

MEMORY

Shopping List—5 things: e.g. “Eggs, butter, oranges, rice, toothpaste”

Story Sentence—e.g. “The red squirrel likes to jump from treetop to treetop.” If verbatim: concerning; best if recalled in their own words.

EARLY MOVEMENT

Lizard

Iguana

Cat—stalk

Cat—stretching cat (also known as “napping lion”)

Cat—stripes—spine-specific pattern

Soaring Eagle—prone extension—lifting up against gravity: note how long child holds this position (eventual goal: 30 seconds effortlessly).

Roly Poly sequence—4 different postures held up against gravity: note how long child is able to maintain each position (eventual goal for #4: 30 seconds).

1. Supine flexion=“**Hello toes**”: lying on back with legs straight, lift only head up (wiggle toes—“Are all toes awake?”)—if unable: bend knees with feet on floor to lift head for “Hello knees.”
2. From lying on back with legs straight, bend both legs up toward stomach; keep there for 5 seconds.
3. Bring head up, chin tucked, forehead towards knees; arms remain on floor along sides. Hold this position for 5 seconds, then
4. Curl arms around legs (“hide your face”) for full ‘roly-poly’ position on back) for 10 seconds.
5. Then sit up + chin tucked + arms hold legs to curl into ball—roll backward onto back in this position=**Roly Poly**—looking for body position to hold so that chin remains tucked and arms hold the legs in this curled up position after rolled back and movement comes to a stop while remaining on the back (without rolling to the side).

(Babinski—opt—foot-specific pattern)

BEANBAGS—add walking, speech or both to increase challenge as needed.

2 hand nest—hands held together

1 hand nest—do NOT demo—note hand used (especially at start of this exercise).

Hand-to-hand—one hand waiting while other hand doing.

MIT 3—demonstrate briefly

MIT 5

Above/Below—demo alternating sides (R, L, R, L)

Left/Right—demo 4= 2x one side + 2x other side

Aim/Toss

FLAMINGO—static balance; while standing:

1 foot eyes open if able, add speaking (e.g. “what did your flamingo have for breakfast?”)

1 foot eyes closed if able, add speaking (e.g. “What is your flamingo dreaming about?”)

Optional—2 feet, eyes closed, flex head forward (aimed down at feet)—observe; then lift head upward (aimed at ceiling)—observe. Note if body remains steady in each position or if the body sways or child loses balance. Be close to prevent the child from falling.

Body Geography—2 hands, 1 hand--R & L (same side to center only since 8 years old)

Arm circles (large)—demonstrate only at start: start small at center, hands together, going up and around symmetrically.

DESK

Flower Rod 1 together – 2 together – 3 student alone from memory.

Cross test with paper in horizontal position “draw a straight line *down* the center of the page.”

Then, “in one of the two spaces on the page, draw a small cross.”

Two things: “I would like you to write two things in the bottom right part of the page—write your first and last name; underneath your name, write your telephone number.” If class has learned cursive, it can be written in cursive. Notice writing & how organized in space.

Writing: Spelling—on this same page: “Write any word you would like.”

- Note: letter formation, pencil grasp, amount of pressure, effort, breathing, etc.

Then:

- Note: short vowel sound recognition as they spell C-V-C* words=cup, sat, log, pig, bed.
- if with ease, include consonant blends=jump, land, frog, fish, tent. *for English language: Consonant-Vowel-Consonant.

Math—Note skill level of four processes + optional other math concepts—ask teacher for appropriate samples or see handout with samples for G2 math)

Long Paper:

- full length of paper: **Lines—Straight & wavy**—use “left” and “right” and prepositions like “above,” “below,” etc.
- fold paper in half and make flaps: **Code**—vertical orientation; sample offered in class.
- **Forms on Back:** Use one rectangular side—draw a vertical line down middle + horizontal line L to R to make four spaces to draw four forms. Use your finger to firmly draw 4 large forms using the whole back; DO NOT DESENSITIZE—note if sensitive/reactive and if dissipates or remains as you go, *on all or parts of back*. Samples of forms offered in class:
 - 1) # (L & R + Upper & Lower back),
 - 2) **O with X over it** (periphery & crossover center)
 - 3) **I 3** (with loop at center of 3—L & R sides + straight & curve)
 - 4) **“m”-like curved line at top with “u”-like line below** (upper & lower back)
- Fold in half again (now it is a small square paper) **Three Trees:** “Draw 3 trees; the first is the biggest; the second is the smallest.” DO NOT REPEAT OR ASSIST.
- Turn square over and make **Flower shape:** “What does this look like?” [student answer]. “Complete the drawing so we can see what it is.” Offer the colored pencils to color in.

DEXTERITY OF HANDS

Thumb opposition—L & R eyes open, then eyes closed—both hands on the table.

Thumb Twirl--L & R (pointer to little finger each side)—both hands on the table.

DOMINANCE

Hand (note throughout screening)

Eye – hole in paper close & far (or scopes)—with both eyes open, hold paper with both hands and bring slowly up to face so looking through the hole with one eye.

Ear – rolled paper offered & received with 2 hands (or shells) to put up to ear.

Foot—stomp, hop 1 foot, spin on 1 foot

VISUAL

Eye Tracking/oculomotor

- pursuit (tracking)
- converge & diverge (eyes smoothly come together and back for close vs far view),
- fixate (center and to L & R sides)
- saccadic (back & forth)

GROSS MOTOR 2/3 (4 things can be offered if 3 are mastered): forward & backward

Skip	hop 1 foot	walk on heels	walk on outsides of feet
Walk on tiptoes	jump 2 feet together	jump zigzags	optional—gallop

USE ONE CLASS PERIOD TO DO THESE IN CLASS WITH EVERYONE TOGETHER:

Jump-Clap-Count PHT

ECA (Eye Color Affinity) “Draw a blue moon and a red sun.” If they ask questions, either repeat the full instruction: “Draw a blue moon and a red sun,” or, if asking if they can draw something specific like a castle or treehouse, etc, respond, “It’s up to you.”

Memory game (as Ingun demonstrated)

General observation—take note:

Speech—including volume, oral motor issues (pronunciation, sound formation), clarity & ability to clearly respond and/or convey thoughts, overly chatty.

Posture—at desk, standing, postural control (stability), alignment, symmetry vs asymmetry.

Warmth—handshake--sweaty, dry, cold, warm; mood, how comes across (cool or warm or ?).

Coloring & skin tone/texture—pale, gray, dark circles under eyes, vibrancy, dry, moist

Muscle tone & flexibility—loose, stiff, lack of flow or fluid movement.

Overflow—limbs, oralmotor, etc—sign of immaturity

Stamina (energy level)—fatigue, overly excited, consistency

Attentiveness—ability to listen to and follow through with verbal instructions—note: accuracy of auditory, visual processing, attention, engagement, distractibility.

Odors—body odor, gas, etc.