Enhancing fine motor and social skills in early elementary school students: a program development plan / Elise D. Roth

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Enhancing Fine Motor & Social Skills in Early Elementary School Students:

A Program Development Plan

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Occupational Therapy Doctorate Program

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Note: This document describes a Capstone Dissemination project reflecting an individually planned experience conducted under faculty and site mentorship. The goal of the Capstone experience is to provide the occupational therapy doctoral student with a unique experience whereby he/she can demonstrate leadership and autonomous decision-making in preparation for enhanced future practice as an occupational therapist. As such, the Capstone Dissemination is not formal research.
# Table of Contents

**Executive Summary** ................................................................................................................................. 4

**Introduction** .................................................................................................................................................. 5
  Program Goal ..................................................................................................................................................... 5
  Sponsoring Agency .......................................................................................................................................... 5
  Program Needs Assessment .............................................................................................................................. 6

**Literature Review** .......................................................................................................................................... 12
  Occupational Therapy & School-Based Practice ............................................................................................ 12
  Occupational Therapy’s Role in Addressing Fine Motor Skills ..................................................................... 13
  Occupational Therapy’s Role in Addressing Social Skills ............................................................................. 14
  Program Models of Practice ............................................................................................................................ 16
  Demographics of Students with Disabilities .................................................................................................... 19
  Federal Mandates & Initiatives for Students with Disabilities ....................................................................... 19
  Extended School Year Services (ESY) ........................................................................................................... 22

**Program Goal & Objectives** ....................................................................................................................... 24
  Program Goal .................................................................................................................................................. 24
  Program Objectives ....................................................................................................................................... 24

**Program Marketing & Recruitment of Participants** .................................................................................... 25
  Key Marketing Stakeholders ............................................................................................................................ 25
  Marketing Strategies ...................................................................................................................................... 26
  Program Inclusion Criteria .............................................................................................................................. 28
  Recruitment of Participants ............................................................................................................................ 28
  Expected Number of Participants .................................................................................................................. 29
  Description of Participants ............................................................................................................................. 31

**Programming** ............................................................................................................................................. 31
  Overall Program Layout ................................................................................................................................. 31
  Occupational Therapist: Choosing & Instructing ............................................................................................ 32
  Volunteers: Recruitment & Instructing ............................................................................................................ 33
  Program Prep for Qualifying ESY Students .................................................................................................... 34
  Program Orientation & Pre-Testing .................................................................................................................. 35
  Program Sessions ........................................................................................................................................... 36
  Program Wrap-up & Post-Testing ................................................................................................................... 42

**Budgeting & Staffing** .................................................................................................................................... 43
  Program Budget for Personnel ........................................................................................................................ 43
    Rationale for Occupational Therapist, Helping Hands Program Leader .................................................... 44
    Rationale for Volunteers ................................................................................................................................. 45
  Program Budget for Supplies & Equipment ................................................................................................... 45
  Total Program Budget .................................................................................................................................... 48
  Potential Funding Sources ............................................................................................................................... 49
Appendix

Educational Service Center Funding Explanation Statement .................................. 49
Funding Source 1: The Ohio Department of Education (ODE) .................................. 49
Funding Source 2: Sandusky/Erie County Community Foundation (SECCF) ............... 51
Funding Source 3: Self-pay by Family of Student .................................................. 52
Program Self-sufficiency Plan ............................................................................... 52

Program Evaluation .......................................................................................... 53
Measuring Fine Motor Objectives ....................................................................... 53
Measuring Social Participation Objectives .......................................................... 55
Assessments ........................................................................................................ 56
Formative Program Evaluation ............................................................................ 58
  Student Midterm Evaluation ........................................................................... 58
  Daily Occupational Therapist & Volunteer Meetings ......................................... 58
  Daily Social Skills Record ................................................................................ 58
  Weekly Documentation for ESY Students ......................................................... 59
Summative Program Evaluation ........................................................................... 59
  Student Final Evaluation .................................................................................. 59
  Pre-testing & Post-testing Results .................................................................... 60
  Parent Evaluation .............................................................................................. 60
  Program Effectiveness for ESY Students .......................................................... 60

Program Timeline .............................................................................................. 61

Program Letters of Support .............................................................................. 61

References .......................................................................................................... 62

Appendices
  Appendix A: NPESC Organizational Chart ......................................................... 66
  Appendix B: Needs Assessment Results .............................................................. 67
  Appendix C: Parent/Teacher Needs Assessment Survey ..................................... 75
  Appendix D: Program Marketing Flyer .............................................................. 77
  Appendix E: Flyer for Occupational Therapist Recruitment ............................ 78
  Appendix F: Position Description for Occupational Therapist ....................... 79
  Appendix G: Individual Student Record Form .................................................. 80
  Appendix H: Home Activities to Improve Children’s Fine Motor Skills ............ 83
  Appendix I: Progress Update Following ESY ................................................... 85
  Appendix J: Weekly Session Notes for ESY Students ....................................... 86
  Appendix K: Daily Social Skills Record ............................................................ 87
  Appendix L: Student Evaluation of the Helping Hands Program ....................... 88
  Appendix M: Parent Evaluation of the Helping Hands Program ....................... 89
  Appendix N: Program Timeline ....................................................................... 91
  Appendix O: Letter of Support ......................................................................... 92
  Appendix P: List of Additional Supporters ....................................................... 93
Executive Summary

Fine motor skills enable children to participate in valued occupations in the areas of activities of daily living, education, play, and social participation (Marr, Cermak, Cohn, & Henderson, 2003). Marr and colleagues (2003) found that an average of 37% of a preschooler’s day, and 46% of a kindergartner’s day, was spent completing fine motor activities. Research investigating lower elementary classrooms (grades one through six), shows that anywhere from 30% to 60% of their school day is allocated to fine motor activities (McHale & Cermak, 1992). Students who are referred for occupational therapy services to address fine motor, perceptual, or orthopedic concerns may also have underlying social and/or emotional needs that impair academic performance (Davidson, 2010). Occupational therapists can play an important role in helping to meet the social needs of students by providing them with opportunities to engage in occupations that promote the use of social skills.

The goal of the Helping Hands program of North Point Educational Service Center (NPESC) is to improve fine motor skills and provide opportunities for social participation for elementary school students (grades K-2) as part of a summer program. Fine motor skills consist of grasp, dexterity, manipulation, coordination, strength, and endurance, all of which are necessary for educational tasks such as drawing, cutting, coloring, and handwriting. Social participation includes engaging in an occupation while interacting with others within a group setting. These skills are necessary for all children in the school environment, and addressing these skills at a young age will help to build an early foundation for ongoing school success. An estimated eight to ten students, including some students who qualify for extended school year services, will be served during the first summer of the program. Students will engage in a process of initial assessment, goal setting, occupationally-based fine motor group interventions, and post assessment. The program will utilize a modified version of the Fine Motor Olympics Quick Screening (Bridgeman, 2002b) and the Minnesota Handwriting assessment as a means of measuring individual student outcomes as well as overall program effectiveness.
Introduction

Program Goal

The goal of the Helping Hands program of North Point Educational Service Center (NPESC) is to improve fine motor skills and provide opportunities for social participation for elementary school students as part of a summer program. Fine motor skills consist of grasp, dexterity, manipulation, coordination, strength, and endurance, all of which are necessary for educational tasks such as drawing, cutting, coloring, and handwriting. Social participation includes engaging in an occupation while interacting with others within a group setting. These skills are necessary for all children in the school environment, and addressing these skills at a young age will help to build an early foundation for ongoing school success.

Sponsoring Agency

The Helping Hands program will be hosted by North Point Educational Service Center (NPESC). NPESC is a regional educational service provider that supports and assists 27 school systems and over 38,000 students in north central Ohio. NPESC employs approximately three hundred individuals, including occupational therapists. An organizational chart (NPESC, 2010) of the various employee positions and levels of authority can be seen in Appendix A. These professionals work together to provide programs and services that help the agency accomplish its mission of “improving student achievement and school performance through targeted technical assistance, direct services, and resource leveraging” (NPESC, 2008). To achieve this mission, the agency is organized around four core programs and a host of related auxiliary services. North Point's core offerings are: specialized instruction and pupil support, student
achievement and school performance, early learners and literacy assistance, and leadership and organizational support. These programs address a variety of learner and district needs, thereby facilitating student achievement and district performance. Embedded in the core offering of specialized instruction and pupil support lies therapy services (occupational therapy, physical therapy, and speech therapy), as well as extended school year (ESY) services. ESY services are special education and related services (i.e. occupational and speech therapy) that take place in the summer and are tailored to each student to help him or her meet specific goals on the student’s Individualized Education Plan (IEP). The Helping Hands program will be facilitated by a NPESC occupational therapist and will first be offered to students who qualify for extended school year (ESY) services. Currently NPESC offers extended school year occupational therapy services on a one-on-one basis to students who qualify for ESY services. This group program will serve as an additional option beyond the traditional one-on-one ESY setting. This program may also be offered to students who do not qualify for ESY services, who may also benefit from fine motor skills improvement and socialization with peers. All therapy services and extended school year services align with NPESC’s core values of “supporting the schools and communities in our service area” and “enabling all to succeed” (NPESC, 2008). The Helping Hands program will support NPESC’s mission and core values by offering students with opportunities to improve critical skills needed to further enable success in school, as well as in the community.

**Programming Needs Assessment**

During the initial phase of planning the Helping Hands program, several interviews were conducted with a variety of North Point Educational Service Center staff to assess and establish a need for programming. In order to fully understand the programs and services currently
provided by NPESC, and its desire and need to develop new programming, a set of questions were developed for semi-formal interviews and informal discussions with key stakeholders at NPESC. This included the director of therapy services, occupational therapists and assistants, intervention specialists, and classroom teachers.

Kristen Graham, director of therapy service, is the agency stakeholder that oversees all the therapy services and programming offered by North Point Educational Service Center, including ESY. As noted by Kristen in a semi-formal personal interview, currently NPESC offers occupational therapy services as a part of ESY services for qualifying students on an individual basis. However, the agency has had a long-standing need and desire to develop summer group programs as an additional form of ESY service for children in the area. The long term goal for ESY summer programming is to develop an interdisciplinary camp program that would offer a variety of therapy services as part of a group setting rather than on an individual basis. She noted that other ESC’s and therapy sites currently offer interdisciplinary summer camps that have been very successful year after year. Since occupational therapy would be a part of this interdisciplinary camp, the first step is to develop an occupational therapy group program that could later be integrated into a larger interdisciplinary camp. The intent of the Helping Hands program is to serve as a starting point for ESY group programming at NPESC.

Wendy Albright is an occupational therapist for NPESC and has provided one-on-one extended school year sessions to qualifying students during the past three summers. During a semi-formal interview with Wendy about ESY, she discussed the importance of ESY and the challenges that can arise. She noted that ESY services provide continued reinforcement of skills through the summer so students, as well as their teachers and therapists, don’t have to
“start over” again in the fall. Wendy mentioned that providing ESY services can sometimes be challenging when students have inconsistent attendance due to vacations, cancelations, or no-shows.

Wendy also gave her opinion about benefits and drawbacks of both individual and group therapy sessions. She noted that individual services allow for individualized treatments with more focus on the student’s specific goals and needs. However, kids aren’t always very motivated to work over the summer and outside of the traditional school day setting. She noted that small group services offer opportunity for socialization among peers and the chance to form peer relationships. She added that groups allow for modeling of skills and behaviors, which in turn may motivate others in the group. However, sometimes socialization can cause distractibility for some students, and they may require extra time to get “zoned-in” to a group activity. When working with groups of children the goals are often less specific to each child’s needs, so this setting will not be appropriate for all students, especially those with demanding needs and severe deficits. Therefore, it is important for the therapy team and parents to decide if a group setting is right for each child.

Danielle Davie is also an occupational therapist for NPESC, working with students from kindergarten through high school. During informal discussions with Danielle, she noted that the number one referral for occupational therapy services she receives in the school setting is to assist students with handwriting, which is often secondary to fine motor and/or visual motor difficulties. Danielle currently has students of all ages on her caseload that have specific handwriting and/or fine motor goals as part of their Individualized Education Plan (IEP). She notes that many of these students have difficulty with letter formation, writing speed, spacing,
and legibility; all of which can be related to inadequate fine motor skills, such as inappropriate grasp or decreased strength, coordination, or endurance. In addition to fine motor skills, Danielle also noted that all of the students on her current caseload have decreased social skills, and could all benefit from working in group settings to develop and enhance these skills.

Following these semi-formal interviews and discussions, a needs assessment questionnaire was emailed to 22 NPESC occupational therapists and occupational therapy assistants, and 10 special education teachers. The questionnaire and a total summary of all responses can be found in Appendix B. The goal of this questionnaire was to understand the therapist’s and teacher’s perspective on ESY services and the needs for expanding NPESC programming. Of the 32 individuals who received the questionnaire, 16 responded, for a 50% return rate. All of the respondents were occupational therapists and occupational therapy assistants. Based on the results of the questionnaire, it was approximated that 25 students are anticipated for qualifying for extended school year services this coming summer. When asked about what general occupational therapy goals these students are currently working on, 10 out of 13 listed fine motor goals, which relates directly to what the Helping Hands program aims to address. 6 out of 13 also listed handwriting as a general goal among students, which is a task that requires fine motor skills in order to be successful.

The majority of the respondents agreed that some students could benefit from ESY services in a group setting. Some of the benefits of offering ESY in a group setting included: learning from each other, working together through a task, group/peer interaction, social engagement opportunities, peer modeling, more like a real classroom setting, and camaraderie of working alongside of others with similar difficulties. Although many agreed that a group
setting has its benefits, it was also commonly noted that choosing an appropriate setting for ESY services depends greatly on the specific academic, attention, and behavior needs of each child, and that some students will do better in a one-on-one setting. A few respondents also commented on their concerns of whether or not a school district would pay for this type of program as ESY services.

When presented with the idea of a group program that addressed fine motor skills, but also includes social skills components, respondents were asked what age group they think could most benefit from a group like this. 81% responded with first and second grade, 75% responded with kindergarten, and 69% responded with 3rd grade. When asked about a location for hosting an ESY group program within the NPESC districts, 5 out of 10 respondents noted that a central location would be ideal.

In addition to interviews and a questionnaire, first-hand observations of school-aged children gave insight to the types of skills that may need to be addressed during ESY programming. Students were observed in the school setting during individual and group occupational therapy sessions, and also in the classroom. Students were also observed in social settings outside of school, such as in the home and in the community. During observations, I first focused on observing student’s fine motor skills, making note of how these skills impacted handwriting and other fine motor tasks. Some of the most notable observations made of students while completing handwriting and fine motor tasks were weak grasps, decreased coordination, and quick hand fatigue. During observations, I also focused on how students interacted with adults and peers. I noticed many students having difficulties with turn taking,
responding appropriately to questions from adults, initiating conversation with peers, and expressing themselves to both peers and adults.

In addition to these personal interview and observations, several other needs assessment methods have been identified that could be used to further assess the need for this type of programming. One additional method of data collection could consist of a semi-structured interview with special education teachers. These teachers have daily contact with the service recipients of the program and are an important part of the IEP team. Special education teachers could provide a unique perspective about the social and fine motor needs of these children as they spend more time with them throughout the school year compared to the therapists. The special education teachers could provide insight about individual’s social and fine motor factors that affect performance, and their specific needs and goals to address over the summer. Teachers could also comment on teaching and behavioral management strategies that have been helpful for them in the classroom. Another method that could be used in the data collection process is a survey for parents of children who qualify or may qualify for ESY services. Topics discussed in the survey could include: areas of fine motor, handwriting, and social concern they have for their child, what they would like to see in a summer program, the pros and cons for offering this type of program, and the likelihood that they would use a service like this if it was offered. A sample of a parent needs assessment survey can be found in Appendix C. Each of these data collection methods would be used collectively to further establish the need for this type of programming.
Literature Review

Occupational Therapy & School-Based Practice

Occupational therapists and occupational therapy assistants can provide services in a school-based setting by working with children, parents, caregivers, teachers, and other team members to facilitate a child’s ability to participate in everyday meaningful activities, or occupations (Clark, Jackson, & Polichino, 2011). Clark and colleagues (2011) notes that occupations used in a school-based setting should be based on school or cultural expectations of peer performance, and should be personally meaningful to the child. In schools, this means that occupational therapists help children participate in the academic (math, reading, writing), nonacademic (recess, lunch, self-help-skills), social, extracurricular (sports, band, clubs), and vocational activities needed for student success and transition (Bazyk & Case-Smith, 2010). Occupational therapists in the school setting have expertise at identifying student’s strengths and factors that may be interfering with his or her learning and participation in the context of educational activities, routines, and environments (Clark, Jackson, & Polichino, 2011).

