

# GENERAL RECREATION SCREENING TOOL (GRST)

The purpose of this screening tool is to help determine the client's functional level (between 0 and 10 years) in eighteen skill areas related to leisure. The original version of the GRST was developed at Rainier School in Buckley, Washington. In this version the assessment has remained basically the same, with the primary changes being an updating of the terms used to reflect the 1988 ICF-MR (Intermediate Care Facility for the Mentally Retarded) regulations. The original score sheet, Idyll Arbor, Inc. A111 is used with this version of the assessment.

This assessment helps determine the strengths and weaknesses of the client. The results also provide a developmental level for each assessed functional skill as it relates to the client's leisure capabilities. The material within the developmental levels was compiled from more than 12 different development charts, each one selected because it had been tested for the accuracy of the stated developmental ages.

## SCORING THE GRST

The GRST provides the recreational therapist with two or more skills associated with each developmental level. Read the developmental skills listed in each age group for each of the functional leisure skill categories. If the client has demonstrated 50% to 75% of the skills listed within the age group, draw a dashed line through that age group. If the client has demonstrated 75% or more of the skills listed within the age group, draw a solid line through that age group. (Please refer to the score sheet for an example.) The skills listed within each category may not be in exact developmental order, so it is important to read the entire paragraph prior to scoring.

Idyll Arbor, Inc. staff have found that the accuracy of the assessment increases significantly if the recreational therapist has observed the client in various activities in a variety of settings prior to filling out the assessment.

---

## PHYSICAL DOMAIN

---

### GROSS MOTOR

**0-6 months**      The client needs some assistance to support head/trunk when in sitting position. When an object, such as a maraca, is placed in his/her hand, client is not able to (or has difficulty) shaking object. Client is able to turn head from side to side when lying on back. Can momentarily lift head from bed.

**6-12 months**    Client can sit without support, pulls self to standing. Client is able to crawl, is able to support head in upright position when sitting. Client can roll from back to abdomen.

**1-3 years**        Client can lift chest and abdomen off ground when on belly. Client is able to sit in supportive chair (up to 10 minutes). Client

is able to change from lying-down position to sitting position. Walks with some supportive help.

**3-6 years**

Client can walk/run without help. Kneeling, standing, throwing ball, and going up stairs (2 feet on each step) possible without falling. Client is developing skills to pick up ball or to kick ball while maintaining balance. When jumping, jumps with both feet. Enjoys jumping off low step. Client is able to stand on one foot for a very short time and can tiptoe a short distance.

**7-10 years**

Client goes up stairs using alternate feet. Client is learning to skip and hop, maybe even skate. Can walk backwards with heel to toes. Can catch and throw ball reliably. Can throw ball overhand.

## FINE MOTOR

0-6 months	Client's hand will usually clench toys placed in hand, but will not reach for them. Client will clutch own hand, pull at blankets and clothes. Client will try to reach toys with hand but will frequently overshoot them. Client will attempt to place toys in his/her mouth. Client cannot pick toy up after s/he drops it.
6-12 months	Client will pick up a dropped toy. When client has one toy in his/her hand and is offered another one, will drop first. May be able to transfer from one hand to the other. Client enjoys banging toys on table. When grasping for a toy, may begin to use pincer grasp using index, 4th, and 5th fingers against lower part of thumb. Client may attempt to hold crayon. Reaches persistently for toys out of reach.
1-3 years	Client turns pages of books, one page at a time. When playing with blocks, can build tower to eight blocks high. Client is developing the skills to move fingers independently.
3-6 years	Client can construct bridges with 3 cubes. Client accurately places small objects in narrow-necked bottle (or other small opening). When drawing, client can imitate a

cross, copy diamonds, copy circles, and can name what s/he has drawn. Toward end of this developmental grouping, the client can draw stick man, numbers, letters, or words. Client uses scissors, simple tools, or pencil well.

## EYE-HAND COORDINATION

0-6 months	Client is able to follow moving objects with eyes for short periods of time (under 10 seconds). Client will visually track object by turning head up to 180 degrees.
6-12 months	Client is able to maintain visual contact with small objects that s/he is interested in (not just blank staring).
1-3 years	Client demonstrates intense interest in picture books, will turn pages of book while "reading". Client will build tower of cubes or will align two or more objects like a train. In drawing, the client imitates vertical and circular strokes.
3-6 years	Client is able to copy simple geometric figures, places geometric forms into the correct opening of form board.
7-10 years	Client is aware of the fact that his/her hand can be used as a tool to get things done. Client likes to draw, print, and color.

