



BTA Checklist

Instructions: This Checklist is intended to help parents assess their child's, or an adult's 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 = seldom/never, 1 = some of the time, 2 = frequently, 3 = almost always

Pre	Sensory & Sensory Motor	Post
	Bothered when hair is combed or by textures on body, face, or hands; sensitive to touch	
	Bothered by background noise or by loud or unexpected sounds	
	Avoids movement activities (swings, climbing, playground activities)	
	Doesn't feel pain; doesn't notice when touched	
	Avoids eye contact	
	Unaware of hunger, fullness, body temperature, or need to use the toilet	
	Constantly on the move; seeks rough or risky play	
	Has difficulty sitting still or wiggles a lot, especially when trying to pay attention	
	Makes disruptive noises or sounds	
	Has poor balance and falls easily; avoids balance-related activities (bike-riding)	
	Has poor endurance; is weak and gets tired easily; avoids physical activity	
	Slumps when sitting 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; trips or bumps 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 or activities	
	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 to complete a task	
	Lacks awareness of surroundings	
	Bothered by bright lights	
	TOTAL:	TOTAL:



Pre	Social / Emotional	Post
	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	
	Difficulty completing daily tasks (bathing, brushing teeth, getting dressed)	
	Lacks confidence with new environments and new tasks	
	Has frequent mood fluctuations	
	Is not affectionate; avoids touching or hugging	
	Lacks independence; low self-reliance; low self-esteem	
	Lacks tactfulness; acts impulsively	
	Response to situations appears immature for age	
	Anxious; bites nails; face and body not relaxed	
	Difficulty relating to peers	
	Difficulty waiting turn	
	TOTAL:	TOTAL:
Pre	Auditory / Language	Post
	Difficulty following what others are saying	
	Misuses or confuses words and sounds	
	Says "what?" or "huh?" frequently; needs instructions repeated; needs visual cues	
	Is difficult to understand due to poor enunciation; difficulty speaking clearly	
	Difficulty with spelling	
	Unable to recognize or repeat rhymes or songs	
	Does not like to sing or hum	
	Difficulty interpreting tone of voice (angry vs. joking)	
	Tendency to ramble; can't seem to "get to the point"	
	Poor grammar; doesn't speak in complete sentences	
	Mumbles; has monotone voice	
	Difficulty moderating volume of speech	
	Slow to react to speech	
	Interrupts other	
	TOTAL:	TOTAL: