

School Aged Checklist (5 years & up)

Name: _____ Age: _____ Year Level: _____

Do you notice any of the following behaviours?

FINE MOTOR	Always	Occasionally	Never
Pencil skills			
Messy handwriting			
Difficulty recognising letters of the alphabet			
Difficulty recognising numbers 1-10 or to an appropriate level			
Difficulty forming numbers and letters			
Difficulty writing for as long as peers			
Difficulty holding pencil correctly and presses too hard			
Difficulty copying shapes/letters/numbers			
Scissor skills			
Difficulty holding scissors correctly			
Looks uncoordinated when using scissors			
Difficulty holding paper still and cutting on the line			
Manipulation			
Lacks control when holding pencils, scissors, crayons, knife & fork etc			
Difficulty with construction activities (lego, model building or paddle pop building)			
Difficulty manipulating puzzle pieces			
Fumbles when doing shoelaces, zips on pencil case, ruling lines, using a compass etc			

GROSS MOTOR	Always	Occasionally	Never
Balance and coordination			
Appears clumsy			
Unintentionally too rough in play/ handling objects			
Invades people's personal space			
Cautious on the playground			
Slumps, fidgets or moves often while sitting still (i.e. dinner table, assembly, mat time, and desk)			
Endurance and strength			
Looks less skilful on the playground			
Tires quickly or lacks consistent energy			
Participation and outcome			
Responds negatively without knowing expectations			
Fearful to jump, go up or down stairs, climb or do somersaults			
Wants constant physical support from adults			
Difficulty mastering general physical skills (ball skills, bike riding, swimming, and climbing etc)			

SENSORY PROCESSING	Always	Occasionally	Never
Self care			
Bothered by typical self care tasks such as cleaning teeth, brushing hair, cutting nails, wearing particular clothing			
Clothing choice is not weather appropriate (choice is influenced more by preference or dislike)			
Limited range of foods eaten			
Difficulty sitting still at the dinner table and using utensils appropriately			
Attention and concentration			
Rushes and is always on the go or is very laborious in nature and often appears to 'tune out'			
Difficulty containing high energy levels			
Readily distracted by environmental stimulus (eg looking around)			
Difficulty transitioning from one activity to another with appropriate attention levels (playground to classroom)			
Take a long time to calm after becoming distressed			
Seeks out movement experiences to the point that it interferes with other tasks (e.g. spins excessively)			
Learning			
Difficulty retaining learnt skills if not practiced			
Difficulty reading social cues of peers (eg. Not interested in playing with them) and adults (eg. When angry)			
Over-reacts to situations or incidents			
Overly sensitive to sounds (e.g. vacuum, hair dryer, hand dryers)			

SELF CARE	Always	Occasionally	Never
Organisation at school			
Has messy work area (eg. desk, tray, and locker)			
Loses track of personal items, forgets to bring things home			
Has difficulty following instructions, whether verbal or following visual demonstration			
Difficulty packing up and putting items in the right position			
Organisation at home			
Difficulty completing known routine without step-by-step instructions			
Difficulty packing and unpacking school bag			
Independence and performance			
Does not remember the morning/afternoon routine			
Has physical difficulty dressing			
Avoids participating or does not initiate interaction with others			
Lacks confidence or is overly fearful of new situations			

Main areas of concern: _____

How concerned are you about the above:

- Not concerned Mildly concerned Moderately concerned Extremely concerned

If you notice 2 or more behaviours in any area on this checklist, your child may benefit from being assessed by an Occupational Therapist.