



Saddleback Pediatric Therapy Services

Child's Name:		Birth Date:	
Parent/Guardian's Name(s):		Relationship to Child:	
Home Address:			
Home Number:		Cell Number:	
Email:			
School:		Grade:	
Emergency Contact:			

Sensory History

Tactile Sensation (Touch)		No	Yes	Comments
Hyper-Reactivity	Withdraws from touch.			
	Strikes out at other children when they come near.			
	Dislikes standing in line.			
	Wants to keep coat on.			
	Bothered by labels in the neck of shirts.			
	Overreacts to small bumps, scrapes, etc.			
	Dislikes being held or cuddled.			
	Dislikes playing in messy things (mud, etc.).			
	Dislikes going barefooted or having arms or legs bare.			
	Becomes distressed by having toenails or fingernails cut.			
	Bothered when someone touches his/her face.			
	Dislikes teeth brushing more than most kids.			
	Dislikes having hair washed.			
Dislikes having face washed.				

Tactile Sensation (Touch)		No	Yes	Comments
Hyper-Reactivity	Objects to being touched.			
	Prefers to touch rather than be touched.			
	Likes touching new and different textures.			
	Prefers certain textures of clothing.			
	Bumps or pushes other children.			
	Isolates self from other children.			
	Avoids certain textures of food.			
	Reacts aversively to new foods, tastes, or textures - limited food repertoire.			
	Has poor lip closure (may be due to discomfort of closing lips against each other).			
Tactile Sensation (Touch)		No	Yes	Comments
Hypo-Reactivity	Likes only highly textured or crunchy foods.			
	May be indifferent to foods.			
	May have trouble handling liquids.			
	Chews and swallows ineffectively due to not knowing where food is in the mouth.			
	Is unable to modify action for increasing success because feedback of touch sensation from mouth structures is limited. Therefore:			
	Babbling in speech is limited			
	Speech is repetitive and non-communicative.			
	Motor planning for speech and eating is poor			
	Constantly puts things in mouth.			
	May not notice if foods are too hot or too cold.			
	Demonstrates poor oral motor skills development (biting, chewing, swallowing, diction).			
	Does not react to falls, scrapes, or bumps.			
	Unusually high tolerance for pain.			
	Touches everything - walks touching wall.			
	Wants to be held constantly.			
	Exhibits poor concentration.			
Pinches or bites himself or others.				
May not respond to hot or cold touch - or may cry but not withdraw from them effectively.				

Olfactory Sensation (Smell)/Gustatory (Taste)		No	Yes	Comments
	Oversensitive to certain smells.			
	Ignores noxious or strong odors.			
	Difficulty discriminating odors.			
	Complains about things "smelling bad."			
	Notices how people smell.			
	Reacts adversely to new foods, even though they may be mild tasting.			
	Is uncomfortable and <i>wiggly at mealtimes</i> .			
	Smells objects constantly.			
	Gags at the sight or thought of unappealing food.			
	Gags when eating.			
	Ignores pleasant odors.			
	Only seems to taste foods that are highly spiced.			
	Seems uninterested in eating.			
	Likes to smell nonfood objects and people.			
Seems to ignore or not notice strong odors that other children react to.				
Vestibular Sensation (Balance) / Kinesthetic		No	Yes	Comments
Hypo-Reactivity	Messy eater - frequent spills.			
	Craves spinning or swinging.			
	Loves rough, non-purposeful play and being tossed around.			
	Rocks while sitting or standing - loves rocking chair.			
	Likes being upside down.			
	Constantly in motion.			
	Needs much rocking and cuddling or screams when rocked (small child or infant).			
	Can spin for a long time without getting dizzy.			
	Prefers fast moving or spinning activities (carnival rides, playground equipment).			
	Falls out of a chair when shifting his or her body.			
	Fails to catch himself or herself when falling.			
	Spins and whirls his or her body more than other children.			
	Shows poor coordination and appears to be clumsy.			
	Low tone - poor posture.			
Wiggles - always moving around (in absence of hyperactivity).				
Appears to have poor balance - awkward uncoordinated motion - poor motor planning.				
Has difficulty learning to ride a bike.				

