

AUDITORY (SOUND) PROCESSING

HYPERSENSITIVITY TO SOUNDS

- ☐ distracted by sounds not normally noticed by others; i.e., humming of lights or refrigerators, fans, heaters, or clocks ticking
- ☐ fearful of the sound of a flushing toilet (especially in public bathrooms), vacuum, hairdryer, squeaky shoes, or a dog barking
- ☐ startled with or distracted by loud or unexpected sounds
- ☐ bothered/distracted by background environmental sounds; i.e., lawn mowing or outside construction
- ☐ frequently asks people to be quiet; i.e., stop making noise, talking, or singing
- ☐ runs away, cries, and/or covers ears with loud or unexpected sounds
- ☐ may refuse to go to movie theaters, parades, skating rinks, musical concerts etc.
- ☐ may decide whether they like certain people by the sound of their voice

HYPOSENSITIVITY TO SOUNDS

- ☐ often does not respond to verbal cues or to name being called
- ☐ appears to "make noise for noise's sake"
- ☐ loves excessively loud music or TV
- ☐ seems to have difficulty understanding or remembering what was said
- ☐ appears oblivious to certain sounds
- ☐ appears confused about where a sound is coming from
- ☐ talks self through a task, often out loud
- ☐ needs directions repeated often, or will say, "What?" frequently

AUDITORY PROCESSING DIFFICULTY

- ☐ unable to locate the source of a sound
- ☐ difficulty discriminating between sounds/words; i.e., "dare" and "dear"
- ☐ difficulty filtering out other sounds while trying to pay attention to one person talking
- ☐ bothered by loud, sudden, metallic, or high-pitched sounds
- ☐ difficulty attending to, understanding, and remembering what is said or read; often asks for directions to be repeated and may only be able to understand or follow two sequential directions at a time
- ☐ looks at others to/for reassurance before answering
- ☐ difficulty putting ideas into words (written or verbal)
- ☐ often talks out of turn or "off topic"
- ☐ if not understood, has difficulty re-phrasing; may get frustrated, angry, and give up
- ☐ difficulty reading, especially out loud (may also be dyslexic)
- ☐ ability to speak often improves after intense movement

VISUAL (SIGHT) PROCESSING

HYPERSENSITIVITY

- ☐ sensitive to bright lights; will squint, cover eyes, cry and/or get headaches from the light
- ☐ has difficulty keeping eyes focused on task he/she is working on for an appropriate amount of time
- ☐ easily distracted by other visual stimuli in the room; i.e. movement, decorations, windows, doorways, etc.
- ☐ has difficulty in bright colorful rooms or a dimly lit room
- ☐ rubs his/her eyes, has watery eyes or gets headaches after reading or watching TV
- ☐ avoids eye contact
- ☐ enjoys playing in the dark

HYPOSENSITIVITY

- ☐ has difficulty telling the difference between similar printed letters or figures; i.e., p & q, b & d, + and x, or square and rectangle
- ☐ has a hard time seeing the "big picture"; i.e., focuses on the details or patterns within the picture
- ☐ has difficulty locating items among other items; i.e., papers on a desk, clothes in a drawer, items on a grocery shelf, or toys in a bin/toy box

- ___ often loses place when copying from a book or the chalkboard
- ___ difficulty controlling eye movement to track and follow moving objects
- ___ has difficulty telling the difference between different colors, shapes, and sizes
- ___ often loses his/her place while reading or doing math problems
- ___ makes reversals in words or letters when copying, or reads words backwards; i.e., "was" for "saw" and "no" for "on" after first grade
- ___ complains about "seeing double"
- ___ difficulty finding differences in pictures, words, symbols, or objects
- ___ difficulty with consistent spacing and size of letters during writing and/or lining up numbers in math problems
- ___ difficulty with jigsaw puzzles, copying shapes, and/or cutting/tracing along a line
- ___ tends to write at a slant (up or down hill) on a page
- ___ confuses left and right
- ___ fatigues easily with schoolwork
- ___ difficulty judging spatial relationships in the environment; i.e., bumps into objects/people or missteps on curbs and stairs

