

SENSORY INTEGRATION DISORDER & TREATMENT

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THE

RED FLAGS



of

SENSORY PROCESSING DISORDER

 in children

RED FLAGS OF SENSORY PROCESSING DISORDER IN CHILDREN

SENSORY OVER RESPONSIVITY

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Children with sensory over responsivity, sometimes referred to as sensory defensiveness, respond to sensory messages more intensely, quickly, and/or for a longer time.

- Frequently bothered by touch from others
- Frequently bothered by furry or fuzzy fabric or textures (wool clothing, fake fur, animal fur, and textured materials)
- Avoids messy activities; frequently bothered by messy hands
- Frequently bothered by wet glue, paint, moist/sticky food, and similar textures
- Resists having hair and nails groomed and cut
- Easily bothered by perfume and other scents
- Very particular about food tastes, textures, aroma, and temperature
- Eats limited variety of food
- Poor concentration in noisy setting
- Seems to have a short attention span
- Becomes upset in presence of loud noises (ex: vacuum, hair dryer, toilet flushing, sirens, and school bells)
- Avoids active physical games such as running, jumping, playing on swings, slides, or other playground equipment that challenges child's balance
- Easily upset by transitions and unexpected changes
- Shows difficulty with and/or avoids group situations
- Reacts aggressively or impulsively to sensory stimulation
- Tends to be irritable, moody, or fussy

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SENSORY UNDER RESPONSIVITY

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Children with sensory under responsivity show less of a response to sensory information than the situation demands, taking longer to react and/or needing intense or long lasting sensory messages before responding.

- Does not seem to notice when touched by others
- Does not cry when hurt or receives a minor injury
- Prefers sedentary activities to more physical activities
- Seems unaware of surroundings
- Does not promptly respond to name being called
- Does not seem to react to being hot, cold, or hungry
- Does not notice messy hands or face
- Does not complain about a messy diaper or indicate the need to use the toilet
- Tends to be passive and withdrawn

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SENSORY SEEKING

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Children that are sensory seekers crave and seek out extreme sensory experiences, often in ways that are socially unacceptable.

- Constantly on the move
- Very restless and fidgety
- Tends to rock while seated
- Strong preference for crashing, bumping, falling, and/or rough housing
- Strong preference for spinning, jumping, swinging, and/or rolling
- Constantly touching objects; touches other people and invades their personal space
- Craves messy activities
- Shows poor safety awareness; takes excessive risks during play and movement
- Frequently licks, sucks, or chews on non-food items (hair, clothes, pencils, toys)
- Prefers food with strong flavor (spicy, bitter, sour)
- Smells non-food items
- Prefers loud noises (television, music, computer, etc)
- Seems unable to stop talking
- Very difficult to take places such as movies, church, and restaurants
- Frequently angry or upset when required to follow an adult's directive or remain still
- Intense, demanding, and difficult to calm

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SENSORY BASED MOTOR DISORDER

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Children with Sensory Based Motor Disorder have difficulty with stabilizing their bodies, moving, or performing movement sequences.

- Was slow to sit up, roll, crawl, walk, and/or run
- Seems weak and tires easily
- Has trouble learning new motor skills such as riding a bike or using the jungle gym
- Appears clumsy and awkward; frequently loses balance and falls
- Slumps when required to sit upright in a chair
- Does not use toys as designed and/or shows limited variety in play
- Bumps into people and objects
- Difficulty completing tasks that have many steps such as getting dressed
- Needs adult support to complete multi-stepped assignments at school
- Struggles with using hands to manipulate objects
- Struggles to use a dominant hand
- Poor ball handling skills
- Messy or slopping eating

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SENSORY DISCRIMINATION

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Children with Sensory Discrimination Disorder have difficulty distinguishing between similar sensations in one or more systems (touch, vision, hearing, taste, smell or perception of body movement).

- Needs to look at his/her hands while manipulating objects or to determine what he/she is holding
- Poor ability to determine how much force to use when manipulating objects; presses too hard or too lightly
- Difficulty sitting down smoothly in a chair; over/under shoots or "plops" down
- Poor ability to detect what or where something or someone is touching his/her body
- Struggles with listening to voices or directions when there is back-ground noise; frequently needs directions repeated
- Poor ability to differentiate smells and food textures
- Avoids or dislikes puzzles and other visual games
- Trouble with directions; gets lost easily
- Requires extra time to complete tasks compared to peers