

Questions to Ask at Your Child's Evaluation

Take this in with you. Tick the ones that matter, and write the answers down.

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Goals

- ☐ What are the goals, and who chose them?
- ☐ What will this look like in daily life when it is working?
- ☐ Are the goals written as things my child will be able to do, or as clinical measures?
- ☐ How long do you expect this to take, and what would change that?
- ☐ What would you tell me if progress stalled?

“Improve gross motor skills” is not a goal. “Climbs stairs with alternating feet” is. Goals in daily-life terms are easier to measure and easier to care about.

Approach

- ☐ What approach do you use, and what is it based on?
- ☐ Is reducing stimming or increasing eye contact among the goals? If so, why?
- ☐ How do you respond when my child says no?
- ☐ Do you consider changing the environment before changing my child?
- ☐ Can I observe sessions?
- ☐ What training do you have in this specific area?

At home

- ☐ What should I be doing between sessions, specifically?
- ☐ How much time should that take?
- ☐ What if I cannot manage that some weeks?
- ☐ Will you show me, and watch me do it?

Progress

- ☐ How will we know this is working?
- ☐ By when should I expect to see a change?
- ☐ What would make you change the plan?
- ☐ When would you discharge us, and what happens after?

What a good answer sounds like

A good answer	Worth following up on
Specific — names a behavior, a setting, or a time frame	“We are working on sensory integration”, with no explanation of what that means for your child
In daily-life terms rather than clinical vocabulary	“Every child is different” used to avoid giving any timeline
Honest about uncertainty	A goal you did not choose and do not recognize as important
Welcomes the question	Any answer that discourages you from asking a second one

Questions of my own

What they said

What to ask next time

This guide is for general information and is not medical advice or a diagnosis. It describes how to weigh an answer, not which therapy to choose.
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