

## Sensory Learning Profile Checklist

Child's Name: \_\_\_\_\_  
 Grade: \_\_\_\_\_ School: \_\_\_\_\_  
 Person completing the checklist: \_\_\_\_\_

**In order to gather more information,  
 please check all that apply and add comments that you feel are relevant.**

### Learning Behavior:

- Seems not to hear directions or needs them repeated frequently
- Does not "tune in" to what is being said unless you are directly in front of him/her
- Has difficulty transitioning: tasks, from the playground, or at pick up/drop off
- Difficulty with problem-solving and persistence
- Does not ask for help or just leaves difficult tasks
- Uses distracting behaviors to avoid difficult tasks
- Does not seem aware of own errors or is overly critical of self (Circle one)
- Jumps from one task to another in a disorganized way
- Seems to need more practice than others to learn new things
- Takes a long time to learn new skills
- Difficulty following group discussion
- Difficulty answering questions during group learning

### Attention and Focus:

- Has difficulty independently following through with tasks
- Is easily distracted by peers
- Stares blankly at times: \_\_\_\_\_
- Seems to have difficulty shifting from active play to seated work
- Is easily distracted by noises and conversations
- Relies on peers or visual demonstration to figure out what to do
- Looks away while listening

### Reading:

- Has trouble with decoding
- Has trouble with encoding
- Has difficulty recognizing sight words
- Poor reading fluency
- Poor reading comprehension

### Writing:

- Difficulty generating ideas for writing topics
- Difficulty organizing and sequencing ideas for content
- Does not check work for errors
- Uses phonetic/inventive spelling
- Does not use punctuation and/or capitalization
- Poor spacing and/or sizing of words/letters

### Math:

- Difficulty with rote counting
- Difficulty counting on
- Difficulty with one to one correspondence
- Difficulty correlating numbers with quantities

- Difficulty with geometry concepts
- Difficulty with functional math (time, money, measurement)
- Difficulty with rounding and/or estimation
- Difficulty with fraction concepts and/or part/whole
- Difficulty manipulating numbers to create variations in number sentences (i.e.,  $6+3=9$ ;  $9-3=6$ )
- Difficulty identifying relevant information from word problems
- Difficulty recalling math facts
- Difficulty with (circle all that apply): addition, subtraction, multiplication, division

**Social/Emotional:**

- Has difficulty socializing with peers
- Verbally aggressive
- Overly controlling with peers and/or group activities
- Prefers to play alone or has difficulty joining play
- Easily frustrated or gives up quickly
- Seems hyperaware of difficulties
- Impulsive
- Fearful of new situations
- Is unsafe on the playground
- Poor self-esteem/confidence
- Says "I can't" to age appropriate activities
- Excessively controlling during play/activities
- Seems anxious or always "on guard"

Other: \_\_\_\_\_

**Posture and Strength:**

- Head held to one side with drawing/looking at objects
- Hikes shoulders when cutting/drawing/manipulating crafts
- Frequently stands during seated work
- Excessive fidgeting in sitting
- Leans on desk or people for support
- Has trouble getting up from the floor
- Fatigues easily
- Seems to have strong arms but a weak core

**Functional Vision:**

- Has diagnosed visual problem: \_\_\_\_\_
- Trouble with ball skills, blinks or turns away when a ball approaches
- Has trouble tracing on a line or staying inside a path but good fine motor skills
- Poor eye contact
- Easily visually distracted
- Seems to grab without looking
- Blinks/Rubs eyes or squints during/after visual activities
- Seems to be sensitive to light or computer work
- Short attention span for visual motor/writing/drawing activities
- Frequently stares into the distance/out a window when working
- Difficulty writing on a line or sizing letters
- Skips lines/words when reading or has poor reading comprehension
- Difficulty with word searches and/or design copying
- Difficulty copying from the board or copying from a page, needs increased time

**Visual Perceptual/Motor:**

- Poor understanding of spatial concepts/spatial relations (large, small, top, bottom)
- Difficulty completing interlocking puzzles
- Difficulty finding objects in a busy background (hidden pictures or something on a shelf)
- Poor spatial organization of drawings, letters, words, sentences, math problems
- Difficulty completing mazes and dot-to-dots
- Difficulty cutting along a line
- Difficulty differentiating between objects on a page

- Has difficulty writing and/or tracing his/her name
- Poor handwriting: legibility, spacing, sizing, formation (circle all that apply)
- Poor design copying skills

**Fine Motor:**

- Difficulty manipulating small objects (coins, beads, pegs)
- Uses middle finger instead of index finger to pick up small objects
- Uses fist grasp or several fingers to pick up small objects
- Difficulty holding writing/coloring utensils or awkward grasp
- Colors too lightly or with too much force (circle one)
- Uses whole arm movements versus isolating wrist and finger movements with writing/drawing
- Has difficulty manipulating scissors to cut paper
- Seems to have weak hands or hiked shoulders with resistive tasks such as play doh
- Difficulty with in-hand manipulation (ex: separating pennies to move them from palm to fingertips)

**Bilateral Integration:**

- Demonstrates mixed hand dominance.
- Does not approach desk work from left to right
- Avoids activities that require reaching across his/her body or frequently switches hands
- Does not stabilize the paper while writing/drawing/cutting
- Always uses both hands together
- Does not use one hand to stabilize containers when opening them
- Has difficulty with gross motor skills such as jumping with 2 feet or pedaling a bike

**Coordination/Spatial Judgment:**

- Poor balance/avoids challenges to balance on playground
- Trips/Falls easily or doesn't look where he/she is going
- Runs into desks/doorways/peers
- Has trouble learning new games or copying hand/body motions or avoids them
- Seems to be behind peers in motor skills
- Tenses, drools, sticks out tongue, grits teeth when working
- Trouble going up and/or down stairs

**Activities of Daily Living:**

- Needs assistance to complete classroom routines
- Difficulty with jacket/backpack management
- Other: \_\_\_\_\_

**Behaviors Related to Sensory Processing:**

- Has trouble grading force with peers and objects (too much/too little)
- Looks for opportunities to play rough or push/kick other kids
- Avoids messy activities/splashes hands/washes hands immediately following brief use of messy substances
- Seeks fast movement, spinning, or jumping from heights (Circle one)
- Overly sensitive to certain sounds: \_\_\_\_\_
- Does not seem aware of new sounds/his name being called
- Likes to make noises or hum to self frequently
- Overly active and has difficulty slowing down.
- Has poor safety awareness

**Consider any patterns that you see in terms how your observations cluster in specific areas or across every area. This is not a substitute for professional advice or therapeutic intervention. However, this checklist can guide you on areas of concerns that can be supported using the Body Activated Learning exercises and framework for activity planning. If a child is working with a therapeutic support team, consider sharing this information to collaborate on how you can support the child for whom you completed this form.**