**Signs Of Tactile Dysfunction:**

**1. Hypersensitivity To Touch (Tactile Defensiveness)**

\_\_ becomes fearful, anxious or aggressive with light or unexpected touch  
  
\_\_ as an infant, did/does not like to be held or cuddled; may arch back, cry, and pull away  
  
\_\_ distressed when diaper is being, or needs to be, changed  
  
\_\_ appears fearful of, or avoids standing in close proximity to other people or peers (especially in lines)  
  
\_\_ becomes frightened when touched from behind or by someone/something they can not see (such as under a blanket)  
  
\_\_ complains about having hair brushed; may be very picky about using a particular brush  
  
\_\_ bothered by rough bed sheets (i.e., if old and "bumpy")  
  
\_\_ avoids group situations for fear of the unexpected touch  
  
\_\_ resists friendly or affectionate touch from anyone besides parents or siblings (and sometimes them too!)  
  
\_\_ dislikes kisses, will "wipe off" place where kissed  
  
\_\_ prefers hugs  
  
\_\_ a raindrop, water from the shower, or wind blowing on the skin may feel like torture and produce adverse and avoidance reactions  
  
\_\_ may overreact to minor cuts, scrapes, and or bug bites  
  
\_\_ avoids touching certain textures of material (blankets, rugs, stuffed animals)  
  
\_\_ refuses to wear new or stiff clothes, clothes with rough textures, turtlenecks, jeans, hats, or belts, etc.  
  
\_\_ avoids using hands for play  
  
\_\_ avoids/dislikes/aversive to "messy play", i.e., sand, mud, water, glue, glitter, playdoh, slime, shaving cream/funny foam etc.  
  
\_\_ will be distressed by dirty hands and want to wipe or wash them frequently  
  
\_\_ excessively ticklish  
  
\_\_ distressed by seams in socks and may refuse to wear them  
  
\_\_ distressed by clothes rubbing on skin; may want to wear shorts and short sleeves year round, toddlers may prefer to be naked and pull diapers and clothes off constantly  
  
\_\_ or, may want to wear long sleeve shirts and long pants year round to avoid having skin exposed  
  
\_\_ distressed about having face washed  
  
\_\_ distressed about having hair, toenails, or fingernails cut  
  
\_\_ resists brushing teeth and is extremely fearful of the dentist  
  
\_\_ is a picky eater, only eating certain tastes and textures; mixed textures tend to be avoided as well as hot or cold foods; resists trying new foods  
  
\_\_ may refuse to walk barefoot on grass or sand  
  
\_\_ may walk on toes only

**2. Hyposensitivity To Touch (Under-Responsive):**

\_\_ may crave touch, needs to touch everything and everyone  
  
\_\_ is not aware of being touched/bumped unless done with extreme force or intensity  
  
\_\_ is not bothered by injuries, like cuts and bruises, and shows no distress with shots (may even say they love getting shots!)  
  
\_\_ may not be aware that hands or face are dirty or feel his/her nose running  
  
\_\_ may be self-abusive; pinching, biting, or banging his own head  
  
\_\_ mouths objects excessively  
  
\_\_ frequently hurts other children or pets while playing  
  
\_\_ repeatedly touches surfaces or objects that are soothing (i.e., blanket)  
  
\_\_ seeks out surfaces and textures that provide strong tactile feedback  
  
\_\_ thoroughly enjoys and seeks out messy play  
  
\_\_ craves vibrating or strong sensory input  
  
\_\_ has a preference and craving for excessively spicy, sweet, sour, or salty foods

**3. Poor Tactile Perception And Discrimination:**

\_\_ has difficulty with fine motor tasks such as buttoning, zipping, and fastening clothes  
  
\_\_ may not be able to identify which part of their body was touched if they were not looking  
  
\_\_ may be afraid of the dark  
  
\_\_ may be a messy dresser; looks disheveled, does not notice pants are twisted, shirt is half un tucked, shoes are untied, one pant leg is up and one is down, etc.  
  