Occupational therapists play in major role in the therapy services provided by North Point Educational Service Center. At NPESC, occupational therapy is a related service provided to students with identified disabilities to help them achieve success in the educational environment. These services can be offered during the traditional school year and also during extended school year (ESY) services for children who qualify. According to NPESC (2011) the focus of occupational therapy in the school setting is to help individual students achieve success in the educational environment in order to facilitate success in their everyday lives. Skills addressed may include fine motor, gross motor, visual perception, sensory processing, social
skills, self-help, or vocational skills. The services offered by the occupational therapy team in a school-based setting include student evaluation, development of Individualized Education Plans, direct therapy, consultation with teachers and parents, and staff training.

**Occupational Therapy’s Role in Addressing Fine Motor Skills**

One of the main referrals for occupational therapy in the school setting relates to poor handwriting, which is often secondary to fine motor deficits. As cited in Bayona et al. (2006) as occupational therapy services have been noted as being beneficial by teachers and parents of children with fine motor difficulties, more and more students are being identified as in need of school-based occupational therapy services. Therefore, the number of referrals for school-based occupational therapy for children with fine motor difficulties has drastically increased over the past five years, in some instances by almost 500%. Fine motor skills enable children to participate in valued occupations in the areas of activities of daily living, education, play, and social participation (Marr, Cermak, Cohn, & Henderson, 2003). In a study to determine the amount of time preschool and kindergarten classrooms spent on fine motor activities, Marr and colleagues (2003) found that an average of 37% of a preschooler’s day, and 46% of a kindergartener’s day, was spent completing fine motor activities. Research investigating lower elementary classrooms (grades one through six), shows that anywhere from 30% to 60% of their school day is allocated to fine motor activities (McHale & Cermak, 1992). These statistics suggest that as children progress through school, there is a developmentally appropriate increase in fine motor demands along the way (Marr et al., 2003). As noted by Bayona and colleagues (2006), children with fine motor difficulties face the same learning challenges as their typically developing peers, with the added stress of mastering new or otherwise difficult
motor tasks. They add that these children also demonstrate coordination problems that may negatively impact their activities of daily living, including their functional performance in the school setting. School-based occupational therapists can help students to develop and refine the fine motor skills necessary to be successful in the classroom setting and beyond.

**Occupational Therapy’s Role in Addressing Social Skills**

Students who are referred for occupational therapy services to address fine motor, perceptual, or orthopedic concerns may also have underlying social and/or emotional needs that impair academic performance (Davidson, 2010). Occupational therapists can play an important role in helping to meet the social needs of students by providing them with opportunities to engage in occupations that promote the use of social skills. Various conditions among students have an impact on social skills, which further affects occupational performance in school as well as other environments. Some of the most common diagnoses encountered by occupational therapists in a school environment are autism spectrum disorder, attention deficit disorder, attention deficit hyperactivity disorder, and emotional disturbance.

Approximately one in 50 children has an autism spectrum disorder (Davidson, 2010). Students with autism may have a range of social deficits including abnormal ways of relating to people, delayed or missing speech, language, and/or nonverbal communication skills, and restricted, repetitive, and stereotyped patterns of behavior, interest, and/or activities (Davidson, 2010). Intervention for problems associated with autism spectrum disorders often includes communications interventions and social skills training, often implemented by an occupational therapist (Davidson, 2010).
Approximately 8% of children are affected by attention deficit disorders (ADD). Children with this condition may experience impulsivity that results from acting before thinking, and may cause children to display inappropriate social behavior (Davidson, 2010). Children may also experience decreased attention to task and decreased listening skills (Davidson, 2010), which further affects their ability to socialize with peers and adults.

Attention deficit hyperactivity disorder (ADHD) is a diagnosis that is common among school-aged children, some of which may qualify for occupational therapy services. When compared with typical children, children with ADHD often exhibit low academic attainment and poor social functioning (Kaneko & Okamura, 2005). Children with ADHD may also display motor coordination problems, making it difficult to perform basic and familiar activities, such as writing or drawing. Kaneko & Okamura (2005) examined the characteristics of 15 children with ADHD in grades three through six. The results of this study suggested that most of the subjects had some degree of motor problem along with the delay of social maturity. The authors note that these children are likely to experience failures in everyday life, in both home and school settings. They also note that repeated failures may produce undesirable feedback and may cause children to avoid opportunities to participate in social activities.

One in 12 special education students are also identified with a diagnosis of emotional disturbance (Davidson, 2010). Students with this condition may exhibit characteristics such as, inability to build or maintain satisfactory interpersonal relationship with peers or teachers, inappropriate types of behavior, or a general pervasive mood of unhappiness and/or depression (Davidson, 2010), all of which can negatively affect educational and social performance. Students with mental health conditions like emotional disturbance (ED) often do
not qualify for special education services unless their symptoms significantly disrupt their school performance. Therefore, their social needs are often underserved at school and also in the community (Davidson, 2010).

**Program Models of Practice**

**The Model of Human Occupation.** There are several models of practice that are appropriate within a school-based pediatric setting that could be applied to the Helping Hands program. The Model of Human Occupation (MOHO) is a client-centered model of practice that aims to look beyond impairment and focus on other client-related factors that affect one’s occupational performance (Kielhofner, 1980; Kielhofner, 2009, pp. 147-174). One principle of the Helping Hands program at NPESC is to use a client-centered approach to occupationally-based interventions that focus on the individual needs of each student attending the program. Individual participation and adaptation to life occupations are the ultimate concerns of MOHO (Kielhofner, 2009, pp. 147-174), which coincides with the programs’ overall concern with participation and adaptation to school-based occupations.

MOHO focuses on the interaction of one’s inner characteristics, including volition, habituation, and performance capacity. Volition refers to a person’s motivation to choose and participate in the occupations they do (Kielhofner, 1980; Kielhofner, 2009, pp. 147-174). The Helping Hands program will offer students a wide variety of fine motor occupations embedded with social skills needed for successful school performance. The program will choose occupations that are aimed to be fun, interesting, and age-appropriate for all students attending, in hopes to increase one’s overall volition. Habituation refers to how one organizes performance into roles and routines (Kielhofner, 1980; Kielhofner, 2009, pp. 147-174). The
Helping Hands program offers opportunities for social participation in order to help students establish and/or maintain the social roles and routines needed to be a successful student. Performance capacity refers to one’s ability to perform (Kielhofner, 1980; Kielhofner, 2009, pp. 147-174). The Helping Hands program aims to improve one’s performance capacity of school related fine motor skills to further increase one’s overall occupational competence for completing tasks involving fine motor skills, such as handwriting. MOHO points out that occupation results from an interaction of volition, habituation, and performance capacity with the environment, and the environment influences what individuals do and how they think and feel about their doing (Kielhofner, 1980; Kielhofner, 2009, pp. 147-174). The environment of the Helping Hands program will aim to meet the needs of all students in order to facilitate occupational engagement in a range of fine motor and social skills needed to enhance school performance.

**The Functional Group model of practice.** Another model of practice that could be relevant to this program is the functional group model (Schwartzburg, Howe, & Barnes, 2008). The functional group model is an approach to guide occupational therapy group intervention (Kielhofner, 2009, pp. 108-126), that incorporates the use of purposeful activity and meaningful occupation into the process and dynamics of group work (Schwartzburg, Howe, & Barnes, 2008). This model would be appropriate to use with the Helping Hands program as all occupations of the program are to be completed in a group setting. Functional groups are considered to be suitable for clients who need to 1) evaluate their own ability to carry out life roles, 2) acquire skills and role behaviors, 3) develop communication and interaction skills to enhance occupational performance, 4) prevent loss or deterioration of skills and behaviors, and
5) promote health, wellness, or quality of life (Kielhofner, 2009, pp. 108-126). These guidelines can be applied to school-based occupations and performance skills, and also relates directly to the overall program goal of the Helping Hands program. Schwartzburg, Howe, and Barnes (2008) note that the functional group model has six assumptions about functional groups as social systems including:

1. Functional groups are not limited to therapy groups. As social systems, they apply to naturally occurring groups in the community, such as families, work groups, or school groups.

2. Functional groups provide a structure to guide the individual’s participation. The structure and goals always address the social and emotional needs of the individual and are therefore said to be ego-oriented.

3. Functional groups intrinsically provide therapeutic benefit, because occupational behavior is learned and shaped through a process of socialization.

4. Functional group activities build on strengths of the individual in the group. Therefore, there is interest in the strengths and limitations of each member.

5. Functional groups can parallel and reflect the needs of the individual and the demands of society.

6. Functional groups are assumed to provide benefits to members through mutual help. Groups are therefore structured to that members have the opportunity to help each other, thus enhancing members’ perceptions or feelings of self-worth.

These six assumptions about functional groups further explain why this model is relevant to use in a group program that focuses on facilitating student’s social skills while completing fine
motor occupations. The functional group model uses active doing and involvement in a group setting which further encourages social participation (Schwartzburg, Howe, & Barnes, 2008). This method relates directly to the overall goal of the Helping Hands program.

**Demographics of Students with Disabilities**

According to Ohio’s Special Education Profile, in the 2009-2010 school year students with disabilities accounted for 14.67% or 263,396 of the 1.8 million public school students in the state of Ohio, which is up slightly from 14.3% in 2005 (Ohio Coalition for the Education of Children with Disabilities [OCECD], 2011). This means that roughly 1 in every 7 students has a documented disability requiring intervention and related support services to ensure they receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE) as required under federal and state laws. Each summer, students with various disabilities come to NPESC for extended school year services. According to Kristen Graham, director of therapy services, 13 students in the summer of 2011, 17 students in the summer of 2010, and 15 students in the summer of 2009 received one-on-one ESY occupational therapy services from NPESC. Although these students ranged in age and current functional levels, many of them came to ESY with goals related to fine motor skills and handwriting.

**Federal Mandates and Initiatives for Students with Disabilities**

Federal policies are shaped by the trends in health and education practice and directly affect services for children (Bazyk & Case-Smith, 2010). To aid in meeting the special needs of children with disabilities, the federally mandated Individuals with Disabilities Education Act (IDEA) Amendments of 1997 declared that all students with disabilities are entitled to a free appropriate public education (FAPE) in the least restrictive environment (LRE). In order for
students with disabilities to have meaningful access to public education, they may require special services or types or educational programs that are different from those needed by other students. This may include special education and related services, such as occupational therapy, in excess to the normal school year (OLRS, 2011). Under IDEA, all students are assessed and then receive an Individualized Education Plan (IEP) that outlines the school’s plan to meet the student’s educational needs (OCECD, 2011). Some students on IEP’s may qualify for additional Extended School Year (ESY) services as determined by the student’s IEP team. ESY services can include: instruction regarding basic and self-help skills, academic tutoring, socialization assistance, and recreation services if any of these are needed to aid in meeting the child’s identified goals. ESY services may be different from services provided during the school year as they are focused on the need to prevent academic regression during a break from school (OCECD, 2006, March/April).

The NPESC Helping Hands program will be offered as a service in accordance to IDEA that aims to meet the individualized needs of students with disabilities. As IDEA outlines, services for these students should be provided in the least restrictive environment (LRE), which refers to an environment that provides maximum interaction with non-disabled peers and is consistent with the individual needs of the student (Swinth, 2009). For this reason, the Helping Hands program will be open to both students who have identified disabilities, and those with general fine motor and social difficulties that may or may not have established IEPs.

In 2001, the No Child Left Behind (NCLB) Act outlined government initiatives to ensure that all children were receiving the education they deserve. This act holds schools accountable for their students making adequate yearly progress in all aspects of academics (Bazyk & Case-
Smith, 2010). Although the majority of school-based occupational therapy practitioners work directly under IDEA rather than NCLB, they are still affected by NCLB because the law affects the entire school and all of its students, including those with disabilities. NCLB expanded opportunities for school-based OTs to help improve school achievement (Opp, 2007). This act also provides parents with the options of choosing schools that provide the best educational services and environment for their child’s needs and ensures that state funding will be provided (U.S. Department of Education, 2001). In order for some children to make yearly progress in academic achievements, especially those students with identified disabilities, additional special education and related services must be provided. One of these services includes ESY. Many schools in Ohio work with educational service center agencies to provide these types of services. Currently NPESC offers one-on-one ESY services to 27 school districts, and the schools must provide the state funding for families of children who qualify for these services. The addition of an ESY group program would provide another programming option for schools to offer in the summer, and these would also be fully funded for students who qualify according to the decision of their IEP team. IEP teams could offer suggestions to parents as to what type of ESY services would be most appropriate for each child: group programming, one-on-one services, or both. The parents would then make the final decision regarding the type of ESY programming to meet the individual needs of their child. Parents would also have the choice of whether NPESC provides the services that would best help their child make adequate yearly progress in accordance to NCLB, but have the option of going elsewhere for ESY services.
Extended School Year (ESY) Services

Extended School Year (ESY) services are defined as special education and related services that are tailored to each student’s Individualized Education Plan (IEP) (OCECD, 2006, March/April). This educational programming goes beyond the traditional 180 day school year and comes at no cost to parents (Ohio Legal Rights Service [OLRS], 2011). ESY services can include: instruction regarding basic and self-help skills, academic tutoring, socialization assistance, and recreation services if they are necessary to meet the child’s IEP goals (OCECD, 2006, March/April). According to Ohio Legal Rights Service (2011) ESY can be used to 1) maintain identified skills, 2) prevent or avoid substantial loss of previously acquired skills, 3) prevent or avoid substantial loss of emerging skills, and 4) prevent loss of behavior control.

The Department of Education has not established eligibility standards for ESY services. Therefore eligibility is determined by the IEP team on a state by state basis (Etscheidt, 2002). According to Ohio Legal Rights Service (2011) every student with a disability must be considered for ESY when it is necessary for them to receive a free appropriate public education (FAPE). Multiple factors are considered when determining a student’s eligibility for ESY services, such as: nature and severity of disability, current IEP goals and objectives, emerging skills and breakthrough opportunities, interfering behaviors, previous regression during disruption of services, and other rare and unusual circumstances (i.e., long absences for medical reasons) (OCECD, 2006, March/April). Further Siegel and Agins (2000) note that IEP teams should consider a variety of questions when determining if ESY is right for each child, including:

- Is ESY a necessary, not just beneficial, component of FAPE?
The Helping Hands Program

- Is ESY required to prevent significant regression of skills or knowledge due to an interruption of instruction between school years?
- Is ESY required to prevent significant regression of skills or knowledge retained by the child that cannot be recouped in a reasonable amount of time so as to seriously affect progress in self-sufficiency?
- Without ESY, will the child receive benefits appropriate to his or her level of ability?
- Is the child failing, or likely to fail, to achieve short-term objectives on an IEP due to interruption of instruction between school years?
- Will the child regress during interruption of instruction between school years to the extent that skills and knowledge cannot be recouped in a reasonable amount of time?
- Is regression caused by interruption of instruction or are other factors related to the regression?

Once eligibility for ESY services is determined, details must be included within the IEP regarding specific goals to be addressed through ESY, including: types of services, the service provider, the location of services, the duration of ESY services, how goals will be measured, and how progress will be reported to parents (Etscheidt, 2002). Generally, the more significant the disability impacts learning, the greater the chance the student will qualify for ESY services. However, schools are not able to limit eligibility for ESY to a specific category of disabilities (OLRS, 2011). Therefore, consideration of students who could benefit from attending the Helping Hands program offered by NPESC will be on an individualized basis.
Program Goal & Objectives

Program Goal

The goal of the Helping Hands program of North Point Educational Service Center (NPESC) is to improve fine motor skills and provide opportunities for social participation for elementary school students as part of a summer program. Fine motor skills consist of grasp, dexterity, manipulation, coordination, strength, and endurance, all of which are necessary for educational tasks such as drawing, cutting, coloring, and handwriting. Social participation includes engaging in an occupation while interacting with others within a group setting. These skills are necessary for all children in the school environment, and addressing these skills at a young age will help to build an early foundation for ongoing school success.

Program Objectives

Fine Motor Objectives.

