

Dr Gary Childs

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- Southern Specialist Centre • Golden Grove Family Health • Statewide Psychology Service
- Morphett Vale 5162 Golden Grove 5125

CONFIDENTIAL

DEVELOPMENTAL HISTORY FORM

Please complete this fully and deliver to the clinic when your child is assessed.

Child's surname	First name	dob	age
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Name of person completing form	Today's date	Relation to child	
<input type="text"/>	<input type="text"/>	<input type="text"/>	

CUSTODIAL PARENT(S) CONTACT DETAILS

Name	Age	Current Occupation(s)
<input type="text"/>	<input type="text"/>	<input type="text"/>
Postal address	Phone	
<input type="text"/>	<input type="text"/>	
Postcode	E-mail	
<input type="text"/>	<input type="text"/>	

Non Custodial Parent(s) where appropriate	Age	Current Occupation(s)	Phone
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

School and address	School Phone
<input type="text"/>	<input type="text"/>
Postal address	
<input type="text"/>	

Grade	Teacher or Coordinator	Principal	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Family GP	Provider Number (if known)	Practice Address	Phone
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

DETAILS ABOUT FAMILY

Biological mother

Name

Age

Years of schooling/ qualifications

Any problems while at school (eg repeated grade, reading difficulty, special help, poor speller, poor at maths, disliked school)

Other health or developmental issues (eg early language delay, hearing loss, chronic health problems)

Biological father

Name

Age

Years of schooling/qualifications

Any problems while at school (eg repeated grade, reading difficulty, special help, poor speller, poor at maths, disliked school)

Other health or developmental issues (eg early language delay, hearing loss, chronic health problems)

Immediate family

Age (yrs)

Relationship

Any problems? Any school difficulties?

Extended family

Age (yrs)

Relationship

Any problems? Any school difficulties?

Languages spoken at home

Main language

Other languages spoken

DEVELOPMENT 0-5 YEARS

Post natal development

Birth weight

Describe any birth difficulties, including prematurity

Describe any concerns in the first 6 months

Describe any concerns in the first 2 years

Try to recall your impressions of your child prior to starting school. Shade circles as appropriate. Omit if unsure.

Age when first sat mnths

Age when first crawled mnths

Age when first walked mnths

Hearing

- Were ear infections a problem? not at all rarely sometimes often all the time
- Were grommets inserted? never once twice 3-4 times frequently
- Did grommets make a difference? not appropriate not much a little very helpful
- Did the child snore? never rarely often every night

Language

Describe your child's early language development. Shade circles as appropriate /omit if unsure

- | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| Slow to talk | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Early to talk |
| Had limited vocabulary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strong vocabulary |
| Speech seemed blurred | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Speech very clear |
| Used few words | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Used coherent sentences |
| Relied on others to speak on his/her behalf | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Expressed needs forthrightly |
| Hard to understand | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Easy to understand |
| Confused particular sounds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Sounds were clear |
| Seemed confused by instructions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Followed instructions easily |
| Seemed passive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Always "switched on" |
| Struggled to remember lists and sequences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Good at remembering lists and sequences (e.g. days of week) |
| Didn't talk much | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Spoke confidently |
| Struggled to learn alphabet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Knew alphabet confidently |

PRE-SCHOOL

Executive and Social skills

Found it difficult to concentrate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good concentration
Easily distracted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Persisted with most tasks
Attention was brief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Able to stay focused
Impulsive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Purposeful approach
Always restless, fidgety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Could sit still when needed
Often unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Mostly happy and contented
Hard to manage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Easy to manage

Hearing and Vision

	Age	What were the findings?	
When was hearing last tested?	<input type="text"/>	<input type="text"/>	
	Age	What were the findings?	Were Spectacles recommended?
When was vision last tested?	<input type="text"/>	<input type="text"/>	
	Y/N	Age	What were you advised
Was a Speech Pathologist involved?	<input type="text"/>	<input type="text"/>	<input type="text"/>