---

## COGNITIVE DOMAIN

---

### PLAY BEHAVIOR

0-6 months	Client does not seem to be playing but watches movement/turns head toward sounds in room for short periods of time. Client plays with his/her body; follows others without purpose; does gross motor activity without purpose. Client just sits looking around.	3-4 years	Client plays with toys; engages in activities similar to the other clients/staff nearby, but plays next to, instead of with, others.
6-9 months	Client watches others play, might even communicate with them, but does not actively participate.	4-5 years	Client plays with others. There is no organization of play activities, no division of labor, and no product. Each client acts independently; the client's interest and actions are directed toward being with the other clients instead of directed toward the play activity.
9 months to 3 years	Client engages in playful activity alone and independently. Others may be playing nearby, but their play does not influence client's own play activity.	5-10 years	The client plays with other clients in an organized manner for a purpose (e.g., making something, formal games). The client feels like s/he belongs to the group. The client plays a role (leader/follower) and the others support that role to some degree.

## STRUCTURE OF PLAY

- 0-12 months Client explores world visually by random movement. As ability to grasp and ability to put things in his/her mouth develops, explores the world this way also.
- 1-5 years Client engages in make-believe and dramatic play.
- 5-10 years Client engages in playful activities that tend to produce an end product or be part of a formal game.
- 10+ years Client's playful activities become more complex with planning for future goals and activities included. Daydreaming and introspection evident.

## LANGUAGE USE

- 0-6 months Client will use simple body language to communicate (e.g., holding hands out to be hugged). Client can make consonant sounds "n," "k," "g," "p," "b," and vowel like cooing sounds interspersed with consonantal sounds (e.g., ah-goo).
- 6-12 months Client begins to laugh out loud. Client takes pleasure in hearing his/her own sounds. Client is able to produce vowel sounds and chain syllables (baba, dada). Client "talks" (produces sounds) to imitate talking when others are talking. Client may say one word ("he," "bye," "what," "no"). Client can make consonant sounds "t," "d," and "w."
- 1-3 years Client can say two or more words ("up," "down," "come," and "go") with meaning. Client is beginning to understand the concept of time; waits in response to "just a minute." Client refers to self by name.
- 3-6 years Client now has a vocabulary greater than 900 words and can give his/her first and last name. Client uses three to four words in his/her sentences. Client tends to tell exaggerated stories.
- 7-10 years Client is fascinated by rhymes, alliteration, anagrams, codes and ciphers, foreign words and phrases, puns, and onomato-

poesia. S/he likes to play with the ambiguities of language, as in "You want me to take my vitamins? Okay, I'll take them to my room."

## LANGUAGE COMPREHENSION

- 0-6 months Client will squeal aloud to show pleasure, coos, babbles, and chuckles. Client just beginning to imitate (cough, protraction of tongue).
- 6-12 months Client comprehends "no-no" and can inhibit behavior to verbal command of "no-no." Client can respond to simple verbal commands. Client reacts to staff anger; cries or pouts when scolded. Client responds to his/her own name. Client takes pleasure in hearing his/her own voice.
- 1-3 years Client can comprehend meaning of several words (comprehension always precedes verbalization). Client understands simple verbal commands (e.g., "Give it to me," "Show me your eyes.>").
- 3-6 years Client obeys four prepositional phrases (under, on top of, in back of, or in front of). Client is beginning to be able to follow up to three commands in succession.
- 7-10 years Client can define common objects, such as fork and chair, in terms of their use. Client can describe the objects in a picture instead of just naming what they are. The client does not doubt the accuracy of the written word, just because it's in print.

## NUMBERS

- 3-6 years Client can repeat four digits. Client is beginning to be able to name coins (nickel, dime, etc.). Client may begin to show some understanding of numbers through counting objects. Client may pretend to tell time.
- 7-10 years Client reads ordinary clock or watch correctly to nearest quarter hour. Client can make change for a quarter. Client can count pennies.

## OBJECT USE AND UNDERSTANDING

0-6 months	Client begins to recognize familiar faces and objects. Client anticipates feeding when s/he sees familiar luncheon ware. Client is discovering parts of his/her body, but does not really know what they "do."
6-12 months	Client begins to be aware of depth and space in play. Client can hold a crayon to make a mark on paper. Client explores objects more thoroughly (e.g., clapper inside of bell used during music time).
1-3 years	Client knows how to turn pages of book, but turns many pages at a time. Client begins to recognize objects by name. Client experiences joy and satisfaction when a task is mastered.
3-6 years	Client is able to copy geometric figure with crayon or pencil. Client develops a curiosity about the world around him/her and is constantly asking questions. Client knows simple songs. Client is beginning to use time-oriented words (e.g., soon, later) with increased understanding.
7-10 years	Client can make use of common tools such as a hammer, saw, or screwdriver. Client uses clocks and watches for practical purposes. Client can learn to count backwards from 20 to 1. Client can describe common objects in detail, not merely their use. Client is becoming more proficient at common kitchen and sewing utensils. Client usually understands, and likes, being part of a reward system.

## FOLLOWS DIRECTIONS

6-12 months	Client comprehends "no-no."
1-3 years	Client understands simple commands (e.g., "Give it to me." "Show me your eyes."). May say "no" even while agreeing to the request.

3-6 years	Client begins to learn simple games and meanings of rules, but follows them according to self-interpretation.
7-10 years	Client can share and cooperate but occasionally needs cueing from staff.

