CLASSROOM OBSERVATION CHECKLIST

STUDENT: BIRTHDATE:

SCHOOL: TEACHER:

PARENTS: DATE:

ADDRESS: TELEPHONE:

OTHER RELATED SERVICES:

The following is a list of symptoms or signs that may indicate deficits in sensory integration (the ability to process past and present sensory information enabling one to interact effectively with the environment). Please check the frequency of these behaviors. Occupational therapy intervention may vary depending upon the combination of factors indicated.

	Seldom	Sometimes	Often
A. Gross Motor			
1. Seems weaker than others, tires easily.			
2. Seems rigid and tight, movements awkward.			
3. Unusual walking pattern (drag feet, falls, tiptoes).			
4. Clumsy, bumps into things, falls out of chair.			
5. Avoids playground activities, prefers sedentary play.			
6. Difficulty with running, jumping, hopping, skipping (compared to peers).			
B. Fine Motor			
1. Poor posture (slumps, leans on arm, head close to work, other hand does not assist, rounded shoulders, forward curvature of spine, potbelly)			
2. Difficulty manipulating small objects (pegs, beads).			
3. Abnormal pencil grip, drops pencil frequently or breaks often.			
4. Eyes do not guide hands, seem to wander.			
5. Difficulty drawing, coloring, copying, cutting, avoidance of these tasks.			
C. Sensory Functioning			
1. Excessive mouthing of objects, frequently smells objects.			
2. Craves touch.			
3. Pushes, shoves, or kicks when standing in line.			

	Seldom	Sometimes	Often
C. Sensory Functioning (Continued)			
4. Touches everything seen "learns by doing."			
5. Dislikes being touched, prefers to initiate touch.			
6. Fearful of movement.			
7. Excessive craving for movement.			
8. Difficulty identifying objects by touch along.			
9. Needs to manipulate objects to learn concept.			
10. Cannot find body parts with eyes closed.			
D. Auditory/Language			
1. Appears overly sensitive to sounds.			
2. Seems to talk excessively.			
3. Likes to make loud noises.			
4. Difficulty expressing needs.			
5. Difficulty comprehending others; needs instructions repeated or said slowly.			
6. Does not respond to sounds beyond range of vision.			
7. Mishears words.			
E. Visual Perception			
1. Bumps into objects/others often.			
2. Unusual eye movements; difficulty tracking.			
3. Difficulty screening out irrelevant stimuli (background distractions) to concentrate.			
4. Fatigues quickly with visual tasks.			
5. Difficulty discriminating colors, shapes, doing puzzles.			
6. Difficulty copying designs, numbers or letters.			
7. Problems with sequencing.			
8. Reverses letters, numbers (after 7 years old).			
9. Difficulty copying from the chalkboard.			
10. Does not "look at work."			
F. Learning Behaviors			
1. Unable to attend to task as long as peers.			
2. Easily distracted (auditory/visual/internal).			

	Seldom	Sometimes	Often
F. Learning Behaviors (continued)			
3. Wiggles a lot, can't stay still.			
4. Talks out in class, sings, hums, etc.			
5. Difficulty with transitions or changes in routine.			
6. Does not attempt to correct errors.			
7. Difficulty working independently.			
8. Perseverates.			
9. Disorganized, messy.			
10. Slow worker.			
11. Rushes through work; difficulty controlling impules (starts before directions given; quits before finished),			
12. Problems with abstract thought and reasoning.			
G. Social/Emotional			
1. Behavior annoys or bothers others.			
2. Verbally aggressive -- bosses, swears, threatens.			
3. Physically aggressive			
4. Prefers to play alone.			
5. Seeks attention fraquently.			
6. Fearful of new situations.			
7. Lacks confidence; poor self confidence.			
8. Easily frustrated; cries easily.			
9. No friends in class.			
10. Falls asleep during class.			
11. Physical complaints (headaches, stomach aches).			
12. Difficulty calming down; broods when upset.			

H. Other Observations

1. Students strengths _____

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2. Teacher's primary concerns for student _____

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