

Aaron is a 4 yr, 2 mo. old male who attends the Head Start program full-time with 13 other kids in his classroom. He has medical diagnoses of Other Disorders of Psychological Development. He receives OT on a weekly basis due to concerns regarding his behavior and social interaction, non-preferred activity completion, difficulty regulating himself in relation to other children and his surroundings, and sensory differences. He is being raised by his mom, who reports that he is happiest when he is playing by himself and that he plays purposefully with preferred toys at home. At home his favorite toys are his toy trucks. She reports that "everything makes him angry", that he is "never calm" and that he does not like being "fussed at" or told that he has done something wrong, or told "no". He has one younger sister.

Aaron's gross motor skills are at age level. He is able to access all areas of the classroom and playground independently. He is fully verbal, speaking in full sentences. He uses a loud voice and yells frequently. His vocabulary is at or above age level. He is inquisitive and likes to "solve problems" presented by adults. He interacts relatively well 1:1 with adults if they follow his lead. On Visual Motor testing he demonstrates an age equivalency of 3 years, 4 months. He is able to copy lines and a circle, build a 10-block tower, strings beads and cut a piece of paper in two. He demonstrates right hand dominance. He struggles to alter the force required on school tools and frequently applies excessive force and moves quickly through tasks, or parts of tasks.

Aaron prefers the music center and the block center. He also enjoys art activities, especially those that include using glue and cutting. One-on-one with an adult he likes books that he can participate in naming animals or other familiar items. He has strong preferences, not only of what he plays with, but how it should be played with, as well as whom he interacts/plays with and how. He tantrums frequently, yells, hits other children and dumps toys on them, as well as clearing off shelves of toys when things don't go his way. He has significant difficulty regulating his behaviors and emotions. He will use eye contact fleetingly. He's a very active child who tends to be constantly on the move. When outside, he runs and jumps and tackles other children and moves from place to place and equipment to equipment.

He requires constant 1:1 supervision to keep himself and others safe. He does respond to 1:1 verbal direction from a familiar adult and can stop himself and refrain from troublesome behavior with adult intervention. He will raise his voice and cry with adults, but to date has not been aggressive towards adults. Troublesome behaviors as reported above are noted to occur throughout each day that he attends Head Start. Like most children, he has good days and bad days. The frequency of troublesome behaviors ranges from 5–10 times per day. On occasion, he will have an exceptionally good day and troublesome behaviors will only occur 2 times. He consistently struggles with the transition from outside play back into the classroom.

Routinely, after outside time, the children all transition in, hang up coats, go to the carpet for a story or short video and then use the toilet and wash hands to prepare for lunch. The children are divided between 2-3 large tables and eat "family style". Aaron typically refuses to leave the playground, but with 1:1 adult direction, will line up, frequently at the end of the line. Once he enters the classroom he requires very close adult supervision and it is one of the most difficult times of the day for him.

On the Sensory Profile he shows definite differences in touch processing & modulation of movement affecting activity level, and probable differences in the oral sensory processing and multi sensory processing. He does not appear to "tune-in" when spoken to & enjoys strange noises and seeks making noise for noise sake. He has a hard time finding objects in competing backgrounds. He seeks all kinds of movement, which interferes with his daily routine. He reacts aggressively or emotionally to touch, unless initiated by him, has difficulty standing in line or close to other people but displays an unusual need for touching toys' surfaces or textures, people and objects. He has difficulty paying attention and seems oblivious within an active environment. He becomes overly excitable during movement activities and avoids quiet play activities. He does not perceive body language or personal space. He makes negative comments about himself when he's upset and he says "sorry" about everything he does.