Vestibular Sensation (Balance) / Kinesthetic		No	Yes	Comments
Hypo- Reactivity	Runs into people and things.			
	Avoids sports activities.			
	Hand preference changes frequently.			
	Leans on other people or furniture when sitting or when trying to stand up.			
Vestibular Sensation (Balance) / Kinesthetic		No	Yes	Comments
Hyper-Reactivity	Avoids balance activities, such as walking on curbs or playground equipment, and uneven ground.			
	Shows distress when his or her head is tilted away from the upright, vertical position.			
	Seems afraid of riding in elevators or on escalators.			
	Seems excessively fearful of movement in space, such as going up and down stairs or riding			
	Dislikes being tossed up in the air.			
	Seems sensitive to movement.			
	Gets dizzy easily.			
	Gets sick in cars, elevators, rides.			
	Is afraid of movement.			
	Is very still with poor or no postural adjustment.			
	Is very clingy - no "terrible twos" - can learn to become intellectual and /or manipulative to avoid motion.			
	Is afraid to sit on toilet.			
	Fears having head tilting backward (i.e., when washing hair).			
Auditory Sensation (Hearing)		No	Yes	Comments
	Overly sensitive to sounds.			
	(vacuum cleaner, hair dryer, toilet flushing, wind up toys).			
	Needs directions repeated.			
	Misses some sounds.			
	Seems confused about direction of sound.			
	Likes to make loud noises.			
	Has had a hearing test.			
	Has diagnosed hearing loss.			
	Has history of chronic ear infections.			
	Cannot locate the origin of sound - seems confused about direction.			
	Enjoys strange or loud noises.			
	Seems not to hear without diagnosed hearing loss (doesn't "follow directions").			
	Enjoys music but sits with head very close to source.			
attention or "block out" sounds.				

Visual Sensation (Seeing)		No	Yes	Comments
	Has seen an eye doctor within the past year.			
	Has diagnosed visual problems.			
	Has glasses.			
	Has an eye that turns in or out.			
	Rubs eye, gets headaches, or eyes water after reading.			
	Has difficulty keeping eyes on objects (difficulty catching a ball).			
	Has difficulty eye tracking (following with eyes).			
	Makes reversals when copying.			
	Has difficulty discriminating shapes, colors.			
	Appears sensitive to light.			
	Resists having vision blocked.			
	Becomes excited with a lot of visual stimuli.			
	Does not sustain focus on objects when working.			
	Demonstrates poor eye contact.			
	Shifts head to side when looking at things.			
	Sometimes shakes head in awkward way when attempting to find something visually.			
	Holds head very close to work.			
Visual Percpetion		No	Yes	Comments
	Has difficulty with puzzles - cannot identify parts of a whole.			
	Cannot recognize that an object is the same as another if it is in a different position.			
	Cannot visually discriminate between similar objects.			
	Cannot find objects when they are mixed with other objects.			
Proprioceptive		No	Yes	Comments
	Walks on toes (may be tactile or muscular as well).			
	Stamps feet or bangs with hands.			
	Throws ball too hard - cannot modulate or grade force of throw.			
	Goldes pencil hard (or softly) - writes too hard (or too softly).			
	Exhibits poor posture - tires easily (this may also be vestibular).			
	Plays too roughly.			
	Has trouble doing buttons or dressing self / generally poor fine motor skills.			
	Holds hands in strange positions.			
	Seems unaware of body - clumsy movement.			
	Wiggles around during seating activities.			

Proprioceptive		No	Yes	Comments
	Has trouble sustaining a hold (i.e., supporting self on arms while wheelbarrow walking).			
	Demonstrates poor jumping skills.			
	Watches hands and feet intently while doing activities - very confused about motion when eyes are closed or covered.			
	Deliberately falls or tumbles a lot.			
	Chews hard on things. Enjoys crunchy food - avoids mushy foods or liquids or seems unable to control them in the mouth.			
	Poor motor planning in gross and fine motor function.			
	Seems driven to seek activities such as pushing, pulling, dragging, lifting, and jumping.			
	Seems unsure or how far to raise or lower the body during movement such as sitting down or stepping over an object.			
	Seems to exert too much pressure for the task, such as walking heavily, slamming doors, or pressing too hard when using pencils or crayons.			
	Jumps a lot.			
	Tends to pet animals with too much force.			
	Bumps or pushes other children.			
	Chews on toys, clothes, or other objects more than other children.			
	Breaks things from pressing or pushing too hard on them.			
Speech & Language		No	Yes	Comments
	Speech is sometimes unclear.			
	Poor use of good grammar.			
	Quiet, talks very little.			
	Difficulty understanding the meaning of what is said.			
Behavior		No	Yes	Comments
	Distractible.			
	Overly active.			
	Difficulty paying attention.			
	Plays very little with other children.			
	Poor self-confidence.			
	Gets mad easily (aggressive).			
	Cries easily.			
	Withdrawn.			