1. At the conclusion of the Helping Hands program, 80% of participants will demonstrate maintained fine motor skills, as measured by an equal or greater quality rating scores on 6/6 activities from the Fine Motor Olympics Quick Screening.

2. At the conclusion of the Helping Hands program, 25% of participants will demonstrate improved fine motor skills, as measured by a greater quality rating scores on 1/6 activities from the Fine Motor Olympics Quick Screening.

3. At the conclusion of the Helping Hands program, 80% of participants will demonstrate maintained fine motor precision and control, as measured by equal
or greater scores on the alignment and letter size categories for the Minnesota Handwriting Assessment.

4. At the conclusion of the Helping Hands program, parents will identify at least 3 games or activities they can use at home with their child to facilitate fine motor development.

**Social Participation Objectives**

1. At the conclusion of the Helping Hands program, 75% of participants will demonstrate appropriate turn taking while engaging in group tasks, as measured by needing less than 2 verbal prompts during a 30 minute fine motor occupation, 3 out of 4 trials.

2. At the conclusion of the Helping Hands program, 75% of participants will communicate their needs to an adult and/or peer, as measured by needing less than 2 verbal prompts to begin and complete a fine motor occupation, 3 out of 4 trials.

**Program Marketing & Recruitment of Participants**

**Key Marketing Stakeholders**

To aid in the marketing of this program, important key stakeholders must be identified. Because the program is intended for students, key stakeholders would include various school personnel in the 27 school districts that North Point Educational Service Center currently serves. NPESC already has an existing relationship with each of these schools systems, which will be helpful in facilitating the marketing process. The first key stakeholder within the school systems would be the principals of schools that enroll children in kindergarten through second
grade. The principals would generally be the main authority in deciding if the school will advertise for the program, although some principals may have to receive further permission from the school board before continuing with the program advertisement. A second key stakeholder would be the NPESC occupational therapists working within each school system. Therapists could help identify students currently receiving occupational therapy services who could benefit from this type of ESY programming. A third important stakeholder would be special education teachers and general education teachers of the 27 districts who teach children in kindergarten through second grade. These teachers could help identify students currently not on an IEP, or not receiving occupational therapy services through their IEP, who could also benefit from a fine motor skills group program. A fourth essential stakeholder would be the families of children in kindergarten through second grade. Parents and guardians serve as the spokesperson for the children and have the final say in deciding whether they want their children to attend the program.

Marketing Strategies

The Helping Hands program can be marketed in a variety of ways that will spread the information about the program and in turn attract potential participants. One simple way of marketing for this new program is through the use of a flyer. Hanging up and sending home flyers are common methods of sharing information about a variety of school programs and events in most school systems. An example of marketing flyer for the Helping Hands program is attached in Appendix D. NPESC would provide the flyers to each school that would like to participate in marketing the program. The flyers could be printed in color on white paper, or could also be printed in black and white on colored paper to help lower the costs of printing.
The flyer in Appendix D is intended for the parents or guardians of students who could be potential program participants. This flyer gives some detailed information about the program that would be important for parents to know, including, dates, times, location, skills addressed during the program, the types of activities that will be involved, and the potential cost of the program. Also provided for parents/guardians is the contact information for Kristen Graham, Director of Therapy Services at NPESC, who could provide further information about the program as needed. This flyer also includes bright colors, creative fonts, and pictures of kids having fun, all in attempts to get the parents excited about sending their child to the program. The process for dispersing flyers to parents/guardians could be at the discretion of each individual school. Schools could choose to: send home flyers with all children, send flyers home with specific children that could particularly benefit from the skills addressed at the program, or not send flyers home at all. Flyers could also be given to parents during conferences or during IEP meetings.

Another method of marketing for the Helping Hands program is through the use of a monthly school newsletter. Many schools typically send out monthly newsletters, via the mail or home with student, that inform parents/guardians and students about various news and events going on within the school and school district. The monthly newsletter could include a short paragraph explaining the basics of the program and who to contact for more information. The newsletter could also provide a website to go to for more information and application forms. Today many schools also have school websites that serve an additional way to deliver information about school news and events to parent/guardians, students, and the community. The school website could include a link to North Point Educational Service Center’s website.
providing information about the program. Marketing for Helping Hands program using these various methods would take place at the beginning of the last quarter of the school year. Ultimately, each school has the choice if they want to advertise for the program and what methods of advertisement to use that best suit the school and follow their current preferences for marketing events similar to this one.

**Program Inclusion Criteria**

In order to be a potential participant in the Helping Hands program, students need to have completed kindergarten, first, or second grade in the school year prior to the start of the summer program. Students that may qualify for the program can include:

1. Students currently on an IEP who receive occupational therapy services,
2. Students currently on an IEP who do not receive occupational therapy services, or
3. Students NOT currently on an IEP who have notably decreased fine motor skills and/or social skills.

Students must be able to participate in a small group setting without displaying severe behaviors impacting the performance of themselves and others in the group, and must also be able to participate without the assistance of a personal aide.

**Recruitment of Participants**

Recruitment for the Helping Hands program could take place in schools serving children in kindergarten through second grade that are a part of the 27 school districts NPESC currently serves. Schools that choose to take part in advertising for the program would begin recruitment towards the end of the school year, starting in the last quarter. During this time, occupational therapists and occupational therapy assistants working with students in
kindergarten through second grade could go through their caseload and decide if any students could potentially benefit from additional work on fine motor skills over the summer. They would also consider which of these students would be appropriate for attending a program in a group setting that involves socialization with peers. If the student identified does or may qualify for extended school year services (as determined by the IEP team), the occupational therapist could present the idea of sending the student to the Helping Hands program instead of the traditional one-on-one occupational therapy session over the summer as part of the student’s ESY services. If the student identified does not qualify for extended school year services, the occupational therapist could inform the student’s parents about the program and encourage them to look into the program as an additional method of improving fine motor skills and encouraging social skills during the summer. For recruiting those students currently on an IEP who do not receive occupational therapy services, or for those students not currently on an IEP but have notably decreased fine motor skills and/or social skills, occupational therapists can inform teachers about the program and suggest that they mention it to parents during conferences or by sending a flyer home. Teachers could fill out the needs assessment survey attached in Appendix C as a method of informing parents about the fine motor and social skills their child may need work on, and then include a flyer about the program as a way of addressing these identified areas of concern.

**Expected Number of Participants**

The Helping Hands program will have a minimum and maximum number of participants for each program cycle. The minimum number of students needed per cycle is six. This will ensure that a portion of the program costs can be covered by the payments collected from
participants, either through the student’s school district, or through self-pay. The maximum number of participants allowed per cycle is ten. This will create a small student to adult ration and allow for more individualized attention and assistance from the therapist and volunteers during each session.

A variety of factors are considered when estimating the expected number of participants for the first summer of the Helping Hands program. It is anticipated that the number of participants in the program will be small due to the fact that this is a new program that will be starting at NPESC. Teachers, parents, and students will not be able to base opinions of the program on previous experience and must rely on what is presented in the various marketing strategies for the program and/or from the information they receive from NPESC occupational therapists, occupational therapy assistant, and the director of therapy services. Another factor to consider is the location of the program, which could also contribute to a smaller number of participants. Because NPESC currently serves 27 school districts, it is difficult to narrow down a central location for hosting the program. Therefore, it may not be practical for some families to drive their children to the program if they do not live within a reasonable driving distance.

Another factor to consider in estimating the number of participants is the past record of statistics of students who received ESY services through NPESC in previous summers. According to Kristen Graham, Director of Therapy Services, 13 students received occupational therapy services in the summer of 2011 and 17 received occupational therapy services in the summer of 2010. It was also noted that more students qualified for ESY services, but some chose to attend summer programs and/or camps elsewhere instead. When considering the factors of new
programming, location of programming, and past participants in ESY, it is estimated that the number of students who will be attending the Helping Hands program that will qualify for ESY services is between four and six students. It is further estimated that the total number of participants for the first summer of the program will be about eight to ten students.

**Description of Participants**

Information about the students who will be participating in the program will be documented using the Individual Student Record Form, attached in Appendix G. This chart is used for recording individual information related to each child who signs up for the program including: name, home school, age, grade (next school year), diagnosis, current services, and method of payment for the program. Following the program, data on each form can be used to summarize the overall statistics of the program participants for that summer, including: percent of students in each grade, percent of students with each condition, percent of students on IEP’s and not on IEP’s, and percent of students with difficulties in the various fine motor and social skills addressed during the program. This form will also be used for additional documentation purposes, which will be described in further detail in the following programming section.

**Programming**

**Overall Program Layout**

The overall programming of the Helping Hands program consists of a number of processes that must be carried out before, during, and following the program. Before programming begins, an occupational therapist or therapists must be chosen to run the program and learn about the programs overall goals and objectives; volunteers must be
recruited to help run the program and receive training about the programming; and students must be enrolled and have an orientation meeting with the occupational therapist to be given a program pre-test to identify fine motor skills to work on during programming. During the program, students will participate in a variety of group fine motor occupations throughout weekly sessions led by an occupational therapist and parent/teacher volunteers. Following the program, students will have a follow-up meeting with the therapist to be given a program post-test and to discuss the student’s progress. Each of these processes will be further detailed in the following sections.

Major elements of the Helping Hands program are outlined in the Helping Hands Program Manual, which is a binder containing all of the important information, documents, and instructions on how to carry out the program. In this program manual you will find items such detailed programming activities for each session, a list of supplies needed, various forms needed for the occupational therapist leading the program, parents and volunteers, and also a copy of this program development plan explaining the program in its entirety.

**Occupational Therapist: Choosing & Instructing**

Approximately two to three months prior to the start of the program, Kristen Graham, Director of Therapy Services for NPESC, will be responsible for finding an occupational therapist that is interesting in running the program during the summer. Kristen could first approach therapists who have participated in ESY one-on-one services in past summers. If none of these therapists are interested in running the Helping Hands program, she could then open up the recruiting to all occupational therapists working for NPESC. This could be done by sending an informational e-mail to the therapists that includes a flyer about the program and open
position (Appendix E) and a more detailed description of the position (Appendix F). Therapists that are interested can communicate with Kristen for more details if needed. Kristen would choose a therapist using her best judgment. Once an occupational therapist has been chosen, Kristen will set up a meeting to discuss the overall program design with the therapist. Kristen will describe all of the programming processes to the therapist, including what happens before, during, and after the program. Kristen will also discuss the specific guidelines for students qualifying for ESY services, including documentation and funding.

**Volunteers: Recruitment & Training**

Although an occupational therapist will be the main facilitator and leader of the Helping Hands program, additional volunteers will be needed to help run the program. Potential volunteers for the program could be parents, teachers, and occupational therapy and/or special education undergraduate or graduate students. The amount of volunteers needed for the program would depend on the number of students enrolled. Two to four volunteers would be ideal for a group of six to ten students. This would put each group at a small ratio of students to adults, which would allow for close supervision, extra hands for managing materials, and extra leaders for smaller group activities. Kristen would also be in charge of recruiting volunteers for the program. She could send out e-mails to invite teachers and college students to volunteer, and notes home with students to seek parent volunteers. It would be practical to start the volunteer recruitment within the school hosting the program so that volunteers would be in close proximity to the location and would therefore reduce the amount of travel time to get to the program site for each session. Kristen could also branch out to neighboring schools in search of volunteers if needed. Once volunteers have been chosen, Kristen and the
The Helping Hands Program

occupational therapist will set up a meeting to discuss the overall program design with the volunteers. Kristen will describe all of the programming processes, including what happens before, during, and after the program, and the overall expectations and duties of the volunteers.

As indicated in the NPESC employee handbook (2010), individuals who wish to assist the Center by volunteering their services to its programs must be formally recommended by the Superintendent and endorsed by the Governing Board. All volunteers must complete a Volunteer Application Form and receive Governing Board approval before participating in any NPESC program. In addition, individuals who will be working with or supervising (e.g., field trips, tutors/mentors, etc.) students must undergo an Ohio Bureau of Criminal Identification and Investigation (BCI) check and Federal Bureau of Investigation (FBI) check. Individuals who have certain criminal convictions are not eligible to work with students. Prior to a volunteer participating in program activities the program leader will instruct the individual as to program protocols, Governing Board policies, confidentially requirements, responses to student misbehavior, etc.

Program Prep for Qualifying ESY Students

For those students attending the Helping Hands program who qualify for ESY services (and therefore receive district funding), a variety of additional processes must be completed in order to ensure their ESY occupational therapy services are carried out and documented correctly. It will be the responsibility of the student’s school year occupational therapist to report the student’s end of the year progress on IEP goals related to fine motor skills, using the documentation form attached in Appendix I. Kristen Graham, Director of Therapy Services for
NPESC, will be responsible for sending and obtaining this form from the therapists of the ESY students who will be attending the program in the summer. Once completed, this form will be given to the occupational therapist in charge of leading the Helping Hands program, so that relevant IEP goals can be addressed during the program.

**Program Orientation & Pre-testing**

Once students have been identified for the program as previously described, the occupational therapist that will be in charge of running the program that summer will set up an orientation meeting with students and their parents/guardians. The therapist will host 2-3 orientation meetings for small groups of students approximately one to two weeks before the start of the program. All program fees must be paid before attending the orientation. During this meeting the occupational therapist will administer a modified version of the Fine Motor Olympics Quick Screening (Bridgeman, 2002b) to determine areas of fine motor deficits that can be addressed during the course of the program. Instructions for each activity used in the screening can be found in the Helping Hands Program Manual. This screening tool was developed by an occupational therapist, and uses six fine motor activities to assess a variety of fine motor hand skills and to look for noted difficulties. The therapist will use the pre-test chart in Appendix G to record each student’s quality rating of performance for each skill as well as how long it took for the student to complete timed tasks. The therapist will then provide further comments about the level of assistance needed and any other observations noted during each activity. Next students will complete the Minnesota Handwriting Assessment (Reisman, 1999) so that the occupational therapist can make note of the student’s grasp, as well as fine motor precision and control used when completing the assessment. Students will
complete the assessment as described in the assessment manual, and will be scored in the categories of alignment and letter size only. Pre-test scores from this assessment will also be recorded on the corresponding portion of the Individual Student Record Form (Appendix G). While the students are being tested, parents will complete the parent/teacher needs assessment survey (Appendix C) about their child’s social and fine motor skills to help the occupational therapist get to know the child better and assist in identifying areas of strength and areas of needed improvement. Following testing, the occupational therapist will briefly discuss the needs assessment survey with each parent and then collaborate with them to decide on one fine motor goal and one social goal that the parents would like to see their child work on the most during the course of the Helping Hands program. Those students who are attending the program as part of ESY services will use their current IEP fine motor goals, along with one new social goal. Using the model of human occupation client-centered approach, all goals will be individualized for each student attending the program. Parent’s social and fine motor goals for their child during the Helping Hands program will be recorded in the appropriate sections of the Individual Student Record Form, attached in Appendix G. At the conclusion of the orientation meeting, all parents will be provided with a handout of activities and games to do at home to help develop and improve children’s fine motor skills (Appendix H).

Program Sessions

The NPESC Helping Hands program will be held on Tuesdays from 9:30 a.m. until 11:30 a.m. and runs for six sessions starting in the third week of June. Each of the six weekly sessions will be based around a weekly theme and will follow the same general outline of times and events as follows:
- 9:15 - 9:30 = Arrival and check-in; free play on the playground or in classroom
- 9:30 - 10:00 = Small group fine motor stations
- 10:00 - 10:30 = Whole group fine motor activities & games
- 10:30 - 11:00 = Whole group snack prep and mealtime
- 11:00 - 11:30 = Individual fine motor arts & crafts activity with show & tell discussion
- 11:30 = Free play on the playground or in classroom until parents arrive for pick-up

The times of each section of the sessions are meant to be tentative and flexible and may change during each session, at the discretion of the therapist, due to the amount of time various activities may take. The time schedule will be altered for the first session to allow time for basic program introduction tasks, such as going over classroom rules, expectations, and time schedule, and introducing program leaders, volunteers, and participants. The time schedule may be altered for the last session to allow time for basic program wrap-up tasks, such as thanking everyone for coming, discussing how skills learned can be used in other environments and situations, and completing final program evaluations. Each of the sections of the program sessions involve providing direct group therapy services to the students on IEP’s receiving ESY services, and will include various opportunities for practicing social skills while working on developing fine motor skills for all students.

