## **Sensory Profile Questionnaire**

Child's	s Name:	1	DoB:		Date:			
Comp	leted by:	Į.	Relationship to Child:					
Service	e Provide	er's Name:	Discipline:					
statemer an X thro	nts. If you ough the n	se check the box that best describes the frequency with whare unable to comment because you have not observed the umber for that item. Write any comments at the end of each Total row.	e behavior or believe that it	does no	t apply t			
Use the	following	key to mark your responses:						
Alwa	ys	When presented with the opportunity, your child alway	s responds in this manner,	100% o	f the time	Э.		
Frequently When presented with the opportunity, your child frequently responds in the		ently responds in this mann	er, abou	it 75% o	the time	€.		
Occasionally When presented with the opportunity, your child occasionally responds		sionally responds in this ma	nner, ab	out 50%	of the ti	me.		
Seldo	om	When presented with the opportunity, your child seldor	m responds in this manner,	about 2	5% of th	e time.		
Neve	r	When presented with the opportunity, your child never	responds in this manner, 0	% of the	time.			
		Sensory Proc	cessing					
		1 = Always, 2 = Frequently, 3 = Occas	sionally, 4 = Seldom, 5 = N	lever				
		A. Auditory Pi	rocessing					
Ø	L	<ol> <li>Responds negatively to unexpected or loud noises (for hides at noise from vacuum cleaner, dog barking, hair</li> </ol>		<u> </u>	O 2		<b>4</b>	<u> </u>
<b>9</b>	L	2. Holds hands over ears to protect ears from sound		<u> </u>	O 2	□ 3	O 4	□ 5
<b>®</b>	L	3. Has trouble completing tasks when the radio is on		<u> </u>	○ 2	□ 3	<b>4</b>	□ 5
<b>9</b>	L	4. Is distracted or has trouble functioning if there is a lot	t of noise around	<u> </u>	○ 2	□ 3	<b>4</b>	□ 5
Ø	L	5. Can't work with background noise (for example, fan, r	refrigerator)	<u> </u>	○ 2	□ 3	O 4	○ 5
<b>9</b>	Н	<ol><li>Appears to not hear what you say (for example, does say, appears to ignore you)</li></ol>	not "tune-in" to what you	<u> </u>	<u> </u>	<b>3</b>	<b>4</b>	<u> </u>
9	Н	7. Doesn't respond when name is called but you know the	he child's hearing is OK	<u> </u>	○ 2	□ 3	O 4	○ 5
<b>9</b>	Н	8. Enjoys strange noises/seeks to make noise for noise!	's sake	<u> </u>	○ 2	□ 3	O 4	□ 5
		Section Raw Score Total	al:					
Comm	nents:							
		B. Visual Proc	cessing					
$\odot$	L	9. Prefers to be in the dark		<u> </u>	○ 2	□ 3		□ 5
<b>(a)</b>	L	<ol> <li>Expresses discomfort with or avoids bright lights (for sunlight through window in car)</li> </ol>	example, hides from	<u> </u>	<u> </u>	□ 3	O 4	
0	L	11. Happy to be in the dark		<u> </u>	O 2	□ 3	O 4	○ 5
0	L	<ol><li>Becomes frustrated when trying to find objects in comexample, a cluttered drawer)</li></ol>	npeting backgrounds (for	<u> </u>	O 2	○ 3	O 4	<u> </u>
0	L	13. Has difficulty putting puzzles together (as compared t	to same age children)	<u> </u>	O 2	□ 3	O 4	○ 5
0	L	14. Is bothered by bright lights after others have adapted	to the light	_ 1	O 2	□ 3	O 4	○ 5
0	L	15. Covers eves or squints to protect eves from light		<u> </u>	O 2	□ 3	O 4	□ 5
0	Н	16. Looks carefully or intensely at objects/people (for exa	ample, stares)	<u> </u>	O 2	□ 3	O 4	□ 5
<b>(</b>	Н	17. Has a hard time finding objects in competing backgro shoes in a messy room, favorite toy in the "junk drawe		<u> </u>	O 2	□ 3	O 4	
		Section Raw Score Total	tal:					
Comm	nents:							

