

Parent's Occupational Therapy Intake Screening Form for All School Age Children

Parents: Please Complete All Three Sections

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Section One: General Information

Child's Full Name: _____

Parent's Full Name(s): _____

Child's Birth date: _____ Today's Date: _____

Mailing Address: _____

Home Phone: _____ Other Phone(s): _____

Fax: _____ Email(s): _____

Section Two

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Section Three

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Intake for Older Children

Please circle all items of past and current concerns for your child:

Health:

1. Frequent ear infections or sinus infections.
 2. Catches colds and/or the flu frequently.
 3. Diagnosed medical condition, which restricts physical activity (i.e. heart problem, asthma).
 4. Has a confirmed diagnosis, which may be related to delays in development (i.e. seizure disorder, breathing or heart problem, autism, Down Syndrome, cerebral palsy or other). Please specify _____
 5. Has a chronic medical condition (i.e. asthma, digestive disorder, heart problems, etc.) Please specify _____
 6. Has a communicable disease (Herpes, HIV, TB etc).
 7. Requires such interventions as suctioning or special positioning.
 8. Requires medication(s). If so, for what reason? _____
 9. Has a feeding problem.
 10. Has a nasal gastric or gastric feeding tube.
 11. Has frequent diarrhea or constipation.
 12. Has food allergies. If so, what? _____
 13. Has environmental allergies. If so, what? _____
 14. Has medication allergies. If so, what? _____
 15. Wears hearing aid(s) .
 16. Wears corrective lenses. If so, what correction? _____
 17. Requires splints, bracing or other appliances for improving function.
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Sensory Organization/Regulation:

1. Behavior deteriorates when the schedule changes.

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2. Sleep patterns are irregular.
3. Withdraws from social situations.
4. Avoids eye contact with others.

Auditory:

1. Does not seem to enjoy being sung to or read to.
Ignores or takes a long time to respond when parent talking with him/her.
2. Startles easily.
3. Has difficulty self-calming.
4. Cries easily with reason not always apparent
5. Has frequent meltdowns.
6. Sensitive to sounds, which typically don't upset others his/her age.
7. Frequently covers ears to reduce hearing certain sounds
8. Tries to escape from noisy environments.

Tactile:

1. Resists being touched or cuddled.
2. Becomes irritable with weather changes.
3. Becomes excessively irritable with wet diaper or wet clothing.
4. Becomes agitated with hair washing.
5. Resists tooth brushing.
6. Avoids certain food textures or temperatures.
7. Refuses all but a few food choices.
8. Refuses to drink from a cup.
9. Desires very spicy foods.
10. Seems unaware of liquid or food left on his/her lips.
11. Avoids contact or becomes upset with messy activities or when in contact with cold, rough, sticky, gooey, dirty or sandy surfaces.
12. Rarely cries when injured.

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Proprioceptive:

1. Seems to never get enough movement. He/she is always on the go!
2. Wants excessive amounts of rough and tumble play; likes bumping into objects or seeks vibration by leaning on washing machine, dryer, stereo speakers etc.

Vestibular:

1. Fusses or cries when tipped backward for diaper changes, hair washing in the bathtub or with play.
2. Dislikes rocking, swinging, spinning, bouncing and/or being upside down.

Visual:

1. Is disturbed by bright lights or brightly colored toys.
 2. Excessive interest in bright lights or brightly colored objects.
 3. Seeks out objects which move or spin (i.e. ceiling fans)
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Cognition:

1. Considering his/her age, this child is slow to respond (i.e. smile, reach, imitate gestures and actions) to my interactions with him/her.
2. Not making good eye contact with parent or is not as emotionally responsive as other children this age.
3. May not search or attempt to find parent (with eyes or body movement) when parent calls him/her from a distance.
4. Relative to his/her age, has little interest or is unable to play with toys purposefully or plays with only a few select toys.
5. Relative to his/her age, has difficulty understanding cause and effect relationships (As infant, does not seem to understand that differing cries bring different things (i.e. food, diaper change, attention. Beginning as a toddler, doesn't seem to understand that different actions have different outcomes).
6. As a toddler is or was demonstrating difficulty matching, sorting, (visual discrimination skills) or having problems with spatial relationships.
7. Problems with memory (visual or auditory) relative to his/her age.
8. Difficulty problem solving.
9. Relative to his/her age, difficulty learning or retaining previously taught concepts.