One of the main goals of the Helping Hands program is to maintain fine motor skills such as grasp, dexterity, manipulation, coordination, strength, and endurance, all of which are necessary for educational tasks such as drawing, cutting, coloring, and handwriting. Following the model of human occupation, students participating in the Helping Hands program are working towards maintaining and developing important fine motor skills needed to fulfill the
role of a student in a classroom setting. As cited by Bayona et al. (2006), “research indicates that functional outcomes of particular importance for children with fine motor difficulties within the school setting are related to productivity and include (1) written communication (e.g., leaving appropriate spaces between words, copying legibly from the blackboard) and (2) fine motor/visual skills (e.g., using school-related materials, such as scissors and paintbrushes).”

Dexterity, manipulation and coordination are included as a focus of the Helping Hands program due to literature stating the importance of in-hand manipulation and visual motor skills on handwriting development (Case-Smith, 2002), which includes activities such as applying finger skill and movements to a game, using small objects to work through fingers, and coordinating finger movements to produce results. Grasp and strength are another skill that can influence handwriting and other fine motor performances, as Feder & Majnemer (2007) note that a less refined grasp and inability to hold a writing utensil properly can influence handwriting results.

During the small group fine motor station time, students will work in small groups of 2-3 students and rotate around to various fine motor occupations. Examples of fine motor station ideas can be found in the Helping Hands program manual. The occupational therapist leading the group will choose fine motor stations for each session that he or she feels are appropriate to address the fine motor goals and areas of weakness among the group. Students will engage in each occupation for approximately 5-7 minutes and will rotate to each of the fine motor stations. The therapist and volunteers will assist at each station to ensure that activities are being carried out as intended and to encourage socialization between the students during the occupation. Following the stations, students will all come together to complete whole group fine motor activities and/or games. Each of these activities and games will be related to the
weekly theme and will provide opportunities for students to work together and take turns. Next, students will work together to prepare a snack for the entire group to enjoy. Once everyone has done their part to prepare the snacks, all students will come together to enjoy snacks at mealtime and discuss the group activity or game. Finally, students will work parallel to one another to complete an individual fine motor arts and crafts project. This project will again be related to the weekly theme and will provide students with opportunities to practice socializing with others by sharing supplies, asking peers or adults for materials needed, asking for help, and describing their work to others. After all students have finished their arts and craft project they will share what they have done with the group and student and adults can ask questions about their work. All plans for each weekly themed session can be found in the Helping Hands Program Manual. Extra activities related to each weekly theme will also be included.

Throughout the program, the occupational therapist will make sure to choose and plan occupations that can address the current fine motor IEP goals that the ESY students have. The therapist will also complete daily documentation related the student’s specific IEP goals. This daily documentation will be the same online documentation that NPESC currently uses for the school year and ESY occupational therapy services. During sessions, therapist can use the form attached in Appendix J (Weekly Session Notes for ESY Students) to jot down notes throughout session, and then use these notes as a guide when entering online documentation after each session.

Throughout the sessions, volunteers will be in charge of monitoring all students’ social skills related to the program goals by using the Daily Social Skills Record attached in Appendix K.
Each volunteer will be in charge of observing 2-3 students throughout the day and making tally marks for each time the student requires verbal prompts during turn taking or in order to communicate needs to complete a task. Space is also provided for the volunteers to make additional comments about the student’s social participation and the prompts that were needed, so that these observations can be shared with the therapist at the end of each session.

At the end of each session after all students have been picked up, the therapist and volunteers will get together to discuss how the day went. They will share their observations of each child’s social participation and use of fine motor skills throughout each part of the session. They will then use this time to discuss the plans for the following program session. Finally, the occupational therapist will complete online documentation for all ESY students to make note of daily progress towards IEP fine motor goals.

Each of the sections of the program sessions are completed in a group setting and are focused around the basic principles of group dynamics related to the Functional Group Model (Schwartzberg, Howe, & Barnes, 2008). The first principle states that functional groups have a common goal and dynamic interaction between group members. All students involved in the program have a common goal of improving fine motor skills and appropriately socializing with other students among the group. The second principle states that functional groups provide sources of feedback and support (Schwartzberg, Howe, & Barnes, 2008). During all sections of each session, students receive feedback and support from the therapist, volunteers, and most importantly, each other. The third principle states that functional groups promote independence from the leader (Schwartzberg, Howe, & Barnes, 2008). During all sections of each session, the therapist will act as more of a facilitator rather than a direct leader of the
group. He or she will offer prompting and suggestions as needed to facilitate the use of fine motor and social skills. The fourth principle states that functional groups support growth and change of members (Schwartzberg, Howe, & Barnes, 2008), which the program does by providing multiple opportunities for social participation while also working to develop fine motor skills. The fifth principle states that functional groups have a capacity for self-direction (Schwartzberg, Howe, & Barnes, 2008). The program offers opportunities for self-direction as students are encouraged to continue practicing the social skills learned in settings outside of the program. The sixth principle states that functional groups can satisfy individual needs and social demands (Schwartzberg, Howe, & Barnes, 2008). The program does this by allowing each participant to work towards individualized fine motor and social goals while collectively promoting pro-social behaviors to enhance the overall academic performance and occupational engagement among all group participants.

Throughout the entire program, the therapist will choose the appropriate environment for conducting each section of the program sessions that best meets the demands of the task as well as the individual needs of each student. According to Kielhofner (2009, pp. 147-174), the environment includes the particular physical, social, cultural, economic and political features within a context that influences the motivation, organization, and performance of occupation. The environment will be set-up in a way that further promotes social participation and engagement from each student. The program sessions aim to create an environment where students feel comfortable practicing a variety of fine motor skills while socializing with peers and adults. The more opportunities the students have to practice these skills, the more likely
the skills are to become habitual and used on a more regular basis in a variety of academic and social situations.

As noted by Elliot and Gresham (1993), one of the most important outcomes of the schooling process is the development of social skills. Many children with social interaction difficulties are often unaccepted by their peers and are at risk for social-emotional difficulties and poor academic performance (Elliot & Gresham, 1993). Occupational therapist can play an important role in addressing social skills deficits among students. Occupational therapy activity groups have been noted as an effective intervention for elementary students who have social and behavioral difficulties (Davidson, 2010). A variety of social skills group formats can be helpful in improving children’s abilities to communicate with and get along with peers and adults (Davidson, 2010). Occupational therapists can engage children in seated or active play while modeling, teaching, and prompting appropriate social behaviors and skills, like asking to play, making requests or suggestions, and taking turns on a team (Davidson, 2010). The goal of this type of programming is to support improved social skills for occupational functioning in the classroom and other school settings. Student’s social and behavioral improvements in occupational therapy task groups have been shown to generalize to settings beyond the classroom (Davidson, 2010).

**Program Wrap-up & Post-testing**

During the last session of the Helping Hands six week program, all students will again complete the Fine Motor Olympics Quick Screening and the Minnesota Handwriting Assessment. The occupational therapist will use the same form (Appendix G) to record post-test scores and comments. Following the conclusion of the program, the therapist will compare
pre-test and post-test scores for both assessments to note areas of fine motor skills maintained, and any improvements attained. Parents will be mailed a copy of the student’s pre-test and post-test scores, a note about the progress they have made, and a note about the social skills progress the students have made throughout the program, as observed and noted by the therapist and program volunteers. Parents will also be provided with the contact information of the occupational therapist in case they have further questions or concerns about their child’s fine motor skills or social participation.

Once final progress notes have been completed for ESY students, the progress information along with the Progress Update Following ESY form (Appendix I), will be given to Kristen Graham. Kristen will then send both of these forms, along with a printout of the student’s daily summer documentation notes, to the school the student will be attending in the fall. The student’s school year occupational therapist will then be responsible for completing the rest of the Progress Update Following ESY for to make note of the student’s fine motor performance after attending the Helping Hands program, and to make note whether skills have been retained over the summer and recouped at the start of the school year.

**Budgeting and Staffing**

**Program Budget for Personnel**

The budget reflects the estimated costs for the first year of the Helping Hands program. Please refer to the following tables for a list of personnel and supplies and equipment needed to implement the program. Justification for each item is provided either following the table or within the table, which gives a rationale explaining how each personnel or item will be used.
### Personnel

<table>
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<th>Position</th>
<th>Total Hours</th>
<th>Hourly Rate</th>
<th>Total</th>
</tr>
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<tbody>
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<td>41</td>
<td>$35.00</td>
<td>$1,435.00</td>
</tr>
<tr>
<td>Volunteers (Parents/Teachers/College Students)</td>
<td>Approx. 4</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Subtotal:** $1,435.00

#### Rationale for Occupational Therapist, Helping Hands Program Leader.

The occupational therapist involved with the program will be issued a supplemental/temporary contract. Staff members who provide extended school year services will be paid up to his/her regular hourly rate of pay (NPESC, 2010). The rate of pay listed on this chart is based on the current rate of pay for occupational therapists that provide ESY services at NPESC, as noted by Kristen Graham, Director of Therapy Services. Employees with additional supplemental contracts with NPESC do not receive fringe benefits with these contracts, as benefits are already included in their standard school year contracts. Individuals who provide extended school year services must have proper certification/licensure to do so. The number of hours the occupational therapist receives pay is based on the following:

### Occupational Therapist Hours & Costs

<table>
<thead>
<tr>
<th>Paid OT Duty</th>
<th>Hours for Duty</th>
<th>Quantity of Duties</th>
<th>Total Hours for OT Duty</th>
<th>Total Cost at $35/hr Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT training sessions by Director of Therapy Services</td>
<td>1 hour</td>
<td>x 2 sessions</td>
<td>= 2 hours</td>
<td>$70.00</td>
</tr>
<tr>
<td>Volunteer training sessions by occupational therapist</td>
<td>1 hour</td>
<td>x 1 sessions</td>
<td>= 1 hours</td>
<td>$35.00</td>
</tr>
<tr>
<td>Student Orientation &amp; Pre-testing</td>
<td>1 hour</td>
<td>x 3 meetings</td>
<td>= 3 hours</td>
<td>$105.00</td>
</tr>
<tr>
<td>Planning &amp; Documentation time for OT</td>
<td>1 hour</td>
<td>x 6 sessions</td>
<td>= 6 hours</td>
<td>$210.00</td>
</tr>
<tr>
<td>Implement Helping Hands program sessions</td>
<td>4 hours*</td>
<td>x 6 sessions</td>
<td>= 24 hours</td>
<td>$840.00</td>
</tr>
<tr>
<td>Program Progress Notes</td>
<td>.5 hour</td>
<td>x 10 students</td>
<td>= 5 hours</td>
<td>$175.00</td>
</tr>
</tbody>
</table>

**Estimated Total Hours** = 40 hours

**Estimated Total Cost** = $1,435.00
The Helping Hands Program is based on the following schedule:

- 8:30am-9:00am: OT arrives, finalize daily plans, and set up for the day;
- 9:00am-9:15: volunteers arrive, orient volunteers to daily plan;
- 9:15am-9:30am: students arrive and play outside or in classroom;
- 9:30am-11:30am: program sessions;
- 11:30am-12:30pm: student pick-up, meeting with volunteers to discuss the day, and clean up for the day.

The specific position requirements for the occupational therapist that will be hired as the leader of the Helping Hands program are listed in Appendix F, which includes professional requirements, supervision, position summary, performance requirements, work conditions, and physical requirements. A flyer for recruiting a NPESC occupational therapist to fill this position can be found in Appendix E. The flyer can be e-mailed to all NPESC occupational therapists.

**Rationale for Volunteers.** Parents, teachers, and/or undergraduate and graduate students who choose to volunteer for aid in running the program will not be reimbursed for their services. Volunteers will be responsible for assisting the occupational therapist before, during, and after the program sessions as described previously in the programming section.