School Activities		No	Yes	Comments
	Loses place when reading.			
	Must read out loud or lip read.			
	Difficulty remembering what he/she reads.			
	Reverses letters or words.			
	Poor understanding of time concepts.			
	Difficulty with left and right.			
	Poor handwriting.			
	Poor school grades in reading.			
	Poor school grades in spelling.			
	Poor school grades in math.			
Arousal & Attending		No	Yes	Comments
	Is hyperactive or hyper-reactive and difficult to calm.			
	Has difficulty modulating emotional responses.			
	Has difficulty completing transitioning from one area or activity to another - reacts with tears.			
	Startles easily and reacts violently, or ...Is difficult to arouse and does not react to loud noises, bright lights, sudden movements, etc.			
	Has difficulty completing any tasks - moves aimlessly from toy to toy without productive interaction - he/she may not respond to redirection (this may be due to motor planning deficit).			
	Does not play with other children and cannot sustain play with adults.			
Social Consciousness / Participation		No	Yes	Comments
	Cannot identify happy/sad/angry etc. faces.			
	Reacts with laughter when someone expresses anger, sadness, or fear.			
	Becomes fearful in social situations - overly awkward or shy - or may act boisterous or overly confident.			
	Does not spontaneously interact in a group.			
	Does not spontaneously react with group (i.e., join in clapping or running - may also be a motor planning problem).			
	Does not respond to discipline.			
	Appears to be unaware of the feelings of others.			
	Plays with friend cooperatively (without a lot of arguments).			

Social Consciousness / Participation		No	Yes	Comments
	Interact appropriately with parents and other significant adults (communicates well, follows directions, shows respect, etc.); makes friends easily.			
	Shares things when asked.			
	Carries on a conversation without standing or sitting too close to others.			
	Maintains appropriate eye contact during conversation.			
	Joins in playing with others without disrupting the ongoing activity.			
	Takes part in appropriate mealtime conversation and interaction.			
	Participates appropriately in family outings, such as dining out or going to a park, museum, or movie.			
	Participates in family gatherings, such as holidays, weddings, and birthdays.			
	Participates appropriately in activities with friends, such as parties, going to the mall, and riding bikes/skateboards/scooters.			
Planning & Ideas		No	Yes	Comments
	Performs inconsistently in daily tasks.			
	Has trouble figuring out how to carry multiple objects at the same time.			
	Seems confused about how to put away materials and belongings in their correct places.			
	Fails to perform tasks in proper sequence, such as getting dressed or setting the table.			
	Fails to complete tasks with multiple steps.			
	Has difficulty imitating demonstrated actions, such as movement games or songs with motions.			
	Has difficulty building to copy a model, such as using Legos' or blocks to build something that matches a model.			
	Has trouble coming up with ideas for new games and activities.			
	Tends to play the same activities over and over, rather than shift to new activities when given the chance.			
Chemical Regulation		No	Yes	Comments
	Appears to be too hot or too cold - seeks out cool surfaces to lie on - appears chilly if arms are bare even on a warm day.			
	Experiences problems with elimination.			
	Becomes sluggish after eating - complains of tummy ache - digestion of food may be poor.			
	Exhibits easily accelerated or uneven heart and breathing rates.			
	Becomes nauseated with anxiety.			

Reason for this referral is:	
Parents' major concern is:	
Birth Info	
Length of pregnancy:	
Length of labor:	
Birthweight:	
Specific problems in newborn period:	
Developmental Milestones (First Age)	
Motor	Play on tummy:
	Reach for objects:
	Sitting alone:
	Finger feeling:
	Pulling to stand:
	Eating with a spoon:
	Rolling:
	Drawing a circle:
	Walking:
	Cutting with scissors:
Language	Said first word:
	Combined words:
	Spoke first sentence:
	Pointing to simple parts:
	Following one-step commands:
Following several-step commands:	
ADLs	Dress Independently:
	Bathe Independently:
	Toilet Independently:
Hand Preference:	

Medical History

List any allergies your child may have (Please be specific):

List any known medical conditions or diagnoses (Please be specific):

List any current medications your child may be taking (Please be specific):

Has your child ever had surgery? If so, please explain:

Has your child ever received any previous therapy (i.e., occupational therapy, physical therapy, speech therapy, ABA, etc.)? If so, please explain: