

An Integrated Approach to Neuro-Developmental Delay and Associated Problems

Appendix

1. Visual Checklists

- a. For Children with Visually Related Learning Difficulties Dr M J Dyson
- b. For Children with Scotopic Sensitivity Syndrome Dr M J Dyson
- d. Reading Strategy Questionnaire Irlen
- e. Visual Symptom List - Child Dyslexia Services
- d. Visual Symptom List - Adult Dyslexia Services

2. Auditory Checklists

- a. The Child with Auditory Processing Difficulties may..... Dr M J Dyson
- b. Fisher Auditory Problem Checklist (Not to be copied for use in clinics. Needs to be bought for scoring)
- c. For Children with Auditory Processing Difficulties Dr M J Dyson

3. Medical Checklists

- a. Symptoms of Medical Problems Associated with Allergy & Sensitivity Dr M J Dyson
- b. Symptom Checklist for Children with Medical Problems Dr M J Dyson

4. ADHD Checklist

- a. Checklist for Children with Attention Deficit Hyperactivity Disorder Dr M J Dyson

5. Motor/Coordination Checklist

- a. Checklist for Children with Motor/Coordination Problems Dr M J Dyson

6. Other Checklists

- a. Checklist for Children with Visualisation Problems Dr M J Dyson
- b. Checklist for Children with Linear Sequential Organisational Problems Dr M J Dyson

Checklist

For Children with Visually Related Learning Difficulties

- Blink a lot, have sore or itchy/red eyes
- Visual fatigue/rub eyes and/or report headaches
- Have blurred or double vision
- Have poor concentration, evidenced by homework taking longer
- Perform below potential
- Exhibit behaviour problems
- Lose place/slow copying from board to book
- Uncoordinated in visually demanding sports
- In maths, may misalign digits in number columns

- Reading problems, possibly shown by
 - ⇒ Holding book close or tilting head and/or body
 - ⇒ Moving head instead of eyes
 - ⇒ Covering one eye/squinting
 - ⇒ Using marker to keep place
 - ⇒ Inability to visualise words
 - ⇒ Failure to recognise same word in the next sentence
 - ⇒ Rereading/skipping words or lines unknowingly
 - ⇒ Declining comprehension as reading continues

- Writing problems, possibly shown by
 - ⇒ Writing up/down hill with irregular letters & word spaces
 - ⇒ Repeatedly omitting “small words”
 - ⇒ Declining comprehension as reading continues
 - ⇒ Declining comprehension as reading continues

- Reversing letters and words

Checklist

For Children with Scotopic Sensitivity Syndrome

Signs in Reading

- Poor comprehension
- Misreads words
- Reads in dim light
- Skips words or lines
- Reads slowly or hesitantly
- Takes breaks
- Loses place
- Avoids reading

Complaints while Reading

- Strain and fatigue
- Tired or sleepy
- Headaches or nausea
- Fidgety or restless

Writing Characteristics

- Problems copying
- Unequal spacing
- Writes uphill or downhill
- Inconsistent spelling

Depth Perception Problems

- Clumsiness
- Difficulty catching balls
- Difficulty judging distances
- Extra cautious while driving

Other Characteristics

- Strain or fatigue with computer use
- Difficulty reading music
- Sloppy, careless maths errors
- Misaligned numbers in columns

Reading Strategy Questionnaire

PART A

Name _____

Date: _____

SAY: When reading for information and you get to the point where you want to stop reading:

	OFTEN	SOME TIMES	NEVER	DON'T KNOW
1. Do you accidentally skip lines or sentences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you lose your place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you misread words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you unintentionally skip words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you accidentally repeat or reread lines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you insert words from the line above or below?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you avoid reading or reading aloud?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is your reading slow and choppy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are you bothered by white or glossy pages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you look away or take breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are you restless, active, fidgety, or easily distracted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you find that reading gets harder?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you use your finger or marker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Do you have a problem understanding what you read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Do you have a problem remembering what you read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does it take effort to stay on the words you are reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART B

SAY: When reading for information and you get to the point where you want to stop reading:

	OFTEN	SOME TIMES	NEVER	DON'T KNOW
1. Do your eyes bother you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do they get red or watery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do they hurt, ache, or burn?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do they feel dry, sandy, scratchy, or itchy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you rub your eyes or around your eyes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you feel tired, drowsy, or fatigued?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does your head bother you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you get a headache?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you get dizzy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you feel nauseated or sick?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you open your eyes wide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you squint or frown?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you find yourself blinking frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Do you move closer to or further from the page?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does it bother you to read under fluorescent lights?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Is it harder to read in bright lights?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Visual Symptom List - Child

