able to sit in a classroom chair for up to one minute with adequate sitting posture and balance. Her 1:1 paraprofessional reports that Yaffa's time spent in a classroom chair is limited due to Yaffa frequently getting out of the chair as well as she pushes and leans back on the chair.

Posture: Yaffa presents with an increased lumbar lordosis in sitting and standing. She also presents with a forward head positioning with her shoulders protracted as well as increased cervical and trunk flexion. Yaffa's positioning of her spine is a fixed position, but the alignment of her head, neck and back can be minimally adjusted through tactile cues.

***Functional Assessment (Occupational Performance):**

The School Function Assessment (SFA) was used as a guideline to evaluate the need for school-based services. It is a criterion-referenced tool that measures student's level of participation in the classroom environment and his/her ability to perform school related physical and cognitive/behavior tasks and activities.

***Part 1: Level of Participation**

Setting	Raw Score	Description
Classroom	4	Participation in all aspects with occasional assistance
Playground or recess	1	Participation extremely limited
Transportation	4	Participation in all aspects with occasional assistance
Bathroom/toileting	1	Participation extremely limited
Transitions	4	Participation in all aspects with occasional assistance
Meal time or snack time	1	Participation extremely limited

***Part 2: Activity performance – physical tasks**

Travel: Yaffa ambulates on indoor even surfaces within the school environment with supervision. She requires intermittent prompting to stay on the desired path, to change direction and to not touch items on the walls. Yaffa ambulates with the following gait deviations: increased lumbar lordosis, increased trunk flexion, increased step length, decreased arm swing, bilateral initial contact at the forefoot with absent heel strike. She ascends and descends two flights of stairs with a reciprocal foot pattern (one foot on each step) using the handrail for support. Yaffa is able to ambulate through the school and navigate the stairs while holding objects in her hands. She is able to open classroom doors and doors throughout the school with supervision, regardless of mechanism. Yaffa is able to consistently step over hurdles of different heights (3", 6" and 8") without knocking them down.

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Maintaining and Changing Position: Yaffa is able to get in and out of her Rifton chair independently with assistance required for management of the belt, trunk support and tray. She sits down and stands up from a classroom chair independently. When sitting on the floor, Yaffa transitions into standing independently.

Recreational Movement: Yaffa's participation in her adaptive physical education class varies. She participates in walking or running around the track. Hand-over-hand assistance is required to participate in activities involving ball skills. Yaffa is not observed to jump on command or after demonstration by this therapist. Yaffa holds her arms in front of her in anticipation of catching a playground ball. She is able to trap a playground ball that is gently tossed to her from 2-3 feet away on 1 out of 5 trials. She hands the ball back to the therapist instead of throwing it. When she does throw a ball, it is out to the side instead of forward towards the therapist.

Manipulation with Movement: Yaffa is able to retrieve an item from a location (ie, from a shelf or the floor) and carry it independently.

Eating and Drinking: As per Yaffa's 1:1 paraprofessional, Yaffa requires assistance with food management.

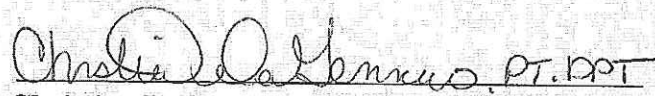
Hygiene: As per Yaffa's 1:1 paraprofessional, Yaffa requires total assistance for self-care skills and toileting needs.

Summary:

Yaffa is a 13.7-year-old girl who was evaluated to determine her current level of functioning in the school environment and to assess whether continued school based physical therapy is warranted.

The School Function Assessment (SFA) was used as a guideline to evaluate the need for school-based services. Yaffa scored a raw score of 4 in the areas of classroom, transportation, and transitions, which means that she participates in all aspects with occasional assistance. She scored a raw score of 1 in the areas of playground/recess, toileting and mealtime, which means that she requires significant assistance to participate in these areas.

Yaffa ambulates on indoor even surfaces and navigates the stairs within the school setting with supervision. She has a 1:1 paraprofessional to supervise her during functional mobility and to assist her with her daily needs.


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Recommendation:

It is recommended that Yaffa receive school-based physical therapy services *at a decreased rate of one time per month on a consultation basis.*

1. Yaffa has a 1:1 paraprofessional to provide supervision for when she is navigating the school environment. Her paraprofessional has been educated on Yaffa's level of functioning within the school environment and how to provide cues to Yaffa to improve postural habits. She ensures that Yaffa ambulates throughout the school and negotiates the stairs several times per day. Continued consultation is recommended with Yaffa's paraprofessional as well as her classroom teacher to review mobility within the school environment.
2. Yaffa attends an adaptive physical education class weekly. Consultation will also be provided in collaboration with her physical education teacher to maximize Yaffa's participation in her physical education class.


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