

Sensory Processing/Developmental History Checklist

(For school-aged children ages 6+)

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 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)
- Shakes head vigorously, assumes upside down position frequently
- Excessive dizziness/nausea from swinging, spinning, riding in car
- Dislikes being moved
- Trips easily, clumsy
- Can't sit still
- Becomes overly excited after movement

Body Awareness (Proprioceptive Functioning)

- Uses too little or too much power/force
- Frequently gives or requests prolonged hugs
- Plays roughly with people or objects
- Seeks opportunity to crash or fall into things
- Poor posture/postural instability
- Walks on toes frequently
- Bumps into things/poor body awareness
- 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
- Needs visual cues to respond to verbal commands
- Doesn't seem to hear the beginning or middle of statements

- Difficulty sequencing the order of events when telling a story
- 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
- Word finding difficulty
- Not precise in word selection
- Limited use of descriptive vocabulary

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

Reading & Writing (Visual Motor/Fine Motor Skills)

- Skips words/lines or loses place when reading
- Squints/eyes tear/excessive blinking/rubs eyes during visual work
- Tilts head/props head/lays on arm with desktop work

- Lines drawn are too light, wobbly, too dark, breaks pencil often (circle)
- Letter/number/word reversals
- Writing illegible/misplaced on lines
- Decreased spacing between words

Bilateral Coordination/Motor Planning

- Ambidextrous/mixed hand dominance
- Problems in construction/manipulation of materials
- Poor coordination of arms and legs for motor sequence /awkwardness

- Unable to conceive, organize and sequence movements to complete a task
- Difficulty with timing/rhythm
- Disorganized approach to task
- Prefers talking to doing