

SENSORY EVALUATION

Name:

Born:

Age:

Residence:

Date of assessment:

Target behaviors (issues) of concern:

Circumstances surrounding behavior (precipitating events, consequences (reactions) to the behavior):

Does behavior occur in a chain?

Medical concerns (seizures, allergies, constipation, utis, diabetes, reflux, ulcers, etc.):

Medications:

Communication skills:

Vision/hearing:

Tactile

- ☐ Dislikes being touched.
- ☐ Resists hugs and kisses.
- ☐ Is fearful when others approach.
- ☐ Withdraws or hits when approached or touched.
- ☐ Rubs spot after being touched.
- ☐ Exhibits clingy behavior.
- ☐ Tries to handle or touch everything/ others.
- ☐ Resists others holding hand.
- ☐ Insists on large personal space.
- ☐ Prefers to be in corner, under table, behind furniture.
- ☐ Likes/dislikes tight clothing.
- ☐ Layers clothing.
- ☐ Pushes up pant legs, sleeves, shirts.
- ☐ Strips off clothing.
- ☐ Will only wear certain texture of clothing.
- ☐ Removes tags, collars, or cuffs.
- ☐ Frequently adjusts clothing or bedding.
- ☐ Insists on something wrapped around wrist, arm, and finger.
- ☐ Dislikes being barefoot.
- ☐ Insists on being barefoot.
- ☐ Walks on toes.
- ☐ Spits out/rejects certain food textures.
- ☐ Is a picky eater.
- ☐ Resists grooming: face washing, bathing, shaving, hair combing, tooth brushing, nail cutting.:

Proprioceptive

- ☐ Has poor muscle tone.
- ☐ Has weak grip.
- ☐ Tires easily.
- ☐ Is passive unless encouraged or assisted.
- ☐ Has slurred speech.
- ☐ Is clumsy/awkward.
- ☐ Is awkward getting on and off furniture.
- ☐ Is overly rough with objects and people.
- ☐ Likes to rough house, wrestle.
- ☐ Flaps hands, claps, jumps, hops, stamps feet.
- ☐ Bites, chews on objects.
- ☐ Presses or bangs wrists.
- ☐ Climbs in inappropriate places.
- ☐ Pushes or leans heavily against people or objects.
- ☐ Slams furniture, pounds on wall, throws things.
- ☐ Hits, slaps, or bangs head.
- ☐ Bites self.
- ☐ Grinds teeth.
- ☐ Butts head or body into things.
- ☐ Hits, kicks, pushes objects/others.

Comments:

Tactile *cont.*

- ☐ Has a high tolerance for pain.
- ☐ Over- or under-sensitive to hot or cold.
- ☐ Dislikes wearing hats.
- ☐ Craves deep pressure.
- ☐ Engages in persistent hand-to-mouth activity.
- ☐ Mouths objects or clothing.
- ☐ Rubs or plays with spit, feces.
- ☐ Persistently has hand in pants or pants pocket.
- ☐ Sits on hands/feet.
- ☐ Pushes or rubs body against objects/walls/people.
- ☐ Insists on holding an object in hands.
- ☐ Rubs fingers against hand or other fingers.
- ☐ Masturbates frequently.
- ☐ Engages in self-injurious behavior: scratches, pinches, rubs, hits/slaps, pulls hair, bites hand/wrist/arm.

Comments:

Vestibular

- ☐ Tenses or becomes irritable when moved.
- ☐ Displays gravitational insecurity.
- ☐ Has poor balance, is anxious when moving.
- ☐ Drops to floor when anxious or walking distance.
- ☐ Is hesitant on stairs or ramps.
- ☐ Resists being moved by others.
- ☐ Resists participating in movement activities.
- ☐ Loses balance easily.
- ☐ Falls or trips easily.
- ☐ Holds on to staff, railing, wall.
- ☐ Prefers to sit on the floor.
- ☐ Bumps into things, has difficulty walking around things.
- ☐ Rocks frequently.
- ☐ Jumps, twirls, spins, or bounces.
- ☐ Wags head.
- ☐ Paces, seeks frequent movement.
- ☐ Likes to swing.
- ☐ Likes movement activities.
- ☐ Waves or flicks finger(s) near eyes.
- ☐ Has spurts of running.

