



SENSORY PROCESSING CHECKLIST

Name	
School	Date

Tactile, Touch	Avoids	Seeks	Mixed	Neutral
Being touched on some body parts, e.g. hugs, cuddles, etc				
Certain clothing, e.g. fabrics, seams, tags and waistbands, cuffs etc				
Getting hands, face, or other body parts messy with paint, glue, sand, food, lotion etc				
Grooming activities, e.g. face and hair washing, brushing, cutting, nail trimming, tooth brushing, etc				
Taking a bath, shower, or swimming				
Getting towelled dry				
Trying new foods				
Eating particular food textures, e.g. chewy, crumbly, smooth, mushy, crunchy				
Standing close to other people				
Walking barefoot				
Any other concerns:				
Olfactory & Gustatory, Taste and Smell	Avoids	Seeks	Mixed	Neutral
Smelling unfamiliar scents				
Strong odours, e.g. perfume, gasoline, cleaning products				
Smelling objects that aren't food, e.g. plastic items, Play-Doh, garbage				
Eating new foods				
Eating familiar foods				
Visual - Sight	Avoids	Seeks	Mixed	Neutral
Learning to read or reading for more than a few minutes				
Looking at shiny, spinning, or moving objects				
Activities that require eye-hand coordination, e.g. baseball, catch, stringing beads, writing and tracing				
Tasks requiring visual analysis e.g. puzzles, mazes, and hidden pictures				
Activities that require discriminating between colours, shapes, and sizes				
Visually busy places, e.g. shops and playgrounds with a lot of children running				
Finding objects, e.g. socks in a drawer or a particular book on a shelf				
Very bright light or sunshine, or being photographed with a flash				
Dim lighting, shade, or the dark				
Action-packed, colourful television, movies, or computer/video games				
New visual experiences, e.g. looking through a kaleidoscope or coloured glass				
Any other concerns:				

Auditory, Sound	Avoids	Seeks	Mixed	Neutral
Hearing loud sounds, e.g. car horns, alarms, sirens, loud music, or TV				
Being in noisy settings, e.g. crowded restaurant, party, or busy shop				
Watching TV or listening to music at a very high or very low volume				
Speaking or being spoken to amid other sounds or other voices				
Background noise when concentrating on a task, e.g. other voices, music, dishwasher, fan, etc				
Games with rapid verbal instructions, e.g. Simon Says or Hokey Pokey				
Back-and-forth, interactive conversations				
Unfamiliar sounds, silly voices, foreign language				
Singing alone or with others				
Making noises for its own sake				
Any other concerns:				
Vestibular, Movement Sense	Avoids	Seeks	Mixed	Neutral
Being moved passively by another person, e.g. rocked or twirled by adult, pushed in wagon, etc				
Riding equipment that moves through space, e.g. swings, see-saws, escalators, and elevators				
Spinning activities, e.g. merry-go-rounds, spinning toys, spinning around in circles				
Activities that require changes in head position or having head upside down, e.g. bending over sink, flips, somersaults, hanging from feet				
Challenges in balance such as skating, bicycle riding, skiing, and balance beams				
Climbing and descending stairs, slides, and ladders				
Being up high such as at top of slide or on mountain overlook				
Less stable ground surfaces, e.g. deep pile carpet, grass, sand, snow				
Travelling in a car or other form of transportation				
Any other concerns:				
Proprioception, Body Sense	Avoids	Seeks	Mixed	Neutral
Active play activities, e.g. roughhousing, jumping, banging, pushing, bouncing, climbing, hanging				
High-risk play, e.g. jumps from extreme heights, climbs tall trees, rides bicycle over gravel				
Fine motor tasks, e.g. writing, drawing, closing buttons and snaps, attaching pop beads and attachable building toys				
Activities requiring physical strength and force				
Crunchy foods (e.g. pretzel, dry cereal) or chewy foods (e.g. meat, caramels)				
Smooth, creamy foods, e.g. yoghurt, cream cheese				
Having eyes closed or covered				
Any other concerns:				

Results

Numerous ticks in Avoids column - **Over-Sensitive in that area**

Numerous ticks in Seeks column - **Under-Sensitive in that area**

After completing this checklist, make observations to clarify which of the following categories of over or under-sensitivity the student falls into. Use the information in the guide and *A Teachers Guide to Sensory Processing* to assist you.

Over-Sensitive

- Sensory Avoiding
- Sensory Sensitivity

Under-Sensitive

- Sensory Seeking
- Low Registration

	Over-Sensitive		Under-Sensitive	
	Sensory Avoiding	Sensory Sensitivity	Sensory Seeking	Low Registration
Tactile - Touch				
Olfactory & Gustatory Taste and Smell				
Visual - Sight				
Auditory - Sound				
Vestibular Movement Sense				
Proprioception Body Sense				

Use a teachers guide to sensory processing and strategies for children with sensory processing disorders to begin developing the sensory processing plan.