\_\_ has difficulty using scissors, crayons, or silverware  
  
\_\_ continues to mouth objects to explore them even after age two  
  
\_\_ has difficulty figuring out physical characteristics of objects; shape, size, texture, temperature, weight, etc.  
  
\_\_ may not be able to identify objects by feel, uses vision to help; such as, reaching into backpack or desk to retrieve an item

**Vestibular Sense:** input from the inner ear about equilibrium, gravitational changes, movement experiences, and position in space.

**Signs Of Vestibular Dysfunction:**

**1. Hypersensitivity To Movement (Over-Responsive):**

\_\_ avoids/dislikes playground equipment; i.e., swings, ladders, slides, or merry-go-rounds  
  
\_\_ prefers sedentary tasks, moves slowly and cautiously, avoids taking risks, and may appear "wimpy"  
  
\_\_ avoids/dislikes elevators and escalators; may prefer sitting while they are on them or, actually get motion sickness from them  
  
\_\_ may physically cling to an adult they trust  
  
\_\_ may appear terrified of falling even when there is no real risk of it  
  
\_\_ afraid of heights, even the height of a curb or step  
  
\_\_ fearful of feet leaving the ground  
  
\_\_ fearful of going up or down stairs or walking on uneven surfaces  
  
\_\_ afraid of being tipped upside down, sideways or backwards; will strongly resist getting hair washed over the sink  
  
\_\_ startles if someone else moves them; i.e., pushing his/her chair closer to the table  
  
\_\_ as an infant, may never have liked baby swings or jumpers  
  
\_\_ may be fearful of, and have difficulty riding a bike, jumping, hopping, or balancing on one foot (especially if eyes are closed)  
  
\_\_ may have disliked being placed on stomach as an infant  
  
\_\_ loses balance easily and may appear clumsy  
  
\_\_ fearful of activities which require good balance  
  
\_\_ avoids rapid or rotating movements

**2. Hyposensitivity To Movement (Under-Responsive):**

\_\_ in constant motion, can't seem to sit still  
  
\_\_ craves fast, spinning, and/or intense movement experiences  
  
\_\_ loves being tossed in the air  
  
\_\_ could spin for hours and never appear to be dizzy  
  
\_\_ loves the fast, intense, and/or scary rides at amusement parks  
  
\_\_ always jumping on furniture, trampolines, spinning in a swivel chair, or getting into upside down positions  
  
\_\_ loves to swing as high as possible and for long periods of time  
  
\_\_ is a "thrill-seeker"; dangerous at times  
  
\_\_ always running, jumping, hopping etc. instead of walking  
  
\_\_ rocks body, shakes leg, or head while sitting   
  
\_\_ likes sudden or quick movements, such as, going over a big bump in the car or on a bike

**3. Poor Muscle Tone And/Or Coordination:**

\_\_ has a limp, "floppy" body  
  
\_\_ frequently slumps, lies down, and/or leans head on hand or arm while working at his/her desk  
  
\_\_ difficulty simultaneously lifting head, arms, and legs off the floor while lying on stomach ("superman" position)  
  
\_\_ often sits in a "W sit" position on the floor to stabilize body\_\_ fatigues easily!  
  
\_\_ compensates for "looseness" by grasping objects tightly  
  
\_\_ difficulty turning doorknobs, handles, opening and closing items  
  
\_\_ difficulty catching him/her self if falling  
  
\_\_ difficulty getting dressed and doing fasteners, zippers, and buttons  
  
\_\_ may have never crawled as an baby  
  
\_\_ has poor body awareness; bumps into things, knocks things over, trips, and/or appears clumsy  
  
\_\_ poor gross motor skills; jumping, catching a ball, jumping jacks, climbing a ladder etc.  
  
\_\_ poor fine motor skills; difficulty using "tools", such as pencils, silverware, combs, scissors etc.  
  
\_\_ may appear ambidextrous, frequently switching hands for coloring, cutting, writing etc.; does not have an established hand preference/dominance by 4 or 5 years old  
  
\_\_ has difficulty licking an ice cream cone  
  
\_\_ seems to be unsure about how to move body during movement, for example, stepping over something  
  
\_\_ difficulty learning exercise or dance steps

**Proprioceptive Sense:** input from the muscles and joints about body position, weight, pressure, stretch, movement, and changes in position in space*.*

**Signs Of Proprioceptive Dysfunction:**

**1. Sensory Seeking Behaviors:**

\_\_ seeks out jumping, bumping, and crashing activities  
  
\_\_ stomps feet when walking  
  
\_\_ kicks his/her feet on floor or chair while sitting at desk/table  
  
\_\_ bites or sucks on fingers and/or frequently cracks his/her knuckles  
  
\_\_ loves to be tightly wrapped in many or weighted blankets, especially at bedtime  
  
\_\_ prefers clothes (and belts, hoods, shoelaces) to be as tight as possible  
  
\_\_ loves/seeks out "squishing" activities  
  
\_\_ enjoys bear hugs\_\_ excessive banging on/with toys and objects  
  
\_\_ loves "roughhousing" and tackling/wrestling games  
  
\_\_ frequently falls on floor intentionally  
  
\_\_ would jump on a trampoline for hours on end  
  
\_\_ grinds his/her teeth throughout the day  
  
\_\_ loves pushing/pulling/dragging objects  
  
\_\_ loves jumping off furniture or from high places  
  
\_\_ frequently hits, bumps or pushes other children  
  
\_\_ chews on pens, straws, shirt sleeves etc.

**2. Difficulty With "Grading Of Movement":**

\_\_ misjudges how much to flex and extend muscles during tasks/activities (i.e., putting arms into sleeves or climbing)  
  
\_\_ difficulty regulating pressure when writing/drawing; may be too light to see or so hard the tip of writing utensil breaks  
  
\_\_ written work is messy and he/she often rips the paper when erasing  
  
\_\_ always seems to be breaking objects and toys  
  
\_\_ misjudges the weight of an object, such as a glass of juice, picking it up with too much force sending it flying or spilling, or with too little force and complaining about objects being too heavy  
  
\_\_ may not understand the idea of "heavy" or "light"; would not be able to hold two objects and tell you which weighs more  
  
\_\_ seems to do everything with too much force; i.e., walking, slamming doors, pressing things too hard, slamming objects down  
  
\_\_ plays with animals with too much force, often hurting them

**Signs Of Auditory Dysfunction: (no diagnosed hearing problem)**

**1. Hypersensitivity To Sounds (Auditory Defensiveness):**

\_\_ distracted by sounds not normally noticed by others; i.e., humming of lights or refrigerators, fans, heaters, or clocks ticking

\_\_ fearful of the sound of a flushing toilet (especially in public bathrooms), vacuum, hairdryer, squeaky shoes, or a dog barking

\_\_ started with or distracted by loud or unexpected sounds

\_\_ bothered/distracted by background environmental sounds; i.e., lawn mowing or outside construction

\_\_ frequently asks people to be quiet; i.e., stop making noise, talking, or singing

\_\_ runs away, cries, and/or covers ears with loud or unexpected sounds

\_\_ may refuse to go to movie theaters, parades, skating rinks, musical concerts etc.

\_\_ may decide whether they like certain people by the sound of their voice

**2. Hyposensitivity To Sounds (Under-Registers):**

\_\_ often does not respond to verbal cues or to name being called

\_\_ appears to "make noise for noise's sake"

\_\_ loves excessively loud music or TV

\_\_ seems to have difficulty understanding or remembering what was said

\_\_ appears oblivious to certain sounds

\_\_ appears confused about where a sound is coming from

\_\_ talks self through a task, often out loud

\_\_ had little or no vocalizing or babbling as an infant

\_\_ needs directions repeated often, or will say, "What?" frequently

**Signs Of Oral Input Dysfunction:**

**1. Hypersensitivity To Oral Input (Oral Defensiveness):**

\_\_ picky eater, often with extreme food preferences; i.e., limited repertoire of foods, picky about brands, resistive to trying new foods or restaurants, and may not eat at other people's houses)

\_\_ may only eat "soft" or pureed foods past 24 months of age

\_\_ may gag with textured foods

\_\_ has difficulty with sucking, chewing, and swallowing; may choke or have a fear of choking

