<ul> <li>Child has fine motor problems (poor or slow handwriting).</li> <li>Child has difficulty getting dressed independently.</li> <li>Poor auditory processing.</li> </ul>	Dat	
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Current Diagnosis: Current Diagnosis: Current Diagnosis: Current Total Current Total Section Current Total Current		
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Image: Second To Construct:         Processed to can determine that applies to your child.         Child has poorse matter shills (struct have head difficulty learning to rade a bile or learning to exitp.         Subdent exhibits difficulty remaining south der maaks.         Child has difficulty remaining south der marks.         Child has difficulty remaining for difficulty chars to be uncooperative, learning to exit.         Child has difficulty forming friendhilds. Other bilder do the out call the house to play.         Student to very analytical grade models.         Child has difficulty forming friendhilds goad one day, bad the next.         Child has difficulty dering directed independently.         Poor auditory processing.         Student took multivation expecially day and wheat poducts.         Child has difficulty dering directed independently.         Poor auditory processing directed independently.         Child has difficulty dering threat poducts. <td>Cu</td> <td>rent Diagnosis:</td>	Cu	rent Diagnosis:
Sevening Tool used:  Preservice acch attainment that applies to your child.  Child has core groose motor solli (way have head diffusily learning to ride a bile or learning to exip.  Suddent solutions diffusily remaining seated for meals.  Child clearns to be tone and doesn't appert to be hazey often.  Child a settimuty expressing emotions.  Child a settimuty expressing expressing emotions.  Child a settimuty expressing emotions.  Child a sett		
<ul> <li>Child has poor youse motor skills (may have had difficulty learning to ride a bike or learning to adve.).</li> <li>Student exhibits difficulty remaining seated to meats.</li> <li>Child doesn't like to loach things with heir hands.</li> <li>Does not derively beasure from easting, or may hate easting and not particular to sweets.</li> <li>Child has difficulty expressing enrolling.</li> <li>Child as atigmentative (opposition beavar). Child thends to be uncooperative, tendency to asy no.</li> <li>Child near difficulty forming friendships. Chier children do not call the house to play.</li> <li>Student is very analytical (processes ideas aroupantially, slep by step).</li> <li>Thile 'n'yoo' rade 'gracio match'.</li> <li>Child near difficulty drenked independently.</li> <li>Poor auditory processing.</li> <li>Student leaves a child by with people they don't know.</li> <li>Child near difficulty generative does (poor slow hadverting).</li> <li>Child near difficulty procursing works (poor vib/th not/ming).</li> <li>Child needs to hear or see conceptal many lines in order to learn them.</li> <li>Child needs to hear or see conceptal many lines in order to learn them.</li> <li>Child needs to hear or see conceptal many lines in order to learn them.</li> <li>Child needs to hear or see conceptal many lines in order to learn them.</li> <li>Child needs to hear or see conceptal many lines in order to learn them.</li> <li>Child needs to hear or see conceptal many lines in order to learn them.</li> <li>Child needs to hear or see conceptant on one see section to the see section for the see section for see section for</li></ul>		
<ul> <li>Pinching</li> <li>Holding toys with one hand</li> <li>Grasping</li> <li>Sensory Integration History?</li> <li>Overly Sensitive to lights</li> <li>Overly Sensitive to sound</li> <li>Overly Sensitive to textures</li> <li>Social/Interaction History: Any problems with peer interactions?</li> <li>Therapeutic Intervention history? Including current therapies:</li> <li>Current Developmental Difficulties</li> <li>Are any of these areas currently of concern and if so please explain.</li> <li>Gross Motor</li> <li>Fine Motor</li> <li>Sensory</li> <li>Sensory</li> <li>Speech/Language</li> </ul>		to say no. Child has difficulty forming friendships. Other children do not call the house to play. Student is very analytical (processess ideas sequentially, step by step). Talks "in-your-fae" (space invader). The child's behavior is very erratic: good one day, bad the next. Child neaves certain foods, especially dairy and wheat products. Child has fine motor problems (poor or slow handwriting). Child has difficulty getting dressed independently. Poor auditory processing. Student lacks motivation especially in regards to school and homework but not for things they enjoy. Student is withdrawn and shy with people they don't know. Child hates doing homework. Child hates doing homework. Child hates doing homework. Child hates do be prepared for test, yet test poorly. Child hates do be ar or see concepts many times in order to learn them. Child has difficulty pronouncing words (poor with phonics). Child has difficulty pronouncing words (poor with phonics). Child tends to exhibit task avoidance especially with academics. Catches colds frequently. <b>ucational History</b> <b>ne of School</b> <b>in Place?</b> Yes No <b>event first noted developmental concerns:</b> Were first noted developmental concerns: <b>event first noted developmental concerns:</b>
Are any of these areas currently of concern and if so please explain.  Gross Motor  Fine Motor  Sensory  Speech/Language	Age His C	No gers for regression? Sitting Up Rolling Over
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### Sleep Patterns:

Favorite Activity:

#### Mood Problems?

Anxiety

O OCD

O Other:

#### Pain Tolerance:

O High

O Low

O Normal

## **Biggest Parental Concerns:**

**Biomedical Interventions** 

Have these ever been used in a therapeutic manner?

#### Nutrition/Diet

Supplements:

Other:

Email

# Attach a File

Choose File ) no file selected

Submit