

Screening Prewriting skills Occupational Therapy SPOT

Score booklet

name: _____ **date tested:** _____
grade: _____ **date of birth:** _____
therapist: _____ **chronological age:** _____

Instruction

- In several items you can make more than one choice.
- Circle the right choice when asked: for example "is/is not"
- Writing posture and pencil grip will be observed in all draw- and writing tasks. This comes on top of the specific observations in these tasks.
- A preschooler will show some of the observed aspects in one task and other aspects in other tasks. For example: pencil grip can differ in the items "colour the picture" and "finish the curling lines". In colouring most of the preschoolers will show a more static pencil grip than they will do in pre-writing activities. These observations can be filled in on the form.

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1 Paper and pencil activities

1.1 Body position

<p>a. preferred hand</p> <ul style="list-style-type: none"> ○ left ○ right ○ in doubt / varies 	<p>g forearm position</p> <ul style="list-style-type: none"> ○ light pronation ○ neutral ○ too much pronation ○ unstable wrist (pronation and neutral)
<p>b distance nose-table</p> <ul style="list-style-type: none"> ○ distance wrist - elbow ○ close ○ distant 	<p>h wrist position</p> <ul style="list-style-type: none"> ○ light dorsal flexion ○ neutral ○ palmar flexion/ ulnar deviation ○ extreme dorsal flexion
<p>c sitting posture</p> <ul style="list-style-type: none"> ○ maintains stable upright position ○ leans against the table ○ pelvis shifts forward on seat ○ can't sit still ○ doesn't stay seated 	<p>i contact forearm-table</p> <ul style="list-style-type: none"> ○ forearm rests on the table ○ there's space between wrist and table ○ forearm is not supported on table
<p>d shoulder position (writing hand)</p> <ul style="list-style-type: none"> ○ horizontal shoulder line ○ elevation ○ protraction ○ retraction 	<p>j non-dominant hand</p> <ul style="list-style-type: none"> ○ fixates paper ○ serves no function, is/ is not on the table ○ supports head
<p>e movement initiated by:</p> <ul style="list-style-type: none"> ○ thumb and finger movement ○ wrist movement ○ elbow movement ○ shoulder movement ○ trunk movement 	<p>k muscle tone</p> <ul style="list-style-type: none"> ○ normal tone ○ low tone ○ increased tone shoulder ○ increased tone forearm and hand ○ fixates trunk and arms ○ fixates feet (around chair legs)
<p>f upper arm position</p> <ul style="list-style-type: none"> ○ mild abduction ○ arm pressed against trunk ○ too much abduction 	<p>l associated movements mouth/other hand</p> <ul style="list-style-type: none"> ○ not/ barely noticeable ○ reduced noticeable (< half the time) ○ frequently noticeable (> half the time)
<p>remarks</p>	

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1.2 Pencil grip

mature grips <ul style="list-style-type: none"> ○ dynamic tripod ○ lateral tripod ○ dynamic quadrupod ○ lateral quadrupod ○ interdigital tripod 	transitional grips <ul style="list-style-type: none"> ○ cross thumb ○ static tripod ○ static quadrupod 	primitive grips <ul style="list-style-type: none"> ○ radial cross ○ palmar supinate ○ digital pronate ○ with extended fingers ○ brush
remarks pencil grip <ul style="list-style-type: none"> ○ is varying pencil grips ○ other grip..... 	shape webspace <ul style="list-style-type: none"> ○ open, round shape ○ oval shape ○ closed 	
intensity of the grip <ul style="list-style-type: none"> ○ normal (adaptable pencil grip) ○ forced pencil grip (hyperextension DIP, white knuckles) ○ loose, unstable pencil grip 		pencil pressure <ul style="list-style-type: none"> ○ appropriate pencil pressure ○ too little pencil pressure ○ too heavy pencil pressure

1.3 Colour the picture

strategy sun <ul style="list-style-type: none"> ○ starts by colouring the edge of the sun using a mature pencil grip and then colours in the centre using a transitional grip ○ starts by colouring the edge of the sun and then colours in the centre, both using a transitional grip ○ colours sun in his own way without starting with the edge
colour sun <ul style="list-style-type: none"> ○ colours within the line, coloured part of the sun is completely coloured ○ colours within the line, coloured part of the sun is filled in partially ○ colours frequently outside the edge ○ colouring is scratchy, as a result the child colours outside the edge frequently
colour small circles <ul style="list-style-type: none"> ○ colours within the line, circles are completely coloured ○ colours within the line, circles are not completely filled in ○ colours frequently outside the edge ○ colouring is scratchy, colours more than half outside the edge

1.4 Write your name

<ul style="list-style-type: none"> ○ writes own name in small letters ○ writes own name in capitals ○ writes own name in capitals, of which one or more are reversals ○ writes name from the right to the left ○ copies letters of his own name ○ draws a few recognisable letters of his name ○ isn't able to draw his own name

