



IDENTIFYING STUDENTS WITH SENSORY PROCESSING DIFFICULTIES

Name: _____

Date: _____

Teacher: _____

Class: _____

The following checklist, provided by Star Therapy, Inc, will help you identify behaviors often observed when children are having difficulty with processing sensory input. If your student demonstrates behaviors associated with sensory processing disorder (SPD), it may be necessary to seek further information through a screening or evaluation with a qualified Occupational Therapist. Please check the appropriate items based upon your observations.

TOUCH

- Seems overly sensitive to being touched; pulls away from light touch
- Has trouble keeping hands to self; will poke or push other children
- Touches things constantly; difficulty keeping his/her hands to himself
- Has trouble controlling his/her interactions in group games such as tag, dodge ball
- Avoids putting hands in messy substances (e.g., clay, finger paint, paste).
- Seems unaware of being touched or bumped
- Has difficulty standing close to others in a line
- May stuff too much food in mouth
- Over- or under-reacts to minor injuries
- Limited food preferences (i.e., picky eater)
- Unintentionally rough with other kids
- Difficulty with fine motor tasks

Comments:

VESTIBULAR (MOVEMENT)

- Avoids swings, slides, or anything that requires feet to be off the ground
- Prefers sedentary play
- Is in constant motion; loves spinning, swinging, and/or being upside down
- May have low muscle tone (i.e., muscles and joints seem soft and floppy)
- Seems to fall frequently
- Difficulty sitting still for activities

- Holds onto rail when climbing stairs or doesn't alternate feet
- Avoids activities that challenge balance
- Poor balance in motor activities
- Leans back in chair or moves in chair frequently
- Wraps legs around the legs of his/her chair

Comments:

AUDITORY

- May not consistently respond to name
- Makes sounds frequently
- Says "What?" frequently
- Seems oblivious to some sounds; has difficulty locating sound
- Appears to be overly sensitive to loud noises (e.g., bells, toilet flushing)
- Covers ears to loud sounds

Comments:

EMOTIONAL

- Does not accept changes in routine easily
- Becomes easily frustrated
- Difficulty getting along with other children
- Apt to be impulsive or accident prone
- Easier to handle in a small group or individually
- Marked mood variations, tendency to outbursts or tantrums
- Avoids eye contact
- Tends to withdraw from groups; plays on outskirts

Comments:

*Please fax completed checklist to Star Therapy, Inc.
Fax: 404-759-2973/ Phone: 404-514-4990*