Comments:

Auditory

- ☐ Is sensitive to loud noises.
- ☐ Can hear frequencies that others cannot.
- ☐ Can hear humming of lights, electrical wires, other breathing that others cannot.
- ☐ Speaks loudly.
- ☐ Hums constantly.
- ☐ Covers ears with hands.
- ☐ Is distracted by background noises.
- ☐ Becomes agitated in large group activities.
- ☐ Is a very noisy person.
- ☐ Listens to TV or music at loud volume.
- ☐ Becomes agitated, disruptive in noisy activities.
- ☐ Relaxes when whispered to.
- ☐ Loves music.
- ☐ Has frequent ear infections.
- ☐ Sometimes “tunes out” or “turns off” from world.

Comments:

Smell/taste

- ☐ Smells everything.
- ☐ Will not eat without smelling food first.
- ☐ Likes to smell others' hair.
- ☐ Loves the smell of cologne or perfume.
- ☐ Dislikes smell of cologne or perfume.
- ☐ Has strong emotional reactions to smells.
- ☐ Becomes disorganized, irritable in activities with strong smells.
- ☐ Avoids things with strong smells, especially cleanser.
- ☐ Frequently smells hands/fingers.
- ☐ Is a very picky eater.
- ☐ Dislikes certain textures or taste of food.
- ☐ Loves only strong tasting food.
- ☐ Eats only bland food.
- ☐ Puts everything in mouth.
- ☐ Chews on string, clothing, and fingers.
- ☐ Has many allergies.
- ☐ Will spit out foods does not like.

Comments:

Visual

- ☐ Is oversensitive to sunlight.
- ☐ Is oversensitive to bright lighting.
- ☐ Squints frequently, looks down a lot.
- ☐ Becomes overwhelmed with strong visual changes.
- ☐ Flaps hands, usually around eye level.
- ☐ Rolls head, usually from side to side.
- ☐ Enjoys staring at lights.
- ☐ Enjoys turning lights on and off.
- ☐ Enjoys things that spin or turn.
- ☐ Plays with hands in front of eyes.
- ☐ Presses eyes with hands, usually at corners.
- ☐ Has difficulty moving from one surface to another.
- ☐ Is a page turner.
- ☐ Loves shiny or reflective objects.
- ☐ Loves mirrors.
- ☐ Has poor eye contact.
- ☐ Appears to stare through people.
- ☐ Is fascinated with fans, things that spin.
- ☐ Eyes tire easily/quickly when reading.

Comments:

General reactions

- ☐ Poor frustration tolerance.
- ☐ Needs to control all activity and interaction.
- ☐ Inability to delay gratification.
- ☐ Poor attention span, distractible.
- ☐ Noncompliant, resistant to direction.
- ☐ Unpredictable emotional outbursts.
- ☐ Constantly moving, difficulty sitting still.
- ☐ Difficulty with transitions between activities, places, and people.
- ☐ Generally anxious, easily upset, disorganized.
- ☐ Becomes overwhelmed with highly stimulating activities.
- ☐ Becomes upset with change in routine.
- ☐ Needs rigid schedule.
- ☐ Seeks constant attention or reassurance.

Comments:

Stimulation person seeks/craves:

Touch:

Proprioceptive:

Vestibular:

Auditory:

Visual:

Taste/smell:

Stimulation person avoids:

Touch:

Proprioceptive:

Vestibular:

Auditory:

Visual:

Taste/smell:

Stimulation that tends to calm and organize:

Tactile:

- ☐ Brushing.
- ☐ Deep pressure massage.
- ☐ Neutral warmth, wrap.
- ☐ Sandwiching, pillow press.
- ☐ Lotion or talc rub.
- ☐ Rolling therapy ball over body.
- ☐ Deep pressure stroking down arms, legs, or back.
- ☐ Sandwiching between mats or bean bags.
- ☐ Wrapping: blankets, towels, clothing (spandex), Ace bandages.
- ☐ Snuggling in bedding or large pillows, or stuffed animals.
- ☐ Sleeping/lying in sleeping bag.