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1.5 Draw a man

Draw-A-Man Test (Goodenough, 1926; Harris, 1963)

Evaluate which of the items is present in the child's drawing. The next remarks can be of some assistance:

- the drawing can be made 'en face' and/ or 'en profile';
- the expression 'not transparent' means that a part of the body is clearly covered, e.g. a hat placed against the upper line of the head doesn't count;
- clothing can be chosen from the next items: hat, shoes, coat, (T-)shirt, collar, tie, belt, trousers, jacket, shirt, overall, socks;
- two dimensions means that the body parts should be portrayed more clearly rather than by using circles, dots or stripes;
- sketched parts can be scored in a further qualitative good drawing even if, not every detail is visible in the style of the drawing.

drawn body parts	
<ul style="list-style-type: none"> <input type="checkbox"/> head <input type="checkbox"/> legs <input type="checkbox"/> arms <input type="checkbox"/> trunk <input type="checkbox"/> trunk: length longer than width <input type="checkbox"/> shoulders <input type="checkbox"/> both arms fixed to trunk <input type="checkbox"/> arms and legs fixed on the right place <input type="checkbox"/> neck <input type="checkbox"/> neckline continues to head or trunk or both <input type="checkbox"/> eyes <input type="checkbox"/> nose <input type="checkbox"/> mouth <input type="checkbox"/> nose and mouth in two dimensions <input type="checkbox"/> nostrils 	<ul style="list-style-type: none"> <input type="checkbox"/> hair <input type="checkbox"/> hair outside the contour of the head; not transparent, no scribbling <input type="checkbox"/> clothing <input type="checkbox"/> two garments, not transparent <input type="checkbox"/> complete clothing: sleeves and trousers visible; not transparent <input type="checkbox"/> four or more garments <input type="checkbox"/> complete suit, without incongruity <input type="checkbox"/> fingers <input type="checkbox"/> correct number of fingers <input type="checkbox"/> fingers in two dimensions, length larger than width <input type="checkbox"/> thumbs distinguished from fingers <input type="checkbox"/> hand distinguished from fingers or arms <input type="checkbox"/> elbow joint

TOTAL PRESENT : _____ (A)

DAM-age: $3 + (A/4) =$ _____ = roughly ____ year

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1.6 Show the way

coordination

- smooth and without lifting pencil
- not smooth, trembling or jerky, but without lifting pencil
- can't make a line in one attempt, draws with short en jerky movements
- draws an incomplete line

1.7 Draw a zigzag

direction vertical zigzag

- goes downward (towards the body)
- goes upward (away from the body)
- turns paper in order to work in horizontal direction
- turns paper or arm when there is a change of direction

direction horizontal zigzag

- works from left to the right
- works from right to the left
- turns paper in order to work in vertical direction
- turns paper or arm almost every time there is a change of direction

zigzag

- traces the vertical/horizontal zigzag adequately, stays near the line
- traces the vertical/horizontal zigzag, often deviates
- can't make the vertical/horizontal zigzag
- lifts pencil once or more

1.8 Finish the curling lines

arcades

- traces the arcade and is able to continue the arcade, crosses the intersections of the arcade
- traces the arcade and crosses the intersecting lines, but can't produce arcades of his own
- avoids crossing the intersecting lines while drawing arcades
- lifts pencil once or more

garlands

- traces the garland and is able to continue the garland, crosses the intersections of the garlands
- traces the garland and crosses the intersecting lines, but can't produce garland of his own
- avoids crossing the intersecting lines while drawing garlands
- lifts pencil once or more

circles in balloons

- produces coordinated circles in the balloon
- produces trembling and jerky circles in the balloon
- can't draw any circle in the balloon
- lifts pencil once or more

