

Section 3: Some of the symptoms you may see:

- ❑ Performance IQ is lower than the child's verbal IQ
- ❑ Frustration and low self-esteem

Does this sound familiar?

- ❑ Child is not able to sit still
- ❑ Needs to be constantly changing the activity
- ❑ Unusually high/ low activity level
- ❑ Tends to sprawl everywhere
- ❑ Highly emotional
- ❑ Limited concentration and poor listening skills
- ❑ No sense of danger
- ❑ Inattentive/ impulsivity
- ❑ Playing alone / avoiding team games

**Refer to “ATTENTION AND ACTIVITY LEVELS” (Section 7)
“PRECAUTIONARY MEASURES” (section 5) and “MULTISENSORY STRATEGIES” (section 16)**

- ❑ Demonstrates clumsy awkward movements. Tends to trip and fall. Full of bumps and bruises.
- ❑ Unknowingly knocks other children or things
- ❑ Difficulties evident in PE
- ❑ Poor balance
- ❑ Difficulty with skills that involve both sides of the body
- ❑ Tends to slump over the desk or within the chair.
- ❑ Reduced strength against resistance e.g. when pushing open a heavy door.

Refer to GROSS MOTOR BUILDING BLOCKS (section 9), CORRECT SITTING POSTURE (section 11), GROUP FORMAT (section 17) and INTEGRATED CLASSROOM IDEAS (section 10)

- ❑ Can't hold pencil properly
- ❑ Unable to produce legible handwriting in the time allocated.
- ❑ Difficulty with the presentation of writing
- ❑ Slumps forward onto desk when writing
- ❑ Difficulty manipulating fine equipment e.g. scissors, compass

Refer to HANDWRITING SKILLS (section 12), STRATEGIES FOR STATIONERY (section 13) and CORRECT SITTING POSTURE (section 11)

- Difficulty in performing self care functions E.g.
 - Buttons
 - Shoelaces
 - Zips
 - Tie
 - Using a knife and fork

Refer to SELF CARE (section 14)

- Tends to be disorganised with schoolwork/homework
- Difficulty with staying on task
- Difficulty in following instructions/rules
- Difficulties with working independently
- Difficulties with learning new skills

Refer to ORGANISATIONAL SKILLS (section 8) and GRADING OF TASKS (section 6)

- Difficulty locating words/ letters on a page
- Difficulty copying off the board
- Incorrect spacing and alignment of written work
- Difficulty in accurately copying 2 Dimensional and 3 Dimensional images
- Spills items/misjudges distances
- Avoidance of constructional tasks
- Trips and bumps into things frequently
- Poor visual memory

Refer to PERCEPTION STRATEGIES (section 15)