Sensory Processing Disorder Checklist

Many of the symptoms listed in the following categories are common to that particular age group. Where more than a few symptoms are found in a child, we recommend you talk to your doctor or check the STAR Institute’s treatment directory (spdstar.org) for a professional experienced with treating Sensory Processing Disorder. *

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____ My child has difficulty making friends (overly aggressive or passive/withdrawn).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.
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.

*While this checklist can't diagnose a child with SPD, it can be a helpful guide to see if additional testing should be done. When filling out this checklist, think about the child's behavior during the past six months.

Visit spdstar.org
To learn more about Sensory Processing Disorder