

NAME

DATE

AGE

SEQUENTIAL SKILLS

- Is the child unable to organize assignments?
- Is the child distracted by outside noises in a classroom setting?
- Does the child have difficulty staying on task or completing assignments?
- Does he appear scatter-brained?
- Does he lack consistency in daily routine as well as in schoolwork?
- Does the child have difficulty organizing his thoughts and ideas when writing or speaking?
- Does the child have difficulty summarizing?
- Is the child disorganized in his daily routines?
- Does the child mix up word parts within the sentence or delete parts of the sentence when talking?
- Does the child have difficulty completing a command?
- Does your child have difficulty following a sequence of commands? For example, "Go in your room, shut the door, turn on the light and hang up your coat."
- Does the child have difficulty following directions?
- Is he unable to follow conversations?
- Does he shut down with increase in auditory input?
- Does the child have difficulty retrieving words in daily conversation?
- Does he have difficulty remembering a phone number and math facts?
- Does the child have poor short term or long-term memory?
- Is the child unable to track words sequentially?
- Does the child have difficulty retrieving math facts?

TRACKING SKILLS

- Is the child unable to track words sequentially?
- Does the child skip words or lines when reading?

AUDITORY DISCRIMINATION AND PROCESSING

- Was the child late in developing language?
- Does the child have a history of chronic ear infections?
- Has the child received Speech Therapy?
- Is the child below age level in his language now?
- Does the child mispronounce numerous words?
- Do most people have a difficult time understanding your child?
- Does the child mix up word parts within the sentence or delete parts of the sentence when talking?
- Does the child lack inflection in his voice when talking?
- Does he fail to pause appropriately at the end of thoughts or statements?
- Is your child highly distractible and unable to follow directions in a group setting?
- Is the child sensitive to sound?
- Is he unable to follow conversations?
- Does he shut down with increase in auditory input?
- Does he tend to withdraw from group settings?
- Does he look for facial cues? Do you need to make eye contact for him to “hear” you?
- Do you have to repeat yourself a lot?
- Does the child have difficulty completing a command?
- Does your child have difficulty following a sequence of commands? For example, "Go in your room, shut the door, turn on the light and hang up your coat."
- Does the child have difficulty following directions?
- Is he unable to follow conversations?
- Does the child have difficulty retrieving words in daily conversation?
- Does your child say “huh?” frequently?
- Is the child distracted by outside noises in a classroom setting?
- Does the child have difficulty organizing his thoughts and ideas when speaking?

MOTOR SKILLS

- Does he use an unusual pencil grip or unusual posture?
- Is he an older child who has difficulty with printing?
- Does he struggle with rhythm?
- Does he demonstrate lack of coordination?
- Does he have odd movements or postures?

VISUAL PERCEPTION

- Does the child make substitutions or deletions when reading aloud?
- Does the child look at the first letter of a word and then guess at the word?
- Does the child recognize sight words inconsistently?
- Does the child skip words or lines when reading?
- Is the child unable to track words sequentially?
- Does the child confuse left and right?
- * Does the child read or write starting at the right instead of the left side of the page?
- * Does he complain that the letters on the page wiggle or move at all?
- * Does he complain of nausea or headaches when reading?
- Does he reverse letters or numbers when reading or writing?
- Does he daydream or “space out” a lot?
- Does he see things in picture form? When he is telling a story, is he imagining it in his mind?
- Does he remember tiny details of past events, but has trouble remembering yesterday’s schoolwork?
- Is he gifted visually? Does the child have a knack for style, noticing clothing or hairstyles?
- Is he artistic? (Some children will be artistic but not be able to draw because of weaknesses in their motor skills.)
- Can he visualize things from many angles?
- Does he enjoy putting things together? Playing with building toys, such as Legos?
- Does he have a tendency toward engineering?
- Is he good at fixing things?
- Is his handwriting extremely poor, messy, light, dark or laboriously slow?
- Does he draw his letters instead of writing them—perhaps trying to make them look artistic? (This is often the case when the handwriting looks nice but is extremely slow.)
- Does he put his head very close to the page while he writes?
- Does he “write with the eyes”
- Is he an older child who has difficulty with printing?
- Does the child have difficulty with sizing and spacing of letters?
- Has the student completed vision therapy but continues to struggle?

LAYERING

- Does the child have difficulty following directions?
- Is the child unable to multi-task?

PROCESSING

- Does the child take longer to complete a task than his peers?
- Does the child have difficulty retrieving words in speech?
- Is the child unable to complete a task?
- Does the child have difficulty organizing his thoughts and ideas when speaking?
- Does the child have difficulty retrieving words in daily conversation?
- Is the child unable to complete school assignments?
- Does the child have difficulty staying on task and completing assignments?
- Is your child highly distractible and unable to follow directions in a group setting?
- Does the child confuse one word (or letter or color or number) for another? Says one thing but means another?
- Does he have a hard time putting his thoughts on paper?

SENSORY

- Does the child complain of things not feeling right?
- Does he avoid certain textures?
- Does he crave physical contact?
- Does he avoid physical contact?
- Does he have an inappropriate sense of personal space—standing too close to people when he talks, etc.?
- Is the child unable to cross midline? (Crossing the midline means that if he wants to reach for something that is on his left, he can use his right hand and cross the center of his body.)
- Is the child unable to transition from one task to another?