

Patient Name _____
Date of Birth _____

Date of Exam _____
1 2 3 4



Hemispheric Checklist*:

Please check all that apply.

Motor Characteristics:

- Clumsiness and/or odd posture
- Poor Coordination
- Not athletically inclined; no interest in participating in sports
- Low muscle tone; child seems "floppy"
- Poor gross motor skills (for example: riding a bike, running, walking, jumping)
- Repetitive mannerisms (spins in circles, flaps arms, bangs head on wall)
- Fidgets excessively
- Poor eye contact
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- Walks or walked on toes when younger
- Problems with fine motor skills (poor or slow handwriting, difficulty buttoning a shirt)
- Awkward hand grip when writing
- Tends to write large for age or grade level
- Stumbles over words when fatigued
- Delays in crawling, standing, and/or walking
- Loves sports and is good at them
- Good muscle tone
- Poor drawing skills
- Difficulty learning to play music
- Likes to fix things with the hands and is interested in anything mechanical
- Difficulty planning and coordinating body movements

Sensory Characteristics:

- Poor spatial orientation; bumps into things often
- Sensitivity to sound or loud noises
- Unable to identify body parts without confusion
- Poor sense of balance
- High threshold for pain; does not cry when getting hurt
- Likes to spin, go on rides, swing
- Touches things compulsively
- A girl who is not interested in jewelry or makeup
- Does not like the feel of clothing on arms or legs; pulls clothes off
- Doesn't like being touched and doesn't like to touch things

- Incessantly smells everything
- Prefers bland foods
- Does not notice strong smells, such as popcorn or cookies baking in the oven
- Avoids food because of the way it looks
- Hates having to eat and is not interested in sweets
- Extremely picky eater; will only eat a few types of food

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- Has good spatial awareness
- Has good sense of balance
- Eats just about anything
- Has normal to above-average sense of taste and smell
- Likes to be hugged and held
- Does not have any oddities concerning clothing
- Seems not to hear well, although hearing tests are normal
- Delay in speaking; usually attributed to ear infections
- Gets motion sick and has other motion sickness issues
- Is not under-sensitive or over-sensitive to pain

Emotional Characteristics:

- Spontaneously cries and/or laughs
- Sudden outbursts of anger or fear
- Worries a lot and has several phobias
- Holds on to past "hurts"
- Has sudden emotional outbursts that appear over-reactive and inappropriate to the situation
- Experiences panic and/or anxiety attacks
- Sometimes displays dark or violent thoughts
- Face lacks expression; does not exhibit much body language
- Too uptight; cannot seem to loosen up
- Lacks empathy and feeling for others
- Often seems fearless; is a risk-taker

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- Overly happy and affectionate; loves to hug and kiss
- Frequently moody and irritable
- Loves doing new or different things but gets bored easily
- Lacks motivation
- Withdrawn and shy
- Excessively cautious
- Socially withdrawn
- Cries easily; feelings get hurt easily
- Seems to be in touch with own feelings
- Empathetic to other people's feelings; reads emotions well
- Gets embarrassed easily
- Very sensitive to what people think of him/her

Behavioral Characteristics:

- Logical thinker
- Often misses the gist of a story; always the last to get a joke

- Gets stuck in a set behavior
- Lacks social tact
- Is antisocial and/or socially isolated
- Poor time management; always late
- Disorganized
- Has problems paying attention
- Is hyperactive and/or impulsive
- Has obsessive thoughts and/or behaviors
- Argues all the time and is generally uncooperative
- Has or displays characteristics of an eating disorder
- Failed to thrive as an infant
- Mimics sounds or words repeatedly without really understanding the meaning
- Appears bored, aloof, and/or abrupt
- Considered "strange" by other children
- Inability to form friendships
- Has difficulty sharing enjoyment, interests, or achievements with others
- Talks incessantly and asks the same question repetitively
- Didn't look at self in mirror as a toddler

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- Has tendency to procrastinate
- Is extremely shy, especially around strangers
- Is very good at nonverbal communication
- IS well-liked by other children and teachers
- Does not have any behavioral problems in school
- Understands social etiquette
- Has poor self-esteem
- Hates doing homework
- Is very good at social interaction
- Makes good eye contact
- Likes to be around people and enjoys social activities
- Doesn't like sleepovers
- Is not good at following routines
- Can't follow multi-step directions
- Is in touch with own feelings
- Likes to jump to conclusions

Academic Characteristics

- Poor math reasoning (word problems, geometry, algebra)
- Poor reading comprehension
- Misses the "big picture"
- Very analytical and logical
- Likes "slapstick" or obvious physical humor
- Is very good at finding spelling mistakes
- Takes everything literally
- Doesn't always reach a conclusion when speaking
- Started speaking early
- Has tested for a high IQ —or— IQ is above normal in verbal ability and below average in performance abilities

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- Was an early word reader
- Is interested in unusual topics
- Learns best in a memorizing (rote) manner
- Learns extraordinary amounts of specific facts about a subject
- Is impatient
- Has very little voice inflection (speaks in a monotone manner)
- Very poor at communicating nonverbally
- Does not like loud noises
- Speaks out loud regarding what he or she is thinking
- Invades personal space (is a "close talker")
- Good reader, but does not enjoy reading
- Easily memorizes formulas
- Prefers observing rather than participating
- Reads an instruction manual before trying something new
- Has difficulty in math from an early age

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- Very good at "big picture" skills
- Is an intuitive thinker and led by feelings
- Good at abstract "free" association
- Poor analytical skills
- Constantly questions rules
- Has a poor sense of time
- Enjoys touching and feeling actual objects
- Has trouble prioritizing
- Is unlikely to read instructions before trying something new
- Is naturally creative, but needs to work hard to develop full potential
- Would rather do things than observe
- Uses good voice inflection when speaking
- Misreads or omits common small words
- Has difficulty saying long words
- Reads very slowly and laboriously
- Has difficulty naming colors, objects, and letters as a toddler
- Has difficulty learning the alphabet, nursery rhymes, or songs when young
- Needs to hear or see concepts many times in order to learn them
- Displays a downward trend in school performance or achievement test scores
- Schoolwork is inconsistent
- Was a late talker
- Has difficulty pronouncing words
- Has difficulty finishing homework or finishing a conversation
- Acts before thinking and makes careless mistakes
- Daydreams a lot
- Has difficulty sequencing events
- Often writes letters backwards
- Is poor at basic math skills
- Has poor memorization skills
- Has poor academic ability
- Has an IQ lower than expected and verbal scores are lower than nonverbal scores

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- Needs to be told to do something several times before acting on it
- Stutters or used to stutter
- Is a poor speller
- Doesn't read directions well

Common Immune Functioning Characteristics

- Has a lot of allergies
- Rarely gets colds and infections
- Has (or has had) eczema or asthma
- Skin has little white bumps, especially on the back of the arms
- Craves certain foods, especially dairy and wheat products

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- Gets chronic ear infections
- Prone to benign tumors or cysts
- Has taken antibiotics more than 10-15 times before the age of ten
- Catches colds frequently
- No allergies

Autonomic Characteristics

- Problems with bowels, such as constipation and/or diarrhea
- Has a rapid heart rate and/or high blood pressure
- Appears bloated, especially after meals, often complains of stomach pains
- Has body odor
- Sweats a lot
- Hands are always moist and clammy

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- Has problems with bed-wetting
- Has or had an irregular heartbeat, such as an arrhythmia or a heart murmur

*Hemispheric Checklist was adapted from Melillo, R. (2009). *Disconnected Kids*. New York: Penguin Group.