VESTIBULAR (MOVEMENT) PROCESSING

HYPERSENSITIVITY

- ___ avoids/dislikes playground equipment; i.e., swings, ladders, slides, or merry-go-rounds
- ___ prefers sedentary tasks, moves slowly and cautiously, avoids taking risks, and may appear "wimpy"
- ___ may physically cling to an adult they trust
- ___ may appear terrified of falling even when there is no real risk of it
- ___ afraid of heights, even the height of a curb or step
- ___ fearful of feet leaving the ground
- ___ fearful of going up or down stairs or walking on uneven surfaces
- ___ afraid of being tipped upside down, sideways or backwards; will strongly resist getting hair washed over the sink and/or diaper change
- ___ startles if someone else moves them; i.e., pushing his/her chair closer to the table
- ___ may be fearful of, and have difficulty riding a bike, jumping, hopping, or balancing on one foot (especially if eyes are closed)
- ___ loses balance easily and may appear clumsy
- ___ fearful of activities which require good balance
- ___ avoids rapid or rotating movements

HYPOSENSITIVITY

- ___ in constant motion, can't seem to sit still
- ___ craves fast, spinning, and/or intense movement experiences
- ___ could spin for hours and never appear to be dizzy
- ___ loves the fast, intense, and/or scary rides at amusement parks
- ___ always jumping on furniture, trampolines, spinning in a swivel chair, or gets into upside down position
- ___ loves to swing as high as possible and for long periods of time
- ___ is a "thrill-seeker"; dangerous at times
- ___ always running, jumping, hopping etc. instead of walking
- ___ rocks body, shakes leg, or head while sitting
- ___ likes sudden or quick movements, such as, going over a big bump in the car or on a bike

TACTILE (TOUCH) PROCESSING

HYPERSENSITIVITY

- ___ becomes fearful, anxious or aggressive with light or unexpected touch
- ___ does not like to be held or cuddled
- ___ distressed when diaper is being changed
- ___ avoids standing in close proximity to other people or peers (especially in line)
- ___ becomes frightened when touched from behind or by someone/something they can not see
- ___ complains about having hair brushed or groomed
- ___ avoids group situations for fear of the unexpected touch

- ___ resists friendly or affectionate touch from anyone besides parents or siblings
- ___ dislikes kisses, will "wipe off" place where kissed
- ___ prefers deep hugs
- ___ may overreact to minor cuts, scrapes, and or bug bites
- ___ avoids touching certain textures of material (blankets, rugs, stuffed animals)
- ___ refuses to wear new or clothes with rough textures, tags bother them, etc.
- ___ avoids/dislikes/aversive to "messy play", i.e., sand, mud, water, glue, glitter, playdoh, slime, shaving cream/funny foam etc.
- ___ will be distressed by dirty hands and want to wipe or wash them frequently
- ___ distressed by seams in socks and may refuse to wear them
- ___ distressed about having face washed
- ___ is a picky eater, only eating certain tastes and textures; mixed textures tend to be avoided as well as hot or cold foods; resists trying new foods
- ___ may walk on toes only

HYPOSENSITIVITY

- ___ may crave touch, needs to touch everything and everyone
- ___ is not aware of being touched/bumped unless done with extreme force or intensity
- ___ is not bothered by injuries like cuts and bruises, and shows no distress with shots
- ___ may not be aware that hands or face are dirty or feel his/her nose running
- ___ may be self-abusive; pinching, biting, or banging his own head
- ___ mouths objects excessively
- ___ frequently hurts other children or pets while playing (unintentional)
- ___ repeatedly touches surfaces or objects that are soothing (i.e., blanket)
- ___ seeks out surfaces and textures that provide strong tactile feedback
- ___ thoroughly enjoys and seeks out messy play
- ___ craves vibrating or strong sensory input
- ___ has a preference and craving for excessively spicy, sweet, sour, or salty foods

ORAL (TASTE/TEXTURE) PROCESSING

HYPERSENSITIVITY

- ___ picky eater, often with extreme food preferences; i.e., limited repertoire of foods, picky about brands, resistive to trying new foods or restaurants, and may not eat at other people's houses)
- ___ may only eat "soft" or pureed foods past 24 months of age
- ___ may gag with textured foods
- ___ has difficulty with sucking, chewing, and swallowing; may choke or have a fear of choking
- ___ resists/refuses/extremely fearful of going to the dentist or having dental work done
- ___ may only eat hot or cold foods
- ___ refuses to lick envelopes, stamps, or stickers because of their taste
- ___ dislikes or complains about toothpaste and mouthwash
- ___ avoids seasoned, spicy, sweet, sour or salty foods; prefers bland foods

HYPOSENSITIVITY

- ___ may lick, taste, or chew on inedible objects
- ___ prefers foods with intense flavor; i.e., excessively spicy, sweet, sour, or salty
- ___ excessive drooling past the teething stage
- ___ frequently chews on hair, shirt, or fingers
- ___ constantly putting objects in mouth past the toddler years
- ___ acts as if all foods taste the same
- ___ can never get enough condiments or seasonings on his/her food
- ___ loves vibrating toothbrushes and even trips to the dentist

PROPRIOCEPTIVE PROCESSING (INPUT FROM JOINTS & MUSCLES)

SENSORY SEEKING BEHAVIORS

- ☐ seeks out jumping, bumping, and crashing activities
- ☐ stomps feet when walking
- ☐ kicks his/her feet on floor or chair while sitting at desk/table
- ☐ bites or sucks on fingers and/or frequently cracks his/her knuckles
- ☐ loves to be tightly wrapped in many or weighted blankets, especially at bedtime
- ☐ prefers clothes (and belts, hoods, shoelaces) to be as tight as possible
- ☐ loves/seeking out "squishing" activities
- ☐ enjoys bear hugs
- ☐ excessive banging on/with toys and objects
- ☐ loves "roughhousing" and tackling/wrestling games
- ☐ frequently falls on floor intentionally
- ☐ would jump on a trampoline for hours on end
- ☐ grinds his/her teeth throughout the day
- ☐ loves pushing/pulling/dragging objects
- ☐ loves jumping off furniture or from high places
- ☐ frequently hits, bumps or pushes other children
- ☐ chews on pens, straws, shirt sleeves etc.

"GRADING OF MOVEMENT":

- ☐ misjudges how much to flex and extend muscles during tasks/activities (i.e., putting arms into sleeves or climbing)
- ☐ difficulty regulating pressure when writing/drawing; may be too light to see or so hard the tip of writing utensil breaks
- ☐ written work is messy and he/she often rips the paper when erasing
- ☐ always seems to be breaking objects and toys
- ☐ misjudges the weight of an object, such as a glass of juice, picking it up with too much force sending it flying or spilling, or with too little force and complaining about objects being too heavy
- ☐ may not understand the idea of "heavy" or "light"; would not be able to hold two objects and tell you which weighs more
- ☐ seems to do everything with too much force; i.e., walking, slamming doors, pressing things too hard, slamming objects down
- ☐ plays with animals with too much force, often hurting them

POOR MUSCLE TONE AND/OR COORDINATION

- ☐ has a limp, "floppy" body
- ☐ frequently slumps, lies down, and/or leans head on hand or arm while working at his/her desk
- ☐ difficulty simultaneously lifting head, arms, and legs off the floor while lying on stomach ("superman" position)
- ☐ often sits in a "W sit" position on the floor to stabilize body
- ☐ fatigues easily
- ☐ compensates for "looseness" by grasping objects tightly
- ☐ difficulty turning doorknobs, handles, opening and closing items
- ☐ difficulty catching him/her self if falling
- ☐ difficulty getting dressed and doing fasteners, zippers, and buttons
- ☐ has poor body awareness; bumps into things, knocks things over, trips, and/or appears clumsy
- ☐ poor gross motor skills; jumping, catching a ball, jumping jacks, climbing a ladder etc.
- ☐ poor fine motor skills; difficulty using "tools", such as pencils, silverware, combs, scissors etc.
- ☐ may appear ambidextrous, frequently switching hands for coloring, cutting, writing etc.; does not have an established hand preference/dominance by 4 or 5 years old
- ☐ seems to be unsure about how to move body during movement, for example, stepping over something
- ☐ difficulty learning small group song movements