	Sensory Processing							
	1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = Never							
	C. Vestibular Processing							
<b>→</b>	L	18. Becomes anxious or distressed when feet leave the ground	<u> </u>	O 2	□ 3	<b>4</b>	<u> </u>	
<b>→</b>	L	19. Dislikes activities where head is upside down (for example, somersaults, roughhousing)	<u> </u>	O 2	□ 3	<b>4</b>	<u> </u>	
<b>→</b>	L	<ol> <li>Avoids playground equipment or moving toys (for example, swing set, merry- go-round)</li> </ol>	<u> </u>	O 2	□ 3	<b>4</b>	O 5	
<b>→</b>	L	21. Dislikes riding in a car	<u> </u>	□ 2	□ 3	O 4	<u> </u>	
<b>→</b>	L	<ol> <li>Holds head upright, even when bending over or leaning (for example, maintains a rigid position/posture during activity)</li> </ol>	_ 1	O 2	○ 3	O 4	<u> </u>	
<b>→</b>	L	23. Becomes disoriented after bending over sink or table (for example, falls or gets dizzy)	_ 1	O 2	○ 3	O 4	<u> </u>	
<b>→</b>	Н	<ol> <li>Seeks all kinds of movement and this interferes with daily routines (for example, can't sit still, fidgets)</li> </ol>	<u> </u>	<u> </u>	○ 3	O 4	<u> </u>	
<b>→</b>	Н	<ol> <li>Seeks out all kinds of movement activities (for example, being whirled by adult, merry-go-rounds, playground equipment, moving toys)</li> </ol>	_ 1	<u> </u>	<u> </u>	<b>4</b>	<u> </u>	
<b>→</b>	Н	<ol><li>Twirls/spins self frequently throughout the day (for example, likes dizzy feeling)</li></ol>	<u> </u>	<u> </u>	□ 3	<b>4</b>	<u> </u>	
<b>→</b>	Н	27. Rocks unconsciously (for example, while watching TV)	<u> </u>	○ 2	□ 3	<b>4</b>	□ 5	
$\rightarrow$	Н	28. Rocks in desk/chair/on floor	<u> </u>	○ 2	□ 3	□ 4	□ 5	
		Section Raw Score Total:						
Comm	nents:							
		D. Touch Processing						
Ü	L	29. Avoids getting "messy" (for example, in paste, sand, finger paint, glue, tape)	<u> </u>	O 2	□ 3	O 4	<u> </u>	
	L	30. Expresses distress during grooming (for example, fights or cries during haircutting, face washing, fingernail cutting)	<u> </u>	O 2	□ 3	O 4		
Ü	L	31. Prefers long-sleeved clothing when it is warm or short sleeves when it is cold	<u> </u>	O 2	○ 3	O 4	<u> </u>	
	L	<ol> <li>Expresses discomfort at dental work or toothbrushing (for example, cries or fights)</li> </ol>	<u> </u>	O 2	□ 3	O 4	<u> </u>	
	L	33. Is sensitive to certain fabrics (for example, is particular about certain clothes or bedsheets)	<u> </u>	O 2	□ 3	O 4	O 5	
W.	L	34. Becomes irritated by shoes or socks	<u> </u>	O 2	□ 3	O 4	<u> </u>	
Ü	L	35. Avoids going barefoot, especially in sand or grass	<u> </u>	O 2	O 3	O 4	<u> </u>	
W.	L	36. Reacts emotionally or aggressively to touch	<u> </u>	O 2	□ 3	O 4	O 5	
Ü.	L	37. Withdraws from splashing water	<u> </u>	<u> </u>	○ 3	O 4	<u> </u>	
W.	L	38. Has difficulty standing in line or close to other people	<u> </u>	O 2	□ 3	O 4	O 5	
Ü.	L	39. Rubs or scratches out a spot that has been touched	<u> </u>	O 2	○ 3	O 4	O 5	
W. W.	Н	40. Touches people and objects to the point of irritating others	<u> </u>	O 2	○ 3	O 4	○ 5	
	Н	<ol> <li>Displays unusual need for touching certain toys, surfaces, or textures (for example, constantly touching objects)</li> </ol>	<u> </u>	O 2	□ 3	<b>4</b>		
Ü.	Н	42. Decreased awareness of pain and temperature	<u> </u>	O 2	□ 3	O 4	□ 5	
Ü	Н	<ol> <li>Doesn't seem to notice when someone touches arm or back (for example, unaware)</li> </ol>	_ 1	O 2	□ 3	O 4	<u> </u>	
W.	Н	44. Avoids wearing shoes; loves to be barefoot	<u> </u>	O 2	□ 3	O 4	□ 5	
Ü	Н	45. Touches people and objects	<u> </u>	○ 2	□ 3	O 4	□ 5	
W.	Н	46. Doesn't seem to notice when face or hands are messy	<u> </u>	○ 2	□ 3	O 4	○ 5	
		Section Raw Score Total:						
Comm	nents:							

