



Maximum Potential

Pediatric OT, Physio, SLT & Ed Psych
Specializing in Sensory Integration
25 Devonshire Place, London, W1G 6JD
Telephone 0207 486 4747



Email info@maximumpotential.info Web <http://www.maximumpotential.org.uk>

Melanne Maddalene Randall, MSC, OTR
Director

SYMPTOMS SUGGESTIVE OF SENSORY-INTEGRATIVE DYSFUNCTION

I. BEHAVIORAL CHARACTERISTICS

- (1) Hyperactivity
- (2) Distractibility and Short Attention Span
- (3) Impulsivity
- (4) Difficulty playing with peers
- (5) Oppositional/Avoidance behaviors
- (6) Marked mood variations, outbursts, or tantrums
- (7) Has difficulty tolerating changes in routines; difficulty 'shifting gears'

II. VESTIBULAR

- (1) Poor balance and automatic postural adjustments
 - (a) Falls frequently, clumsy
 - (b) Difficulty sitting still or holding a position in.
 - (c) Poor posture sitting
- (2) Low muscle tone
 - (a) May fatigue readily and have poor endurance
 - (b) Appears floppy
 - (c) Excessive hyper mobility in joints ("double jointed")
- (3) Response to movement
 - (a) Fears movement and play on equipment
 - (b) Craves movement to an unusual degree (twirling, rocking, spinning)
- (4) Poor ocular-motor control
 - (a) Jerky eye movements
 - (b) Difficulty tracking - unable to follow a target without moving the whole head

III. TACTILE

- (1) Doesn't like being touched by others; may be restless in physical group activities
- (2) Doesn't like dressing/undressing, baths, hair combing.
- (3) Avoids tactile play
- (4) Poor touch discrimination and body awareness.
- (5) May crave tactile stimulation (touches everything indiscriminately)

IV. BILATERAL INTEGRATION

- (1) Difficulty coordinating two sides of the body
- (2) Avoids crossing body midline
- (3) Delayed development of hand dominance (preferred hand use by 3-4 years; strong dominance by 7 years)

V. MOTOR PLANNING

- (1) Delayed gross and fine motor skills
- (2) Seems to understand directions, but doesn't do the task
- (3) Difficulty imitating movements
- (4) Poor awareness of body in space
- (5) Low frustration tolerance
- (6) Difficulty learning self care skills such as dressing
- (7) Poor eye-hand coordination

VI. VISUAL-SPATIAL

- (1) Difficulty relating the body to space (moving up, down, around, etc)
- (2) Has trouble with building, completing puzzles (organizing in space)
- (3) Difficulty seeing a particular figure against a confusing background
- (4) Cannot print between lines and has difficulty copying

VII. ACADEMIC CHARACTERISTICS

- (1) Disorganized
- (2) Difficulty working independently
- (3) Delayed math or reading skills (may reverse numbers and letters)
- (4) Difficulty following verbal or demonstrated instructions