Processing Weaknesses Checklist

I hope this checklist will give you a start in identifying some of the possible causes of your child's problems. Go through it and mark the symptoms you have observed. When you are done, you'll have some idea about which areas are causing the most concern.

**Signs of weak millisecond timing may include:**

_____ problems paying attention, yet can pay attention to things of interest
_____ difficulty completing lessons, homework and chores
_____ taking longer than classmates to finish work in class
_____ spending hours on homework that should take 30 minutes
_____ difficulty deciding what is the important information when studying
_____ difficulty organizing information into the correct answer
_____ behind grade level in reading or math
_____ disorganization of belongings
_____ poor coordination
_____ poor communication skills

**Signs of a Selective Attention Problem:**

_____ difficulty tuning out distraction to pay attention to the teacher

**Signs of a Focused Attention problem:**

_____ inability to hold attention on only one task until the task is finished

**Signs of a Sustained Attention Problem:**

_____ difficulty continuing to pay attention long enough to finish a task – this is called concentration

© 2010 Hardy Brain Training
Signs of tactile sensitivity may include:

_____ being picky about clothes, preferring soft textures, short or long sleeves, shorts or pants, shoes or no shoes, jacket or no jacket (regardless of the weather)

_____ liking to wear the same clothes day after day without laundering

_____ unusual reaction to pain – either over-reacts to small injuries or under-reacts big injuries.

_____ flopping on furniture

_____ being bossy – likes to be in charge

_____ being a picky eater

Difficulties with Proprioception may include:

_____ difficulty sitting in desk without fidgeting, slumping, putting head on desk, etc.

_____ constantly “on the go”

_____ difficulty hitting, catching, throwing a ball

_____ clumsy, trips, falls, bumps into things

_____ difficulty using utensils, pencil, scissors, toothbrush

Children who under-respond to movement may:

_____ love intense motion like spinning, doesn’t get dizzy

_____ move constantly and finds sitting still difficult

_____ seek opportunities to jump

_____ kick feet, rock back and forth, shake legs

Children who over-respond to movement may:

_____ not like playground equipment like swings, slides, climbing ladders, riding a bike

_____ dislike going on uneven surfaces like sand

_____ not enjoy being help upside down, swung around
Children who lack energy for coordination often:

_____ support their head with their hand, lay on the floor to do homework, wrap legs around chair when sitting

_____ have problems using the right amount of pressure when writing, playing with toys

_____ find it hard to learn to button, zip, snap and tie

_____ have difficulty in sports

_____ fine motor problems with pencils, silverware, scissors

_____ gross motor problems with throwing, catching, climbing

Poor Body Awareness may include:

_____ trouble with coordinated movement

_____ dislike of sports activities

_____ trouble getting dressed

_____ bumping into people and things

_____ liking to rub fingers on wall when walking

Hearing Problems may include:

_____ speaking late

_____ noticing vibrating noises that are felt rather than noises that are heard

_____ sleeping through noisy activity (like vacuuming)

Signs of Eyesight Problems may include:

_____ rubbing eyes

_____ complaining of burning or itchy eyes

_____ having headaches

_____ squinting or covering an eye

© 2010 Hardy Brain Training
____ having poor reading skills
____ having poor handwriting skills
____ having difficulty catching a ball

**Signs of weak bi-lateral integration may include:**

____ difficulty holding the paper with one hand and cutting with scissors or writing
____ struggling to learn to tie shoes
____ difficulty coordinating both sides of the boy to throw a ball
____ difficulty learning to ride a bike

**Signs of Crawling Problems may include:**

____ did not crawl
____ did not progress through all of the stages of crawling

**Signs that the mid-line did not disappear may include:**

____ reading and comprehension problems
____ not reaching across the midline of the body to get things

**Signs of left-hemisphere dominance may include:**

____ having an answer for everything
____ having little body awareness
____ seeming restless or nervous
____ confused by feelings
____ liking “to do” lists
____ enjoying responsibility
____ using logic
using a “step-by-step” approach to accomplishing tasks
enjoying facts

**Signs of a Right Hemisphere Dominance may include:**
liking creative pursuits
having several ideas at once
starting more than they finish
enjoying communication with others
wanting to inspire others
using intuition to solve problems
seeing the “big picture” rather than the facts and details

**Signs of weak hemispheric Integration may include:**
lack of motivation
difficulty solving complex problems
problems with organization
becoming anxious

**Signs of a motor-planning weakness may include:**
problems getting an idea, planning, organizing and executing it
difficulty organizing clear written work with a beginning, middle and end
delayed gross motor skills, dressing skills, eating skills
difficulty learning to do new tasks
weak fine motor skills
Signs of Weak Auditory Processing may include:

