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Hand in hand occupational therapy

Objectives: Cut: _____ SNIP with scissors in 4 of the 5 studies with _____ Attending and _____ % verbal ideas to promote the separation of the sides of the hands and eye coordination to optimize the participation / success in the school environment. _____ You will cut through a piece of paper in 4 of the 5 studies with _____ to assist and _____ % verbal ideas to promote the separation of the sides of the hands and eye coordination hand for optimal / successful participation in the school environment. _____ Cut a circle in 4 of the 5 studies with _____ assist and _____ % verbal ideas to promote the separation of the sides of the hands and eye coordination to optimize the participation / success in the school environment. _____ It will be cut the simple shapes with rounded edges in 4 of the 5 studies with _____ assist and _____ % verbal ideas to promote the separation of the sides of the hands and eye coordination to optimize the participation / success in the school area. _____ Cut simple shapes within a line in 4 out of 5 tests with _____ Assist and _____ % verbal ideas to promote the separation of the sides of the hands and eye coordination to optimize the participation / success in the school area . Blocks: _____ WILL stack _____ Blocks in 4 of the 5 studies with _____ Assist and _____ % verbal ideas for greater precision and accuracy of distal fingers' ability to optimize participation / success in the school environment. _____ WILL Copy the block drawings with visual and verbal signals with _____ Blocks in 4 out of 5 tests with _____ Assist and _____ % verbal ideas for greater precision and accuracy of the abilities of distal fingers to optimize the participation / success in the school environment. Puzzle: _____ will complete a variety of puzzles of independently inserting in 4 of the 5 studies with _____ assist and _____ % verbal ideas for greater visual motor and spatial relationships. _____ Complete simple puzzles independently in 4 of the 5 studies with _____ Attending and _____ % verbal ideas for a greater visual-motor and spatial relational abilities. _____ Metter retired forms 4 out of 5 tests with _____ Attending and _____ % verbal ideas for a greater visual-motor and spatial relationship capabilities. _____ Insert circular, square, and triangular shapes in 4 out of 5 tests with _____ Attending and _____ % verbal ideas for greater visuomotorias and spatial relational abilities. _____ Comverraining joint puzzles in 4 out of 5 tests with _____ Attending and _____ % verbal ideas for greater visual motor and spatial relationship capabilities. Drawing: _____ WILL limit vertical and horizontal sections in 4 out of 5 tests with _____ Attending and _____ % verbal ideas for greater graphomycatcal capacity while maintaining a narrow tripod without wrapping the thumb and with an open web space. _____ Copy a _____ (circle, triangle, square, cross) in 4 out of 5 tests with _____ Attending and _____ % verbal ideas for greater graphic capacity while maintaining an open web space. _____ Copier Circle closed _____ times with _____ Attending and _____ % Verbal ideas for greater graphomycatus capacity while maintaining a tight tripod. _____ They will imitate vertical and horizontal stretches in 4 of the 5 studies with _____ assist and _____ % verbal ideas for greater graphic capacity, while maintaining a lack of wrapping the thumb. _____ WILL imitate vertical and horizontal brushstrokes in 4 of the 5 studies with _____ Assist and _____ % verbal ideas for greater graphomycatus capacity while maintaining a hand of dominant writing. Writing: _____ DESIRIGNER Uppercase straight line _____ times in 4 out of 5 treatment sessions with _____ Attending and _____ % verbal ideas for greater graphomycatus capacity while maintaining a tight tripod. _____ Write capital letters with good training _____ times in 4 out of 5 treatment sessions with _____ Assist and _____ % ideas for an increase in graphomotor skills, while maintaining a lack of wrapping the thumb. _____ will write lowercase using a handwriting without tears method _____ times in 4 of 5 treatment sessions with _____ % assist and verbal cues for greater capacity graphomotor while maintaining an open web space. _____ will write two consecutive words without a model _____ times in 4 of 5 treatment sessions with _____ % assist and verbal cues to increase graphomotor skills and success in school. _____ will write sentences using the appropriate size and spacing _____ times in 4 of 5 treatment sessions with _____ assist and _____ % verbal cues for a greater ability graphomotor while maintaining a narrow tripod. _____ will write name and surname with uppercase and lowercase letters, without model _____ times in 4 of 5 treatment sessions with _____ assist and _____ % verbal cues for a greater ability graphomotor, while maintaining a lack of wrapping the thumb. _____ will hold a pencil with a tripod to hold _____ minutes to improve hand strength and writing of resistance to an increase in graphomotor skills and success in school. _____ will write upper and lower