

Sensory Profile Questionnaire (125-item Version)

| | | |
|--------------------------|------------------------|-------|
| Child's name: | Date of birth: | Date: |
| Completed by: | Relationship to child: | |
| Service provider's name: | Discipline: | |

Instructions: Please check the box that best describes the frequency with which your child does the following behaviors. Please answer all of the statements. If you are unable to comment because you have not observed the behavior or believe that it does not apply to your child, please draw an X through the number for that item. Write any comments at the end of each section. Please do not write in the "section raw score total" row.









Use the following key to mark your responses:

| | |
|---------------------|--|
| Always | When presented with the opportunity, your child always responds in this manner, 100% of the time. |
| Frequently | When presented with the opportunity, your child frequently responds in this manner, about 75% of the time. |
| Occasionally | When presented with the opportunity, your child occasionally responds in this manner, about 50% of the time. |
| Seldom | When presented with the opportunity, your child seldom responds in this manner, about 25% of the time. |
| Never | When presented with the opportunity, your child never responds in this manner, 0% of the time. |

Sensory processing

1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = Never










A. Auditory processing

| | | | | | | | |
|--|---|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|  | L | 1. Responds negatively to unexpected or loud noises (for example, cries or hides at noise from vacuum cleaner, dog barking, hair dryer) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 2. Holds hands over ears to protect ears from sound | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 3. Has trouble completing tasks when the radio is on | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 4. Is distracted or has trouble functioning if there is a lot of noise around | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 5. Can't work with background noise (for example, fan, refrigerator) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 6. Appears to not hear what you say (for example, does not "tune-in" to what you say, appears to ignore you) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 7. Doesn't respond when name is called but you know the child's hearing is OK | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 8. Enjoys strange noises/seeks to make noise for noise's sake | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

Section raw score total:

Comments:

B. Visual processing

| | | | | | | | |
|--|---|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|  | L | 9. Prefers to be in the dark | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 10. Expresses discomfort with or avoids bright lights (for example, hides from sunlight through window in car) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 11. Happy to be in the dark | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 12. Becomes frustrated when trying to find objects in competing backgrounds (for example, a cluttered drawer) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 13. Has difficulty putting puzzles together (as compared to same age children) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 14. Is bothered by bright lights after others have adapted to the light | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 15. Covers eyes or squints to protect eyes from light | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 16. Looks carefully or intensely at objects/people (for example, stares) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 17. Has a hard time finding objects in competing backgrounds (for example, shoes in a messy room, favorite toy in the "junk drawer") | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

Section raw score total:

Comments:

Sensory processing

1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = Never

C. Vestibular processing

| | | | | | | | |
|---|---|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| ➡ | L | 18. Becomes anxious or distressed when feet leave the ground | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ➡ | L | 19. Dislikes activities where head is upside down (for example, somersaults, roughhousing) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ➡ | L | 20. Avoids playground equipment or moving toys (for example, swing set, merry-go-round) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ➡ | L | 21. Dislikes riding in a car | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ➡ | L | 22. Holds head upright, even when bending over or leaning (for example, maintains a rigid position/posture during activity) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ➡ | L | 23. Becomes disoriented after bending over sink or table (for example, falls or gets dizzy) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ➡ | H | 24. Seeks all kinds of movement and this interferes with daily routines (for example, can't sit still, fidgets) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ➡ | H | 25. Seeks out all kinds of movement activities (for example, being whirled by adult, merry-go-rounds, playground equipment, moving toys) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ➡ | H | 26. Twirls/spins self frequently throughout the day (for example, likes dizzy feeling) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ➡ | H | 27. Rocks unconsciously (for example, while watching TV) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ➡ | H | 28. Rocks in desk/chair/on floor | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Section raw score total:

Comments:

D. Touch processing

| | | | | | | | |
|---|---|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| ✋ | L | 29. Avoids getting "messy" (for example, in paste, sand, finger paint, glue, tape) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | L | 30. Expresses distress during grooming (for example, fights or cries during haircutting, face washing, fingernail cutting) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | L | 31. Prefers long-sleeved clothing when it is warm or short sleeves when it is cold | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | L | 32. Expresses discomfort at dental work or toothbrushing (for example, cries or fights) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | L | 33. Is sensitive to certain fabrics (for example, is particular about certain clothes or bedsheets) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | L | 34. Becomes irritated by shoes or socks | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | L | 35. Avoids going barefoot, especially in sand or grass | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | L | 36. Reacts emotionally or aggressively to touch | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | L | 37. Withdraws from splashing water | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | L | 38. Has difficulty standing in line or close to other people | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | L | 39. Rubs or scratches out a spot that has been touched | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | H | 40. Touches people and objects to the point of irritating others | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | H | 41. Displays unusual need for touching certain toys, surfaces, or textures (for example, constantly touching objects) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | H | 42. Decreased awareness of pain and temperature | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | H | 43. Doesn't seem to notice when someone touches arm or back (for example, unaware) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | H | 44. Avoids wearing shoes; loves to be barefoot | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | H | 45. Touches people and objects | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| ✋ | H | 46. Doesn't seem to notice when face or hands are messy | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |








Section raw score total:

Comments:

Sensory processing

1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = Never













E. Multisensory processing

| | | | | | | | |
|--|---|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|  | | 47. Gets lost easily (even in familiar places) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 48. Has difficulty paying attention | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 49. Looks away from tasks to notice all actions in the room | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 50. Seems oblivious within an active environment (for example, unaware of activity) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 51. Hangs on people, furniture, or objects even in familiar situations | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 52. Walks on toes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 53. Leaves clothing twisted on body | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

Section raw score total:

Comments:

F. Oral sensory processing

| | | | | | | | |
|--|---|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|  | L | 54. Gags easily with food textures or food utensils in mouth | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 55. Avoids certain tastes or food smells that are typically part of children's diets | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 56. Will only eat certain tastes (list:) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 57. Limits self to particular food textures/temperatures (list:) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 58. Picky eater, especially regarding food textures | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 59. Routinely smells nonfood objects | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 60. Shows strong preference for certain smells (list:) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 61. Shows strong preference for certain tastes (list:) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 62. Craves certain foods (list:) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 63. Seeks out certain tastes or smells (list:) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 64. Chews or licks on nonfood objects | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 65. Mouths objects (for example, pencil, hands) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |










Section raw score total:

Comments:

Modulation

1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = Never

G. Sensory processing related to endurance/tone

| | | | | | | | |
|--|---|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|  | | 66. Moves stiffly | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 67. Tires easily, especially when standing or holding particular body position | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 68. Locks joints (for example, elbows, knees) for stability | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 69. Seems to have weak muscles | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 70. Has a weak grasp | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 71. Can't lift heavy objects (for example, weak in comparison to same age children) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 72. Props to support self (even during activity) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 73. Poor endurance/tires easily | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 74. Appears lethargic (for example, has no energy, is sluggish) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |











Section raw score total:

Comments:

Modulation

1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = Never








H. Modulation related to body position and movement

| | | | | | | | |
|--|---|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|  | | 75. Seems accident-prone | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 76. Hesitates going up or down curbs or steps (for example, is cautious, stops before moving) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 77. Fears falling or heights | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 78. Avoids climbing/jumping or avoids bumpy/uneven ground | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 79. Holds onto walls or banisters (for example, clings) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 80. Takes excessive risks during play (for example, climbs high into a tree, jumps off tall furniture) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 81. Takes movement or climbing risks during play that compromise personal safety | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 82. Turns whole body to look at you | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 83. Seeks opportunities to fall without regard to personal safety | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 84. Appears to enjoy falling | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

Section raw score total:

Comments:





I. Modulation of movement affecting activity level

| | | | | | | | |
|--|---|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|  | L | 85. Spends most of the day in sedentary play (for example, does quiet things) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 86. Prefers quiet, sedentary play (for example, watching TV, books, computers) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 87. Seeks sedentary play options | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 88. Prefers sedentary activities | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 89. Becomes overly excitable during movement activity | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 90. "On the go" | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 91. Avoids quiet play activities | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

Section raw score total:

Comments:

J. Modulation of sensory input affecting emotional responses

| | | | | | | | |
|--|---|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|  | | 92. Needs more protection from life than other children (for example, defenseless physically or emotionally) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 93. Rigid rituals in personal hygiene | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 94. Is overly affectionate with others | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 95. Doesn't perceive body language or facial expressions (for example, unable to interpret) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |





Section raw score total:

Comments:

Modulation

1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = Never

K. Modulation of visual input affecting emotional responses and activity level

| | | | | | | | |
|--|---|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|  | L | 96. Avoids eye contact | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 97. Stares intensively at objects or people | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 98. Watches everyone when they move around the room | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | H | 99. Doesn't notice when people come into the room | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |


















Section raw score total:

Comments:

Behavior and emotional responses

1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = Never







L. Emotional/sensory responses

| | | | | | | | |
|--|--|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|  | | 100. Seems to have difficulty liking self (for example, low self-esteem) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 101. Has trouble "growing up" (for example, reacts immaturely to situations) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 102. Is sensitive to criticisms | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 103. Has definite fears (for example, fears are predictable) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 104. Seems anxious | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 105. Displays excessive emotional outbursts when unsuccessful at a task | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 106. Expresses feeling like a failure | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 107. Is stubborn or uncooperative | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 108. Has temper tantrums | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 109. Poor frustration tolerance | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 110. Cries easily | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 111. Overly serious | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 112. Has difficulty making friends (for example, does not interact or participate in group play) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 113. Has nightmares | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 114. Has fears that interfere with daily routine | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 115. Doesn't have a sense of humor | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 116. Doesn't express emotions | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

Section raw score total:

Comments:

M. Behavioral outcomes of sensory processing

| | | | | | | | |
|--|---|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|  | | 117. Talks self through tasks | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 118. Writing is illegible | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 119. Has trouble staying between the lines when coloring or when writing | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | | 120. Uses inefficient ways of doing things (for example, wastes time, moves slowly, does things a harder way than is needed) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 121. Has difficulty tolerating changes in plans and expectations | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|  | L | 122. Has difficulty tolerating changes in routines | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |




Section raw score total:

Comments:

Behavior and emotional responses

1 = Always, 2 = Frequently, 3 = Occasionally, 4 = Seldom, 5 = Never

N. Behavioral outcomes of sensory processing









- | | | | | | | | |
|--|---|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|  | | 123. Jumps from one activity to another so that it interferes with play | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|  | H | 124. Deliberately smells objects | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|  | H | 125. Does not seem to smell strong odors | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Section raw score total:

Comments:

For office use only

Icon key

| | |
|---|------------------|
|  | Auditory |
|  | Visual |
|  | Activity level |
|  | Taste/smell |
|  | Body position |
|  | Movement |
|  | Touch |
|  | Emotional/social |

Threshold key

| | |
|---|----------------------|
| | Neither low nor high |
| L | Low |
| H | High |

Score key

| | |
|---|--------------|
| 1 | Always |
| 2 | Frequently |
| 3 | Occasionally |
| 4 | Seldom |
| 5 | Never |

Reference

Dunn, W. (1999). The Sensory Profile. Psychological Corporation.