

Sensory Checklist

Infant/ Toddler Checklist:

- My infant/toddler has problems eating.
- My infant/toddler refused to go to anyone but me.
- My infant/toddler has trouble falling asleep or staying asleep
- My infant/toddler is extremely irritable when I dress him/her; seems to be uncomfortable in clothes.
- My infant/toddler rarely plays with toys, especially those requiring dexterity.
- My infant/toddler has difficulty shifting focus from one object/activity to another.
- My infant/toddler does not notice pain or is slow to respond when hurt.
- My infant/toddler resists cuddling, arches back away from the person holding him.
- My infant/toddler cannot calm self by sucking on a pacifier, looking at toys, or listening to my voice.
- My infant/toddler has a "floppy" body, bumps into things and has poor balance.
- My infant/toddler does little or no babbling, vocalizing.
- My infant/toddler is easily startled.
- My infant/toddler is extremely active and is constantly moving body/limbs or runs endlessly.
- My infant/toddler seems to be delayed in crawling, standing, walking or running.

Pre-School Checklist:

- My child has difficulty being toilet trained.
- My child is overly sensitive to stimulation, overreacts to or does not like touch, noise, smells, etc.
- My child is unaware of being touched/bumped unless done with extreme force/intensity.
- My child has difficulty learning and/or avoids performing fine motor tasks such as using crayons and fasteners on clothing.
- My child seems unsure how to move his/her body in space, is clumsy and awkward.
- My child has difficulty learning new motor tasks.
- My child is in constant motion.
- My child gets in everyone else's space and/or touches everything around him.
- My child has difficulty making friends (overly aggressive or passive/ withdrawn).
- My child is intense, demanding or hard to calm and has difficulty with transitions.
- My child has sudden mood changes and temper tantrums that are unexpected.
- My child seems weak, slumps when sitting/standing; prefers sedentary activities.
- It is hard to understand my child's speech.
- My child does not seem to understand verbal instructions.

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Sensory Checklist (continued)

School Age:

- My child is overly sensitive to stimulation, overreacts to or does not like touch, noise, smells, etc.
- My child is easily distracted in the classroom, often out of his/her seat, fidgety.
- My child is easily overwhelmed at the playground, during recess and in class.
- My child is slow to perform tasks.
- My child has difficulty performing or avoids fine motor tasks such as handwriting.
- My child appears clumsy and stumbles often, slouches in chair.
- My child craves rough housing, tackling/wrestling games.
- My child is slow to learn new activities.
- My child is in constant motion.
- My child has difficulty learning new motor tasks and prefers sedentary activities.
- My child has difficulty making friends (overly aggressive or passive/ withdrawn).
- My child 'gets stuck' on tasks and has difficulty changing to another task.
- My child confuses similar sounding words, misinterprets questions or requests.
- My child has difficulty reading, especially aloud.
- My child stumbles over words; speech lacks fluency, and rhythm is hesitant.

Adolescent/Adult:

- I am over-sensitive to environmental stimulation: I do not like being touched.
- I avoid visually stimulating environments and/or I am sensitive to sounds.
- I often feel lethargic and slow in starting my day.
- I often begin new tasks simultaneously and leave many of them uncompleted.
- I use an inappropriate amount of force when handling objects.
- I often bump into things or develop bruises that I cannot recall.
- I have difficulty learning new motor tasks, or sequencing steps of a task.
- I need physical activities to help me maintain my focus throughout the day.
- I have difficulty staying focused at work and in meetings.
- I misinterpret questions and requests, requiring more clarification than usual.
- I have difficulty reading, especially aloud.
- My speech lacks fluency; I stumble over words.
- I must read material several times to absorb the content.
- I have trouble forming thoughts and ideas in oral presentations.

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