



Item Analysis Report

Child's Name: Joe Bloggs
Date of Birth: 26/04/2003 **Age:** 6 yrs 0 mos **Gender:** Male **Administration Date:** 08/05/2009
Service Provider: Pat Flores **Discipline:** Occupational Therapist
Completed By: Tom Webster **Relationship to Child:** Father

Services:

1. Regular Education
2. Occupational Therapy
3. Speech Therapy

Conditions:

















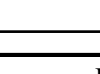


1. Speech or Language Impairment
2. Autism/Pervasive Developmental Disorder (PDD)
3. Dyspraxia










Comments:

Joe has been receiving Speech and Language Therapy from age 3. He was diagnosed with Autistic Spectrum Disorder and Developmental Coordination Disorder at age 5. He receives additional assistance in school from Speech and Language Therapy and educational support











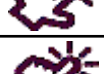



A = Always, F = Frequently, O = Occasionally, S = Seldom, N = Never






















Sensory Processing



Item		A. Auditory Processing	A	F	O	S	N
	1	Responds negatively to unexpected or loud noises (for example, cries or hides at noise from vacuum cleaner, dog barking, hair dryer)		X			
	2	Holds hands over ears to protect ears from sound		X			
	3	Has trouble completing tasks when the radio is on					X
	4	Is distracted or has trouble functioning if there is a lot of noise around				X	
	5	Can't work with background noise (for example, fan, refrigerator)					X
	6	Appears to not hear what you say (for example, does not "tune-in" to what you say, appears to ignore you)				X	
	7	Doesn't respond when name is called but you know the child's hearing is OK				X	
	8	Enjoys strange noises/seeking to make noise for noise's sake				X	
Section Raw Score Total			30				
Item		B. Visual Processing	A	F	O	S	N
	9	Prefers to be in the dark					X
	10	Expresses discomfort with or avoids bright lights (for example, hides from sunlight through window in car)					X
	11	Happy to be in the dark					X
	12	Becomes frustrated when trying to find objects in competing backgrounds (for		X			
	13	Has difficulty putting puzzles together (as compared to same age children)	X				
	14	Is bothered by bright lights after others have adapted to the light					X
	15	Covers eyes or squints to protect eyes from light					X
	16	Looks carefully or intensely at objects/people (for example, stares)			X		
	17	Has a hard time finding objects in competing backgrounds (for example, shoes)				X	
Section Raw Score Total			35				
Item		C. Vestibular Processing	A	F	O	S	N
	18	Becomes anxious or distressed when feet leave the ground			X		
	19	Dislikes activities where head is upside down (for example, somersaults, roughhousing)					X





















	20	Avoids playground equipment or moving toys (for example, swing set, merry-go-round)						X
	21	Dislikes riding in a car						X
	22	Holds head upright, even when bending over or leaning (for example, maintains a rigid position/posture during activity)						X
	23	Becomes disoriented after bending over sink or table (for example, falls or gets)						X
	24	Seeks all kinds of movement and this interferes with daily routines (for example, can't sit still, fidgets)		X				
	25	Seeks out all kinds of movement activities (for example, being whirled by adult, merry-go-rounds, playground equipment, moving toys)		X				
	26	Twirls/spins self frequently throughout the day (for example, likes dizzy feeling)		X				
	27	Rocks unconsciously (for example, while watching TV)			X			
	28	Rocks in desk/chair/on floor					X	







Section Raw Score Total 41





Item	D. Touch Processing		A	F	O	S	N
	29	Avoids getting "messy" (for example, in paste, sand, finger paint, glue, tape)					X
	30	Expresses distress during grooming (for example, fights or cries during haircutting, face washing, fingernail cutting)				X	
	31	Prefers long-sleeved clothing when it is warm or short sleeves when it is cold					X
	32	Expresses discomfort at dental work or toothbrushing (for example, cries or fights)			X		
	33	Is sensitive to certain fabrics (for example, is particular about certain clothes or bedsheets)					X
	34	Becomes irritated by shoes or socks					X
	35	Avoids going barefoot especially in sand or grass				X	
	36	Reacts emotionally or aggressively to touch				X	
	37	Withdraws from splashing water					X
	38	Has difficulty standing in line or close to other people		X			
	39	Rubs or scratches out a spot that has been touched					X
	40	Touches people and objects to the point of irritating others			X		
	41	Displays unusual need for touching certain toys, surfaces, or textures (for example, constantly touching objects)	X				
	42	Decreased awareness of pain and temperature			X		