Also alerts:

- ☐ Brisk rubbing.
- ☐ Tickling.
- ☐ Rubbing with different textures.
- ☐ Finger painting.
- ☐ Finding objects in sand, bean, rice, etc.
- ☐ Water play.

Proprioceptive:

- ☐ Joint compressions, head compressions, finger stretch.
- ☐ Full body stretch.
- ☐ Chew gum.
- ☐ Squeeze “stress ball” or squishy ball.
- ☐ Physical relaxation/isometric exercises.
- ☐ Weights vests, ankle/wrist weights, backpacks
- ☐ Vibration less than 110 Hz.

Also alerts:

- ☐ Bending, reaching, stretching activities.
- ☐ Lifting, carrying, push/pull, stacking.
- ☐ Any gross motor activities: hop, skip, run, jump, climb, crawl, creep, scoot, march, stomp, clap, squeeze, tug, hang on.
- ☐ Trampoline.
- ☐ Kick/bounce/throw ball.
- ☐ Dancing.
- ☐ Any physical exercises, exercise bands, push-ups, resistant exercises—iso­metrics in chair.
- ☐ Vacuuming, sweeping.
- ☐ Outdoor work, pushing lawn mower, sweeping garage, raking.
- ☐ Mat time, rough-housing, wrestling.
- ☐ Arm wrestling.
- ☐ Leap frog, tug-of-war, wheelbarrow walking.
- ☐ Jumping and crashing on the bed or bean bag.

(Stimulation that tends to calm and organize *cont.*)

Vestibular

- ☐ Slow lateral swinging.
- ☐ Slow rocking.
- ☐ Passive bouncing on trampoline—sitting.

Also alerts:

- ☐ Swinging.
- ☐ Turning, rotating, spinning.
- ☐ Most gross motor movement: jumping, running, bouncing, crawling, etc.
- ☐ Trampoline.
- ☐ Scooter boards, wagon rides.
- ☐ Sitting on therapy ball to watch TV or do work.
- ☐ Playing on slides, swings, seesaws, trapezes, rings, ladders.
- ☐ Dancing.

Helps to provide proprioceptive stimulation (organizing) following vestibular (arousing).

- ☐ Healthy, chewy foods (e.g. celery, carrots, apples, nuts, fruit leather, beef jerky), thick liquids requiring straw (milkshakes, smoothies, gelatin, pudding).
- Rolling/kneading dough/clay.

Auditory/visual

- ☐ Soft music.
- ☐ Minimize light and noise.
- ☐ Environmental tapes.
- ☐ Ear plugs, head phones/mp3 to block out noise.
- ☐ Sunglasses to minimize light.
- ☐ Lava lights or relaxation lights.
- ☐ Screening walls at work areas to help minimize stimulation.

Taste/smell:

Treatment planning:

Sensory diet: Modulate (increase/decrease) arousal

Alerting activities:

Calming activities:

List accommodations/adaptations needed (ear plugs, sunglasses, etc.):

Schedule of sensory activities (list activities at specific times during the day):

Meltdown/crisis times (calming/organizing techniques, quiet area to escape—soothing music, large pillows, squeeze objects, etc.):

CHILD ENGAGEMENT QUESTIONNAIRE

Child's name:

Child's age:

Respondent:

Date:

This child is being considered for a program to encourage social referencing, cooperative play, and reciprocal interaction. We are trying to gather information regarding the type of activities your child prefers, what he will participate in with you, what type of preferences the child has, and what type of guidance he will respond the best to.

Motivation for engagement

Does child seek out interaction with others?

Does child seem interested in what others are doing?

Does child respond positively when invited by others?

Does child welcome others' involvement in his play?

Does child initiate interaction/play with others?

Does child draw attention of others to things that excite him?

Level of engagement

Will child allow others to closely watch what he is doing?

Will child allow others to actively participate in what he is doing?

Will child allow others to add variations or lead the activity?

Will child actively follow the lead of another in activity?

Does child need to control the interaction/activity and actively resist the lead of others?

Will child share toys in parallel play?

