

CLUBHOUSE

PAEDIATRIC & ADOLESCENT OCCUPATIONAL THERAPY

Louise Duff

B.App.Sc. (OT)

(02) 9899-2867

Sharon Duff

B.App. Sc (OT)

(02) 9604-9296

NAME: Tamsin Colley

DATE OF BIRTH: 10th September 2002

DATE OF ASSESSMENT: 2/12/06

SUMMARY OF PROGRESS

1. Relevant Background Information:

Tamsin is now a 4 year 3 month old girl who had a low grade (JPA) cerebellar tumour removed at around 18 months of age. She was seen for an initial assessment in May 2005 and for follow up appointments in July 2005 and November 2005. She continues to receive occupational therapy intervention at Sydney Children's Hospital through the Brain Tumour Rehabilitation Program. She continues to attend preschool and will increase to 3 days at preschool in 2007, with Kindergarten commencement in 2008. Her mother requested a further review of her fine motor and prewriting skills, with particular observation of her hand preference for pencil/scissor tasks.

2. Summary of Progress to date:

Review Assessment (30/7/05):

In regards to her upper limb functional notable observations made at this review assessment included the following:

- Increased spontaneous use of her right upper limb in play.
- Right hand used for operating scissors with developing control.
- Continued to indiscriminately select right or left hand to start and finish tasks.
- Demonstrated more precise control with left hand when manipulating pegs and small pellets.

- Slightly more precise pencil grip with left hand although demonstrated a digital grasping pattern with her right hand.
- Developing greater pencil control with drawing. Able to draw a picture of a person with head (eyes, nose, mouth) and arms and legs
- Continued to appear 'shaky' in her hands when completing fine motor tasks.

Recommendations were made to formally review Tamsin's upper limb and fine motor skills at 3 years, specifically investigating hand preference, bilateral skills and pencil and scissors skills.

Review Assessment (26/11/05):

Tamsin's fine motor skills were assessed to be in the mildly impaired range for her age. The following observations were made:

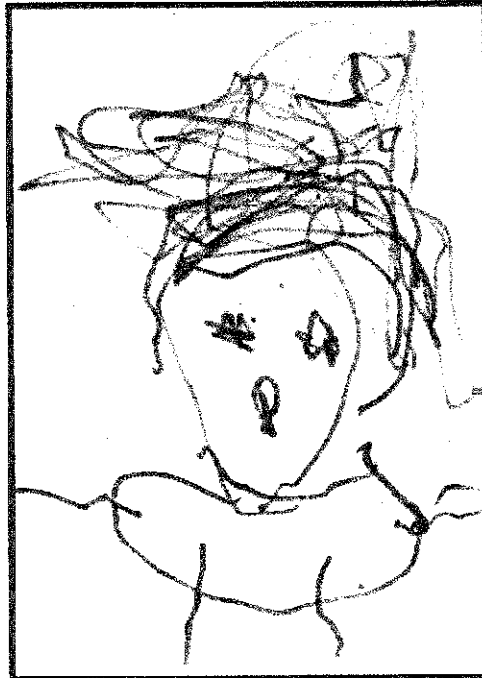
- Increased spontaneous use of her left hand for pencil/scissor tasks.
- Immature pencil grasp with both hands.
- Attempt age expected pencil/paper tasks but lack accuracy due to poor pencil control.
- Increased accuracy with left hand when manipulating small objects.
- Copying skills age appropriate, although drawings lacked accuracy.
- Used left hand for cutting but unable to complete structured cutting tasks expected for her age.

3. Outcomes of Assessment (2/12/06):

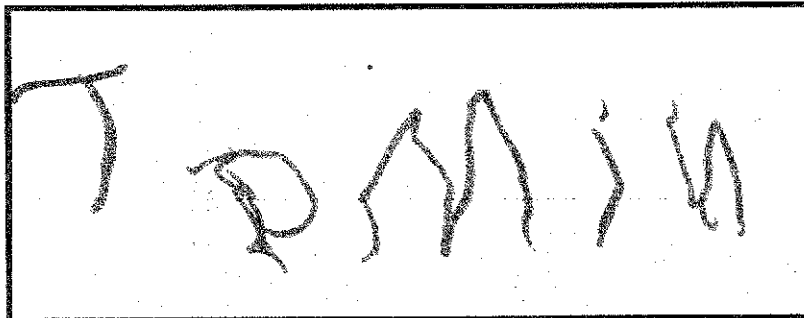
Tamsin's fine motor skills were reassessed using The Peabody Developmental Scales – Fine Motor Component. Results on today's testing indicate mildly impaired fine motor skills for her age. Specifically she demonstrated the following:

- Greater spontaneous use of left hand for pencil based tasks.
- Preference for cutting with her right hand. Given the bilateral nature of cutting, Tamsin may find it easier to control the paper with her left hand whilst using her right for cutting.
- Good copying skills. Tamsin was able to copy shapes expected for her age, however her accuracy was reduced due to her shakiness.
- Awareness of boundaries for colouring. Tamsin made good attempts at staying within the lines but her shakiness did result in reduced accuracy.

- Able to draw a person (see below). Tamsin was able to draw a 2-dimensional person with facial features and legs and arms positioned appropriately. Her difficulties with pencil control are evident in the picture below with 'shaky' lines completed.



- Tamsin was able to write her name only omitting 's' (see below). Her name was easily recognisable, albeit shaky. Whilst she demonstrated incorrect starting positions for letters, this is to be expected for her age.



- Developing increase independence with self care tasks expected for her age. Able to undo large buttons and enjoys having greater independence with dressing.

4. Summary/Recommendations:

Tamsin continues to show progress with her development but the quality of her task completion is affected by her upper limb tremor, particularly in her right arm. On today's assessment her fine motor skills were assessed to be mildly impaired for her age. Her 'shakiness' in her right upper limb also impacted on her ability to accurately manipulate and control objects with her right hand.

The following is recommended:

1. Over the next 3 months closely watch the frequency of hand used (either left or right) to complete pencil/scissor tasks.
2. At the commencement of Term 1, 2007 (at preschool) encourage consistent use of preferred hand for all pencil/scissor tasks. If Tamsin swaps hands encourage a rest break and recommencement with preferred hand. On today's testing Tamsin used her left hand for all pencil tasks but her right hand for cutting.
3. In regards to her pencil skills, encourage Tamsin to hold the pencil with her fingers and stabilise her forearm during pencil tasks. Trial of a slope board may assist with forearm stabilisation. Slope boards can be purchased through Coordinates Therapy Services. Contact details are:
 PO Box 59 West Brunswick VIC 3055
 (03) 9380-1127
www.therapybookshop.com/coordinates
4. In regards to scissor skills, monitor her accuracy and speed with both her left and right hand. If she chooses to use her left hand then she will require left handed scissors. It may also be beneficial to purchase a pair of scissors that can be used in either hand (this will need to be at an educational shop) so that Tamsin does not need to change scissors between tasks. As discussed earlier she may find it easier to control the paper with her left hand and therefore use scissors in her right hand.
5. A review of her prewriting skills should occur mid 2007, (6-8 months prior to school commencement) to reassess skills and identify areas requiring intervention or monitoring prior to starting school. In particular monitoring her pencil grip and pencil control in preparation for more structured writing tasks.

6. In regards to her handwriting skills at school, the use of computer technology may be a useful adjunct to her writing in the future. At this stage, developing her awareness of a mouse and keyboard during activities would be beneficial. Using lower case stickers to place on top of upper case keys would assist with letter identification in line with the kindergarten syllabus (sticker sheet enclosed). I have enclosed some information on the DANA which is a notetaking device that we often recommend for primary school. However this area will need further assessment in terms of types of computers and usefulness of computer technology to assist written communication in the classroom. This area can be further discussed once she has commenced school.
7. The following are a few suggestions for activities to encourage. As discussed keeping activities novel would be the key at this stage, whilst attempting to build in more structured prewriting activities in preparation for school:
- Fun prewriting activities in different mediums eg. writing/drawing with a glue stick and sprinkling glitter on top.
 - Writing/drawing with a candle and painting over it.
 - Buying colour explosion paper from Kmart and using the magic pen to make colourful pictures – any markings will uncover colour.
 - Using scissors to cut playdough or clay.
 - Making and baking modelling clay – maybe building in making letters in her name.
 - There are some fun games on the market such as pop up pirates, jumping frogs, wikki sticks which are all great fine motor activities.

I trust this report outlines Tamsin's fine motor and prewriting skills to date. Please feel free to contact me to discuss any aspects of the assessment or report if necessary. I would be happy to review her progress on request.

Sharon Duff

Occupational Therapist

c.c. Occupational Therapy File