## Sensory Assessment Checklist

| Child's Name: | Date of Birth: |
| :--- | :--- |
| Age: | Date: |
| Completed by: | Relationship to Child: |
| Service Provider's Name: | Discipline: |

Instructions: Using the sensory processing table below, tick the box using the number that best describes the frequency at which your child demonstrates a certain behaviour. Please ensure you answer each of the items listed, and make comments about the observed behaviour where possible. Please avoid any markings in the Raw Score and Total Raw Score sections.

If you have not observed a certain behaviour, or believe that an item does not apply to your child, you may mark an ' $X$ ' through the item number.

Please use the following key to gauge your responses:
1 = Always $\quad$ Your child always responds like this, $100 \%$ of the time.
2 = Very often Your child responds like this very often, around $75 \%$ of the time.
3 = Sometimes Your child occasionally responds like this, around $50 \%$ of the time.
4 = Not often Your child very rarely responds like this, around $25 \%$ of the time.
5 = Never $\quad$ Your child never responds like this, $0 \%$ of the time

## Infant/Toddler Checklist (7 to 35 Months)

## Auditory behaviours

1 Is startled by unexpected loud noises

Comments:134

| 2 | Does not respond or appear to hear particular sounds | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 3 | Makes unexpected noises or outbursts | 1 2 3 4 5 | Comments: |
| 4 | Enjoys creating specific sounds that they can repeat over again | 1 2 3 4 5 | Comments: |
| 5 | Does not vocalize or babble | 1 2 3 4 5 | Comments: |
| 6 | Has difficulty paying attention | 1 2 3 4 5 | Comments: |


| 7 | Is easily upset when there is too much noise | $\square 1$ 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 8 | Misinterprets instructions or what is said | $\square 1$ 2 3 4 5 | Comments: |
| 9 | Does not follow one step instructions | $\square$ 2 3 4 5 | Comments: |
| 10 | Covers ears to protect ears from sound or when in noisy places | $\square$ 2 3 4 5 | Comments: |
|  |  |  | Raw Score = |


| 1 | Has trouble with depth perception | 1 <br> 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 2 | Has difficulty moving through space, is often clumsy or tripping | 1 2 3 4 5 | Comments: |
| 3 | Spills things such as food or drinks easily | 1 <br> 2 <br> 3 4 5 | Comments: |
| 4 | Loosely holds objects and has a weak grasp | $\square$ <br> 1 2 3 4 5 | Comments: |
| 5 | Uses heavy force when engaging in play with toys | 1 2 3 4 5 | Comments: |


| 6 | Clumsy or bumps into objects or people | 1 <br> 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 7 | Enjoys or tolerates messy play | $\square$ <br> 1 2 3 4 5 | Comments: |
| 8 | Drags or stamps feet when walking | $\square$ <br> 1 2 3 4 5 | Comments: |
| 8 | Slow to begin crawling or walking | 1 2 3 4 5 | Comments: |
| 10 | Finds it challenging to lift objects |  | Comments: |
|  |  |  | Raw Score $=$ |

## Gustatory (Smell/Taste) Behaviours

| 1Has difficulty eating, <br> sucking, chewing or <br> swallowing | $\square$ | 1 | Comments: |
| :--- | :--- | :--- | :--- |


| Is easily distressed by |  | Comments: |  |
| :--- | :--- | :--- | :--- |
| certain smells | $\square$ | 1 |  |

## Tactile Behaviours

| 1 | Dislikes messy play, <br> having sticky hands, or <br> dirty clothes | $\square 1$ | Comments: |
| :--- | :--- | :--- | :--- |


| 5 | Has specific preferences with clothing types and textures | $\square$ <br> 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 6 | Does not sit or stand too near to other infants/toddlers | 1 2 3 4 5 | Comments: |
| 7 | Does not notice when hands, face, or clothes are messy or sticky | 1 2 3 4 5 | Comments: |
| 8 | Repetitively touches other people or objects |  <br> 1 <br> 2 3 4 5 | Comments: |


| 9 | Has a very high pain tolerance | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 10 | Is unaware of when they are being touched or bumped | 1 2 3 4 5 | Comments: |
|  |  |  | Raw Score = |

## Vestibular/Balance Behaviours

| 1 | Has trouble sitting in one place | $\square$ <br> 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 2 | Is not easily dizzied | 1 <br> 2 3 4 5 | Comments: |


| 3 | Fears climbing or falling | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 4 | Dislikes being upside down or leaning backwards | $\square$ <br> 2 3 4 5 | Comments: |
| 5 | Constantly hurting themselves | 1 <br> 2 3 4 5 | Comments: |
| 6 | Has trouble focusing or paying attention | $\square$ 2 3 4 5 | Comments: |
| 7 | Is cautious when walking on uneven surfaces or stairs | $\square$ 2 3 4 5 | Comments: |


| 8 | Prefers wearing shoes rather than going barefoot | 1 <br> 2 <br> 3 <br> 4 <br> 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 9 | Does not notice when clothes are twisted | 1 2 3 4 5 | Comments: |
| 10 | Always moving or on the go | 1 2 3 4 5 | Comments: |
|  |  |  | Raw Score $=$ |

## Visual Behaviours

1 Tracks objects with eyes

Comments:
2

3

45

| 2 | Covers eyes or squints <br> with bright lighting | $\square$ | 1 |
| :--- | :--- | :--- | :--- |
|  |  |  |  |


| 7 | Easily distracted by <br> moving visual objects or <br> people | $\square$ | 1 |
| :--- | :--- | :--- | :--- |
|  |  | $\square$ | 2 |
|  | $\square$ | 3 | Comments: |
| 8 | $\square$ | 4 |  |
|  | Has difficulty tracking <br> moving objects | $\square$ | 1 |
|  |  | $\square$ | 2 |