_____ difficulty telling if two words are the same or different
_____ difficulty following directions
_____ easily distracted
_____ difficulty answering questions
_____ problems expressing ideas
_____ difficulty paying attention with background noise
_____ talking less than their peers
_____ finding it easier to talk after movement

Signs of a Visual Processing Weakness may include:

_____ skipping letters or words when reading
_____ losing place when reading
_____ being behind grade level in reading
_____ difficulty lining up numbers and spacing letters when writing
_____ difficulty forming letters and numbers correctly

Signs of Gross motor Skill Weakness may include:

_____ clumsiness
_____ stumbling, tripping, fall ingeasily
_____ bumping into furniture and people
_____ poor coordination during sports and on the playground
_____ difficulty with balance
_____ problems sitting with steady posture for very long

© 2010 Hardy Brain Training
difficulty with rhythm

**Signs of Fine Motor Weakness may include:**

- difficulty learning to button, zip, tie and snap
- using incorrect pencil grip
- having difficulty writing
- having problems with certain speech sounds

**Signs of Eye-Hand Coordination Weakness may include:**

- problems writing, coloring, cutting
- messy writing
- difficulty catching, throwing, batting a ball

**Signs of Speech Weakness may include:**

- difficulty pronouncing certain sounds
- speaking with a slip
- being hard to understand
- speaking less than peers

**Signs of Receptive language Weakness may include:**

- poor listening skills
- problems understanding what is read
- difficulty following directions
- misunderstand what was said
- often say “huh?” or “what?”
Signs of Expressive Language Weakness may include:

____ Talking less than their peers
____ difficulty answering questions and giving information in class
____ difficulty getting ideas out on paper
____ appearing shy
____ withdrawing from activities where verbal participation is required

Signs of Screening Weakness may include:

____ easily distracted by nearby motion, sounds or sights
____ becoming overwhelmed by too much stimulation
____ difficulty with loud noises
____ problems concentrating with background noise
____ becoming easily frustrated

Signs of Spatial Weakness may include:

____ difficulty remembering left and right
____ reversal of letters and numbers
____ difficulty following directions to and from a location
____ difficulty copying shapes

Signs of a Visual Processing Preference may include:

____ looking at you when you talk
____ having good comprehension
____ following directions easily
Signs of an Auditory Processing Preference may include:

- not looking at you when you talk
- having trouble following all of the directions
- missing parts of assignment and instructions
- having a hard time with comprehension questions
- memorizing parts of TV shows, comedy routines, movies and like to recite them
- talking on and on about something they have seen or done
- taking longer to finish assignments than their classmates

Signs of Executive Functioning Weakness may include:

- poor behavior control
- difficulty taking in information, processing it, organizing it, and completing it
- problems setting a goal and laying out a step by step plan to reach it

When all of these skills are strong, your child can develop good

- Short-term, working, long-term and visual memory
- Organization of belongings
- Organization of ideas
- Thinking speed and decision-making speed
- Ability to follow directions
- Strong academic skills for reading, math, spelling and writing
- Ability to express ideas in writing and out loud
- Problem solving skills
- Communication skills
Goal setting and planning skills
Ability to work at grade level
Enthusiasm for learning
Desire and ability to do well in school
Tools for a successful career and productive life

Look at the boxes you checked. These are skills that your child needs to develop to be successful.

Your next step is to improve millisecond timing. This is important for your child because strong millisecond timing improves the connection between all of the components the brain uses to pay attention and learn. Millisecond timing is like the system of roads that connects you to your work, your child’s school, the supermarket, the gas station, the mall. A well-functioning road system lets you make connections to each location easily. For many children this is all that needs to be corrected to make school successful.

As you help your child improve millisecond timing, you should be assessing the other processing skills that you checked off. Once millisecond timing is strong, it will be easy and fast to correct the remaining difficulties so your child can have lasting success and you can feel proud of the accomplishments at school.

To discover more about helping your child overcome the weaknesses that are preventing success, go here: http://www.hardybraintraining.com/next_step.html

~Sherrie

PUBLISHER’S NOTE:

This publication is designed to provide accurate and authoritative information with regards to the subject matter contained herein. It is given with the understanding that the information contained herein is not a substitute for medical or psychological services and that the publisher is not providing said services. The services of a competent professional should be sought.

The information supplied by Publisher is being provided for information purposes only and is not and should not be used as a substitute for the services of a medical/psychological professional. Publisher does not make any diagnoses. All information provided by Publisher should only be used in consultation with a medical/psychological professional.

© 2010 Hardy Brain Training