Part 1 General Indicators

Does her or she

- 1 Skip words or lines while reading?
- 2 Use his/her fingers as a marker?
- 3 Lose his/her place whilst reading?
- 4 Repeat (re-read) lines?
- 5 Make errors in mathematical calculations by placing answers or numbers in the wrong columns?
- 6 Avoid reading whenever possible?
- 7 Avoid writing tasks?
- 8 Seem unable to sit still and relax?
- 9 Daydream in class or look around the room instead of doing bookwork?
- 10 Make errors when copying from the board?
- 11 Make errors while copying from a book on the desk?
- 12 Fidgety or restless whilst reading or doing bookwork?
- 13 Would you describe your child as hyperactive or easily distracted?
- 14 Have difficulty learning times tables?
- 15 Have spelling difficulties?
- 16 Read better on some days than others?
- 17 Reads slowly or hesitantly?

Part 2 Eye Strain

Does he or she

- 18 Complain of headaches either at the end of or during the day?
- 19 Complain of being exhausted and want to take a nap after school, or tire of reading quickly?
- 20 Complain of eye strain whilst reading?
(Eyes hurt burn itch water feel dry sleepy)
- 21 Rub his/her eyes whilst reading or after he/she is finished doing bookwork?
- 22 Blink, squint or open eyes wide whilst reading?
- 23 Moves further away from the page while reading?
- 24 Read from an awkward angle?
eg With the head tilted to one side or with one eye closed.
- 25 Move his/her head or body from side to side while reading across a line?
- 26 Read too close to the page?
- 27 Complain that his/her eyes hurt/ burn / water when watching TV?
- 28 His/her eyes look watery after reading or doing bookwork?

Visual Symptom List - Child

Part 3 Photophobia (General)

Does he or she

- 29 Squint, complain about the light or like to wear sunglasses / hat or cap?
- 30 Prefer to read in a darker part of the room or with the lights turned down?
- 31 Shade the page as he/she reads?

Part 4 Visual Resolution

- 32 Find reading hard because words double, move or look funny?
- 33 Do words look blurry or fuzzy?
- 34 When reading, do words get blurry, so he/she has to blink to clear them up?
- 35 Does he/she have difficulty seeing the dot on the i or full stops and commas?
- 36 Does he/she have difficulty telling the difference (or get confused between) o, c & a / b& d / p & q / l & I ?

Part 5 Depth Perception

- 37 Does he/she have difficulty cutting on a straight line?
- 38 Would you consider his/her handwriting to be sloppy?
- 39 Does he/she have difficulty catching a (tennis) ball on the full?

Part 6 Family History

- 40 Is anyone in the family light sensitive?
Eg Bothered by sunlight, glare, must wear sunglasses
- 41 Does anyone in the family avoid reading?
- 42 Is anyone in the family unable to read comfortably for 2-3 hours without breaks?
- 43 Does anyone suffer eye strain?
- 44 Does any one in the family read slowly?
- 45 Does anyone in the family avoid reading for pleasure?
- 46 Did anyone in the family drop out of school, have a learning problem or dyslexia?

Visual Symptom List - Adult

Part 1 General Indicators

Does her or she

- 1 While reading, do you skip words or lines?
- 2 While reading, do you use, or wish you could use, your fingers or another marker to keep place?
- 3 Do you skip words unintentionally when reading?
- 4 Do you avoid reading whenever possible?
- 5 Do you have to re-read in order to understand?
- 6 Do other people generally read faster than you?
- 7 While reading, do you move either close to or further back from the page to see better?
- 8 When you are tired, do you feel as though the words could easily go blurry or out of focus?
- 9 Do you feel you read word-by-word, as opposed to reading words in groups?
- 10 When reading, do you feel fidgety, tired of sitting or restless?
- 11 While reading, do you catch yourself repeating lines you have already read?

Part 2 Eye Strain

- 12 When reading, do your eyes feel strained?
- 13 When reading, do your eyes hurt / burn / itch / become red / feel dry or sleepy?
- 14 Do you get sleepy when you read?
- 15 When reading, do you move closer to the page, blink, squint or frequently open your eyes wide?
- 16 Do you find yourself rubbing your eyes while reading?
- 17 When reading, does it take energy & effort to see the words?
- 18 Do you have difficulty reading for longer than an hour without taking breaks?
- 19 After watching TV, do your eyes feel tired or strained?
- 20 Do you ever get headaches when reading or doing close work?
- 21 When reading, do the letters appear blurry / fuzzy / have halos or shadows / move slightly / get lighter in colour / go double or distort?