\_\_ resists/refuses/extremely fearful of going to the dentist or having dental work done

\_\_ may only eat hot or cold foods

\_\_ refuses to lick envelopes, stamps, or stickers because of their taste

\_\_ dislikes or complains about toothpaste and mouthwash

\_\_ avoids seasoned, spicy, sweet, sour or salty foods; prefers bland foods

**2. Hyposensitivity To Oral Input (Under-Registers)**

\_\_ may lick, taste, or chew on inedible objects

\_\_ prefers foods with intense flavor; i.e., excessively spicy, sweet, sour, or salty

\_\_ excessive drooling past the teething stage

\_\_ frequently chews on hair, shirt, or fingers

\_\_ constantly putting objects in mouth past the toddler years

\_\_ acts as if all foods taste the same

\_\_ can never get enough condiments or seasonings on his/her food

\_\_ loves vibrating toothbrushes and even trips to the dentist

**Signs Of Olfactory Dysfunction (Smells):**

**1. Hypersensitivity To Smells (Over-Responsive):**

\_\_ reacts negatively to, or dislikes smells which do not usually bother, or get noticed, by other people

\_\_ tells other people (or talks about) how bad or funny they smell

\_\_ refuses to eat certain foods because of their smell

\_\_ offended and/or nauseated by bathroom odors or personal hygiene smells

\_\_ bothered/irritated by smell of perfume or cologne

\_\_ bothered by household or cooking smells

\_\_ may refuse to play at someone's house because of the way it smells

\_\_ decides whether he/she likes someone or some place by the way it smells

**2. Hyposensitivity To Smells (Under-Responsive):**

\_\_ has difficulty discriminating unpleasant odors

\_\_ may drink or eat things that are poisonous because they do not notice the noxious smell

\_\_ unable to identify smells from scratch 'n sniff stickers

\_\_ does not notice odors that others usually complain about

\_\_ fails to notice or ignores unpleasant odors

\_\_ makes excessive use of smelling when introduced to objects, people, or places

\_\_ uses smell to interact with objects

**Signs Of Visual Input Dysfunction (No Diagnosed Visual Deficit):**

**1. Hypersensitivity To Visual Input (Over-Responsiveness)**

\_\_ sensitive to bright lights; will squint, cover eyes, cry and/or get headaches from the light

\_\_ has difficulty keeping eyes focused on task/activity he/she is working on for an appropriate amount of time

\_\_ easily distracted by other visual stimuli in the room; i.e., movement, decorations, toys, windows, doorways etc.

\_\_ has difficulty in bright colorful rooms or a dimly lit room

\_\_ rubs his/her eyes, has watery eyes or gets headaches after reading or watching TV

\_\_ avoids eye contact

\_\_ enjoys playing in the dark

**2. Hyposensitivity To Visual Input (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception):**

\_\_ has difficulty telling the difference between similar printed letters or figures; i.e., p & q, b & d, + and x, or square and rectangle

\_\_ has a hard time seeing the "big picture"; i.e., focuses on the details or patterns within the picture

\_\_ has difficulty locating items among other items; i.e., papers on a desk, clothes in a drawer, items on a grocery shelf, or toys in a bin/toy box

\_\_ often loses place when copying from a book or the chalkboard

\_\_ difficulty controlling eye movement to track and follow moving objects

\_\_ has difficulty telling the difference between different colors, shapes, and sizes

\_\_ often loses his/her place while reading or doing math problems

\_\_ makes reversals in words or letters when copying, or reads words backwards; i.e., "was" for "saw" and "no" for "on" after first grade

\_\_ complains about "seeing double"

\_\_ difficulty finding differences in pictures, words, symbols, or objects

\_\_ difficulty with consistent spacing and size of letters during writing and/or lining up numbers in math problems

\_\_ difficulty with jigsaw puzzles, copying shapes, and/or cutting/tracing along a line

\_\_ tends to write at a slant (up or down hill) on a page

\_\_ confuses left and right

\_\_ fatigues easily with schoolwork

\_\_ difficulty judging spatial relationships in the environment; i.e., bumps into objects/people or missteps on curbs and stairs