Will child engage in reciprocal, back-and-forth play?

Will child attempt to stay coordinated with others in activity?

Will child engage in pretend play?

Type of engagement

What are different types of activities child will engage in?

Play activities:

Household tasks:

Personal care (toileting, dressing, bath, etc.):

What is the favorite activity to engage child?

How long will child engage in activity/interaction with you?

Try and list at least three activities that will most likely encourage your child to engage with you:

Experience-sharing abilities

Does child reference others to share pleasurable emotion?

Will child turn to others for soothing when scared or upset?

Will child reference the face of others for information?

What conditions elicit the best eye contact/facial gazing from the child?

Will child engage in back-and-forth referencing facial expressions to share emotion and clarify/verify actions?

Following the lead of others

Will child follow your lead in simple activities?

How does child respond to:

Verbal instruction:

Gestures:

Demonstration:

Physical guidance:

Visual strategies:

Does child respond better to an animated/excited approach, or a calm, quiet approach?

What is the best way to prompt and guide the child?

Sensory profile

Touch

What type of touch does child seek out?

What type of touch does child avoid?

How does child respond to (+ likes it, - dislikes it, +/- inconsistent):

Light touch?

Firm, deep pressure?

Touch to face?

Hands?

Head?

Shoulders/back?

Arms/legs?

Stomach?

Types of touch: Stroking?

Massaging?

Hugging?

Kissing?

Caressing?

What type of touch calms/soothes child?

What type of touch alerts child?

Will child allow you to touch him during fun activities?

Does child allow touch to guide and direct him?

Movement

What type of movement does child seek out?

What type of movement does child avoid?

What type of movement calms: slow, rhythmic, rocking, side to side, etc.?

What type of movement alerts: fast, intense, jerky, etc.?

Does child like to be picked up and swung around?

Does child like chase games?

Does child like run and jump play?

How does child respond to:

Slow movement:

Fast movement:

Rhythmic movement:

Linear, circular, spinning:

Positions: standing, sitting, prone, etc.

Proprioception

Does child like rough-housing, wrestling?

Does child enjoy push, pull, hitting, kicking type of activities?

Does child like falling, crashing into things?

Auditory

Does child have any sensitivity to noise: loud noises, frequencies, and specific noise?

Does child seek out auditory stimulation: likes loud, stimulating noise, vocal stimulation?

Children on the spectrum often respond well to rhythm and rhyme. When interacting with the child, does he enjoy it when you:

Sing:

Chant:

Use an animated voice/facial expression:

Hum:

Use a sing-song voice:

General

What stimulation does child seek out?

What stimulation does child try to avoid?

What stimulation tends to calm and soothe child?

What stimulation tends to excite and alert child?

Does child tend to engage in any self-stimulatory behavior?

Does child have any obsessive interests/passions?

What are child's favorite activities?

What helps child feel safe?

What are child's fears?

FEELINGS CHARTS

Feelings chart

This chart is used to start teaching children to label their feelings in the moment. Periodically throughout the day, ask the child to identify the picture/emotion that best defines how he is feeling. This is also good to use during events to identify how the child feels so he starts to connect the feelings to the events.

Feelings inventory

This chart has the child identify what common events create the given feeling for him. The child starts to not just label the emotions but also to connect the emotions to common events in their day.

Emotions rating scale

This chart uses a five-point rating scale to teach children to rate the degree of intensity of given emotions. Many children are all-or-nothing thinkers with little awareness of the degree of relativity of emotions. This chart teaches them how to gauge the intensity of emotions by rating them from one to five.

Emotions rating inventory

This chart helps the child to identify common daily events that create the intensity of emotion for each rating. What events annoy him, irritate him, upset him, etc.? This helps the child connect his emotions to common events.

Coping skills inventory

Once the children can gauge the intensity of the emotion, then they can learn what coping skills they can use at each level of intensity. For example, the child may use positive self-talk ("I can handle this") or a protest statement ("Please stop that") when annoyed or irritated, and use deep breathing, leave and seek help, etc. at higher levels.