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2 Fine motor activities

2.1 Cutting with scissors

<p>preferred hand</p> <p><u>satisfactory</u></p> <ul style="list-style-type: none"> ○ cuts with right hand ○ cuts with left hand <p><u>unsatisfactory</u></p> <ul style="list-style-type: none"> ○ changes hands 	<p>position arms</p> <p><u>satisfactory</u></p> <ul style="list-style-type: none"> ○ relaxed position arms, paper held just above table ○ elbows fixated against trunk ○ one or both hands rest on table <p><u>unsatisfactory</u></p> <ul style="list-style-type: none"> ○ wing position arms, paper held at eye level ○ different.....
<p>scissor prehension pattern: thumb, index- and middle finger</p> <p><u>satisfactory</u></p> <ul style="list-style-type: none"> ○ thumb in upper loop, middle finger in lower loop, index finger stabilizes scissors ○ thumb in upper loop, index finger in lower loop ○ thumb in upper loop, index finger en middle finger in lower loop <p><u>unsatisfactory</u></p> <ul style="list-style-type: none"> ○ thumb in lower loop, forearm in pronation ○ changing grasp of scissors ○ different 	<p>scissor loop position</p> <p><u>satisfactory</u></p> <ul style="list-style-type: none"> ○ loop rests between DIP- en PIP joints of the finger(s) <p><u>unsatisfactory</u></p> <ul style="list-style-type: none"> ○ loop is held distal of DIP joint ○ loop is held proximal of PIP-joint ○ changing finger position
<p>position ring finger and little finger</p> <p><u>satisfactory</u></p> <ul style="list-style-type: none"> ○ flexed in palm of the hand <p><u>unsatisfactory</u></p> <ul style="list-style-type: none"> ○ extended ○ associated movement with opening and closing scissors 	<p>paper prehension</p> <p><u>satisfactory</u></p> <ul style="list-style-type: none"> ○ paper is held with thumb on top and flexed fingers under the paper; hands are working together in a coordinated fashion <p><u>unsatisfactory</u></p> <ul style="list-style-type: none"> ○ paper is held in pronation with thumb under the paper; hands are working together slightly clumsily
<p>execution</p> <p><u>satisfactory</u></p> <ul style="list-style-type: none"> ○ line, square and circle are cut out in one continuous cutting action <p><u>unsatisfactory</u></p> <ul style="list-style-type: none"> ○ line/ square/ circle are not cut out in one continuous cutting action ○ line/ square/ circle are cut out in a jerky manner ○ cutting out line / square / circle isn't possible as yet 	<p>cutting accuracy</p> <ul style="list-style-type: none"> ○ child cuts on the line ○ child cuts within 2 mm of the line ○ child cuts within 2 to 5 mm of the line ○ child cuts within 5 to 10 mm of the line ○ child cuts more than 10 mm of the line
<p>associated movements mouth/ tongue</p> <ul style="list-style-type: none"> ○ not/ hardly noticeable ○ reduced noticeable (< half the time) ○ frequently noticeable (> half the time) 	<p>remarks</p>

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2.2 In-hand manipulation

2.2.a Translation from fingers to palm

<p>translation</p> <ul style="list-style-type: none"> ○ child hides 5 pegs in its hand ○ child hides 4 pegs in its hand ○ child hides 3 pegs in its hand ○ child hides 2 pegs in its hand 	<p>stabilisation</p> <ul style="list-style-type: none"> ○ correct stabilisation ○ 1 peg falls out ○ 2 pegs fall out ○ 3 pegs fall out ○ 4 pegs fall out
<p>strategy</p> <ul style="list-style-type: none"> ○ mature strategy, using gravity and supination forearm ○ uses thumb to push peg under the flexed fingers, forearm partly supinated ○ uses thumb to push peg under the flexed fingers, forearm pronated ○ no translation, thumb and fingers keep holding on to peg 	<p>associated movements</p> <ul style="list-style-type: none"> ○ associated movements /hypertonia not or hardly noticeable ○ associated movements /hypertonia reduced noticeable (< half the time) ○ associated movements /hypertonia frequently noticeable (> half the time)

2.2.b Translation from palm to fingers

<p>translation</p> <ul style="list-style-type: none"> ○ child puts 5 pegs in pegboard ○ child puts 4 pegs in pegboard ○ child puts 3 pegs in pegboard ○ child puts 2 pegs in pegboard 	<p>stabilisation</p> <ul style="list-style-type: none"> ○ correct stabilisation ○ 1 peg falls out ○ 2 pegs fall out ○ 3 pegs fall out ○ 4 pegs fall out
<p>strategy</p> <ul style="list-style-type: none"> ○ mature strategy, using gravity and pronation forearm, wrist ulnair deviated ○ uses thumb and fingers to move peg in a clumsy way towards fingertips, forearm in supination ○ no translation, the peg is placed directly from the palm to the pegboard ○ uses the other hand or the surface to place the peg between thumb and fingers 	<p>associated movements</p> <ul style="list-style-type: none"> ○ associated movements /hypertonia not or hardly noticeable ○ associated movements /hypertonia reduced noticeable (< half the time) ○ associated movements /hypertonia frequently noticeable (> half the time)

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2.3 Bilateral movement

symmetrical or asymmetrical movements

- makes symmetrically coordinated movements, circles are about the same size
- now and then asymmetrical movements are made
- only makes asymmetrical movements
- making circles bimanually isn't possible
- left and right circle clearly differ in size

2.4 Crossing midline

crossing midline

- adequate crossing of midline
- some associated trunk movement
- associated trunk movement

intersection race track

- passes intersection fluently
- hesitates at intersection
- avoids crossing intersecting lines