## Child/Early Adolescent (3 to 14 years of age)

## Auditory Behaviours

| 1 | Is startled by unexpected loud noises | 1 <br> 2 <br> 3 <br> 4 <br> 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 2 | Does not respond to their name when called | 1 <br> 2 3 4 5 | Comments: |
| 3 | Makes unexpected noises or outbursts | 1 <br> 2 <br> 3 <br> 4 <br> 5 | Comments: |
| 4 | Does not respond to their name when called | 1 <br> 2 3 4 5 | Comments: |


| 5 | Finds it difficult to concentrate with background noise | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 6 | Does not respond to their name, despite having good hearing or awareness of their name | 1 2 3 4 5 | Comments: |
| 7 | Has trouble locating sounds or voices | 1 2 3 4 5 | Comments: |
| 8 | Prefers causing specific sounds which they like to repeat over again | 1 2 3 4 5 | Comments: |
| 9 | Has trouble vocalizing or oral communication | 1 2 3 4 5 | Comments: |


| 10 | Places hands over ears when in noisy areas or when hearing sounds they don't like | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
|  |  |  | Raw Score = |

## Proprioception Behaviours

| 1 | Is slow to plan new movements | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 2 | Often unintentionally knocks or hits things | 1 2 3 4 5 | Comments: |
| 3 | Deliberately walks or crashes into objects | 1 2 3 4 5 | Comments: |


| 4Uses heavy force when <br> engaging in play with <br> toys | $\square$ | 1 | Comments: |
| :--- | :--- | :--- | :--- |
|  | $\square$ | 2 |  |


| 9 | Enjoys or tolerates <br> messy play | $\square$ | 1 |
| :--- | :--- | :--- | :--- |
|  |  | $\square$ | 2 |
|  | $\square$ | 3 |  |

## Gustatory (Smell/Taste) Behaviours

| 1 | Chews or licks nonfood items | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 2 | Mouths nonfood items like toys | 1 2 3 4 5 | Comments: |


| 3 | Has very specific food preferences, often picky | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 4 | Finds it challenging to suck, chew, or swallow | 1 2 3 4 5 | Comments: |
| 5 | Gags easily when using utensils or with certain textures | 1 <br> 2 <br> 3 <br> 4 <br> 5 | Comments: |
| 6 | Has strong preferences towards specific smells | 1 2 3 4 5 | Comments: |
| 7 | Has strong preferences towards specific food items | 1 2 3 4 5 | Comments: |


| 8 | Does not smell any strong or unusual smells | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 9 | Finds it challenging trying new foods or textures | 1 2 3 4 5 | Comments: |
| 10 | Is easily distressed by certain smells | 1 2 3 4 5 | Comments: |
|  |  |  | Raw Score $=$ |

Tactile Behaviours

1 Dislikes messy play, having sticky hands, or dirty clothes

Comments:
1 245

| 2 | Dislikes showering, brushing hair or cutting nails | 1 <br> 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 3 | Dislikes being cuddled or held | 1 2 3 4 5 | Comments: |
| 4 | Becomes distressed when unexpectedly touched | 1 <br> 2 3 4 5 | Comments: |
| 5 | Has specific preferences with clothing types and textures | 1 2 3 4 5 | Comments: |


| 6 | Does not sit or stand too near to other children | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 7 | Does not notice when hands, face, or clothes are messy or sticky | 1 2 3 4 5 | Comments: |
| 8 | Repetitively touches other people or objects | 1 2 3 4 5 | Comments: |
| 9 | Has a very high pain tolerance | 1 2 3 4 5 | Comments: |


| 10 | Is unaware of when they are being touched or bumped | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
|  |  |  | Raw Score = |

## Vestibular/Balance Behaviours

| 1 | Has trouble sitting in one <br> place | $\square$ | 1 | Comments: |
| :--- | :--- | :--- | :--- | :--- |
|  |  | $\square$ | 2 |  |
|  |  | $\square$ | 4 |  |


| 4 | Has trouble focusing or paying attention | 1 <br> 2 <br> 3 <br> 4 <br> 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 5 | Dislikes being upside down or leaning backwards | 1 <br> 2 <br> 3 <br> 4 <br> 5 | Comments: |
| 6 | Constantly hurting themselves | 1 <br> 2 <br> 3 <br> 4 <br> 5 | Comments: |
| 7 | Is cautious when walking on uneven surfaces or stairs | 1 <br> 2 3 4 5 | Comments: |


| 8 | Prefers wearing shoes rather than going barefoot | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 9 | Does not notice when clothes are twisted | 1 2 3 4 5 | Comments: |
| 10 | Constantly moving | 1 2 3 4 5 | Comments: |
|  |  |  | Raw Score = |

## Visual Behaviours

1 Tracks objects with eyes
Comments:34

| 2 | Covers eyes or squints with bright lighting | 1 2 3 4 5 | Comments: |
| :---: | :---: | :---: | :---: |
| 3 | Is easily startled when approached suddenly | 1 <br> 2 3 4 5 | Comments: |
| 4 | Difficulties with depth perception | 1 <br> 2 3 4 5 5 | Comments: |
| 5 | Stays within the lines when colouring, drawing, or writing | 1 <br> 2 3 4 5 | Comments: |
| 6 | Finds it difficult to find objects | 1 2 3 4 5 | Comments: |


| 7 | Has difficulty <br> understanding directions <br> like left/right | $\square$ | 1 |
| :--- | :--- | :--- | :--- |
|  |  | $\square$ | 2 |
|  |  | $\square$ |  |
|  |  | $\square$ | 4 |