Speech and Language:

1. Does not watch eyes, mouth and/or body language of parent when parent talks to him/her.
 2. Does not seem to understand facial expressions from others.
 3. Does not typically respond to his/her own name.
 4. Does not seem interested when parent talks to him/her.
 5. Does not seem interested in interacting/communicating with others.
 6. Does not seem to enjoy music.
 7. Child's cues to have needs met are difficult for most to interpret.
 8. Does not seem to use his/her voice to get attention and/or have needs met.
 9. Suspect child may have a hearing loss, but this has not been not diagnosed.
 10. Relative to age, child may not respond to verbal requests unless accompanied by physical gestures or demonstration.
 11. As a toddler does not or did not show an understanding of familiar words by demonstrating appropriate behavior or making a gesture.
 12. As a toddler, does not or did not look at frequently used objects (i.e., bottle, spoon, cup, shoes, ball, doll etc.) when named.
 13. Beginning as a toddler does not or did not seem to be interested in toddler books and simple stories.
 14. As an infant is not making many sounds, as a toddler or older child is not saying enough words relative to his/her age.
 15. As an infant/toddler or older child, is not vocally or with his/her face expressing a variety of emotions.
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Gross Motor:

1. As an infant requires or required more support for sitting, standing or walking than other children this age. (seems or seemed to require use of external supports or his/her own hands for support).
2. Motor milestones were later than expected for age or certain milestones were missing (i.e. rolling, crawling).
3. Moves with difficulty or appears awkward with movement.

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4. Does not seem as strong as other children his/her age.
 5. Seems to fatigue quicker than other children his/her age.
 6. Child's body is somewhat rigid or stiff.
 7. One side of child's body is less coordinated than the other side.
 8. Has difficulty figuring out how to move his/her body, getting in and out of positions and moving around the environment.
 9. Appears less coordinated and appears to have less motor skills than other children his/her age.
 10. Concerned for this child's safety relative to his/her delayed balance responses.
 11. Child seems to have a poor sense of his body and may run into or fall over objects in the environment.
 12. Falls more frequently than other children this age.
 13. Balance responses are in but appear awkward or exaggerated.
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Fine Motor:

1. Has difficulty following a moving object with his/her eyes.
2. Excessive mouthing of objects or fingers beyond expected age.
3. Has difficulty keeping his/her hands open (any age).
4. Has difficulty holding objects (in a coordinated way), relative to other children this age.
5. Does not sufficiently explore his/her body or his environment with his/her hands and/or body.
6. Avoids weight bearing through his/her hands.
7. Has a limited repertoire of hand skills relative to his/her age.
8. Positions hands or holds/manipulates objects awkwardly.
9. Has difficulty playing with age appropriate toys, using his/her hands.
10. Uses one hand much better than the other, or avoids using one hand.
11. Has difficulty using both hands at the same time.
12. As an older infant or toddler lacks or lacked typical interest in filling/emptying containers, scribbling, stacking rings/blocks, pulling/placing pegs, poking index fingers into things, doing simple knob puzzles. As older child has little interest in age appropriate toys or age appropriate interaction with those toys.
13. When a toddler and possibly not long ago (if an older child) demonstrated little interest in using writing

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implements, eating utensils or manipulating objects.

Social-Emotional:

1. Does not relax when held or given a back rub.
 2. Does not calm with parent voice.
 3. Does not demonstrate anticipation.
 4. Seems indifferent to the presence or attention of familiar others much of the time.
 5. Does not respond to facial expressions of familiar others (present after 6 months).
 6. Resists or does not appear to enjoy social play with familiar others (happens between 6 -10 months).
 7. Does not show anxiety when separated from parent (happens at 6 -10 months).
 8. Does not seem to discriminate between familiar and non-familiar others (starts around 12 -18 months).
 9. Demonstrates little interest in independence (starts around 12 -15 months).
 10. Has no need to be the center of attention (starts between 12 -18 months).
 11. Does not initiate or respond with hugs and kisses to parents (between 14 -16 months).
 12. Does not laugh at incongruities (i.e. a dog wearing a hat, a fork being held between a parent's toes, a sock put on a parent's head). This behavior starts between 12 - 18 months.
 13. Minimal or absent varied range of affection displays (starts between 18 - 24 months).
 14. Does not display a wide range of emotions: joy, anger, guilt, sympathy, modesty (starts between 18 - 24 months).
 15. Does not interact with peers using gestures (starts between 18 - 24 months).
 16. Does not engage in parallel play (starts between 18 - 24 months).
 17. Does not engage in interactive play, if older than 24 months.
 18. Does not attempt to comfort others in distress by crying and/or patting the person (starts between 22 -24 months).
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Self-Help:

1. Cannot or did not sleep 4 - 10 hour intervals at night (between 1 - 3 months).

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2. Cannot or did not sleep 10 - 12 hours with 1 night awakening (between 4 - 8 months).
3. Cannot sleep or did not sleep 10 - 12 hours with no night awakening (begins between 13 - 18 months).
4. Cannot or did not bring hand to mouth in both back and tummy positions (begins between 2-4 months).
5. Has or had poor coordination of sucking, swallowing and breathing. (begins between 1 - 5 months).
6. Has or had difficulty moving tongue around to manage solid foods (begins between 5 - 8 months).
7. Cannot or did not hold own bottle (begins between 5 - 9 months).
8. Cannot or did not finger feed self (begins between 9 - 12 months).
9. Does not cooperate with dressing by extending arm or leg (begins 10 - 12 months).
10. As an infant/ toddler cannot or could not bring spoon to mouth, with spilling expected (begins between 12 - 15 months).
11. Does not or did not hold cup and drink from cup, with some spilling expected (begins between 12 -18 months).
12. Has or had not established regular bowel/bladder control pattern (begins between 12 -18 months).
13. Does or did not indicate discomfort for wet or soiled diaper (begins between 12 -18 months).
14. Does not or did not demonstrate interest in imitating adult doing any house chores (begins between 12 -18 months).
15. Cannot or did not scoop food with utensil to self-feed, some spilling expected (begins between 15 - 24 months).
16. Cannot or could not unzip large zipper (begins between 18 - 21 months).
17. Does not or did not distinguish between inedible and food items (begins between 18 - 23 months).
18. Does or did not explore cabinets and drawers (begins 18 - 24 months).
19. Cannot or could not remove shoes with laces undone (begins between 18 - 24 months).
20. Cannot or could not wash and dry hands partially (begins between 19 - 24 months).
21. Does not or did not help with simple household tasks (begins between 21 - 23 months).
22. Does not or did not handle fragile items carefully (begins between 24 - 26 months).

Part Two for School Age Child

Please circle all items of past and current concerns for your school age child:

- | | |
|---|---|
| <ul style="list-style-type: none">• Auditory/Language• Fine Motor Issues• Gross Motor Skills & Postural Control• Olfactory (Smell) | <ul style="list-style-type: none">• Social/Emotional Issues• Touch• Visual Perception |
|---|---|

Gross Motor Skills and Postural Control:

1. Difficulty performing age appropriate playground or outdoor skills (negotiating climbing structures, swinging from overhead structure - bar to bar, jumping rope, riding a bike, roller skating, team sports etc.) or hesitates to do so
2. Games involving ball handling skills are difficult
3. Using playground equipment safely is difficult
5. Fears and/or resists heights or balance challenging activities, (use of playground equipment, descending stairs, use of escalator)
6. Fears fast moving carnival rides
7. Gets nauseated easily with car trips and carnival rides
8. Difficulty performing unfamiliar or unpracticed motor tasks or child is resistant to do so
9. Difficulty with sequential motor tasks
10. Difficulty with rhythmical motor tasks.
11. Seems to need constant motion, with difficulty sustaining posture (remaining in chair or standing without movement)
12. Tendency to lean and slouch on school desk, dining table, chairs, other objects, on people or prefer to lie on floor rather than remain erect.
13. Has difficulty coordinating body sides or upper and lower body together (esp. noticed with rhythmical or sequential motor activities)
14. Confuses right and left body sides