	Sensory Processing						
		1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = N	lever				
		E. Multisensory Processing					
0		47. Gets lost easily (even in familiar places)	O 1	O 2		O 4	O 5
<b>3</b>		48. Has difficulty paying attention	① ·	O 2		0 4	
<b>○</b>		49. Looks away from tasks to notice all actions in the room	$\bigcirc$ 1	O 2	○ 3	O 4	
9	Н	50. Seems oblivious within an active environment (for example, unaware of activity)	O 1	O 2		O 4	
条	Н	51. Hangs on people, furniture, or objects even in familiar situations	O 1	O 2		O 4	O 5
<b>入</b>	Н	52. Walks on toes	① 1	O 2	○ 3	O 4	
Ä	Н	53. Leaves clothing twisted on body	① 1	O 2	○ 3	O 4	O 5
$\circ$		Section Raw Score Total:	0	_			
Comn	nents:						
		F. Oral Sensory Processing					
Ü	L	54. Gags easily with food textures or food utensils in mouth	<u> </u>	○ 2	□ 3	O 4	□ 5
$\Leftrightarrow$	L	55. Avoids certain tastes or food smells that are typically part of children's diets	<u> </u>	○ 2	□ 3	O 4	□ 5
$\Leftrightarrow$	L	56. Will only eat certain tastes (list:)	<u> </u>	O 2	□ 3	O 4	□ 5
Ü	L	57. Limits self to particular food textures/temperatures (list:)	<u> </u>	O 2	□ 3	O 4	□ 5
Ü	L	58. Picky eater, especially regarding food textures	O 1	O 2	○ 3	O 4	□ 5
$\Leftrightarrow$	Н	59. Routinely smells nonfood objects	<u> </u>	O 2	□ 3	O 4	□ 5
$\Leftrightarrow$	Н	·	<u> </u>	<u> </u>		O 4	
$\Leftrightarrow$	Н		) 🗍 1	O 2	<u>3</u>	O 4	<u> </u>
$\Leftrightarrow$	Н		) 🗍 1	O 2	<u> </u>	O 4	<u> </u>
$\Leftrightarrow$	Н	63. Seeks out certain tastes or smells (list:	_	() 2	O 3	O 4	<u> </u>
$\Leftrightarrow$	Н	64. Chews or licks on nonfood objects	O 1	() 2	○ 3	O 4	<u> </u>
	Н	65. Mouths objects (for example, pencil, hands)	<u> </u>	O 2	□ 3	O 4	○ 5
		Section Raw Score Total:					
Comm	nents:						
		Modulation					
		1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = N					
		G. Sensory Processing Related to Endurance/Tone					
头		66. Moves stiffly	<u> </u>	○ 2	□ 3	O 4	□ 5
<b>X</b>	Н	67. Tires easily, especially when standing or holding particular body position	<u> </u>	O 2	□ 3	<b>4</b>	□ 5
头	н	68. Locks joints (for example, elbows, knees) for stability	<u> </u>	○ 2	□ 3	□ 4	□ 5
头	Н	69. Seems to have weak muscles	<u> </u>	○ 2	□ 3	<b>4</b>	□ 5
头	н	70. Has a weak grasp	<u> </u>	○ 2	□ 3	□ 4	□ 5
<b> </b>	Н	71. Can't lift heavy objects (for example, weak in comparison to same age children)	<u> </u>	○ 2	□ 3	□ 4	□ 5
关	Н	72. Props to support self (even during activity)	<u> </u>	○ 2	□ 3	□ 4	□ 5
<b>→</b>	Н	73. Poor endurance/tires easily	<u> </u>	○ 2	□ 3	O 4	□ 5
$\rightarrow$	Н	74. Appears lethargic (for example, has no energy, is sluggish)	<u> </u>	○ 2	□ 3	O 4	
		Section Raw Score Total:					
Comm	nents:						

