

Patterns to Look For

There are some patterns you can look for to help you determine when you need to initiate an inquiry and who and when to ask. You will find that the answers often lead to more questions; so the process goes. Learning is a lifelong process.

All children are likely to exhibit some of the following behaviors at times. It is important to separate occasional occurrences from persistent behavior, and not to worry about an isolated incident which may not be definitive. This list is in no way complete. Report trends or patterns identified to school staff, pediatrician, etc. They may be indicators that will help identify the child's specific needs. Anything that is reoccurring or out of what you believe to be the "norm" should initiate an inquiry. Examples of some patterns to watch for are:

Infants:

- Trouble with nursing, sucking, or digesting
- Delay in talking
- Absence of creeping or crawling
- Resistance to cuddling and bodily contact, such as being touched
- Lack of response to sounds
- Over reaction to sounds
- Delay in sitting, standing, or walking
- Trouble following moving objects with eyes

Pre-School:

- Inability to follow directions
- Unusually high tolerance for pain
- Poor sleep patterns
- Poor rhythm
- Fear of swings and slides
- Unusual quietness / inactive
- Frequent falls
- Excessive craving for sweets
- Poor eating habits
- Excessive repetition in speaking, questioning, or select activities
- Impulsive and uncontrolled behavior
- Excessive crying
- Fearlessness
- Uneven walk
- Clumsiness
- Persistent chatter
- Over activity
- Constant interrupting
- Language problems / delay talking or garbled speech
- Increased frustration level when people are present as opposed to when alone

School Years:

- Homework takes too long to complete
- Trouble putting things in order
- Difficulty cutting with scissors
- Unable to tie shoelaces
- Difficulty with fasteners, such as buttons
- Trouble matching shapes, sizes
- Excessive activity
- Difficulty putting thoughts in writing
- Knows answers, but still fails tests
- Excessively gullible
- Emotional instability, outbursts
- Tendency to be literal or humorless
- Difficulty telling difference between letters, words, and numbers that are similar in shape, such as 'b' and 'd', 'was' and 'saw', '6' and '9'
- Missing assignments
- Excessively messy and unorganized
- Hates school, doesn't want to go
- Poor handwriting
- Confusion about what comes first (sequence of events)
- Difficulty tracing lines or coloring with the lines
- Good talking abilities, but difficulty reading
- Ability to read, but not understand what is read
- Difficulty expressing ideas
- Difficulty focusing or staying on task
- Clumsiness / awkwardness throwing and catching balls
- Difficulty skipping, hopping, and/or jumping
- Confused sense of time or distance
- Uneven performance in subjects or on tests
- Trouble playing games or following group rules
- Trouble understanding the difference between up and down, in and out, front and back, etc.
- Unusual inactivity characterized as daydreaming or tuning out
- Forgets to turn in assignments
- Needs to have verbal directions repeated many times
- Complains of not feeling well when not sick