

## Sensory Processing/Developmental History Checklist

(For preschool and Kindergarten, ages three through six years)

**Child's Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **Age:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone: (H)** \_\_\_\_\_ **(Wk)** \_\_\_\_\_ **(Cell)** \_\_\_\_\_

### Medical History (Check boxes that apply to your child)

- Hospitalizations Describe: \_\_\_\_\_  
\_\_\_\_\_
- Surgery Describe: \_\_\_\_\_
- Ear infections Describe frequency: \_\_\_\_\_
- Tubes in ears Date(s): \_\_\_\_\_
- Allergies Describe: \_\_\_\_\_

### Child's Birth

- Premature Number of weeks? \_\_\_\_\_
- C-section Scheduled / Emergency? (circle one)
- Forceps for delivery
- Vacuum for delivery
- Breech (feet first)
- Required Intensive-Care hospitalization, How long? \_\_\_\_\_

### Infancy and Early Childhood

- Feeding problems Describe: \_\_\_\_\_
- Sleeping problems Describe: \_\_\_\_\_
- Colic How long? \_\_\_\_\_
- Prefer certain position? Which one? \_\_\_\_\_
- Calmed / nauseated with movement (circle one)
- Child did not go through terrible twos. describe toddler stage: \_\_\_\_\_  
\_\_\_\_\_
- Crawling phase was brief / absent (circle one)
- Experience hesitancy/delays learning to go down stairs
- Delays in developmental milestones. describe \_\_\_\_\_

**Check areas of difficulty on the back of this page. Please make comments in margins. If child has difficulty in several items in three or more categories, or many in one category, please refer for an occupational therapy evaluation. Please call 203 • 422 • 2193.**

### **Movement & Balance (Vestibular Processing)**

- As infant, tended to arch back when held or moved
- Fear of heights, climbing, fear of falling when no real danger exists
- Seeks intense movement: spins, twirls, jumps, rocks, bounces (thrill seeker)
- Excessive dizziness/nausea from swinging, spinning, riding in car
- Dislikes being moved
- Becomes overly excited after movement activity
- Shakes head vigorously, assumes upside down position frequently
- Can't sit still
- Trips easily, clumsy

### **Body Awareness (Proprioceptive Functioning)**

- Uses too little or too much power/force
- Poor posture/postural instability
- Frequently gives or requests prolonged hugs
- Walks on toes frequently
- Plays roughly with people or objects
- Bumps into things/poor body awareness
- Seeks opportunity to crash or fall into things
- Stamps or slaps feet when walking

### **Touch/Grooming/Feeding (Tactile Processing)**

- Excessive reaction to light touch (anxiety, hostility, aggression)
- Tenses when patted affectionately
- Avoids certain texture of clothing, materials
- Avoids putting hands in messy substances/getting dirty
- Picky eater: prefers certain textures/foods/temperatures
- Untidy/messy dresser
- Stands too close to people to the point of irritation
- Clothes cover entire body regardless of weather
- Appears under/over sensitive to pain
- Resistive to grooming: haircut, nail cutting, dentist
- Touches everything, can't keep hand to self
- Rubs or scratches spot that has been touched

### **Listening/Language (Auditory Processing)**

- Overly sensitive to loud sounds or noises
- Hears sounds others don't, or before others notice
- Unable to pay attention when there are sounds nearby
- Language is hard to understand
- Mispronounces words (Bisghetti, mazagine)
- Frequently asks you to repeat what you said
- Participates little in conversation
- Covers ears to shut out auditory input
- "Tunes out" or ignores sounds nearby
- Hums, sings softly, "self talks" through tasks
- Voice volume is too loud or too soft
- Doesn't respond when name is called
- Slow or delayed response
- Enjoys strange noises, makes repetitive sounds

### **Self-Regulation, Social/Emotional Behaviors**

- Difficulty with transition or change
- Intense, explosive, or tantrums
- Easily frustrated, anxious
- Stubborn, inflexible
- Difficulty modulating behavioral state
- Highly sensitive/can't take criticism
- Clingy, whiny, cries often
- Poor self-concept, low self esteem

### **Visual Skills (Ocular Motor Function)**

- Difficulty tracking a moving target
- Hyper-vigilant or visually distracted
- Poor awareness of space in relation to things around self
- Uses peripheral more than central vision
- Poor eye contact
- Keeps eyes close to work
- Poor ball skills
- Engages in visual stimming behavior

### **Fine Motor Skills/Coordination & Motor Planning**

- Difficulty drawing/coloring/cutting
- Lack of well established hand dominance
- Immature grasp of tools such as pencil, fork, spoon, toothbrush
- Difficulty imitating motions or playing "Simon Says"
- Difficulty performing a new as opposed to habitual motor sequence
- Problems in construction/manipulation of materials
- Difficulty using two hands together
- Difficulty with buttons, zippers, snaps
- Difficulty crossing body midline
- Prefers talking to doing