



Signs and Symptoms of Sensory Integration/Processing Dysfunction

Dear Teacher: Please check any box that applies to your student and explain on the space provided on the previous page if necessary.

Tactile

- Dislikes standing in line
- Bothered by tags on shirts
- Dislikes playing with messy things
- Reacts aversively to textured foods
- Likes only highly textured foods
- Does not react to falls, scrapes or bumps
- Touches everything, walks touching the wall
- Constantly puts things in mouth

Proprioceptive

- Stamps feet or bangs with hands
- Writes or holds pencil too hard (or too soft)
- Plays too roughly
- Seems unaware of body in space - clumsy
- Handles toys roughly - lots of banging and breaking
- Deliberately falls or tumbles a lot
- Chews hard on things
- Demonstrates poor motor skills: gross-/fine-motor skills

Vestibular

- Wiggles around during seated activities
- Seeks spinning or swinging
- Rocks while seated or standing
- Likes being upside down
- Is constantly in motion
- Is afraid of movement
- Experiences car sickness
- Avoids playground equipment
- Fears having head tilted backward (e.g., hair washing)

Auditory

- Covers ears or screams with sudden loud noises (e.g., vacuum cleaner, toilet flushing)
- Has difficulty locating sound
- Enjoys constantly making sounds (e.g., humming)
- Is constantly distracted by background sounds (e.g., fluorescent lights humming)

- Prefers music very loud
- Trouble following directions

Vision

- Demonstrates poor eye contact
- Turns head to the side when looking at things
- Holds head very close to work
- Avoids coloring, cutting, drawing activities
- Uses hand as a "visor" in bright sunlight or fluorescent lighting
- Has difficulty tracking a ball to catch-clumsy with balls
- Avoids table top play

Arousal and Attending

- Is hyperactive and difficult to calm
- Has a challenging temperament
- Startles easily
- Is difficult to arouse and does not react to loud sounds, bright lights, etc.
- Has difficulty completing tasks
- Has difficulty transitioning from one task to another

Social Consciousness

- Reacts with laughter when someone expresses anger, sadness, fear
- Becomes fearful in social situations
- Does not spontaneously interact in a group
- Appears to be unaware of others' feelings
- Unable to identify happy/sad/angry faces

Olfactory/Gustatory

- Complains of things "smelling bad"
- Notices how people smell
- Reacts violently to smells
- Smells objects constantly
- Prefers foods that are highly spiced or totally bland
- Chooses very limited repertoire of foods (e.g., prefers smooth vs. texture)

Adapted from *Learn to Move, Move to Learn!* By Jenny Clark Brack