**Program Budget for Supplies & Equipment**

<table>
<thead>
<tr>
<th>Item</th>
<th>Justification</th>
<th>Cost per Item</th>
<th>Quantity</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Fine Motor Olympics Manual &amp; Activity booklet</td>
<td>This assessment will be used as a pre-test and post-test to evaluate student progress and program effectiveness.</td>
<td>In-kind (NPESC)</td>
<td>1 copy of each booklet</td>
<td>In-kind</td>
</tr>
<tr>
<td>Minnesota Handwriting Assessment</td>
<td>This assessment will be used as a pre-test and post-test to evaluate student progress and program effectiveness.</td>
<td>$82.00 (<a href="http://www.pearsonassessment.com">www.pearsonassessment.com</a>)</td>
<td>1</td>
<td>$82.00</td>
</tr>
<tr>
<td>Chairs and/or stools</td>
<td>Standard school chairs will be used to provide seating for students, volunteers, and OT</td>
<td>In-kind (school)</td>
<td>10-20 child sized 5 adult sized</td>
<td>In-kind</td>
</tr>
<tr>
<td>Tables</td>
<td>Rectangle or round tables will be used to provide work space for students</td>
<td>In-kind (school)</td>
<td>5</td>
<td>In-kind</td>
</tr>
<tr>
<td>Pens/Pencils</td>
<td>Blue/black ball point and standard #2 pencils will be used by the OT, volunteers, &amp; students as needed during various program activities.</td>
<td>In-kind (NPESC)</td>
<td>15 each</td>
<td>In-kind</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Source</td>
<td>Quantity</td>
<td>Price</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Desk &amp; chair</td>
<td>Standard teacher desk with drawers will be needed to store files and paperwork relevant to the program.</td>
<td>In-kind (school)</td>
<td>1</td>
<td>In-kind</td>
</tr>
<tr>
<td>Clipboards</td>
<td>For use by OT and volunteers when completing relevant program paperwork as needed before, during, or after program sessions.</td>
<td>In-kind (NPESC)</td>
<td>5</td>
<td>In-kind</td>
</tr>
<tr>
<td>1.5” 3 Ring Binder</td>
<td>For use by the OT to store forms and documents</td>
<td>In-kind (NPESC)</td>
<td>1</td>
<td>In-kind</td>
</tr>
<tr>
<td>General Arts &amp; Crafts Supplies (paint, brushes, markers, crayons, scissors, construction paper, cardstock)</td>
<td>These supplies will be used for various FM occupations. NPESC already has this type of supplies on hand for use each school year.</td>
<td>In-kind (NPESC)</td>
<td>Various amounts depending on each activity</td>
<td>In-kind</td>
</tr>
<tr>
<td>Roll Paper</td>
<td>For covering tables to keep clean and for use during FM occupations</td>
<td>In-kind (school)</td>
<td>Various amounts</td>
<td>In-kind</td>
</tr>
<tr>
<td>Scooter boards</td>
<td>For various FM occupations</td>
<td>In-kind (NPESC)</td>
<td>4 min (up to 10)</td>
<td>In-kind</td>
</tr>
<tr>
<td>Dry erase boards and markers</td>
<td>For various FM occupations</td>
<td>In-kind (NPESC)</td>
<td>4-5 boards 8-10 markers</td>
<td>In-kind</td>
</tr>
<tr>
<td>Transparent tape</td>
<td>For various FM occupations &amp; FM Olympics</td>
<td>In-kind (NPESC)</td>
<td>1 roll</td>
<td>In-kind</td>
</tr>
<tr>
<td>Dice</td>
<td>For various FM occupations &amp; FM Olympics</td>
<td>In-kind (NPESC)</td>
<td>6-8</td>
<td>In-kind</td>
</tr>
<tr>
<td>Various sizes and styles of tweezers/tongs</td>
<td>For various FM occupations &amp; stations</td>
<td>In-kind (NPESC)</td>
<td>10 pairs</td>
<td>In-kind</td>
</tr>
<tr>
<td>Various small items to pick up with tweezers/tong and find hidden in putty/sand/rice (i.e. beads, foam shapes, poms, etc)</td>
<td>For various FM occupations &amp; stations</td>
<td>In-kind (NPESC)</td>
<td>Various</td>
<td>In-kind</td>
</tr>
<tr>
<td>Ping pong balls</td>
<td>For various FM occupations</td>
<td>$4.50 @ Walmart</td>
<td>1 pgk 6 ct</td>
<td>$4.50</td>
</tr>
<tr>
<td>Cotton balls</td>
<td>For various FM occupations</td>
<td>$.97 @ Walmart</td>
<td>1 small bag</td>
<td>$.97</td>
</tr>
<tr>
<td>Clothespins</td>
<td>For various FM occupations</td>
<td>In-kind (NPESC)</td>
<td>20-30</td>
<td>In-kind</td>
</tr>
<tr>
<td>Thumbtacks</td>
<td>For various FM occupations</td>
<td>In-kind (NPESC)</td>
<td>10</td>
<td>In-kind</td>
</tr>
<tr>
<td>White glue</td>
<td>For various FM occupations</td>
<td>$.74 @ Walmart</td>
<td>10</td>
<td>$7.40</td>
</tr>
<tr>
<td>Google eyes</td>
<td>For various FM occupations</td>
<td>$.97 @ Walmart</td>
<td>1 bag (80ct.)</td>
<td>$0.97</td>
</tr>
<tr>
<td>Item</td>
<td>Use</td>
<td>Quantity/Size</td>
<td>Cost/Store</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------</td>
<td>------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Sequins</td>
<td>For various FM occupations</td>
<td></td>
<td>$.97 @ Walmart</td>
<td></td>
</tr>
<tr>
<td>Pom-pom balls</td>
<td>For various FM occupations</td>
<td></td>
<td>$1.97@ Walmart</td>
<td></td>
</tr>
<tr>
<td>Beads</td>
<td>For various FM occupations &amp; FM Olympics</td>
<td></td>
<td>$4.97 @ Walmart</td>
<td></td>
</tr>
<tr>
<td>Glitter (various colors)</td>
<td>For various FM occupations</td>
<td></td>
<td>$2.97 @ Walmart</td>
<td></td>
</tr>
<tr>
<td>Flat gimp (vinyl craft lace)</td>
<td>For various FM occupations</td>
<td></td>
<td>$4.97 @ Walmart</td>
<td></td>
</tr>
<tr>
<td>Straws</td>
<td>For various FM occupations</td>
<td></td>
<td>$.98 @ Walmart</td>
<td></td>
</tr>
<tr>
<td>Sand</td>
<td>For various FM occupations &amp; stations</td>
<td></td>
<td>$3.74 @ Walmart</td>
<td></td>
</tr>
<tr>
<td>Sponges</td>
<td>For various FM occupations</td>
<td>In-kind (NPESC)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Plastic wrap</td>
<td>For various FM occupations</td>
<td></td>
<td>$1.58 @ Walmart</td>
<td></td>
</tr>
<tr>
<td>Corn starch</td>
<td>For various FM occupations</td>
<td></td>
<td>$1.34 @ Walmart</td>
<td></td>
</tr>
<tr>
<td>Cookie sheets</td>
<td>For various FM occupations</td>
<td>In-kind (NPESC)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Round wooden toothpicks</td>
<td>For various FM occupations</td>
<td>$.58</td>
<td>1 box 250 ct</td>
<td></td>
</tr>
<tr>
<td>2 large buckets or clean trash bins</td>
<td>For various FM occupations</td>
<td>In-kind (school)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Paper towels</td>
<td>For clean up during FM occupations and for use during snack time</td>
<td>In-kind (school)</td>
<td>2 rolls</td>
<td></td>
</tr>
<tr>
<td>Large paper plates</td>
<td>For various FM occupations and for use during snacks</td>
<td>$1.96 @ Walmart</td>
<td>2 pkg 100 ct</td>
<td></td>
</tr>
<tr>
<td>Zipper close bags</td>
<td>For various FM occupations</td>
<td>$1.78 @ Walmart</td>
<td>1 pkg 18 ct</td>
<td></td>
</tr>
<tr>
<td>Clean plastic cups</td>
<td>For various FM occupations and for use during snack time</td>
<td>$1.28 @ Walmart</td>
<td>1 pkg 24 ct</td>
<td></td>
</tr>
<tr>
<td>Plastic containers/tubs &amp; lids of various sizes</td>
<td>For use during snack time</td>
<td>$4.98 @ Walmart</td>
<td>1 box assorted</td>
<td></td>
</tr>
<tr>
<td>Bubble wrap</td>
<td>For various FM occupations</td>
<td>$1.96 @ Walmart</td>
<td>1 roll 9.3 ft</td>
<td></td>
</tr>
<tr>
<td>Large brown paper bags</td>
<td>For various FM occupations</td>
<td>Recycled</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Packing peanuts</td>
<td>For various FM occupations</td>
<td>Recycled</td>
<td>1 large bag</td>
<td></td>
</tr>
<tr>
<td>Old newspapers</td>
<td>For various FM occupations</td>
<td>Recycled</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Shoe box lids</td>
<td>For various FM occupations</td>
<td>Recycled</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
<td>$137.82</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Justification</td>
<td>Cost per item (@ Walmart)</td>
<td>Quantity</td>
<td>Total cost</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------</td>
<td>---------------------------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>Red apples</td>
<td>Snacks item - week 1</td>
<td>$1.47 @ Walmart</td>
<td>1 lb (6)</td>
<td>$1.47</td>
</tr>
<tr>
<td>Peanut butter</td>
<td>Snacks item - week 1</td>
<td>$5.47 @ Walmart</td>
<td>1 40 oz jar</td>
<td>$5.47</td>
</tr>
<tr>
<td>Raisins</td>
<td>Snacks item - week 1 &amp; 2</td>
<td>$1.98 @ Walmart</td>
<td>1 pkg</td>
<td>$1.98</td>
</tr>
<tr>
<td>Cheerios</td>
<td>Snacks item - week 2 &amp; 4</td>
<td>$2.50 @ Walmart</td>
<td>1 box 8.9 oz</td>
<td>$2.50</td>
</tr>
<tr>
<td>Pretzel sticks</td>
<td>Snacks item - week 1 &amp; 2</td>
<td>$2.68 @ Walmart</td>
<td>1 lb bag</td>
<td>$2.68</td>
</tr>
<tr>
<td>Goldfish crackers</td>
<td>Snacks item - week 2 &amp; 4</td>
<td>$3.18 @ Walmart</td>
<td>1 8.9 oz box</td>
<td>$3.18</td>
</tr>
<tr>
<td>Graham crackers</td>
<td>Snacks item - week 3</td>
<td>$2.50 @ Walmart</td>
<td>1 box</td>
<td>$2.50</td>
</tr>
<tr>
<td>Vanilla frosting</td>
<td>Snacks item - week 3</td>
<td>$1.50 @ Walmart</td>
<td>1 can</td>
<td>$1.50</td>
</tr>
<tr>
<td>Blue food coloring</td>
<td>Snacks item - week 4</td>
<td>In-kind (NPESC)</td>
<td>1 tube</td>
<td>In-kind</td>
</tr>
<tr>
<td>White chocolate chips</td>
<td>Snacks item - week 2 &amp; 3</td>
<td>$2.38 @ Walmart</td>
<td>1 bag</td>
<td>$2.38</td>
</tr>
<tr>
<td>Red licorice (pull &amp; peel)</td>
<td>Snacks item - week 3</td>
<td>$1.88 @ Walmart</td>
<td>1 14 oz bag</td>
<td>$1.88</td>
</tr>
<tr>
<td>Vanilla pudding</td>
<td>Snacks item - week 4</td>
<td>$1.00 @ Walmart</td>
<td>4 packs 4 ct</td>
<td>$4.00</td>
</tr>
<tr>
<td>Nilla Wafers</td>
<td>Snacks item - week 4</td>
<td>$1.94 @ Walmart</td>
<td>1 box</td>
<td>$1.94</td>
</tr>
<tr>
<td>Gummy fish</td>
<td>Snacks item - week 4</td>
<td>$1.97 @ Walmart</td>
<td>1 small bag</td>
<td>$1.97</td>
</tr>
<tr>
<td>Sandwich crackers (assorted)</td>
<td>Snacks item - week 5</td>
<td>$2.48 @ Walmart</td>
<td>1 pkg 10 ct</td>
<td>$2.48</td>
</tr>
<tr>
<td>Cheese slices</td>
<td>Snacks item - week 5</td>
<td>$2.44 @ Walmart</td>
<td>1 pkg 16 ct</td>
<td>$2.44</td>
</tr>
<tr>
<td>Various fruit:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grapes</td>
<td>Snacks item - week 6</td>
<td>@ Walmart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strawberries</td>
<td></td>
<td>$3.89</td>
<td>.5 lb</td>
<td>$1.95</td>
</tr>
<tr>
<td>Bananas</td>
<td></td>
<td>$1.88 pkg</td>
<td>1 carton .5 lb</td>
<td>$1.88</td>
</tr>
<tr>
<td>Drinks</td>
<td>Students will be encouraged to bring a water bottle with a drink of choice to have available during program sessions, including snack time. A drinking fountain will also be available.</td>
<td>$0.00</td>
<td>n/a</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Subtotal: $42.46

**Total Program Budget**

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Staffing Costs</td>
<td>$1,435.00</td>
</tr>
<tr>
<td>Supplies &amp; Equipment</td>
<td>$137.82</td>
</tr>
<tr>
<td>Food &amp; Snack Items</td>
<td>$42.46</td>
</tr>
<tr>
<td>In-kind Support</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Subtotal of Program Costs:** $1,615.28

<table>
<thead>
<tr>
<th>Estimated Indirect Costs (25% of program subtotal)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$403.82</td>
</tr>
</tbody>
</table>

**Total Program Costs:** $2,019.10
Please note that the budgeting and staffing is based upon one cycle of the program for the previously mentioned expected number of eight participants. It is possible that more students could qualify for or express interest in the program than this budget plans for. In this case the program could be expanded by: 1) offering afternoon sessions in addition to morning sessions, 2) offering the program on multiple days of the week, or 3) offering programs at several locations throughout NPESC’s 27 school districts. If additional cycles of the program are added in future years in any of these three ways, budgeting for personnel and supplies and equipment, as well as grant funding sources, would need to be adjusted accordingly.

**Potential Funding Sources**

**Educational Service Center Funding Explanation Statement.** According to the Ohio Department of Education (ODE, 2010a) “Since ESCs have no legal taxing authority or bonding authority they must depend on revenues from member districts, from the state as prescribed in law, through contracted services to districts, and from competition for grants and state funding.” Over $250 million are spent to provide a range of ESC services annually, including Extended School Year (ESY) services (ODE, 2010a). The funding sources described below all fall into one of these noted ESC funding sources, and could each be used to cover some or possibly all of the expenses of the Helping Hands program at NPESC.

**Funding Source 1: The Ohio Department of Education.** According to the Ohio Department of Education website (ODE, 2010a), in 1989 senate Bill 140 allowed County Boards of Education (later renamed Educational Service Centers in 1995) to contract with city school districts to provide services and receive state funding to support that activity. About one-third of funding for ESC services comes from the state, either as unit funding for gifted and preschool
The Helping Hands Program

51

handicapped units, or as a per pupil allocation. The other two-thirds of ESC funding is paid by
member districts the agency serves through deductions or transfers that ODE makes out of the
district’s funds to the ESCs for special education extended services, supervisory services, service
contracts, or per pupil deductions. ODE generates a bi-monthly funding summary through the
use of a series of forms that show factors used in making the funding calculations. These forms
then show the results of these calculations and the amount awarded for each ESC. These forms
are titled J40403, J40404, and J40408 and can be accessed from ODE’s website
(www.ode.state.oh.us) through the path: Home > Finance > State Funding for Schools > Funding
for Educational Service Centers. Questions regarding funding for ESCs should be directed to Jim
Payton at the ODE Center for School Options and Finance at jim.payton@ode.state.oh.us or by
calling (614) 466-9044.

The Ohio Department of Education is the most practical and logical source of funding for
this type of program because state funds are regularly used to cover the costs of ESY services.
State monies can go directly to the ESC or can first go to the school district and then to the ESC
(ODE, 2010a). The school district can provide ESY in a variety of ways but the services must be
provided at no cost to parents (OLRS, 2011). Students who receive district funds for extended
school year services have the freedom to choose where they would like to go for ESY services,
and the Helping Hands program is meant to be an additional option for ESY services for
students who meet program inclusion criteria. Arrangements between NPESC and the district
will be made prior to the start of the program to cover the costs of programming for those
qualifying students who choose to use district funds. District funds through ODE would not be
available for those students who wish to attend the program but do not qualify for ESY services.
Funding Source 2: Sandusky/Erie County Community Foundation (SECCF). The grant making program of the Sandusky/Erie County Community Foundation (SECCF) covers a wide variety of needs throughout Erie County. These include, but are not limited to, Arts and Humanities, Community Development, Education, Environment, Health and Social Services and Youth Services. They encourage proposals for projects that: 1) enhance cooperation and collaboration among Erie County organizations, thereby eliminating duplication of services, 2) strengthen the organization’s capacity to serve the community, 3) have potential for leveraging other resources and demonstrate sustainability through additional funding from a broad base of supporters, and 4) yield substantial community benefits and serve a broad segment of the community, particularly the underserved. Grants range from a minimum of $1,000 up to $20,000, and are generally awarded for one year only. Grant projects must serve Erie County residents, which is one of the counties served by NPESC.

A completed grant application includes a proposal narrative, a budget form, and a set of required attachments. Applicants are to follow the application outline retrieved from SECCF’s website to complete an application process. Applications are available at the Foundation office or online at www.sanduskyfoundation.org.

The Sandusky/Erie County Foundation is a relevant funding source for this specific program because the services may benefit some children who reside in Erie County, which is a requirement of the grant. SECCF aims to cover needs of the county such as education, youth services, and community development, which all relate directly to the program goal. SECCF has provided funding for North Point Educational Service Center for various projects over the past 15 years totaling over $57,000, which helped to cover costs of other programming and
equipment. SECCF has funded summer programs for other organizations in the past, although none of these summer programs were specified as ESY programs (SECCF, n.d.b). This funding source offers grants that range from $1,000-$20,000, which could help cover costs of initial equipment needed to get the program started.

**Funding Source 3: Self-pay by Family of Student.** This method of payment is required by all other students who do not qualify for extended school year services funded by the district. Other summer programs that are not considered ESY programs, like those offered through local recreation centers, hospitals, and churches, regularly charge a fee to cover the costs of programming. Costs of these types of camps can range depending on the type and length of programming. The price per non-ESY qualifying student was determined to be $175 per student based on the cost of comparable programs in the area. The cost for families helps to cover portions of the overall cost of the program, including program leader wages and program supplies. All payments made by families must be received prior to the start of the program. Full or partial refunds will not be given once the program has started (i.e., if a student misses a session or decides not to attend the program altogether at the last minute).

**Program Self-Sufficiency Plan**

For the first summer of the NPESC Helping Hands program, grant monies will be needed to aid in purchasing the initial supplies and equipment for programming, as listed above. In following years of program implementation, some of the equipment can be re-used, with the exception of food related items and one-time use items (i.e. paper, paint, craft materials). In-kind assistance for the program provides a portion of the supplies and equipment needed. NPESC will aim to choose schools that will continue this in-kind assistance to host the program.
each summer. To cover the cost of food related items and other one-time use supplies in the future, local grocery stores, supermarkets, and craft stores could be asked to sponsor the program by making donations of these items.

For the first year of the program, it is expected that the parents of students who do not qualify for state-funded ESY services will be required to self-pay to aid in covering the cost of the occupational therapist that will direct and run the program. After the first year of program implementation, NPESC will provide statistical information to school boards within the 27 districts served about the effectiveness of the program on enhancing student’s fine motor skills and social participation. School boards may then choose to take over partial funding for the program as they see the value and benefit it brings to at students.

**Program Evaluation**

**Measuring Fine Motor Objectives**

1. At the conclusion of the Helping Hands program, 80% of participants will demonstrate maintained fine motor skills, as measured by an equal or greater quality rating scores on 6/6 activities from the modified Fine Motor Olympics Quick Screening.

   • This objective will be measured by comparing the pre-test (completed during orientation) and post-test (completed during the last session) quality ratings and/or time for each of the six activities from the modified version of the Fine Motor Olympics Quick Screening (Bridgeman, 2002b, 2002a). Scores for both pre-test and post-test will be recorded on the
Individual Student Record Form (Appendix G) and results of this objective will be reported for each student in their progress report completed by the occupational therapist at the end of the program.

2. At the conclusion of the Helping Hands program, 25% of participants will demonstrate improved fine motor skills, as measured by a greater quality rating scores on 1/6 activities from the Fine Motor Olympics Quick Screening.

- This objective will be measured by comparing the pre-test (completed during orientation) and post-test (completed during the last session) quality ratings and/or time for each of the six activities from the modified version of the Fine Motor Olympics Quick Screening (Bridgeman, 2002b, 2002a). Scores for both pre-test and post-test will be recorded on the Individual Student Record Form (Appendix G) and results of this objective will be reported for each student in their progress report completed by the occupational therapist at the end of the program.