Modulation							
1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = Never							
		H. Modulation Related to Body Position and Movement	t				
$\Diamond$		75. Seems accident-prone	<u> </u>	○ 2	□ 3	□ 4	○ 5
0		76. Hesitates going up or down curbs or steps (for example, is cautious, stops before moving)	<u> </u>	O 2		<b>4</b>	<u> </u>
<b>→</b>	L	77. Fears falling or heights	<u> </u>	○ 2	□ 3	□ 4	○ 5
<b>→</b>	L	78. Avoids climbing/jumping or avoids bumpy/uneven ground	<u> </u>	O 2	□ 3	O 4	□ 5
<b>→</b>	L	79. Holds onto walls or banisters (for example, clings)	<u> </u>	O 2	□ 3	O 4	O 5
<b>→</b>	Н	80. Takes excessive risks during play (for example, climbs high into a tree, jumps off tall furniture)	<u> </u>	O 2	□ 3	O 4	□ 5
<b>→</b>	н	81. Takes movement or climbing risks during play that compromise personal safety	<u> </u>	_ 2	∃     □     3     □	O 4	<u> </u>
<b>→</b>	Н	82. Turns whole body to look at you	0 1	O 2	O 3	O 4	O 5
<u>}</u>	Н	83. Seeks opportunities to fall without regard to personal safety	O 1	O 2	O 3	O 4	O 5
关	Н	84. Appears to enjoy falling  Section Raw Score Total:	<u> </u>	O 2	□ 3	O 4	○ 5
Comn	nents:						
		I. Modulation of Movement Affecting Activity Level					
<i>*</i>	L	85. Spends most of the day in sedentary play (for example, does quiet things)	<u> </u>	<u> </u>	□ 3	O 4	<u> </u>
<b>%</b>	L	86. Prefers quiet, sedentary play (for example, watching TV, books, computers)	0 1	O 2	□ 3	O 4	O 5
<b>→</b>	L	87. Seeks sedentary play options	0 1	O 2	O 3	O 4	O 5
	Н	<ul><li>88. Prefers sedentary activities</li><li>89. Becomes overly excitable during movement activity</li></ul>	□ 1 □ 1	<ul><li>□ 2</li><li>□ 2</li></ul>	<ul><li>□ 3</li><li>□ 3</li></ul>	O 4	□ 5 □ 5
→ À	Н	90. "On the go"	0 1	0 2		O 4	O 5
Å.	Н	91. Avoids quiet play activities  Section Raw Score Total:	<u> </u>	<u>2</u>	3	O 4	<u> </u>
Comn	nents:						
		J. Modulation of Sensory Input Affecting Emotional Respon	nses				
$\Diamond$		<ol> <li>Needs more protection from life than other children (for example, defenseless physically or emotionally)</li> </ol>	<u> </u>	O 2		O 4	
Ü	L	93. Rigid rituals in personal hygiene	<u> </u>	O 2	○ 3	O 4	○ 5
$\overset{\sim}{\bigcirc}$	Н	94. Is overly affectionate with others	<u> </u>	O 2	O 3	O 4	O 5
$\Diamond$	Н	<ol> <li>Doesn't perceive body language or facial expressions (for example, unable to interpret)</li> </ol>	<u> </u>	O 2	□ 3	O 4	□ 5
		Section Raw Score Total:					
Comn	nents:						

		Modulation					
		1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5	= Never				
		K. Modulation of Visual Input Affecting Emotional Responses and	Activity L	evel			
0	L	96. Avoids eye contact	O 1	O 2		O 4	O 5
0	Н	97. Stares intensively at objects or people	① 1	O 2	○ 3	O 4	○ 5
<b>O</b>	Н	98. Watches everyone when they move around the room	① 1	O 2	○ 3	O 4	O 5
0	Н	99. Doesn't notice when people come into the room	<u> </u>	O 2	□ 3	O 4	O 5
		Section Raw Score Total:	_				
Comm	nonte:						
Comm	iciilo.						
		Behavior and Emotional Responses					
		1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5	= Never				
		L. Emotional/Social Responses					
$\Diamond$		100. Seems to have difficulty liking self (for example, low self-esteem)	O 1	O 2		O 4	O 5
Ö		101. Has trouble "growing up" (for example, reacts immaturely to situations)	O 1	O 2		O 4	O 5
ŏ		102. Is sensitive to criticisms	0 1	O 2	○ 3	O 4	O 5
Ö		103. Has definite fears (for example, fears are predictable)	<u> </u>	O 2	□ 3	O 4	O 5
Ŏ		104. Seems anxious	O 1	_ _ 2	_ 3	_ 4	_ _ 5
Ŏ		105. Displays excessive emotional outbursts when unsuccessful at a task	1	O 2		O 4	□ 5
Ŏ		106. Expresses feeling like a failure	1	O 2		O 4	O 5
Ö		107. Is stubborn or uncooperative	<u> </u>	O 2	□ 3	O 4	<u> </u>
$\Diamond$		108. Has temper tantrums	<u> </u>	O 2		O 4	O 5
$\bigcirc$		109. Poor frustration tolerance	<u> </u>	O 2	□ 3	O 4	□ 5
$\Diamond$		110. Cries easily	<u> </u>	○ 2	□ 3	O 4	<u> </u>
$\Diamond$		111. Overly serious	<u> </u>	O 2	□ 3	<b>4</b>	□ 5
$\Diamond$		112. Has difficulty making friends (for example, does not interact or participate	<u> </u>	○ 2	□ 3	O 4	○ 5
$\sim$		in group play)	<u> </u>	○ 2	□ 3	O 4	<u> </u>
$\bigcirc$		113. Has nightmares					
$\infty$		114. Has fears that interfere with daily routine	() 1	O 2	○ 3	O 4	O 5
$\bigotimes$		115. Doesn't have a sense of humor	0 1	0 2	O 3	O 4	O 5
$\Diamond$		116. Doesn't express emotions	() 1	O 2	○ 3	O 4	∪ 5
		Section Raw Score Total:					
Comm	nents:						
		M. Daharian I Oakana a 40 an an an Barana a in					
Ø		M. Behavioral Outcomes of Sensory Processing  117. Talks self through tasks	O 1	O 2		O 4	O 5
<b>(a)</b>		118. Writing is illegible	O 1	0 2	3	0 4	<ul><li>□ 5</li></ul>
0		119. Has trouble staying between the lines when coloring or when writing	O 1	0 2	○ 3	0 4	O 5
		120. Uses inefficient ways of doing things (for example, wastes time, moves	O 1	0 2	○ 3	0 4	O 5
$\Diamond$		slowly, does things a harder way than is needed)	<u> </u>	_ <b>_</b>	3	<u> </u>	ي ي
$\Diamond$	L	121. Has difficulty tolerating changes in plans and expectations	<u> </u>	○ 2	□ 3	O 4	□ 5
$\Diamond$	L	122. Has difficulty tolerating changes in routines	<u> </u>	○ 2	□ 3	O 4	○ 5
		Section Raw Score Total:					
Comm	nents:						

## Behavior and Emotional Responses 1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = Never N. Items Indicating Thresholds for Response 123. Jumps from one activity to another so that it interferes with play H 124. Deliberately smells objects H 125. Does not seem to smell strong odors Section Raw Score Total: Comments:

## For Office Use Only

	Icon Key
Ø	Auditory
0	Visual
-\$`	Activity Level
$\Leftrightarrow$	Taste/Smell
옷	<b>Body Position</b>
$\rightarrow$	Movement
Ü	Touch
$\bigcirc$	Emotional/Social

Threshold Key					
	Neither Low nor High				
L	Low				
Н	High				

Score Key				
1	Always			
2	Frequently			
3	Occasionally			
4	Seldom			
5	Never			