Fine Motor Issues

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1. Difficulty with drawing, coloring, cutting, copying or avoids these activities
 2. Inappropriate pencil and utensil grip for age
 3. Holds pencil too loosely or too firmly
 4. Resists or has difficulty with clothing fasteners and/or shoe tying
 5. Uses both hands about the same amount of time (hand dominance does not appear established)
 6. Difficulty with changing eye focus from near to far and back (copying from a paper at the desk or whiteboard on the wall)
 7. Problems with eye convergence (for near point work needed for reading, writing and making close proximity sustained eye contact)
 8. Difficulty eye tracking moving objects (i.e. balls for playground activities) or tracking words across a printed page (without skipping words, letters or saying the wrong word)
 9. Difficulty moving the eyes without moving the head
 10. Continues to be a sloppy eater (eating with mouth open, inappropriate chewing patterns, poor tongue/lip control or swallowing patterns)
 11. Still has few food choices, not because of defensiveness to textures or dislike of taste but rather due to difficulty with use of tongue/lips for managing food outside the mouth (licking ice cream cone) moving food around in mouth, chewing the food or safely swallowing those consistencies
 12. Has better oral-motor control with spicy, hard and/or textured foods
 13. Has better swallow control with pureed or pudding consistency foods
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Visual Perception:

1. Difficulty with learning colors, shapes, sizes
2. Unfamiliar puzzles are quite challenging (with much trial and error placement of pieces)
3. Avoids or dislikes visual perception tasks (puzzles, writing, coloring, scissor use, writing letter/numbers with expected form/size and within expected lines/spaces)
4. Reversals of letters and/or numbers after 1st grade
5. Gets lost in familiar places

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6. Difficulty finding objects in backpack, desk dresser drawer or room
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Touch:

1. Still seems to have difficulty refraining from touching things and possibly people
 2. Does not seem to notice when bumped or injured (unless there is blood)
 3. Prefers eating spicy foods and/or very textured foods over bland and soft foods
 4. Seems overly sensitive to being touched, esp. light touch (may avoid physical activities involving others for this reason, not for lack of physical skill)
 5. Intolerance to splashing of water or shower
 6. Excessively ticklish
 7. Bothered by clothing (tags, textures, fit of clothing, certain fabrics)
 8. More sensitive to pain than others
 9. Problems with others being too close to him/her (seating arrangement at school, standing in line position at the dinner table, being in a crowd)
 10. Still avoids activities involving messy or dirty substances (using glue, finger paints, sand or mud etc.)
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Olfactory (Smell):

1. Seems overly sensitive to odors, which others seem not to notice or are not bothered by.
 2. Smells everything, even non food items
 3. Likes foul smelling odors and may seek them out
 4. May eat or drink foods/drinks which are no longer fresh (does not seem to notice foul odor or taste difference)
 5. Likes certain fragrances/smells, which seem to be calming or pleasurable
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Auditory/Language:

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1. Child is difficult to understand when speaks, relative to his/her age expectations
 2. Difficulty understanding what is said to him/her and may misinterpret information
 3. Trouble following 2-3 step commands (unless visual supports or demonstration given)
 4. Inattention to others speaking to him/her
 5. Need to repeat spoken information over and over
 6. Poor short-term auditory memory
 7. Easily distracted by sounds, which go unnoticed by others
 8. Difficulty understanding what was spoken to him/her in noisy backgrounds (restaurant, classroom, shopping mall, a party)
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Social-Emotional Issues:

1. Is still not accepting changes in routine easily (prefers sameness) and transitions poorly
2. Becomes easily frustrated
3. Is difficult to comfort, when upset
3. Has strong feelings of anger or rage
4. Has panic or anxiety attacks
5. Has lack of self-confidence
6. Has difficulty getting along with peers and maintaining relationships
7. Tendency to be impulsive and not attending to consequences or potential safety issues
8. Overall, typically does better one-on-one than in a group situation
9. Prefers to be alone, rather than with others.
10. Has few or no friends.
11. Seldom gets asked to parties or playdates.
12. Still having outbursts, temper tantrums and melt downs beyond age expectations and/or for prolonged duration of time.

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13. Struggles with making needs known in appropriate manner.
14. Withdraws from social situations and/or playground activities, playing by him/herself on the periphery of peers activities
15. Still avoids eye contact, even when interacting or attempting interaction with others
16. Has a limited range of emotion.
17. Does not demonstrate ability to read others emotions, esp. non-verbal expressions of emotion (body language).
18. Does not seem aware of others emotional needs.
19. Does not seem able to halt inappropriate behavior if disturbing to others (even if brought to the child's attention).

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