Visual Symptom List - Adult

Part 3 Photophobia (General)

- 22 Do you find sunlight 'too bright' and sunglasses a necessity?
- 23 Does fluorescent lighting seem 'too bright' and uncomfortable to read or work under?
- 24 Do you have difficulty adjusting from bright lights to darkness or from darkness to bright lights?
- 25 When driving a car at night, do the lights bother you? (headlights, streetlights)?
- 26 Do you prefer reading in dim light rather than bright light?
- 27 When reading glossy magazines or textbooks, do you move the books around in order to eliminate glare?
- 28 When reading, do you have difficulty seeing a dot on the top of an i and do you confuse i & l / full stops & commas?

Part 4 Visual Resolution

- 29 Do you hold onto the railings when walking up and down stairs?
- 30 Were you considered clumsy as a child or did you have black and blue marks on your shins?
- 31 Do you bump into things when walking, especially table edges or door frames?
- 32 When walking, do you veer off to the side and run into the person next to you?
- 33 When parking a car, do you hit the curb or leave a lot of space between the car and the curb?
- 34 Do you have difficulty catching a ball on the full when you watch it come down?
- 35 Are you nervous about passing cars on a two-lane road?
- 36 Do you have trouble following the ball when watching sports such as tennis or football on the TV?
- 37 When driving or crossing the street, do you have difficulty judging the distance of oncoming traffic?
- 38 When driving, do you have difficulty making lane changes or are you extra cautious?
- 39 When you drive, are the passengers tense when you change lanes or do they tell you that you 'tailgate'?
- 40 Are you extra cautious and leave lots of room between you and the car ahead?
- 41 Do you have difficulty stepping onto or off escalators?
- 42 When walking, do you ever feel dizzy?

The child with Auditory Processing Difficulties may

- ◆ Be inattentive in class - Tunes out or daydreams
- ◆ Have trouble attending to auditory presentations
- ◆ Be easily distracted (especially by noise/activity)
- ◆ Appear not to hear (but has normal hearing)

- ◆ Not participate in class discussions
- ◆ Be reluctant to contribute or ask questions
- ◆ Thrive in one to one situations

- ◆ Often behave as if hearing loss is actually present
- ◆ Confuse similar sounding words / sounds (Poor discrimination/phonics)
- ◆ Not respond appropriately to questions & conversations
- ◆ Mishear or misunderstand instructions, questions & general conversation
- ◆ Forget questions when called on in class
- ◆ Have trouble following complex verbal instructions

- ◆ Often say “Huh” or “What”
- ◆ Not "hear" the beginning / middle / end of words/information
- ◆ Often ask for repetition of instructions &/or conversation
- ◆ Only be able to do one instruction at a time (or none!)
- ◆ Quickly forget instructions &/or teaching
- ◆ Appear disobedient - Not do as “Told”

- ◆ Appear withdrawn, shy or sullen
- ◆ Be nervous in new situations or with unfamiliar people
- ◆ Dislike crowds
- ◆ Have poor social skills - especially in group
- ◆ Have few friends
- ◆ Prefer to play alone
- ◆ Dominate/want to control friends/conversations (is bossy)
- ◆ Prefer to play alone
- ◆ Be easily upset or angered
- ◆ Have low frustration tolerance

- ◆ Fear failure and being humiliated
- ◆ Not attempt tasks unless confident of ability
- ◆ Develop compensatory behaviour = “Problems” (clown around, talk in class, distract others, etc)
- ◆ Tire easily - exhausted after school
- ◆ Be irritable &/or hyperactive
- ◆ Lack motivation
- ◆ Have poor self confidence / self image / self esteem
- ◆ Be immature

Continued on page 2

The child with Auditory Processing Difficulties may

- ◆ Have Learning Difficulties - especially Reading & Spelling (& esp. out loud)
- ◆ Have difficulty working with, storing & retrieving sequential information - eg maths tables, alphabet
- ◆ Confuse &/or reverse letters
- ◆ Complain that school/tasks are boring
- ◆ Dislike school
- ◆ Not achieve potential
- ◆ Be labeled as “could do better”, “lazy” or “should try harder”

- ◆ Have trouble localising sound
- ◆ Have flat monotonous voice
- ◆ Be a poor singer - can't differentiate high/low

- ◆ Have language delays &/or speech development
- ◆ Have poor phonological awareness
- ◆ Have hesitant speech with poor fluency, rhythm and content
- ◆ Have poor or stereotyped sentence structure
- ◆ Have a weak vocabulary
- ◆ Have inappropriate use of, or substitution of, words

