



## iLS Checklist

**Instructions:** This Checklist is intended to help parents assess their child's, or their own, progress after completing an iLS program. We recommend covering up the pre-program scores when filling in the post-program column. Improvement is indicated by lower totals.

0-does not apply   1-rarely   2-often   3- always

Pre-Program	SENSORY & SENSORY-MOTOR	Post-Program
	Bothered by textures on body face or hands, having nails cut, hair combed	
	Bothered by background noise, loud, unexpected sounds	
	Avoids movement activities (swings, climbing, playground activities)	
	Doesn't feel pain, doesn't notice when touched	
	Avoids eye contact	
	Unaware of body sensations such as hunger, hot or cold or need to use toilet	
	Doesn't seem to notice sensory stimuli (smells, noisy crowded places)	
	Constantly on the move, seeks intense crashing or rough play	
	Has difficulty sitting still, wiggles a lot, esp if trying to pay attention	
	Makes disruptive noises or sounds	
	Has poor balance and fall easily, avoids balance-related activities (bike riding)	
	Has poor endurance, is weak and gets tired easily, avoids physical activity	
	Slumps when sits in a chair or on the floor, uses arms/hands to support self	
	Difficulty learning new motor activities or those that require more than one step	
	Clumsy, awkward, or accident prone, tripping or bumping into people or objects	
	Difficulty organizing personal spaces or takes a long time to perform daily life tasks	
	Struggles with fine motor skills, like handwriting	
	Dislikes or avoids group sports	
	Difficulty with visual pursuits: often loses place , eyes skip one or more lines	
	Cannot follow directions in a noisy environment	
	Has difficulty completing puzzles	
	Has difficulty identifying and distinguishing between different sounds or letters	
	Has difficulty judging force required for a task	
	Cannot find pictures hidden in background	
	Difficulty finding number or words on page esp. during math or reading tasks	
	<b>TOTAL</b>	

**REMINDERS** to realize maximum benefit from the iLS Program:

- Keep to your listening schedule
- Limit sugar intake, eat as many unprocessed foods (fruits, veggies, grains) as possible
- Limit TV and video usage as much as possible; no more than 1-2 hours per day
- Emphasize exercise every day – it improves sleep, attention, appetite, and happiness!

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<b>Pre-Program</b>	<b>AUDITORY/LANGUAGE</b>	<b>Post-Program</b>
	Difficulty following what others are saying	
	Misuses or confuses words and sounds	
	Says “What?” or “Huh?”, needs instructions repeated, needs visual cues	
	Is difficult to understand due to poor enunciation, can’t speak clearly	
	Difficulty with spelling	
	Unable to recognize or repeat rhymes or songs	
	Does not like to sing or hum	
	Difficulty interpreting tone of voice – e.g. angry vs. joking	
	Tendency to ramble, can’t “get to the point”	
	Poor grammar, doesn’t speak in complete sentences	
	Mumbles, has monotone voice	
	Slow to react to speech	
	Needs to be given directions repeatedly before responding	
	Seems to not understand what is said, i.e. poor comprehension, needs explanations	
	<b>TOTAL</b>	

<b>Pre-Program</b>	<b>SOCIAL/EMOTIONAL</b>	<b>Post-Program</b>
	Irritable, short-tempered	
	Easily overwhelmed, frustrated by daily life activities	
	Does not transition smoothly from one activity to another	
	Has difficulty making and keeping friends	
	Does not sleep well, can’t get enough rest	
	Lacks confidence with new environments and new tasks	
	Has frequent mood fluctuations	
	Is not affectionate, not touching or hugging	
	“Needy” – lacks independence, low self reliance, low self-esteem	
	Lack of tactfulness, acts impulsively	
	Response to situations appears immature for age	
	Anxious, bites nails, face and body not relaxed	
	<b>TOTAL</b>	

<b>Pre-Program</b>	<b>ORGANIZATION/ATTENTION/COGNITIVE</b>	<b>Post-Program</b>
	Is distracted easily, not able to stay on task	
	Has poor short term memory	
	Must re-read schoolwork several times to comprehend	
	Has difficulty getting finding clothes, getting dressed in the morning	
	Planning ahead is difficult, prefers to avoid planning at all	
	Disorganized with school assignments, belongings, schedule	
	Can’t remember sequential tasks – e.g. do A, then B, then C	
	Often fails to begin or to complete tasks or projects unless helped	
	<b>TOTAL</b>	