case with decreased pressure on paper with adequate space for increased graphomotor skills and academic achievement. _____ Write letters of the alphabet with 90% + accuracy for correct letter formation _____ times in 4 of 5 treatment sessions with _____ % assist and verbal cues to increase graphomotor skills and success in school. _____ Write letters of the alphabet with 90% + accuracy for correct line positioning _____ times in 4 of 5 treatment sessions with _____ % assist and verbal cues to increase graphomotor skills and success in school. _____ Write the letters of the alphabet with 90% + correct Precision _____ times in 4 of 5 treatment sessions with _____ % assist and verbal cues to increase graphomotor skills and success in school. Grasp and Release _____ will be able to pick up small objects using a lower pincer understanding with the thumb and fingers by means of its _____ hand _____ times in 4 of 5 treatment sessions with _____ assist and _____ % verbal cues for a greater understanding and precision release. _____ will open hand to grasp a variety of objects of size _____ times in 4 of 5 treatment sessions with _____ assist and _____ % verbal cues for a greater understanding and precision release. _____ will pick up small objects using a lower pincer understanding and put them in a container with the thumb and fingers using his _____ hand _____ times in 4 of 5 treatment sessions with _____ assist and _____ % verbal cues for a greater understanding and precision release. _____ will release toys with _____ hand volitionally in 4 of 5 treatment sessions with _____ assist and _____ % verbal cues for a greater understanding and precision release. _____ use open hands to crawl on an inclined plane for a greater understanding and precision release. Perle: _____ string will and unstring Onto big firm string beads / lace _____ % and assist with verbal cues for greater precision handling. _____ of will and string small beads On the flabby string with _____ assist and _____ % verbal ideas for greater precision handling. Dressing: _____ ConverterA ub Medication with _____ Assist and _____ % Verbal ideas for greater functional independence in everyday life. _____ Converterage LB Medication with _____ Assist and _____ % Verbal ideas for greater functional independence in everyday life. _____ ConverterA ub seaside with _____ assist and _____ % verbal ideas for Functional independence in everyday life. _____ will complete the bassing lb with _____ assist and _____ % verbal cues for greater functional independence in everyday life. _____ will complete the toilet with _____ assist and _____ % verbal cues for greater functional independence in everyday life. _____ Complete sit for the transfer of stands with _____ Assist and _____ % verbal cues for greater functional independence in everyday life. _____ will complete grooming tasks with _____ assist and _____ % verbal cues for greater functional independence in everyday life. _____ will tolerate the transfer of the support pivot with _____ assist and _____ % verbal cues for greater functional independence in everyday life. _____ Complete self-feeding with _____ Assist and _____ % verbal cues for _____ % of the meal for greater functional independence in everyday life. Sensory with tasks: _____ will tolerate washing hair for _____ % of the task without a tantrum in 5 out of 7 days for greater participation and functional independence in everyday life. _____ will tolerate oral hygiene for _____ % of the task without a tantrum in 5 out of 7 days for greater participation and functional independence in everyday life. _____ will demonstrate an appropriate level of excitation for _____ minutes in 4 treatment sessions of 5 for greater participation and functional independence in everyday life. _____ will wear UB and LB garments for _____ minutes without tantrum in 5 out of 7 days for greater participation and functional independence in everyday life. Behavior: _____ Å º Å ¸ Å ¸ " º s family will understand its sensory needs and is able to follow domestic and educational activities that will help him maintain an adequate level of excitement measured through the minutes of information with accuracy _____ % _____ Will reach and keep an appropriate level of excitement for activities _____ hours out of day with _____ rest pauses measured by the teacher and family report. Using sensory strategies, _____ will demonstrate the appropriate sensory modulation skills to sit and participate in the time of the school circle without aggressiveness towards even 4 days a week measured by the teacher's report. _____ Show the capacity to tolerate the session close to connecting in class without physically hitting another student in 4 out of 5 days from the week measured by the teacher's report. _____ Toler will stand out without whims or other poor behaviors in 4 days of 5 years measured by the teacher report. relationship. _____ will demonstrate the ability to implement a sensory diet with the accuracy of _____ % measured by the demonstration of ability for teacher report in 4 days out of 5 for 5 school days. _____

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