

Transfer of care for a child with developmental coordination disorder



Assume that today's date is 22 October 2026. Babatunde has just attended his final session with you before his family moves interstate. You are an occupational therapist at a paediatric therapy clinic in Melbourne. Using the information in the case notes, write a letter of referral to Ms Zoe Riddiough, a paediatric occupational therapist, asking her to continue Babatunde's therapy and to support his school adjustments after the move. Address the letter to Ms Zoe Riddiough, Paediatric Occupational Therapist, Children's Therapy Service, 25 River Terrace, Brisbane QLD 4000. In your answer: expand the relevant notes into complete sentences; do not use note form; use letter format. The body of the letter should be approximately 180–200 words.

Choose one box per line: I = Include / C = Compress / O = Omit. Answers and reasons are on the webpage (scan QR).

Patient details

1. Name: Babatunde Kang
2. DOB: 14/03/2019 (7 yrs)
3. Year 2 student
4. Referred by paediatrician 02/26; OT commenced 07/26
5. Family moving to Brisbane 31/10/26

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Social background

6. Lives with parents and older sister (10 yrs)
7. Father's employer transferring him interstate
8. Enjoys swimming and building with blocks; avoids ball games at lunchtime
9. Mother reports ↓ willingness to go to school as writing tasks 'take forever'
10. Mother still upset that Year 1 teacher called him 'lazy'
11. Enrolment at new primary school confirmed; starts 10/11/26

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Medical history

12. Born at 39/40, uncomplicated delivery
13. Developmental coordination disorder (DCD) diagnosed by paediatrician 02/26; Movement ABC-2 total score below 5th percentile
14. Hearing and vision screening normal 01/26
15. Mild eczema — topical moisturiser
16. Allergies: nil known
17. Grommets inserted age 3

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OT assessment (07/26)

18. Handwriting: inconsistent letter size and spacing, frequent b/d reversals, slow; hand fatigue after approx. 5 min
19. Awkward pencil grip with excessive pressure

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OT assessment (07/26)

20. Dressing: unable to do up buttons or tie shoelaces; difficulty orienting jumper
21. Goals (set with child and parents): legible handwriting; independent dressing for school and swimming

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Treatment/Progress

22. Weekly 45-min sessions, task-oriented approach (CO-OP); 9 of 14 sessions completed
23. Handwriting: letter formation ↑, reversals ↓; short sentences legible; speed still slow; copying from board difficult
24. Pencil grip aid and sloped writing board → grip ↑, fatigue ↓
25. Dressing: large buttons and zips independent; shoelaces not yet achieved — using elastic laces
26. Home programme: 10 min handwriting practice daily, supervised by mother; good adherence
27. Confidence ↑; enjoys sessions
28. Mother complained about clinic car park fees

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School

29. Current adjustments: extra time for written tasks; printed notes instead of copying from board; keyboard trial for longer tasks
30. Class teacher reports ↑ participation in class
31. Teacher report and OT school recommendations given to family

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Plan

32. Refer to paediatric OT in Brisbane to continue therapy — remaining goals: shoelace tying, handwriting speed, keyboard skills
33. New OT to liaise with new school re continuing adjustments
34. Reassessment of handwriting and motor skills recommended in 3/12
35. Copy of assessment report to be sent (parental consent obtained)

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