- ◆ Turn head towards speaker/favour one ear
- ◆ Have poor tolerance for loud/certain sounds
- ◆ Watch speakers lips
- ◆ Listen with blank/tense facial expression
- ◆ Need visual/physical cue to follow directions

- ◆ Mouth breathe
- ◆ Have ringing/buzzing in ears

- ◆ Repeats directions so that can understand
- ◆ Be slow to respond
- ◆ Use interpretations not related to past experience

- ◆ Work best in highly organised classrooms
- ◆ Need a high level of external organisation to function
- ◆ Prefer routine and predictability
- ◆ Be slow to start tasks
- ◆ Guesses at, or copies others in, doing tasks

- ◆ Verbal IQ score significantly lower than performance scores
- ◆ Relative weaknesses in auditory dependant areas of psycho educational &/or speech and language tests
- ◆ A wide scatter across these tests
- ◆ Performance below their mental age (not chronological age)- especially in the gifted child

Fisher Auditory Problem Checklist

Name _____ Date _____

- _____ 1. Has a history of hearing loss.
 - _____ 2. Has a history of ear infections If so, how many & what treatment received
 - _____ 3. Does not pay attention (listen) to instructions 50% or more of the time
 - _____ 4. Does not listen carefully to directions, often necessary to repeat instructions.
 - _____ 5. Says 'Huh' and 'What?' 5 or more times during a day.
 - _____ 6. Cannot attend to auditory stimuli for more than a few seconds
 - _____ 7. Has a short attention span (*if this item is ticked, circle the most appropriate time frame*) 0-2 min, 5-15 min, 15-30 min.
 - _____ 8. Daydreams – attention drifts – not with it at times.
 - _____ 9. Is easily distracted by background sound(s).
 - _____ 10. Has difficulty with phonics.
 - _____ 11. Experiences problems with sound discrimination.
 - _____ 12. Forgets what is said in a few minutes.
 - _____ 13. Does not remember simple routine things from day to day.
 - _____ 14. Displays problems recalling what was heard last week, month, year
 - _____ 15. Has difficulty recalling a sequence that has been heard.
 - _____ 16. Experiences difficulty following auditory directions.
 - _____ 17. Frequently misunderstands what is said.
 - _____ 18. Does not comprehend many words – verbal concepts for age/grade level
 - _____ 19. Learns poorly through the auditory channel.
 - _____ 20. Has a language problem (*if ticked, please give details*)
-
- _____ 21. Has an articulation (phonology) problem.
 - _____ 22. Lacks motivation to learn.
 - _____ 23. Displays slow or delayed response to verbal stimuli.
 - _____ 24. Demonstrates below average performance in one or more academic areas
 - _____ 25. Experiences dizziness.

Checklist

For Children with Auditory Processing Difficulties

- Say 'huh' or 'what' frequently
- Give inconsistent responses to auditory stimuli
- Often misunderstand what is said
- Constantly request that information be repeated
- Does not do as told

- Have poor auditory attention
- Are easily distracted
- Have difficulty following instructions
- Have difficulty listening when there is background noise
- Nervous in new situations or around unfamiliar people
- Dislikes crowds

- Guessing, copying or being slow starting tasks
- Complains that school/tasks are boring
- Reluctant to contribute or ask questions
- Tires easily and lacks motivation

- Easily upset or angered
- Prefers predictability and routine
- Thrives in one to one situations
- Poorly developed group social skills
- Dominates or wants to control conversation or play

- Have difficulty with phonics & speech sound discrimination
- Have poor auditory memory (span & sequence)
- Have poor receptive & expressive language
- Give slow & delayed response to verbal stimuli

- Have reading, spelling & other learning problems
- Learn poorly through the auditory channel
- Fear of failure and of being humiliated
- Tends not to attempt tasks unless confident of ability
- Exhibit behaviour problems

Symptoms of Medical Problems

Associated with Allergy and Sensitivity

- Skin Problems

Eczema/ Dermatitis	Dry patches
Nutmeg grater skin	Itchy Skin
- Gastro-Intestinal Problems

Colic	Tummy pains or wind
Unusual bowel patterns	Constipation
Diarrhoea	Irregularity
Bloating	Picky Eaters
- Ear, Nose & Throat Problems

Mouth ulcers/itchiness	Bad breath
Glue Ear	Ear aches/Infection
Sinusitis	Persistent runny nose
Snoring	Mouth breathing
Rhinitis/Blood Noses	Bronchitis
Tonsillitis	Sneezing
Hay fever	Asthma
- Central Nervous System Problems