## PROBLEM SOLVING

0-6 months	Client is beginning to localize sounds made below ear level. Client demands attention by being fussy, becomes bored if left alone.
6-12 months	Client will search for an object if s/he sees it hidden. Client will tug at the clothing of another person to attract attention. Client reacts to restrictions with frustration. Client localizes sound by turning head diagonally and directly toward sound. Client can localize sounds made above ear.
1-3 years	Client may have a "security blanket" or favorite toy. Thinking is characterized by lumping many things together (global organization of thought) and s/he may explain many everyday occurrences as being the result of magic (magical thinking). Client realizes that just because something is out of sight, it's not necessarily out of reach, so will look for "hidden object" (object permanence).
3-6 years	Client may feel the "need to win" so will cheat to win. Client has improved concept of time and may talk about the past and the future, as much as about the present.
7-10 years	Client is beginning to be able to put himself/herself in another's place to understand other side of the problem. Client begins to use elementary logic. Client notices that certain parts are missing from pictures. Client has very few socially acceptable tension outlets.

## AFFECTIVE DOMAIN

### POSSESSIONS

0-6 months	Client is not aware of the concept of ownership.
6-12 months	Client begins to develop awareness of ownership; will complain about objects being taken away that s/he had/wants.
<u>1-3 years</u>	Client will claim and defend possessions.
3-6 years	Client is generally able to share toys and other possessions, although expresses ideas of "mine" frequently. Client sometimes will steal money and other attractive items.
7-10 years	Client can share and cooperate. Stealing may still be a problem.

### EMOTIONAL CONTROL

0-6 month	Client has frequent mood swings (from crying and laughing), with little or no provocation. Reacts to restrictions with frustration.
6-12 months	Client shows emotions, has temper tantrums. Client has few, if any, other positive ways of dealing with frustration.
1-3 years	Temper tantrums increase in intensity as way to deal with stress. Client does not have the reasoning ability to solve many problems, seeks staff help. Client may use magical thinking to "solve" problems (e.g., a monster will come and eat you up).

3-6 years	Client demonstrates more aggressive behavior including motor activity and shocking language. Client requires increased attention from staff for emotional support due to his/her emotional insecurity and fear of loss of love.
7-10 years	Client has very few tension outlets; s/he is decreasing old tension-reducing habits; attempts to control those that remain. Client bites nails, picks at fingers, scowls, stomps feet, taps pencil, draws in lips.

### IMITATION PLAY

0-6 months	Client begins imitation play (protrusion of tongue).
6-12 months	Client will imitate facial expressions. Client imitates simple acts and noises.
1-3 years	Client begins to imitate caregivers in such activities as cleaning residence. Client becomes a "great" imitator, taking delight in copying other peoples' actions.
3-6 years	Client often does what s/he sees staff and peers doing, even copying undesirable behavior and language. (Mild swear words may begin surfacing.)
7-10 years	Client likes to put on dramatic shows that combine imitations of events, people, actions previously observed.

## PEOPLE SKILLS

- 0-6 months Client will cease crying/fussing when favorite staff comes into room. Client enjoys social interaction with people.
- 6-12 months Client demonstrates such emotions as jealousy, affection, anger, and fear. Client will stop many activities when told "no-no." Client may hand a toy to another person, but does not let go to share. Client will repeat actions that attract attention and that are laughed at. Client may be fearful of strangers.
- 1-3 years Client is less fearful of strangers. Client may infer a cause by associating two or more experiences (such as candy missing, roommate smiling).
- 3-6 years Client begins to interact in play and take turns. Client selects his/her own friends.
- 7-10 years Client enjoys being part of a "family" unit. Client enjoys competitive games but requires supervision as unsupervised play frequently ends in brawl.

## REACTION TO MUSIC

- 0-6 months Client enjoys background music. Soothing music seems to have a calming effect on client.
- 6-12 months Client moves to music, not necessarily in time.
- 1-3 years Client knows phrases of songs. Client will dramatize songs.

## STORIES AND DRAMATIC PLAY

- 0-6 months Client may attend to staff's voice while being read a story, but does not follow story line. Client does not participate in dramatic play.
- 6-12 months Client plays peek-a-boo type games. Client plays interactive games such as pat-a-cake.
- 1-3 years Client listens to short, simple stories, makes relevant comments about stories. "Reads" from pictures.
- 3-6 years Client begins to work out social interactions through play. Client may replay

(dramatize) stressful or pleasant events until s/he resolves conflict or moves on to next experience.

- 7-10 years Client dramatizes many conversations and situations.

© 1988, Idyll Arbor, Inc. All reproduction rights reserved.

For more information and additional score sheets, contact:

Idyll Arbor, Inc.  
39129 264<sup>th</sup> Ave SE  
Enumclaw, WA 98022  
360-825-7797  
[www.IdyllArbor.com](http://www.IdyllArbor.com)