	43	Doesn't seem to notice when someone touches arm or back (for example, unaware)						X
	44	Avoids wearing shoes; loves to be barefoot						X
	45	Touches people and objects		X				
	46	Doesn't seem to notice when face or hands are messy		X				
Section Raw Score Total			68					
Item		E. Multisensory Processing	A	F	O	S	N	
	47	Gets lost easily (even in familiar places)				X		
	48	Has difficulty paying attention		X				
	49	Looks away from tasks to notice all actions in the room		X				
	50	Seems oblivious within an active environment (for example, unaware of activity)				X		
	51	Hangs on people, furniture, or objects even in familiar situations						X
	52	Walks on toes						X
	53	Leaves clothing twisted on body		X				
Section Raw Score Total			24					
Item		F. Oral Sensory Processing	A	F	O	S	N	
	54	Gags easily with food textures, or food utensils in mouth						X
	55	Avoids certain tastes or food smells that are typically part of children's diets						X
	56	Will only eat certain tastes						X
	57	Limits self to particular food textures/temperatures						X
	58	Picky eater, especially regarding food textures						X
	59	Routinely smells nonfood objects						X
	60	Shows strong preference for certain smells						X
	61	Shows strong preference for certain tastes						X
	62	Craves certain foods						X
	63	Seeks out certain tastes or smells						X


















	64	Chews or licks on nonfood objects		X		
	65	Mouths objects (for example, pencil, hands)		X		
Section Raw Score Total			54			






Item		G. Sensory Processing Related to Endurance/Tone	A	F	O	S	N
	66	Moves stiffly				X	
	67	Tires easily, especially when standing or holding particular body position		X			
	68	Locks joints (for example, elbows, knees) for stability					X
	69	Seems to have weak muscles	X				
	70	Has a weak grasp	X				
	71	Can't lift heavy objects (for example, weak in comparison to same age children)		X			
	72	Props to support self (even during activity)		X			
	73	Poor endurance/tires easily			X		
	74	Appears lethargic (for example, has no energy, is sluggish)					X
Section Raw Score Total			25				
Item		H. Modulation Related to Body Position and Movement	A	F	O	S	N
	75	Seems accident-prone	X				
	76	Hesitates going up or down curbs or steps (for example, is cautious, stops before moving)			X		
	77	Fears falling or heights					X
	78	Avoids climbing/jumping or avoids bumpy/uneven ground		X			
	79	Holds onto walls or banisters (for example, clings)			X		
	80	Takes excessive risks during play (for example, climbs high into a tree, jumps off tall furniture)					X
	81	Takes movement or climbing risks during play that compromise personal safety					X
	82	Turns whole body to look at you				X	
	83	Seeks opportunities to fall without regard to personal safety					X
	84	Appears to enjoy falling					X
Section Raw Score Total			38				
Item		I. Modulation of Movement Affecting Activity Level	A	F	O	S	N
	85	Spends most of the day in sedentary play (for example, does quiet things)					X





	86	Prefers quiet, sedentary play (for example, watching TV, books, computers)						X
	87	Seeks sedentary play options						X
	88	Prefers sedentary activities						X
	89	Becomes overly excitable during movement activity	X					
	90	“On the go”	X					
	91	Avoids quiet play activities			X			
Section Raw Score Total			25					

Item	J. Modulation of Sensory Input Affecting Emotional Responses		A	F	O	S	N	
	92	Needs more protection from life than other children (for example, defenseless physically or emotionally)		X				
	93	Rigid rituals in personal hygiene			X			
	94	Is overly affectionate with others					X	
	95	Doesn't perceive body language or facial expressions (for example, unable to interpret)		X				
Section Raw Score Total			12					

Item	K. Modulation of Visual Input Affecting Emotional Responses and Activity Level		A	F	O	S	N	
	96	Avoids eye contact		X				
	97	Stares intently at objects or people			X			
	98	Watches everyone when they move around the room					X	
	99	Doesn't notice when people come into the room					X	
Section Raw Score Total			15					

Item	L. Emotional/Social Responses	A	F	O	S	N
 100	Seems to have difficulty liking self (for example, low self-esteem)		X			
 101	Has trouble "growing up" (for example, reacts immaturely to situations)		X			
 102	Is sensitive to criticisms		X			
 103	Has definite fears (for example, fears are predictable)	X				
 104	Seems anxious		X			
 105	Displays excessive emotional outbursts when unsuccessful at a task		X			
 106	Expresses feeling like a failure				X	
 107	Is stubborn or uncooperative	X				
 108	Has temper tantrums		X			
 109	Poor frustration tolerance		X			
 110	Cries easily				X	
 111	Overly serious					X
 112	Has difficulty making friends (for example, does not interact or participate in group play)	X				
 113	Has nightmares				X	
 114	Has fears that interfere with daily routine				X	
 115	Doesn't have a sense of humor					X
 116	Doesn't express emotions			X		
Section Raw Score Total		46				

Item	M. Behavioral Outcomes of Sensory Processing	A	F	O	S	N
 117	Talks self through tasks					X
 118	Writing is illegible	X				
 119	Has trouble staying between the lines when coloring or when writing	X				
 120	Uses inefficient ways of doing things (for example, wastes time, moves slowly,		X			
 121	Has difficulty tolerating changes in plans and expectations	X				

	122	Has difficulty tolerating changes in routines		X			
Section Raw Score Total			12				
Item	N. Items Indicating Thresholds for Response		A	F	O	S	N
	123	Jumps from one activity to another so that it interferes with play			X		
	124	Deliberately smells objects					X
	125	Does not seem to smell strong odors					X
Section Raw Score Total			13				