**Auditory-Language Processing Dysfunction:**

\_\_ unable to locate the source of a sound

\_\_ difficulty identifying people's voices

\_\_ difficulty discriminating between sounds/words; i.e., "dare" and "dear"

\_\_ difficulty filtering out other sounds while trying to pay attention to one person talking

\_\_ bothered by loud, sudden, metallic, or high-pitched sounds

\_\_ difficulty attending to, understanding, and remembering what is said or read; often asks for directions to be repeated and may only be able to understand or follow two sequential directions at a time

\_\_ looks at others to/for reassurance before answering

\_\_ difficulty putting ideas into words (written or verbal)

\_\_ often talks out of turn or "off topic"

\_\_ if not understood, has difficulty re-phrasing; may get frustrated, angry, and give up

\_\_ difficulty reading, especially out loud (may also be dyslexic)

\_\_ difficulty articulating and speaking clearly

\_\_ ability to speak often improves after intense movement

**Social, Emotional, Play, And Self-Regulation Dysfunction:**

**Social:**

\_\_ difficulty getting along with peers

\_\_ prefers playing by self with objects or toys rather than with people

\_\_ does not interact reciprocally with peers or adults; hard to have a "meaningful" two-way conversation

\_\_ self-abusive or abusive to others

\_\_ others have a hard time interpreting child's cues, needs, or emotions

\_\_ does not seek out connections with familiar people

**Emotional:**

\_\_ difficulty accepting changes in routine (to the point of tantrums)

\_\_ gets easily frustrated

\_\_ often impulsive

\_\_ functions best in small group or individually

\_\_ variable and quickly changing moods; prone to outbursts and tantrums

\_\_ prefers to play on the outside, away from groups, or just be an observer

\_\_ avoids eye contact

\_\_ difficulty appropriately making needs known

**Play:**

\_\_ difficulty with imitative play (over 10 months)

\_\_ wanders aimlessly without purposeful play or exploration (over 15 months)

\_\_ needs adult guidance to play, difficulty playing independently (over 18 months)

\_\_ participates in repetitive play for hours; i.e., lining up toys cars, blocks, watching one movie over and over etc.

**Self-Regulation:**

\_\_ excessive irritability, fussiness or colic as an infant

\_\_ can't calm or soothe self through pacifier, comfort object, or caregiver

\_\_ can't go from sleeping to awake without distress

\_\_ requires excessive help from caregiver to fall asleep; i.e., rubbing back or head, rocking, long walks, or car rides

**Internal  Regulation (The Interoceptive Sense):**

\_\_ becoming too hot or too cold sooner than others in the same environments; may not appear to ever get cold/hot, may not be able to maintain body temperature effectively

\_\_ difficulty in extreme temperatures or going from one extreme to another (i.e., winter, summer, going from air conditioning to outside heat, a heated house to the cold outside)

\_\_ respiration that is too fast, too slow, or cannot switch from one to the other easily as the body demands an appropriate respiratory response

\_\_ heart rate that speeds up or slows down too fast or too slow based on the demands imposed on it

\_\_ respiration and heart rate that takes longer than what is expected to slow down during or after exertion or fear

\_\_ severe/several mood swings throughout the day (angry to happy in short periods of time, perhaps without visible cause)

\_\_ unpredictable state of arousal or inability to control arousal level (hyper to lethargic, quickly, vacillating between the two; over stimulated to under stimulated, within hours or days, depending on activity and setting, etc.)

\_\_ frequent constipation or diarrhea, or mixed during the same day or over a few days

\_\_ difficulty with potty training; does not seem to know when he/she has to go (i.e., cannot feel the necessary sensation that bowel or bladder are full

\_\_ unable to regulate thirst; always thirsty, never thirsty, or oscillates back and forth

\_\_ unable to regulate hunger; eats all the time, won't eat at all, unable to feel full/hungry

\_\_ unable to regulate appetite; has little to no appetite and/or will be "starving" one minute then full two bites later, then back to hungry again (prone to eating disorders and/or failure to thrive)