3. At the conclusion of the Helping Hands program, 80% of participants will demonstrate maintained fine motor precision and control, as measured by equal or greater scores on the alignment and letter size categories of the Minnesota Handwriting Assessment.

- This objective will be measured by comparing pre-test (completed during orientation) and post-test (completed during the last session) scores of the Minnesota Handwriting Assessment (Reisman, 1999) in the categories of alignment and letter size. Scores for both pre-test and post-test will be
recorded on the Individual Student Record Form (Appendix G) and results of this objective will be reported for each student in their progress report completed by the occupational therapist at the end of the program.

4. At the conclusion of the Helping Hands program, parents will identify at least 3 games or activities they can use at home with their child to facilitate fine motor development.

- During the orientation meeting that occurs prior to the start of the Helping Hands program, all parents will be given a list of various simple and fairly inexpensive games and activities that can be done at home to encourage the development of fine motor skills. Each parent will verify that they have received a copy of these suggestions by signing and dating the appropriate portion of their child’s Individual Student Record form (Appendix G). This objective will be measured by asking parents to identify 3 games or activities they have tried or plan to try with their child to facilitate fine motor development at home by listing them in the appropriate section on the Parent Evaluation of the Helping Hands Program survey in Appendix M.

**Measuring Social Participation Objectives**

1. At the conclusion of the Helping Hands program, 75% of participants will demonstrate appropriate turn taking while engaging in group tasks, as measured by needing less than 2 verbal prompts during a 30 minute fine motor occupation, 3 out of 4 trials.
The objective will be measured be reviewing the number of tally marks received during each session as noted on the Daily Social Skills Record form (Appendix K) by program volunteers. The occupational therapists observations of each student’s social participation will also be considered when measuring this objective.

2. At the conclusion of the Helping Hands program, 75% of participants will communicate their needs to an adult and/or peer, as measured by needing less than 2 verbal prompts to begin and complete a fine motor occupation, 3 out of 4 trials.

The objective will be measured be reviewing the number of tally marks received during each session as noted on the Daily Social Skills Record form (Appendix K) by program volunteers. The occupational therapists observations of each student’s social participation will also be considered when measuring this objective.

Assessments

The Fine Motor Olympics Quick Screening

The Fine Motor Olympics (Bridgeman, 2002) is a program developed by an occupational therapist to provide therapists with activities to assist in achieving student’s fine motor goals. It is designed to be used in a school setting with students who have poor fine motor skills and handwriting problems. The Fine Motor Olympics Quick Screening tool uses six activities to evaluate a variety of hand skills including, separation of the two sides of the hand, tripod grasp, finger isolation, opposition, open web space, translation, simple and complex rotation. The six
activities range in difficulty level and students are rated on their performance of each activity using a modified rating scale (M=Mastered, L=Learning/Developing, E=Emerging, U=Unable). The therapist also makes note of the amount of time needed to complete the task, level of assistance needed during each task, and any difficulties that the student had. This assessment of fine motor skills is not a standardized assessment, and therefore does not provide norms of performance for comparison.

**Minnesota Handwriting Assessment**

The Minnesota Handwriting Assessment [MHA] (Reisman, 1999), which was developed by an occupational therapist is a tool used by occupational therapists to qualify young students’ manuscript handwriting. The MHA assesses five quality categories of handwriting, including legibility, form, alignment, size, and spacing. The assessment is meant to be used with first and second grade students and can be administered individually or to a classroom of students. The MHA can assess Palmer, Zaner-Bloser, and D’Nealian styles of manuscript handwriting, but does not assess cursive. The MHA also provides normative information of performance by more than 2,000 first and second grade students.

All students attending the Helping Hands program will be given the Minnesota Handwriting Assessment as a pre-test prior to starting the program, and again as a post-test at the completion of the program. Students will be scored in the categories of alignment and letter size according to the MHA manual, and scores for these two categories will be recorded on the appropriate portion of the Individual Student Record form (Appendix G). The occupational therapist giving the assessment will also make note of additional observations about the student’s handwriting performance by checking boxes that apply. For those students
who have completed first or second grade, performance will also be compared to norms for the assessment. Students in kindergarten will not be compared to assessment norms, as they are only provided for students who have completed half of first grade up to second grade.

**Formative Program Evaluation**

**Student Midterm Evaluation.** At the end of the third session, students will be asked to fill out the Student Evaluation form (Appendix L). Each question will be read to the students and students will be asked to circle or color in the smiley face that represent how they feel about ten items related to various parts of the program. Once all students have completed the forms, the occupational therapist will lead a short group discussion about what things students like and do not like about the program and why. Volunteers will be asked to record responses on the back of the child’s forms for future reference. The occupational therapist will use this information to make any necessary and appropriate modifications to the remainder of the program sessions as seen fit by the therapist and volunteers.

**Daily Occupational Therapist & Volunteer Meetings.** Following each program session, the occupational therapist and volunteers will meet to briefly discuss how each day went. The occupational therapist will make notes about each session by listing what went well and what needs improvement. These notes will aid at making necessary changes for following sessions for the current program or for programs in summers to come.

**Daily Social Participation Notes.** Volunteers will be responsible to tracking student’s daily social participation during each group activity using the Daily Social Skills Record (Appendix K). This record provides documentation of the frequency in which students need prompts for taking turns and communicating needs during each occupation of the sessions. A
space for comments is also provided for additional notes as needed. This form provides some insight as to whether or not the students are actively using appropriate social skills during sessions.

**Weekly Documentation for ESY Students.** The occupational therapist will be responsible for completing weekly documentation notes for each student attending the program for ESY services. The occupational therapist can take notes during each session related to the student’s fine motor IEP goals using the Weekly Session Notes for ESY Students form in Appendix J. At the end of each program session, the therapist will then use NPESC’s online documentation system to document about each session. These weekly notes will give insight as to whether the student is regressing, retaining, or improving on fine motor skills addressed in his or her IEP, and will further provide insight as to whether or not the Helping Hands program is making a difference in the student’s fine motor performance over the summer.

**Summative Program Evaluation.**

**Student Final Evaluation.** At the completion of the Helping Hands program, students will be asked to fill out the Student Evaluation form (Appendix L) again. Each question will be read to the students and students will be asked to circle or color in the smiley face that represent how they feel about ten items related to various parts of the program. During the last session, a brief discussion about the students overall feelings toward the program can be discussed as a whole group during the allotted discussion time. Final evaluation forms can also be compared with midterm evaluation forms to see if student’s feelings changed throughout the course of the program.
Pre-testing & Post-testing Results. Pre-test and Post-test scores from both the modified Fine Motor Olympics Quick Screening and the Minnesota Handwriting Assessment will be compared to evaluate the fine motor objectives related to these assessments. These results will provide evidence of maintain or improving on various fine motor skills addressed throughout the program. These scores can also be presented to key stakeholders, such as Kristen Graham (NPESC Director of Therapy Services) to show the overall effectiveness of the program.

Parent Evaluation. Following the completion of the Helping Hands program, parents will be asked to complete a satisfaction survey. Using the Parent Evaluation of the Helping Hands Program survey (Appendix M), parents will provide feedback about their perceptions of the overall program. This form can either be completed by 1) mailing the forms to parents following the program and including postage for them to send it back, 2) emailing the form to parents, or by 3) having Kristen Graham contact each parent to complete the survey over the phone. Results from this parent evaluation will be used to make improvements and/or changes to the program.

Program Effectiveness for ESY Students. At the beginning of the school year following the Helping Hands program, the occupational therapists providing services to those students who attended the program as part of ESY services will receive (from Kristen Graham) a copy of the student’s summer documentation notes, progress note following the Helping Hands program, and a copy of the Progress Update Following ESY form (Appendix I). These therapists will be responsible for completing the remainder of the Progress Update Following ESY form during the first quarter of the school year and sending it back to Kristen Graham. This will
provide insight as to whether attending the Helping Hands program assisted ESY students in maintaining fine motor skills over the summer, and therefore supporting the effectiveness of the program.

**Program Timeline**

A timeline outlining all major events of the program is included in Appendix N. The timeline contains the month and week in which various programming tasks should take place to ensure proper planning, implementation, and follow-up of the total program. This timeline is tentative and may require some adjustments at the discretion of Kristen Graham, NPESC Director of Therapy Services or the NPESC occupational therapist hired as leader of the Helping Hands program.

**Program Letters of Support**

An important part of the grant writing and program approval processes is providing letters of support by those in favor of starting and funding a specific type of program. An example of a letter of support in favor of starting and funding the NPESC Helping Hands summer ESY program to promote fine motor and social skills of students in grades K-2 is attached in Appendix O. Also attached in Appendix P is a list of additional people that would be program supporters and could also write a letter of support if needed.
References


Appendix A
NPESC Organizational Chart

Governing Board

Superintendent

Treasurer

Asst. Superintendent

Facilities Coordinator

Attendance Officer

Custodial Staff

Office Staff

Regional Director

Regional Director

Attendance Officer

Custodial Staff

Office Staff

Director of Institutional Services

Director of E.D. & Related Programs

Director of Early Childhood Program

Director of M.D. & Related Services

Director of Therapy Services

Psychologist Supervisor

School Psychologists

Assistant Director

Curriculum Supervisors

E.D. Program Supervisors

Early Childhood Lead Teacher

M.D. Program Supervisors

Physical Therapists

Student Services Specialists

Gifted Supervisors

E.D. Teachers

Early Childhood Teachers/Paraprofessionals

M.D.H.H. Teachers

Physical Therapy Assistants

Network Specialist

Gifted Teachers

E.D. Educational Assistants

Early Childhood Ed. Assistants

M.D. Educational Assistants

Occupational Therapists

Data Systems Manager

Attendance Officer

Juvenile Justice Program Supervisor

Early Childhood Teacher/Paraprofessionals

Transition Coordinators

Cert. Occupational Therapy Assist.

Video Support Specialist

Office Staff

Juvenile Justice Teachers

Early Childhood Ed. Assistants

Adapted Physical Education

Speech Language Pathologists

Fiscal Services Specialist

Office Staff

Juvenile Justice Educational Assist.

Auxiliary Staff

Office Staff

ALEC Program Supervisor

Auxiliary Staff

1. Nurse(s)

1. Parent Mentor

Library Services Specialist

ALEC Teachers

ALEC Educational Assistants

Office Staff

District Technology Support Specialists

Auxiliary Staff

2. Counseling

Office Staff
Appendix B

Needs Assessment Results:
Questionnaire for Otts, COTAs, & Special Education Teachers
(*= responses removed for confidentiality)

Dear North Point ESC Occupational Therapists and Special Education Teachers,

My name is Elise Roth, and I am an occupational therapy student from The University of Toledo. I am in my last semester of my OTD program and in the process of completing my final project, which is called “Capstone”. For this project I am working with North Point ESC to develop an ESY group program. As part of the program development process, I have to complete a needs assessment to explain why there is a need for this type of program at NPESC and how it will benefit students.

I am asking for your input about this program so that I am able to develop a program plan for NPESC that will hopefully turn into a running program in the near future! Please take a few moments to fill out this questionnaire and then email your responses to me at: elise.roth@rockets.utoledo.edu

Please answer questions that are applicable to you using as much detail as possible. Please feel free to contact me if you have any questions about the questionnaire or about my Capstone project!

- Please provide information about your current position (OT/teacher, class size or size of caseload, schools you are involved with*, ages of students you work with, diagnoses of students you work with). * removed for confidentiality

1. I am a COTA/L with NPESC and have a caseload of 43 students. I travel to 4 different schools. My students range in age from 3 to 18. There are several Dx’s including ADD, Autistic, Spina Bifida, CP, Downs Syndrome, Neuropathy, TBI
2. I am a COTA/L that works with 43 students. The students are in kindergarten to 7th grade and they have a variety of diagnoses such as brachioplexus injury, autism, cognitive delay, general developmental delay, cerebral palsy, learning disability, etc.
3. OTR, 210 students, 3 fulltime cota’s to supervise, 4 districts, 15 buildings; Diagnoses: autism, cerebral palsy, Down syndrome, ADHD, specific learning disability, hearing impaired, tourette’s, OCD, ODD, weaver’s syndrome, traumatic brain injury, visually impaired, amputee, cognitive disability, multiple disability; Ages: 3 to 22
4. OT, 40 students on direct caseload, 60 more students on COTA caseload. Preschool, 3-12, COTA: preschool through 2nd, Multiple Disabilities units on COTAs caseload.
5. I am and occupational therapist. I have 180 students which I supervise and have responsibility for. I have 3 COTAs that I supervise. Of the children on the caseload Ages are 3-21 with the majority being 8 and under. The main diagnosis we treat are Autism, ADHD, Specific learning disabilities, in smaller numbers I have visually or hearing impaired students, students diagnosed as bipolar, OCD or ODD. A few with neurological conditions brain tumors CP, muscular dystrophy.
6. Occupational therapist, practicing for 7 years. Last 2 years I have serviced school aged K-12 including4 buildings (Elementary, Middle School, High School, and private school). My caseload for last 2 years has been around 55 students. Most common diagnoses: ADHD, Autism, CP, Fine Motor delay, coordination delay
7. I am an occupational therapist. I am currently supervising 2 COTAs and the size of my caseload is 118 students. I serve 20 students directly and supervise the COTAs for the remainder. They each have a caseload of around 50 students. The age range is from preschool (3yrs) up until High School (18 years, sometimes until 21 years). The medical diagnoses of the students include, but are not limited to: Autism, Sensory Processing Dysfunction, ADHD, Down Syndrome, Spina Bifida, Cerebral Palsy, Rett’s Disorder, and Emotional Disturbance. The School Diagnoses include, but are not limited to: Cognitive Disability, Developmental Delay, Other Health Impaired, Speech and Language Impairment, Orthopedic Impairment, and Autism.

8. I am a COTA/L I have a caseload of 54 students, ages 3 to 22 with many diagnoses...ADD/ADHD, Autism/Asperger/PDD, Down Syndrome, ODD Developmental Delay, Cerebral Palsy, Muscular Dystrophy, Selective Mutism, Deaf/HI, Tourettes Syndrome, Low Vision, Seizure Disorder, Brain Tumor Recovery, TBI

9. Certified Occupational Therapy Assistant; Caseload: 50; Ages: Pre-K through High School; Diagnoses: ADHD, ASD, Down Syndrome, PDD, CP, etc.

10. Occupational Therapist-covering 5 districts: Local Schools, NPESC MD classrooms, preschool. I am responsible for 2 full time COTA’s, as well as all of the evaluations for all of the COTA’s students (initial and 3-year re-evals). I also have a direct caseload, covering all OT students for (33 kids)

11. COTA/L. My caseload is at 57 students and I work in Elementary, Jr High, High, multiple disabilities classroom. I work with preschool all the way up to high school (up to age of 22); the diagnoses are bipolar, ADHD, autism (school dx & medical), aspergers, ODD (I think one has a conduct disorder dx), mitochondrial disorder, Downs syndrome. I have regular ed kids without any dx that are categorized as a general lack of coordination. I work at _ and a lot of those kids are generally categorized as emotionally disabled/disturbed.

12. COTA/L 57students on caseload; Pre-school through 2nd grade and High School MD and general education students; Autism, Developmental Disability, Cognitive Delay, Paraplegic

13. I am a COTA/L. My caseload consists of approx. 53 students at this time. Age ranges from 3 up to 13. Some of the diagnoses of the kids are autism, cognitive disabilities, developmental delay, and lack of coordination.

14. OT w. caseload of 30 students...supervise another 40..autism, ADD, dev. delay

15. COTA/L, 60 students, autism, ADHD, Developmental Delays, Cognitive Disabilities, prek-10th grade

16. Occupational therapist/28 students

- **Approximately how many students on your caseload or in your classroom last school year qualified for extended school year services?**

  1. I did not have any qualify for ESY. I know that several of them did go to summer programs, but they were not through the school.
  2. N/A First job in the schools.
  3. 1
  4. 6-8
  5. 10 of the 180 qualified for extended school year services.
  6. 3
  7. Last year there was 1 student on my caseload (Out of 150 students) that qualified for ESY.
8. I have no students on caseload who qualified for ESY last school year.
9. Sorry, this is my first year 😊
10. 2 from my direct caseload
11. I do not know the answer to this since they changed the way that they do IEPs.
12. 0
13. I had one student last year that qualified
14. none with ESY
15. none
16. 2

- **Approximately how many students on your current caseload or in your classroom do you anticipate qualifying for extended school year services this summer?**
  1. Not sure.
  2. no response
  3. 0
  4. Only 1 that I know of, but most of my caseload is brand new for me this year.
  5. 10-15 may qualify this year for extended school year.
  6. 4
  7. I anticipate that 1-2 students on my current caseload will qualify for ESY this summer.
  8. I will most likely have none this year as well.
  9. To date, I have heard of 1
  10. maybe 1
  11. I do not know the answer to this.
  12. 0
  13. I have one for sure and possibly one or two more, not sure at this time of the year
  14. none for ESY this summer
  15. none
  16. maybe 5

- **Ots: What general goals are these students working on now?**
  1. Most are working on Fine Motor goals, visual motor, visual perceptual, SI regulation.
  2. Most students have handwriting or typing goals along with fine motor strengthening and endurance goals. I also have many goals related to tying shoes, zipping and buttoning, recognizing errors, visual-perceptual strengthening, etc.
  3. hand development
  4. Visual motor
  5. Goals are typically fine motor (strengthening, scissors and writing skills), Adaptive behaviors (sit and attend during circle time or class, transitioning between activities, and joint attention goals in small group) I have a few which I am working on feeding in preschool mainly, (some are increasing variety and textures other independent utensil use pacing
  6. fine motor, handwriting
  7. Engagement in structured tasks, functional use of upper and lower extremities, core control/balance, self care/feeding
  8. no response
  9. no response
10. Last year’s ESY students had goals directed toward fine and functional motor skill development
11. I have a lot of handwriting goals, sensory, typing, cutting, visual perception, reflex integration, fine motor, hand strengthening, bilateral hand coordination, name writing, vocational goals, counting money, and knowing personal info. I am attached to (for indirect tx) goals involving behavior (non aggressive & aggressive), staying on task, note taking, and active listening.

12. Adaptive behavior and fine motor, written expression goals

13. fine motor goals, adaptive behavior

14. sensory goals or fine motor/handwriting goals right now

15. no response

16. Handwriting, keyboarding, on task behavior, use of sensory modalities, home management tasks, money management tasks.

- Currently NPESC offers one-on-one extended school year occupational therapy services to students, but there has been an ongoing thought of developing some sort of summer group or camp. Do you think some student could benefit from ESY services in a group setting? Why or why not?

  1. I think that all students can benefit from ESY. It depends on their parents and what their families plan for their summer, and how it might fit in. I would think that if this is going to be offered, that we would need to present it at IEP meetings.

  2. Yes! I always believe a group setting will benefit a student because students are then able to learn from each other and work together through task.

  3. Some students benefit from group interaction depending on their documented area of need.

  4. Yes, for the social aspect as well as the camaraderie of working alongside others with similar difficulties.

  5. Many would benefit from group activities, strengthening and fine motor groups, eating groups and social skills groups would be beneficial. About 1/3 or 3 need individual therapy due to extreme short attention or “behaviors” or need for range of motion intensive needs.

  6. I do think that a group setting benefits certain students. A group setting allows opportunity to incorporate a social piece and provides the student with a different environment than 1 on 1 for better motivation.

  7. Some students may benefit from ESY services provided in a group setting because it would provide them with social engagement opportunities with their peers, as they experience throughout the school year. Others may not benefit from a group because they need the intensive intervention or limited distractions that 1:1 services offer.

  8. Yes, I think the program could benefit, but are districts going to pay for a benefit?? We can only refer if there is a NEED.

  9. Yes, I believe that some children could benefit from the socialization. Others will benefit from the extended services so they do not regress over the summer break.

  10. Yes-I think it is a great idea to have small group with peer modeling and varied skill levels

  11. Yes, many of my “emotionally disabled/disturbed”, aspergers, and autistic population could benefit from learning how to work better within a group

  12. possibly

  13. It is hard to say as this has never been attempted in the past, so I would say possibly.

  14. I think ESY group setting would be fine due to the nature of a small group environment and some student learn better that way..more like real classroom
15. The schools do not see the need for ESY for the students on my caseload
16. Yes, specifically for peer interaction, turn taking, waiting, modeling appropriate behaviors. But feel it needs to be done in conjunction with speech therapy if working on social skills.

- In a discussion with Kristen Graham, she identified the need for addressing social skills.
  - What are some social skills that you feel need to be addressed among your students? What social skills are your students most commonly lacking?
    1. Being socially appropriate, and pragmatic skill
    2. The appropriate way to interact with another student is mainly where I see issues with my students, especially those that have alternative ways to communicate. They touch one another frequently (ex: grabbing the other student’s shirt) and are distracting others, or the opposite, they are unable to communicate their feelings or thoughts to others and are very secluded.
    3. no response
    4. conversational skills, empathy, how to make friends/what makes a good friend, skills in public social situations
    5. The tough thing about social skills is after preschool we rarely write social skills goals. Often it is part of a behavior plan because goals for school aged children have to be academically based. However many children need social skills training, not just children on the autism spectrum also the children with mental health diagnosis and ADHD also need social skills training. They are commonly lacking self control, self expression (appropriateness), and social interaction.
    6. Turn taking, appropriate initiation, body awareness, impulsiveness, working with others
    7. The social skills that I feel I most commonly address are those that deal with is body awareness/personal space due to the high number of kids on my caseload with sensory processing difficulties. Other social skills that the students lack include: staying on topic when having a conversation with a peer or adult, knowing the difference between appropriate and inappropriate subjects to bring up with peers, and interrupting others.
    8. My students could use work on personal space awareness, turn taking in conversations, and not interrupting conversations of other. (We work on this all the time during our sessions).
    9. Social skills needed include turn taking, respect of personal space, initiating play, reciprocal communication, voice levels, etc.
    10. no response
    11. Learning to ask for things/ express self appropriately, following social rules, taking turns talking/no interrupting, listening, showing interest in what the other person has to say, eye contact (except autism), basic politeness, empathy, dealing with conflict
    12. Appropriate questions asking, turn taking, appropriate touch
    13. Reciprocal turn taking, appropriate questions/discussions with peers, personal space/keeping hands to self; Appropriate interactions with peers and adults
    14. need interpersonal skills with other students and self help
    15. Turn taking, speaking volume, appropriate calming techniques
    16. Poor eye contact, simple appropriate responses, waiting
Ots: How many students on your caseload could benefit from a social skills programming?
1. At least 15
2. I would estimate about 8-10 of my students.
3. no response
4. 17 students could benefit
5. no response
6. Probably all need work on social skills in some way.
7. at least 1/3
8. I have approx. 8-10 students who could benefit from this program.
9. Probably most of them, but thinking of them individually, 11-12 out of the 50.
10. no response
11. I honestly think that most/if not all of my -- kids (~20) could benefit, but a lot of them have a less than ideal home life that would affect participation/outcome/generalization to other settings; about 22 of my -- school district kids;
12. 10-15
13. The multiple disabilities kids would benefit the most from this.
14. none on my caseload for social skills presently
15. no response
16. 14

While Ots can incorporate social skills into interventions, there are not often school-based goals to directly address this need. Since many school-based OT goals address fine motor skills and handwriting, I plan to develop a group program that focuses on fine motor skills but also includes a social skills component (i.e. turn taking, asking for supplies, working together as a group, etc.).

What age group do you think could most benefit from a group like this?
1. I have students from preschool through high school that could benefit.
2. I would say kindergarten to 2nd grade.
3. Possibly the kindergarten through 4th graders.
4. Any age could benefit. For younger kids, the focus would be more on basic skills like you listed. For older kids, could also explore making friends, what a real friend looks like, using humor, social skills related to functioning in the world (telephone/email use, ordering at a restaurant, etc.). For older kids, the social skill becomes the writing topic, with a discussion or role playing following the writing. It may happen over several sessions.
5. I think both preschoolers and the k-grade 2 groups could be formed. The idea you presented sounds like a great idea for a group. My fear is since so few children qualify for ESY, the kids this group would focus on are not typically the ones who qualify for ESY (the criteria for ESY being a loss of skills over the summer which cannot be regained in the first few months of the next year).
6. preschool-4th
7. Kindergarten through 5th grade
8. It is my opinion that 6-15 year olds could benefit.
9. Pre-K through 6th grade
10. Sounds like a great idea with our students in the MD setting. Also, would be helpful for students who fall on the “spectrum”.

The Helping Hands Program   73
11. I think that 4th grade all of the way up to high school
12. all age groups
13. I would say under third grade would be benefit most because they are still “moldable” and possibly even preschool depending on the activities of the group. Older children would also benefit depending on cognitive status.
14. 10-18
15. PreK-6th
16. preschool through 3rd grade

- Do you have any ideas or suggestions for a program like this?
  1. I think it would be interesting to have a variety of ages...the older students could be given more responsible roles.
  2. I think many visual (picture) examples would work well with students, such as a picture of an appropriate social response and then one with an inappropriate social response with an x through it. I have talked about picture books with some teachers in my district and they are using a picture book for their sensory students having issues with social responses. Also, there are many cool teamwork ideas with trust being part of the task, such as students falling backward and trusting others to catch them. I don’t know about a younger age using this example but there are many more.
  3. no response
  4. It would be nice to have a schedule of activities planned out for each session in advance that could be used from year to year.
  5. no response
  6. Fine motor, Multi-sensory pre-handwriting/handwriting group, Sensory Motor group.
  7. Use sensory supports/sensorimotor opportunities to reinforce learning
  8. no response
  9. I’ll leave the ideas to you! 😊
  10. Check into what Fisher Titus offers-I’ve heard wonderful things about their summer programs
  11. not at this time
  12. no response
  13. Cooking activities always seem to be great activities for groups 😊
  14. no response
  15. no response
  16. Something with a “Team” theme. Like Camp Team Work – where a group fine motor task is completed and broken down into steps. Each person is required to complete their part and then team put parts together as a group, requiring waiting, attending, turn taking and encouraging or helping others in group.

- Suggestions on where to host an ESY group program within the NPESC district?
  1. That would be up to the principals/ administrators, and where they might have room.
  2. no response
  3. no response
  4. Good question???
  5. Camper building would be a good midpoint in the area I work for a group.
6. Central location with availability of tables/chair, but also room for sensory activities
7. Gymnasium or sensory room based on availability
8. I would think a central location (which might be hard to find) or maybe several locations??
9. A central location...maybe Bellevue or Townsend?
10. no response
11. Maybe Townsend? Centrally located
12. no response
13. That would depend on the majority of the kids’ home districts
14. Townsend
15. no response
16. Camper? Board Office?

- Would you be willing to be contacted by me to further discuss your thoughts on this program if needed? If so, please provide your preferred contact information. *

- Would you be willing to attend a focus group meeting with other occupational therapists and/or special education teachers to further discuss the development of an ESY group program for NPESC? If so, please provide your preferred contact information. *

Please also feel free to share any additional input you might have about ESY or group programming that was not directly addressed in the questionnaire!

Thank you for taking the time to complete this needs assessment questionnaire. Your feedback is greatly appreciated!!! 😊

Elise Roth
Appendix C

Parent/Teacher Needs Assessment Survey

Parents & Teachers,

To help us get to know your child/student better, please complete this survey about his/her social and fine motor skills. We will use this information to help plan activities that best meet the needs of your child/student.

Child’s Name:_______________________________________ Age:_______ Grade next year:_________

Please rate how difficult or easy it is for your child/student to use these social skills, and then provide any additional comments necessary to further explain or clarify your response.

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>Very Difficult</th>
<th>Somewhat Difficult</th>
<th>Neither Difficult nor Easy</th>
<th>Somewhat Easy</th>
<th>Easy</th>
<th>Unsure or N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in small group activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i.e. with approx. 3-8 other peers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in large group activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i.e. classroom)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joining a group of peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking turns (i.e. in a game or with toys/materials)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing (i.e. toys, supplies, snacks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing by the rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking for help, more, something needed from peers with words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking for help, more, something needed from adults with words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking permission from adult</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking appropriate questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking about self or own work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letting other peers talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating with peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments/Concerns about social skills:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Please rate how often your child/student demonstrates these fine motor difficulties, and then provide any additional comments necessary to further explain or clarify your response.

<table>
<thead>
<tr>
<th>Fine Motor Skills</th>
<th>Almost Never Less than 5%</th>
<th>Seldom 25%</th>
<th>Occasionally 50%</th>
<th>Frequently 75%</th>
<th>Almost Always More than 95%</th>
<th>Unsure or N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs help with clothing fasteners (i.e. buttons, zippers, snaps)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs help to tie shoe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs help to open food containers or packages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clumsy when manipulating objects, such as toys, utensils, fasteners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drops pencil or small items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty tracing lines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty coloring within the lines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty grasping and/or orienting scissors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty making continuous cuts with scissors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty staying on lines when cutting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grips pencil/crayon very tightly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pencil/crayon lines are dark; tears paper or breaks pencil/crayon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grips pencil/crayon very lightly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pencil/crayon lines are faint, wobbly, uncontrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tires easily with pencil/paper, color, or cutting task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slower than peers at completing fine motor tasks (i.e. writing, coloring, cutting, fasteners, tying shoes, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tries to avoid fine motor activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments/Concerns about fine motor skills:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Thank you for your insight!
The goal of the Helping Hands program of North Point Educational Service Center (NPESC) is to improve fine motor skills and provide opportunities for social participation for elementary school students as part of a summer program. Fine motor skills consist of grasp, dexterity, manipulation, coordination, strength, and endurance, all of which are necessary for educational tasks such as drawing, cutting, coloring, and handwriting. Social participation includes engaging in an activity while interacting with others within a group setting. All of these skills are necessary for all children in the school environment, and addressing these skills at a young age will help to build an early foundation for ongoing school success!

Hosted By: North Point Educational Service Center

For Students in Grades K-2

Games! Crafts! Snacks! Make Friends! Have Fun!

Date:
June 19 - July 24, 2012
Day:
Every Tuesday
Time:
9:30 - 11:30 a.m.
Location:
Townsend School

Groups Lead by: Certified Occupational Therapists!

Cost: $175

For more information contact:
Kristen Graham
Director of Therapy Services
(419) 684 - 5385
krgrham@npesc.org
We are looking for a
NPESC Occupational Therapist
To lead the NEW
*Helping Hands*
Summer Group Program

NEW Part-time summer position available through NPESC! This new program is for students in grades K-2 and works on enhancing fine motor skills while providing opportunities for social participation among peers and adults.

The position involves leading the program, conducting assessments, providing group interventions, and supervising volunteers.

Qualifications:
• Must be employed through NPESC
• Must have experience working with elementary students
• Experience with ESY programming is preferred, but is not required

Date:
June 19 - July 24, 2012
Day:
Every Tuesday
Time:
9:30 - 11:30 a.m.
Possible Location:
Townsend School

For more information contact:
Kristen Graham
Director of Therapy Services
(419) 684 - 5385
krgrham@npesc.org
Appendix F

Position Description for Occupational Therapist
Employed by North Point Educational Service Center

**Position Title:** Occupational Therapist, Helping Hands Program Leader

**Professional Requirements:**
1. Current registration as an occupational therapist by NBCOT
2. Current license to practice occupational therapy in the State of Ohio
3. Current employee of NPESC
4. Minimum of one year experience working with students, preferably in grades K-2
5. Previous experience working with ESY programming (preferred, but not required)

**Supervisors:** Kristen Graham, NPESC Director of Therapy Services

**Position Summary:**
The occupational therapist will lead the Helping Hands program hosted by NPESC. He or she will supervise and organize the occupationally-based program to address fine motor skills and social skills for elementary students in grades kindergarten through second.