Poor memory	Irritability and/or aggression
Headaches	Inability to sit still
Inability to go to sleep	Bed wetting
Rocking cot/self	Head banging
Night terrors or nightmares	Teeth grinding (Bruxism)
Fluctuations in symptoms	Poor concentration
- day to day,	- on all tasks,
- hour to hour	- on disliked tasks only
- Vascular Problems

Dizziness	Faintness
Pallor / coldness	Flushing
- Metabolic Problems

Excess activity	Known food allergies
Excess lethargy	Irritability relieved by food
Fluctuation between activity and lethargy	Craving for sweet things, salt, fluids, chocolate & other foods
- Family History Any of the above issues identifiable in immediate family

Signs of Medical Problems Associated with Allergy and Sensitivity

White Spots on Nails	Nutmeg Skin
Dry Hair	Dry Skin
Nutmeg Skin	Eye Shadows/Bags (Allergic Shiners)
Furry/Smooth Tongue	Cervical Lymph Nodes
Pot Belly	Red Ears/Cheeks
Mouth Breathing	“Adenoid” Face

Symptom Checklist

For Children with Medical Problems

- Timid Child
 - Startles Easily
 - Can't Cope with Change
 - Anxious
 - Panic Attacks
 - Phobias
 - Tires Easily
 - Problems Accepting Criticism / Correction
 - Needs to Control / Manipulate
-
- Clowns Around
 - Constant Talker
 - Labeled "Lazy" / "Could Try Harder"
 - Appears Not to be Reaching Potential
-
- Oppositional and Defiant
 - Conduct Disorder
 - Obsessive and/or Compulsive
 - Depression
 - Anxiety or Fears
 - Suicide Ideation / Attempts
-
- Has any of the Illnesses or Problems associated with Allergies or Sensitivities
(see Check List)

Checklist

For Children with Attention Deficit Hyperactivity Disorder

They have problems in the areas of Executive Control:

- Attention Span
- Impulse Control
- Activity Level
- Self Organisation
- Self Regulation
- Self Appraisal
- Social Cognition
- Compliance
- Short Term Memory

They are often characterised as

- Inattentive
- Impulsive
- (Hyperactive)
- Easily Bored
- Incomplete Tasks
- Attention Seeker
- Self Centred

Which could be interpreted as

- * Deep Thinker
- * Risk Taker
- * (Energetic)
- * Creatively Skilled
- * Experimenter
- * Entertainer, Performer
- * Leader, Survivor

ADHD is often associated with

Learning Difficulties
Auditory Processing Difficulties
Anxiety
Obsessive Compulsive Disorder

Motor Coordination Delays
Depression
Oppositional Defiant Disorder
Linear Sequential Organisational Problems

Symptoms Checklist

For Children with Motor/Coordination Problems

- Poor Writing / Pencil Grip
- Mouth moves when Writing
- Reduced Manual Dexterity / Fine Motor Skills
- Mixed Laterality

- Poor Representation of Figures
- Spatial - Perceptual Problems
- Reduced Ability to Express Ideas on Paper
- Midline Problems / Reversals
- Slow at Copying, especially from the Board to the Book

- Slumps at Desk
- Can't Sit Still / Constantly Fidgets
- Poor Muscle Tone / Floppy
- High Muscle Tone
- Poor Posture

- Jerky Movements
- Walks on Toes
- Simian (Ape like) Walk
- Physically Timid
- Clumsy Child

- Poor Ball Skills
- Poor at Athletic Sports
- Homolateral Marching /Skipping
- Problems with Swimming Coordination
- Poor Coordination
- Poor Balance
- Problems with Articulation

- Poor Reading Fluency
- Uses finger as marker
- Misses Lines and Words
- Loses Place
- Tracking problems
- Poor Convergence
- Has Eye Symptoms after/during Reading
- Avoids Reading/Writing
- Has Head on an Angle while Reading/Writing
- Moves Head from Side to Side while Reading/Writing

Checklist

For Children with Visualisation Problems

- Reading aloud is fine, comprehension is poor
- Don't understand spoken jokes
- Don't understand cause/effect
- Don't understand spoken explanations

- Ask and re-ask questions that have already been answered
- Don't grasp the main idea or inferences (eg TV/movies)
- Only grasp a few details of conversations, TV, movies etc
- Lose attention quickly in conversation
- Have weakness with auditory memory and following directions

Checklist

For Children with Linear Sequential Organisational Problems

- Understanding and learning rules
- Understanding consequences
- Remembering instructions
- Planning and/or getting started
- Self organisation to get things done (eg getting dressed)

- Losing possessions
- Untidiness with belongings/appearance/work
- Remembering maths tables
- Remembering what s/he has read
- Waiting in turn
- Understanding the passage of time