Spring 2024

Sensory Checklist

Some children who appear to have great difficulty focusing and attending to tasks may be struggling with sensory integration issues. Sensory integration is the organization of sensations from the body and environment for adaptive use and helps maintain an optimal level of alertness (not too much and not too little). When the body and brain are not able to do this organization in an efficient manner, we see a dysfunction that causes an interruption in daily life.

There are two types of dysfunctions that can occur within the body’s sensory systems. The system may be either under responsive or over responsive. Sometimes one system is under responsive while another may be over responsive. Any of these can make it difficult for your student to be in an optimal state to learn.

## Do Any of These Sound Like My Child?

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| Auditory |
| * Cover ears when there is noise
* Easily distracted by background noises
* Startle easily to environmental sounds
* Dislike loud or unexpected sounds
 | Or | * Turns sound very high
* Doesn’t notice sounds or respond to name called
* Speaks louder than necessary
* Desires music or tv to focus/concentrate
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| Touch |
| * Likes to go barefoot
* Touches other when talking
* Likes feeling of getting a haircut
* Carries an object to fidget with or rub.
 | Or | * Tags/seems in clothes bother them
* Doesn’t like certain types of textures to touch with hands or in mouth
* Dislikes back being rubbed
* Doesn’t like face touched or washed
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| VESTIBULAR |
| * Frequently rolling, moving, jumping, spinning. Requesting more movement, higher and faster
* Enjoys and is frequently engaged in upside down movements
* Rocks in desk/chair, moves/fidgets
* Loves roller coasters/amusement
 | Or | * Is fearful of movement or being upside down
* Holds head upright even when bending or leaning
* Dislikes riding in a car
* Fearful of heights
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| Proprioceptive |
| * Crash or bump into things
* Cracks knuckles or stretches limbs
* Craves high contact physical activity/sports
* High levels of energy
 | Or | * Avoids stretching limbs
* Often has tense or rigid posture
* Avoids contact activities/sports
* Avoids hugs
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| Visual processing |
| * Reading reversals
* Skipping small words when reading
* Using finger to track after age 7
* Oral reading is smooth at beginning of page but labors after longer reads
 | Or | * Experiences eye fatigue shortly after reading begins (watery eyes, rubbing eyes)
* Yawning shortly after reading begins
* Struggles even after being perscribed glasses
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