Feelings chart



Calm



Happy



Sad








Angry



Scared

Feelings inventory

Events that create the feeling	
 Calm	
 Happy	
 Sad	
 Angry	
 Scared	

Emotions rating scale



5	Furious
4	Angry
3	Upset
2	Irritated
1	Annoyed

Emotions rating inventory

Events that create the feeling

5	Furious	
4	Angry	
3	Upset	
2	Irritated	
1	Annoyed	

Coping skills inventory

List coping skills for each level

5	Furious	
4	Angry	
3	Upset	
2	Irritated	
1	Annoyed	

CORE DEFICIT ASSESSMENT

Name:

Date:

Age:

Informant:

Evaluator:

I = Infrequent

O = Occasional

F = Frequent

Core deficit	I	O	F	Examples/comments
Sensory deficits <ol style="list-style-type: none"> 1. Either under- or over-sensitive to touch. 2. Either under- or over-sensitive to sounds. 3. Either under- or over-sensitive to light. 4. Either under- or over-sensitive to smells/tastes. 5. Shows apprehension in movement activities. 6. Withdraws or hits when approached or touched. 7. Becomes overwhelmed in loud or crowded settings. 8. Dislikes certain clothing, or layers clothing. 9. Resists grooming: face washing, bathing, tooth brushing, combing hair, etc. 10. Has problems understanding/following spoken directions. 11. Sometimes appears not to hear when spoken to. 12. Frequently seeks out stimulation (touch, deep pressure, crashing, movement, smells, etc.). 13. Is frequently on the move; overactive. 14. Is frequently touching/grabbing/hanging on others. 15. Is slow, sluggish, with little energy. <p>Other:</p>				

Core deficit	I	O	F	Examples/comments
Cognitive deficits 16. Displays delayed information processing; delay in responding. 17. Has difficulty processing multiple information simultaneously. 18. Gets confused with multiple-step directions. 19. Needs tasks broken down into small steps. 20. Has problems multitasking. 21. Has a short attention span, concentration, is easily distracted. 22. Has trouble starting and finishing tasks. 23. Has poor planning and organizing skills; scattered. 24. Often loses or forgets things. 25. Has poor impulse control, acts without forethought. 26. Has problems monitoring actions to stay coordinated with others. 27. Doesn't understand the effects of his behavior. 28. Has difficulty shifting gears with minor snags or changes. 29. Shows rigid/inflexible thinking; can only see his way. 30. Displays black and white, all-or-nothing thinking (cannot see gray areas). Other:				

Core deficit	I	O	F	Examples/comments
Emotional deficits 31. Displays intense emotional reactions; often over-exaggerated. 32. Goes from 0 to 100 quickly, difficulty calming down. 33. Seems to lose control, becomes overwhelmed. 34. Has poor frustration tolerance (has to have it now!). 35. Has trouble identifying/labeling emotions. 36. Often appears anxious, scared, or apprehensive. 37. Changes moods quickly, difficult to predict. 38. Laughs or cries for no apparent reason. 39. Becomes over-excited easily. 40. Shows emotions that often don't match situation. 41. Shows little emotion. 42. Has difficulty recognizing emotions of others. Other:				

Core deficit	I	O	F	Examples/comments
Social/communication deficits 43. Has difficulty communicating needs and wants. 44. Gets frustrated when others don't understand. 45. Has difficult time understanding spoken directions. 46. Needs to have directions repeated several times. 47. Gets upset when given directions. 48. Has difficult time making friends. 49. Has difficulty reading social cues. 50. Shows poor regard for (difficulty reading) the thoughts, feelings and perspectives of others. 51. Has to control all interactions. 52. Has difficulty sharing and taking turns. 53. Has difficulty coordinating back-and-forth interaction. 54. Has poor awareness of how his actions affect others. 55. Seeks out frequent attention. 56. Seems anxious, apprehensive when interacting. 57. Tends to avoid social contact. Other:				

Core deficit	I	O	F	Examples/comments
Medical/psychiatric 58. Eating or sleeping problems. 59. Chronic infections, congestion. 60. Digestive, gastrointestinal problems. 61. Constipation, loose stools, etc. 62. Allergies, arthritis, migraines. 63. Mood swings, over-activity. 64. Withdrawn, inactive, little interests. 65. Rapid, pressured speech. 66. Anxious, apprehensive, fearful. 67. Compulsive, repetitive behavior. 68. Hallucinations. 69. Delusional ideations. 70. Preoccupied thoughts.				

