

Sensory Integration Symptom Checklist

for School-Aged Children

All children exhibit some of the following difficulties at times. It is important to separate the occasional concerns from the persistent concerns and not worry about an isolated incident, which may be insignificant for the child as a whole.

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| Has trouble with cutting or tracing activities | Is threatened when other people move him |
| Has difficulty reading or copying from the blackboard (slow or labored) | Constantly touches or leans on people/objects |
| Has difficulty spacing letters as they are written | Has not learned to do many self-help activities |
| Reverses letters more often than his/her peers | Has trouble putting on clothes, using buttons or zippers and putting on shoes |
| Sometimes reads words backwards | Distressed with the feeling of certain clothes, tags, socks/ shoes, hair washing &/or tooth brushing routines |
| Eyes tire easily; frustrated with writing and/or reading | Picky eater; dislikes certain tastes or textures of food |
| Does not have normal hand dominance, or solid skill with either hand | Craves certain foods; frequently mouths non-food items (i.e.- chews on shirt or pencils often) |
| Gets right and left confused often | Does things in an inefficient way |
| Hyperactive, distractible, or poor attention span | Appears weak or has low muscle tone |
| Has trouble holding his head up while sitting | Is accident-prone/clumsy (i.e.- spilling/tripping) |
| Becomes tired easily | Needs more protection than other children |
| Frequently fidgets and/or shifts body position while seated in a chair | Is more emotionally sensitive; feelings are easily hurt; expresses not being liked by self or others |
| Is not really good at sports or does not enjoy them | Cannot tolerate upsets in plans or expectations |
| Has difficulty with eye-hand coordination tasks | Bruises, bumps and cuts seem to hurt more than they do with other children |
| Plays too rough; takes excessive risks during play | Is often stubborn or uncooperative; has frequent tantrums, meltdowns or emotional outbursts |
| Gets confused with directions or forgets | Has a strong need to be in control and a hard time accommodating others (peers /adults) |
| Often stands too close to other people or bumps into them | Has a shortage of skills; has to practice each skill over and over |
| Moves too slowly or too quickly | Has trouble with pencil control; messy written work |
| Becomes anxious when feet leave the ground | Lacks confidence with performance-based activities (i.e.- writing, playing games) |
| Has an unnatural fear of falling or fear of heights | Is slow or hesitant to learn new games or skills |
| Does not enjoy, or really craves movement activities such as exploring playground equipment | |
| Dislikes or craves rough-housing, somersaults, rolling on the floor or jumping | |

Please contact our office staff if you have concerns about your child's abilities and/or overall performance. We would be happy to assist you in determining if an occupational therapy evaluation is necessary.