**Performance Requirements:**
- Communicate with parents of students to schedule program orientation and follow-up
- Communicate with NPESC Director of Therapy Services to initiate program
- Administer, score, and interpret formal and informal fine motor assessments
- Collaborate with parents to choose individualized fine motor and social goals for each student
- Train and supervise volunteers
- Choose/create age-appropriate occupations for fine motor stations
- Collaborate with volunteers to plan and implement occupationally-based group activities
- Document demographic data, evaluations, observations, progress notes, and program evaluation materials as needed
- Conduct weekly meetings with volunteers to reflect on program sessions
- Comply with the occupational therapy licensure and AOTA code of ethics
- Report any and all violations of rules and regulations to supervisor
- Accept other duties as needed

**Working Conditions:**
- Work in various rooms and on the playground of Townsend School in Vickery, OH and/or other locations for hosting the program
- Sitting, standing, bending, lifting, and moving throughout work hours
- Involved with students, parents/guardians, and volunteers

**Physical Requirements:**
Must possess adequate sight and body mechanics that will ensure the ability to perform all duties required of this position.
Appendix G

NPESC Helping Hands Program: Individual Student Record Form

Occupational Therapist: ___________________________ Year: __________

<table>
<thead>
<tr>
<th>Name/School</th>
<th>Age</th>
<th>Grade (next yr)</th>
<th>Diagnosis</th>
<th>Current Services</th>
<th>Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>5</td>
<td>K</td>
<td>Autism</td>
<td>□ IEP (with OT) + ESY</td>
<td>□ ESY by district</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>1</td>
<td>ADHD</td>
<td>□ IEP (with OT)</td>
<td>□ Self-Pay</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>2</td>
<td>LD</td>
<td>□ IEP (without OT)</td>
<td>Date Paid:</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>3</td>
<td>Dev. Delay</td>
<td>□ No IEP</td>
<td>Amount Paid:</td>
</tr>
<tr>
<td>Home School:</td>
<td>9</td>
<td>4</td>
<td>Other</td>
<td></td>
<td>□ None</td>
</tr>
</tbody>
</table>

Individualized Goal #1: Fine Motor

______________________________

End of Program: □ Goal Met (date: __________) □ Making Progress
OT Comments:

______________________________

______________________________

______________________________

______________________________

______________________________

Individualized Goal #2: Social

______________________________

End of Program: □ Goal Met (date: __________) □ Making Progress
OT Comments:

______________________________

______________________________

______________________________

______________________________

______________________________

Parent received copy of fine motor activities for home: □ Yes □ No

Parent Signature: ___________________________ Date: __________
Helping Hands Program Pre-test & Post-test Screenings
Adapted from: The Fine Motor Olympics Quick Screening (Bridgeman, 2002b)

Students Name: ______________________________________

Pre-test Screening Date: _____________________________

<table>
<thead>
<tr>
<th>#</th>
<th>Name of Activity</th>
<th>Hand Skills Required</th>
<th>Quality Rating</th>
<th>Time (in sec)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Beads in the Bottle</td>
<td>S2, TR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Finger Print Animals</td>
<td>I, O, TG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Pencil Twirl</td>
<td>CR, S2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Pennies, Pennies, Pennies</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Shakers</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Stringing Cheerios</td>
<td>SH</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hand Skills: A=arches of the hand, CR=complex rotation, I=finger & thumb isolation, M=hand muscle development, O=opposition, P=pincer grasp, S2=separation of the 2 sides of the hand, SH=shift, SR=simple rotation, ST=sense of touch, TG=tripod grasp, TR=translation, WE=wrist extension & stability

Quality Ratings: M=Mastered, L=Learning/Developing, E=Emerging, U=Unable

Post-test Screening Date: _____________________________

<table>
<thead>
<tr>
<th>#</th>
<th>Name of Activity</th>
<th>Hand Skills Required</th>
<th>Quality Rating</th>
<th>Time (in sec)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Beads in the Bottle</td>
<td>S2, TR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Finger Print Animals</td>
<td>I, O, TG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Pencil Twirl</td>
<td>CR, S2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Pennies, Pennies, Pennies</td>
<td>SR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Shakers</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Stringing Cheerios</td>
<td>SH</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Helping Hands Program
Helping Hands Program Pre-test & Post-test Screenings
Adapted from: The Minnesota Handwriting Assessment (Reisman, 1999)

Students Name: ___________________________________________

Calculate scores following MHA guidelines and record score number in appropriate box.
Then place an X in the box with the corresponding score to indicate norm comparisons.

<table>
<thead>
<tr>
<th>PRE-TEST Date:</th>
<th>POST-TEST Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>Alignment Score</td>
<td>Alignment Score</td>
</tr>
<tr>
<td>Letter Size</td>
<td>Letter Size</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Grade</th>
<th>1st Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment Score</td>
<td>Alignment Score</td>
</tr>
<tr>
<td>Letter Size</td>
<td>Letter Size</td>
</tr>
<tr>
<td>Performing Like Peers</td>
<td>Performing Like Peers</td>
</tr>
<tr>
<td>29-34</td>
<td>29-34</td>
</tr>
<tr>
<td>27-34</td>
<td>27-34</td>
</tr>
</tbody>
</table>

| Performing Somewhat Below Peers | Performing Somewhat Below Peers |
| 22-28 | 22-28 |
| 15-26 | 15-26 |

| Performing Well Below Peers | Performing Well Below Peers |
| 21 or fewer | 21 or fewer |
| 14 or fewer | 14 or fewer |

<table>
<thead>
<tr>
<th>2nd Grade</th>
<th>2nd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment Score</td>
<td>Alignment Score</td>
</tr>
<tr>
<td>Letter Size</td>
<td>Letter Size</td>
</tr>
<tr>
<td>Performing Like Peers</td>
<td>Performing Like Peers</td>
</tr>
<tr>
<td>31-34</td>
<td>31-34</td>
</tr>
<tr>
<td>27-34</td>
<td>27-34</td>
</tr>
</tbody>
</table>

| Performing Somewhat Below Peers | Performing Somewhat Below Peers |
| 26-30 | 26-30 |
| 19-26 | 19-26 |

| Performing Well Below Peers | Performing Well Below Peers |
| 25 or fewer | 25 or fewer |
| 18 or fewer | 18 or fewer |

Additional Observations:
☐ Uncoordinated finger movements
☐ Tremors of the hands/fingers
☐ Limited movement in fingers/wrist/elbow
☐ Inappropriate grasp of pencil - grasp: ____________
☐ Frequent adjustment of grasp during writing
☐ Too light/too heavy pencil pressure
☐ Changes hands during writing task
☐ Erasure creates holes in paper
☐ Written work is messy
☐ Rests head when writing
☐ Squints during writing tasks
☐ Poor trunk stability
☐ Poor sitting balance
☐ Easily distracted when writing
Appendix H

Home Activities to Improve Children’s Fine Motor Skills

The following is a list of activities and games that can be done at home to encourage and promote fine motor skills development. The first section includes fine motor activities which can be done at home for more practice using the smaller muscles of the hands. The second section includes visual motor activities for improvement of visual/perceptual skills and hand-eye coordination. The last section includes gross motor activities which are important for developing the foundational postural musculature needed for fine motor activities.

Fine Motor Activities:
- Stringing beads, Cheerios, Fruit Loops, macaroni
- Lacing cards or shoes
- Using kitchen tongs or tweezers to pick up various items of various sizes/shapes/textures
- Using a hole punch to make a picture (and also make confetti)
- Coloring with items on a vertical surface (paper on an easel or the wall/window)
- Cutting fringe around a large piece of paper to make a placemat
- Cutting simple shapes (circles, squares, triangles) and line (straight, curvy)
- Forming shapes/letters with pipe cleaners
- Making sand art pictures, using a glue bottle to draw lines and sprinkling sand on glue
- Drawing shapes/letters in shaving cream, pudding, dry Jello, or sand, on a cookie sheet
- Building with small blocks or Legos
- Making sculptures or letters out of playdoh or clay
- Using squirt bottle to water plants or make pictures on the sidewalk
- Build marble mazes with PVC pipes
- Stirring to mix ingredients (cookie dough, trial mix, homemade playdoh, etc.)
- Opening and closing jars, containers, or zip-loc baggies
- Using an eye dropper to drop colored water onto coffee filters or paper towels
- Squeezing clothes pins to hang clothes or artwork on a line
- Make paper clip chains, necklaces, or bracelets
- Assembling nuts and bolts on a piece of scrap wood
- Placing coins in a piggy bank or plastic container with a small slit in the top (while also trying to keep as many coins in palm of hand without dropping them)
- Sorting small items such as food, buttons, or beads into an empty egg carton, then use pinching fingers to take them out one at a time
- Cut drinking straws into tiny pieces and place onto string or yarn to make a necklace
- Pencil gymnastics, twirling a pencil between fingers like a baton
- Finding small items hidden in playdoh, sand, or other materials
- Using cookie cutters to press shapes out of cookie dough or playdoh or to trace shapes onto paper
Visual Motor Activities:
- Completing simple mazes
- Writing name on paper with lines
- Tracing stencils
- Playing tic-tac-toe, card games, Connect Four, Ants in the Pants, Lite Bright, Operation, Hungry Hungry Hippos, Cat’s Cradle
- Tracing letters/numbers written with a light colored marker or highlighter
- Connecting dot-to-dot patterns
- Copying motifs (repeated designs, such as zig-zag, curved, angled, and straight lines)

Gross Motor Activities:
- Animal walk races (crab walk, bear crawl)
- Wheelbarrow races
- Playing catch with a small ball (tennis ball or smaller)
- Carrying heavy items as chores (laundry basket, grocery bags, baskets of toys, watering can, etc.)
- Playing on playground equipment (monkey bars, swinging, climbing)
- Playing “Simon Says”, incorporating different ways to move (jumping, hopping, skipping, galloping, running, taking big steps, taking small steps, jumping jacks, spinning, etc.)
- Playing tug-of-war with a friend or dog

If you have any questions about the activities on this list, or if you have ideas to add, please contact the leader of the Helping Hands program at:

Name:___________________________________________
Phone #:_________________________________________
Email:___________________________________________

We hope that you find the activities and games on this list to be helpful!
Appendix I

Progress Update Following ESY:
with Occupational Therapy Services provided by the Helping Hands Program

Student Name: ________________________________ Collection Period: 20__-20__ School Year

(Documentation to be included with Summer ESY Helping Hands Program individual student progress)

<table>
<thead>
<tr>
<th>IEP Fine Motor Goal(s):</th>
<th>End of School Year Present Levels of Performance</th>
<th>Beginning of School Year Present Levels of Performance</th>
<th>Has the student reached demonstrated ability comparable to what he/she performed at the end of the school year? Was progress maintained or recouped?</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Goal 1:</td>
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<tr>
<td>Objective 1:</td>
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<td>Objective 2:</td>
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<td>Objective 3:</td>
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<tr>
<td>Therapist Name &amp; Date:</td>
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Notes:
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Appendix J

Weekly Session Notes for ESY Students

Student Name: __________________________________________

Collection Period: Summer ESY Helping Hands Program

<table>
<thead>
<tr>
<th>IEP Fine Motor Goal(s):</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
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<td><strong>Objective 3:</strong></td>
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<tr>
<td>Area of need from Screening (e.g., Complex Rotation):</td>
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<td>Area of need from Screening:</td>
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Notes:

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Appendix K

Daily Social Skills Record

Students Name: ____________________________________________ Year: ______________

*Mark a tally for each verbal prompt needed

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Stations</th>
<th>Group games</th>
<th>Snack</th>
<th>Arts/Crafts</th>
<th>Stations</th>
<th>Group games</th>
<th>Snack</th>
<th>Arts/Crafts</th>
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</tbody>
</table>

Additional Comments:

Week #1: observation & comments by: ____________________________
________________________________________________________________________
________________________________________________________________________

Week #2: observation & comments by: ____________________________
________________________________________________________________________
________________________________________________________________________

Week #3: observation & comments by: ____________________________
________________________________________________________________________
________________________________________________________________________

Week #4: observation & comments by: ____________________________
________________________________________________________________________
________________________________________________________________________

Week #5: observation & comments by: ____________________________
________________________________________________________________________
________________________________________________________________________

Week #6: observation & comments by: ____________________________
________________________________________________________________________
Appendix L

Student Evaluation of the Helping Hands Program

Name:____________________________________Date: ___________________

Please circle or color in your answer.

😊=A LOT 😊=A LITTLE 😕= NOT AT ALL

1. I like coming to Helping Hands.
   😊😊😊

2. I have fun at Helping Hands.
   😊😊😊

3. I like doing stations.
   😊😊😊

4. I like the group games.
   😊😊😊

5. I like the arts & crafts time.
   😊😊😊

6. I like show & tell time.
   😊😊😊

7. I like playing with my group.
   😊😊😊

8. I like making snacks.
   😊😊😊

9. I like eating snacks with my group.
   😊😊😊

10. I want to come to Helping Hands next summer.
    😊😊😊

Occupational Therapist: _____________________________________________

Comments: __________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
Appendix M

Parent Evaluation Survey of the Helping Hands Program

Please take the time and fill out this survey to evaluate the Helping Hands program. Your feedback will assist in helping to improve the effectiveness of the program for students to come.

1. What, if any, changes have you noted in your child’s fine motor skills after attending the Helping Hands program?

2. What, if any, changes have you noted in your child’s social skills after attending the Helping Hands program?

3. What did your child report liking about the program?

4. Was there anything your child reported not liking about the program?

5. What aspects of the program did you like?

6. What aspects of the program did you not like or think need improvements?
7. Do you have any suggestions or recommendations of how to change or improve the program for next summer?

8. How well did the Helping Hands staff communicate with you?

9. Did you find the list of games and activities to do at home helpful?

10. Please list 3 games and activities from the list that you tried or plan to try with your child.

   1) 

   2) 

   3) 

11. Overall, what is your satisfaction level with the Helping Hands program?

12. Would you have one of your children attend the program again or recommend it to a friend?

   Thank you for your input!
## Appendix N

### Timeline

<table>
<thead>
<tr>
<th>PROGRAM TASKS</th>
<th>WEEK (Summer 2012)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1 5/6-5/12</td>
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<tr>
<td>Complete needs assessment</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Choose site for hosting camp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruit &amp; hire OT</td>
<td>X X X</td>
<td></td>
</tr>
<tr>
<td>Recruit students for camp</td>
<td>X X</td>
<td></td>
</tr>
<tr>
<td>Enroll students in camp</td>
<td>X X X</td>
<td></td>
</tr>
<tr>
<td>Fill out student record form</td>
<td>X X X X X X X X X X</td>
<td></td>
</tr>
<tr>
<td>Train OT</td>
<td>X X</td>
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</tr>
<tr>
<td>Order/Purchase supplies</td>
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<td></td>
</tr>
<tr>
<td>Recruit volunteers</td>
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<td></td>
</tr>
<tr>
<td>Train volunteers</td>
<td>X X</td>
<td></td>
</tr>
<tr>
<td>Attain progress update form from school year OT (appendix H)</td>
<td>X X X X</td>
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</tr>
<tr>
<td>Student orientation &amp; pre-test</td>
<td>X X</td>
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</tr>
<tr>
<td>Parents complete NA survey &amp; establish goals with OT</td>
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<tr>
<td>Implement program</td>
<td>X X X X X X X X X X</td>
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<tr>
<td>Daily social participation note</td>
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<tr>
<td>Daily ESY documentation</td>
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<tr>
<td>Weekly OT/volunteer meeting</td>
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<tr>
<td>Post-test</td>
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<tr>
<td>Implement formative evals</td>
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<tr>
<td>Student evaluation</td>
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<tr>
<td>Summative eval by OT/volunteers</td>
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<tr>
<td>Summative eval by parents</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Comparing pre &amp; post-tests</td>
<td>X X X</td>
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</tr>
<tr>
<td>End of program progress notes</td>
<td>X X X X X X X X X X</td>
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</tr>
<tr>
<td>Send progress update following ESY to school year OT (appendix H)</td>
<td>X X X</td>
<td></td>
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</tbody>
</table>
Appendix O

Letter of Support

April 2, 2012

To Whom It May Concern,

I am writing in support of the proposed Helping Hands summer program for elementary school students at North Point Educational Service Center (NPESC). This program promotes the development of fine motor skills such as grasp, dexterity, manipulation, coordination, strength, and endurance, all of which are necessary for educational tasks such as drawing, cutting, coloring, and handwriting. This program also promotes social skills, as students interact with others and work together in a group setting. Both of these skills are necessary for all children in the school environment, and addressing these skills at a young age will help to build an early foundation for ongoing school success. This program would be a valuable addition to the existing services offered through NPESC.

Sincerely,

Danielle Davie, MOT, CTR/L
NPESC Occupational Therapist
Appendix P

List of Additional Supporters

Kristen Graham, MA, CCC/SLP
Director of Therapy Services
North Point ESC - Townsend
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kgraham@npesc.org

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