



CARLISLE ACADEMY
INTEGRATIVE EQUINE
THERAPY & SPORTS

Children with Sensory Processing Disorders have difficulty receiving information through their sensory receptors, balancing the regulation/flow of this information as it travels to the brain where it is interpreted and a response is formulated and subsequently delivered. This check off is used to help us develop your child's treatment plan and identify specific sensory processing areas that may need precise interventions. Thank you for taking the time to complete it!

TOUCH SENSITIVITY (Tactile Defensiveness or Hypersensitivity)

- During infancy fearful, anxious or aggressive with light or unexpected touch/not like being cuddled
- Distressed during or when diaper needs changing.
- Fearful of, or avoids standing in close others (especially in lines)
- Frightened when touched from behind or by someone/something they cannot see (such as under a blanket)
- Dislikes hair brushing; picky about use of certain brushes
- Bothered by "rough" bed sheets
- Avoids group situations due to fear of unexpected touch
- Resistance of affectionate touch from people outside of family
- Dislikes kisses; wipes them off
- Prefers hugs
- Dislike or avoidance of rain, a shower, blowing wind
- Over reaction to minor cuts, scrapes, bug bites
- Avoids touching various textures
- Doesn't like to wear new/stiff clothes or clothes with rough textures
- Avoids using hands during play
- Avoids messy play in sand, water, glue, glitter, playdoh, etc.
- Doesn't like dirty hands; washes frequently
- excessively ticklish
- Doesn't like sock/pant/shirt seams or tags
- Distracted by clothing rubbing on skin, may want to wear shorts or pull off clothing
- May want long sleeves/long pants year round
- Dislike with face and hair washing
- Dislikes toe or fingernails cut
- Dislikes tooth brushing and dental visits
- Picky eater, only eating certain tastes and textures; resists trying new foods
- may refuse to walk barefoot on grass or sand
- Walks on toes

LOW SENSITIVITY TO TOUCH (Hyposensitivity)

- Crave touch, needs to touch everything
- Not aware of being touched/bumped unless done with extreme force or intensity
- Not bothered by injuries, like cuts and bruises, and shows no distress with shots
- Not aware that hands or face is dirty or nose is running
- Hits, pinches, bites self or bangs head
- Mouths toys/objects excessively
- Hurts other children or pets while playing
- Touches surfaces or objects that are soothing (i.e., blanket)
- Seeks out surfaces and textures that provide strong touch feedback
- Enjoys and seeks out messy play
- Loves vibration

___ Preference and craving for excessively spicy, sweet, sour, or salty foods

TOUCH DISCRIMINATION

- ___ Difficulty with buttoning, zipping, and fastening clothes
- ___ Difficult for them to identify body parts while not looking
- ___ Afraid of the dark
- ___ Messy dresser; doesn't notice if pants are twisted, shirt untucked, etc.
- ___ Difficulty using scissors, crayons, or silverware
- ___ Mouthing objects to explore them after age two
- ___ Difficulty figuring out physical characteristics of objects; shape, size, texture, temperature, weight, etc.
- ___ Difficulty identifying objects by feel without looking

MOVEMENT AND BALANCE SENSING ABILITIES (Over or hyper responsive)

- ___ Avoids/dislikes playground equipment; i.e., swings, ladders, slides, or merry-go-rounds
- ___ Prefers sedentary tasks, moves slowly and cautiously, avoids taking risks
- ___ Avoids/dislikes elevators and escalators; may prefer sitting while they are on them or, actually get motion sickness
- ___ Physically clinging to a trusted adult
- ___ Fearful of falling with no risk of falling
- ___ 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;
- ___ Startles if someone else moves them; i.e., pushing his/her chair closer to the table
- ___ In infancy did not like baby swings or jumpers
- ___ Fearful of bike riding, jumping, hopping, balancing on one foot
- ___ During infancy did not like being on stomach
- ___ Loss of balance easy and clumsiness
- ___ Avoids rapid or rotating movements

MOVEMENT AND BALANCE SENSING ABILITIES (Under or hypo responsive)

- ___ In constant motion, can't seem to sit still
- ___ Craves fast, spinning and/or intense movement
- ___ Loves being tossed in the air
- ___ Could spin for hours and never get 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

MUSCLE TONE AND COORDINATION (Low muscle tone)

- ___ Has a limp or 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
- ___ Fatigues easily
- ___ Grasps objects too 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
- ___ During infancy did not crawl
- ___ Bumps into things, knocks things over, appears clumsy

- ___ Difficulty jumping, catching a ball, jumping jacks, climbing
- ___ Difficulty using silverware, combs, pencils, scissors
- ___ 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
- ___ Difficulty licking an ice cream cone
- ___ Deems to be unsure about how to move body during movement, for example, stepping over something
- ___ Difficulty learning exercise or dance steps

RECEIVING INFORMATION THROUGH MUSCLES AND JOINTS

Sensory Seeking Behaviors:

- ___ Seeks out jumping, bumping, and crashing activities
- ___ Stomps feet while walking
- ___ Kicks feet on floor 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 teeth throughout the day
- ___ Loves pushing/pulling/dragging objects
- ___ Loves jumping off furniture or from high places
- ___ Hits, bumps or pushes other children
- ___ Chews on pens, straws, shirt sleeves etc.

Difficulty Grading Movement:

- ___ Misjudges how much to use 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 too hard so pencil breaks
- ___ Written work is messy; 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"
- ___ Seems to do everything with too much force; i.e., walking, slamming doors, pressing things too hard
- ___ Plays with animals with too much force, often hurting them

RECEIVING INFORMATION THROUGH EARS

Hypersensitivity to sounds:

- ___ Distracted by sounds not normally noticed by others
- ___ Fearful of the sound of a flushing toilet, vacuum, hairdryer, squeaky shoes, or a dog barking
- ___ Startled by loud or unexpected sounds
- ___ Bothered/distracted by background environmental sounds; i.e., lawn mowing or outside construction
- ___ Frequently asks people to be quiet
- ___ 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

Hyposensitivity to sounds:

- ___ 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

RECEIVING INFORMATION THROUGH MOUTH

Hypersensitivity to Information through Mouth:

- Picky eater, often with extreme food preferences
- 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

Hyposensitivity to Information through Mouth:

- 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

RECEIVING INFORMATION THROUGH THE NOSE

Hypersensitivity to Smells:

- 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

Hyposensitivity to Smells:

- 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

RECEIVING INFORMATION THROUGH THE EYES

Hypersensitivity to Visual Information:

- 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

Hyposensitivity to Visual Information:

- 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 stairs

PROCESSING HEARING AND LANGUAGE INFORMATION

- 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

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:

- ___ Becomes 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, vascillating between the two; overstimulated to understimulated, 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)ⁱ

ⁱ Taken from www.sensory-processing-disorders.com