SUMMARY SHEET

If used in conjunction with functional behavior assessment, which core deficits impact the target behaviours in question?

For each core deficit area, list possible compensations, accommodations, or skills to teach.

Sensory:

Emotional:

Cognitive:

Social/communication:

Medical/psychiatric:

COMFORT ZONES PROFILE

Name:

Age:

Date:

Reporter:

Sensory profile

- a. Sensory stimulation the child avoids/is defensive to:
- b. Sensory stimulation the child is attracted to, seeks out:
- c. Sensory stimulation that alerts the child:
- d. Known sensory situations that overwhelm the child:
- e. Sensory stimulation that calms the child:
- f. Sensory accommodations, or sensory diet, currently used to support the child:
- g. Favorite sensory activities for engaging the child in interaction:
- h. Other:

Cognitive (information) profile

- a. Information processing problems the child experiences:
 - ☐ delayed processing
 - ☐ processing multiple information simultaneously
 - ☐ processing auditory information
 - ☐ processing visual information

Explain:

- b. Best way to present information to the child:

Type: (visual, pictures, written, verbal, etc.)

How much? (Short phrases, broken down into small portions at one time, etc.)

How fast? (Needs 15–30 seconds to process, etc.)

- c. Information (topics) that tend to be easy for the child? Difficult?

- d. The child tends to have problems:

- | | | |
|--|---|--|
| <input type="checkbox"/> concentrating | <input type="checkbox"/> organizing materials | <input type="checkbox"/> initiating a task |
| <input type="checkbox"/> staying on task | <input type="checkbox"/> finishing task | <input type="checkbox"/> turning in completed work |

Explain:

- e. Accommodations/supports that have worked well in helping the child learn:

- f. Other:

Social profile:

- a. What type of interaction style works best to:

Engage the child (animated, calm, non-demanding, slow-paced, physical contact, etc.):

Soothe the child:

- b. Types of interaction to avoid with the child:

- c. Types of interaction that overwhelm the child:

d. How the child handles interacting with:

Familiar adults:

Unfamiliar adults:

Other children:

Group activities:

e. The child's interaction skills:

Sharing:

Taking turns:

Following directions:

Referencing others to stay coordinated in action with them:

Sharing enjoyment with others:

f. Social situations to avoid for the child:

g. Accommodations and supports that help the child feel safe and accepted with others:

h. Other:

Emotional profile:

a. The child's general level of emotional stability (fairly calm, emotionally overreactive, etc.) is:

b. How the child expresses:

Excitement/pleasure:

Frustration:

Unhappiness:

Sadness:

Fear:

c. The child's abilities to:

Identify and label his emotions:

Control and regulate his emotions:

Calm after getting upset:

Situations that the child becomes overwhelmed by, or overreacts to:

d. Supports/accommodations that can be used to keep the child from becoming emotionally overwhelmed:

e. Best ways to calm the child when upset, overwhelmed:

f. Things to avoid when the child is emotionally overwhelmed, upset:

g. Other strategies that help the child feel "safe" in general, and in times of stress:

Other comfort zones (medical, dietary, physical activity, etc.) important to the child feeling safe:

Given the above information, the child functions the best under the following conditions:

The child struggles the most under the following conditions:

Summary of strengths and preferences

The child feels the most confident and learns best when we focus on his strengths and preferences.

- a. The child's strengths include (what are his best qualities? What is he good at? What does he feel most competent doing?):

- b. Favorite interests (topics, hobbies, music, activities, toys, etc.):

- c. Ways of incorporating interests into learning opportunities. List any ways that have been used to incorporate the child's interests and preferences into learning opportunities (reading, writing, math, researching topic, etc.), to build social engagement around (peer play, group activities), and to soothe and cope with stress. Possible ways of expanding on these interests. Build the child's strengths, preferences, and interests into as many areas of learning as possible.