CURRENT BEHAVIOUR

Motor skills

Describe your child NOW

Left handed <input type="checkbox"/>	right handed <input type="checkbox"/>	no preference evident <input type="checkbox"/>				
Kicks with left foot <input type="checkbox"/>	kicks with right foot <input type="checkbox"/>	kicks with either foot <input type="checkbox"/>				
1. Poorly coordinated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Well coordinated
2. Poor sense of balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good sense of balance
3. Not practically minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good at making things
4. Poor fine motor skills (e.g. cutting, tracing, threading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strong fine motor skills
5. Awkward grip when writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Mature grip when writing
6. Messy handwriting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Handwriting is neat & legible
7. Uneven letter formation when writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writes evenly
8. Awkward when running	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fast runner
9. Lacks confidence in sporting activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Confident in most sporting activities

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|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 10. Slow to learn new motor skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Learns new motor skills quickly |
| 11. Lacks confidence in working with hands | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very confident in any practical activity |

Executive Skills

- | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 1. Concentration is brief | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Can concentrate steadily |
| 2. Eager to learn at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Shows little interest in school work |
| 3. Perseveres with school work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Lacks perseverance with school work |
| 4. Able to control own behaviour | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Has difficulty controlling behaviour |
| 5. Is easily distracted | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Stays focused on school work |
| 6. Always responsive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | In his/her own world |
| 7. Good at games & puzzles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Quickly loses interest in games & puzzles |
| 8. Very confident | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Often appears vague or apathetic |
| 9. Restless; fidgety | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Sits still when needed |
| 10. Always on the go; lively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Settled, calm in most tasks |
| 11. Does things in a purposeful way | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Often seems impulsive |
| 12. Dislikes reading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Enjoys reading |
| 13. Always completes homework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Never completes homework |
| 14. Avoids writing as much as possible | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Writes fluently when needed |
| 15. Lacks confidence in reading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Confident reader |
| 16. Watches a lot of TV | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Rarely watches TV |

Social Skills

- | | | | | | | |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------|
| 1. Often irritable or 'cranky' | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Usually even tempered |
| 2. Easily excited | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Usually calm & easygoing |
| 3. Mostly compliant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Frequently argumentative |
| 4. Often seems unhappy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Usually contented and happy |
| 5. Has close friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Struggles with friendships |
| 6. Difficult to reason with | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Easy to reason with |
| 7. Co-operative; shares with other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Fights over sharing and |

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|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|--|
| | | | | | | | |
| children | | | | | | taking turns | |
| 8. Rough or aggressive with other children – usually unprovoked | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Not aggressive with other children unless provoked | |
| 9. Well behaved | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Difficult to control | |
| 10. Frequent temper tantrums | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Rarely has temper tantrums | |
| 11. Has difficulty settling down to sleep | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Goes to sleep easily | |
| 12. Sleeps well | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Disturbed, restless sleeper | |
| 13. Ceased bedwetting readily | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Bedwetting still a concern | |
| 14. Happy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Often unhappy | |
| 15. Distressed by other children | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Relates well to other children | |
| 16. Worries frequently | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Mostly easy going | |
| 17. Gets on well with teacher | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Often doesn't get on well with Teacher | |
| 18. No sign of being bullied | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Has been bullied | |

Listening Skills

- | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 1. Seems confused by instructions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Follows instructions without difficulty |
| 2. Difficulty remembering lists and sequences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Good at remembering lists and sequences |
| 3. Can't remember phone numbers or locations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Always remembers phone numbers and locations |
| 4. We need to keep our instructions brief | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Able to follow instructions easily |
| 5. Struggles to understand what we say | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Always understands |
| 6. Teachers comment that he/she doesn't listen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | No listening problems at school |
| 7. Teachers comment that he/she seems vague or disinterested | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Teachers pleased with participation |

MEDICAL HISTORY

List any current medications that your child requires (eg for Asthma, Diabetes, Headache, Pain)

Medical Condition	Medication	Dosage

List significant illnesses, accidents, hospitalisation or major family issues (eg death of parent or sibling)

Year	Condition or Event

REASONS FOR REFERRAL

List your child's greatest strengths and qualities

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

What are your major concerns at the present time?

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

What do you most want from this assessment?

- 1.....
- 2.....

Any other comments?

-
-
-
-
-

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