



SENSORY PROCESSING QUESTIONNAIRE

Client's Name	
Date of Birth:	Today's Date:
Person completing this form:	Relationship to Client:

Scoring: Mark items as a **1 for seldom/rare, 2 for usually/often and 3 for almost always.**

Feel free to delete or modify parts of items as appropriate. Please * items which are of particular concern. Use a **P** to mark items that *used to be* a problem but are now resolved. Add comments, examples, and additional information on the right side of the page next to the item. If desired, include information reported by teachers concerning school behavior. *Note: Some items repeat in different sections; this is by design.*

1	2	3	AUDITORY
			Orients adaptively to sound
			Startles easily
			Responds to sounds with wide open eyes and flared nostrils
			Overly sensitive to loud sounds or noises
			Overreacts to unexpected or loud noises (ex: sirens, etc.)
			Irrational fear of noisy appliances (ex: vacuum cleaner, hair dryer, fans, blender, coffee grinder, toilet flushing, dehumidifier, air vents, hand dryer)
			Covers ears to shut out objectionable auditory input
			Hears sounds others don't hear, or before others notice
			Sensitive to certain voice pitches
			"Tunes out" or ignores sounds nearby
			Attends to auditory input less than a few seconds
			Unable to pay attention when there are other sounds nearby, easily distracted by sounds
			Flat, monotonous voice
			Poor articulation, language hard to understand
			Can only work with stereo, TV, or other sounds on
			Needs visual cue to respond to verbal commands or requests
			Doesn't turn and look when his/her name is called
			Does not attend to what is said more than half of the time
			Fidgets while listening
			Avoids eye contact while listening
			Quickly forgets what has been said
			Forgets daily routines
			Struggles when attempting to repeat rhythmic sound sequences
			Poor learning through verbal instruction

			Difficulty relating what is seen to what is heard
			Often misunderstands what you say
			Has difficulty remembering: Melodies: _____ Names: _____
			Confuses similar sounding words
			Has difficulty with phonetics
			Doesn't seem to hear parts of statements. Beginning _____ Middle _____ Ending _____
			Frequently asks you to repeat what you have said
			Unable to sing in tune
			Hums, sings softly, or self-talks through a task
			Mispronounces words (ex: bisghetti, mazagine, etc)
			Voice volume issues: Too soft _____ Too loud _____
			Slow or delayed responses to verbal instruction
			Tendency to stutter
			Word finding difficulty, hesitant speech
			Difficulty sequencing the order of events when: Telling a story _____ Describing an event _____ Repeating what you have said _____
			Not precise in word selection
			Limited use of descriptive vocabulary
			Spatial aspects of language are difficult
			Participates little in conversations
			Enjoys strange noises, repeats same sounds over and over
			Seeks out toys, other objects that make sounds
			Craves music, other specific sounds

1	2	3	OCULAR-MOTOR CONTROL AND VISUAL PERCEPTION
			Poor depth perception (ex: ducks when a ball approaches, difficulty with stairs)
			Poor awareness of space in relation to things around self
			Overly sensitive to lights/sunlight
			Difficulty tracking a moving target without head movement
			Poor visual monitoring of hand when manipulating objects
			Dislikes having eyes covered or being in the dark
			Gets lost easily, has a poor sense of direction
			Difficulty with puzzles
			Dislikes drawing
			Difficulty finding objects in complex background
			Over-stimulated by busy visual environment
			Keeps eyes too close to work
			Tilts head often during fine motor activities
			Props head on arm during drawing/writing activities
			Lays head on arm when seated at a table
			Uses peripheral more than central vision
			When reading: Skips words/lines _____ Loses place _____ Reads slowly _____ Uses finger as a marker _____

1	2	3	TACTILE
			As an infant, not calmed by cuddling/stroking
			Engages in self-stimulatory behaviors
			Engages in self-injurious behaviors
			Tenses when patted affectionately
			Negative reaction to unseen, unexpected touch
			Rubs or scratches a spot that has been touched
			Avoids being barefooted on textured surfaces (grass, sand)
			Excessive reactions to light touch sensation (anxiety, hostility, aggression)
			Unresponsive to being touched or bumped
			Poor awareness of body part relationship
			Hands seem to be unfamiliar appendages
			Unable to identify familiar objects via touch only
			Wears minimal clothes, regardless of the weather
			Clothes cover entire body, regardless of weather
			Examines objects by placing in mouth
			Stands too close to people to the point of irritation
			Touches everything, can't keep hands to self
			Difficulty standing in line or close to other people
			Avoids putting hands in messy substances/getting dirty
			Resistive to personal grooming activities such as haircut, dentist, nail trimming, other
			Avoids certain textures of clothing, fabrics
			Frequently adjusts or changes clothing as if uncomfortable
			Socks must be "just right": no wrinkles or twisted seams
			Is bothered by tags in clothing
			Untidy/messy dresser
			Shoes worn loose or untied, or on wrong feet
			Difficulty with or attachment to certain fabrics or clothing types
			Extreme reaction to tickling
			Difficulty identifying which body part was touched without looking
			Hyper-responsive gag reflex
			Picky eater - Please list food preferences:
			Limits self to particular foods/temperatures
			Likes to be wrapped tightly in sheet or blanket, seeks tight spaces
			Avoids busy, unpredictable environments
			Intent on controlling/manipulating to keep environment predictable
			Seeks heavy/deep pressure activities

1	2	3	TASTE AND SMELL
			Highly sensitive to common odors or to faint odors unnoticed to others
			Does not seem to notice unpleasant smells
			Will not taste food prior to smelling it and approving of its' smell
			Prefers: Bland foods _____ Highly seasoned foods _____
			Hypersensitive to body odors such as breath or scents of soap, perfume, etc.
			Tends to be overly focused on the taste or smell of non-food items
			Difficulty with or attention to smells in the environment

1	2	3	EATING/DRINKING
			Swallows food without chewing
			Stuff mouth or cheeks to over-full
			Gulps large quantities of liquids
			Intolerance of foods with particular texture or color
			Low impulse control around food

1	2	3	MOUTH/VOICE
			Repeats sounds or vocalization
			Halting, limited or absent speech
			Teeth grinding
			Speaks very loudly or very softly

1	2	3	SUCK, SWALLOW, BREATH SYNCHRONY
			Difficulty using straw _____ blowing bubbles _____
			Poor lip closure on utensils when eating, drinking
			Limited skill with blow toys
			Able to whistle
			Poor saliva control/drooling
			Chews with mouth open/food falls out of mouth while eating
			Chokes easily on liquids and/or solids
			Shallow breathing patterns
			Holds breath when applying effort
			Poor breath support for speech, tends to gasp for air
			“Breathy” speech
			Speech volume barely audible
			Puts hands on hips to increase lung capacity
			Mouth breathing
			Lower rib cage flared

1	2	3	VESTIBULAR (MOVEMENT AND BALANCE)
			As an infant, tended to arch back when held or moved
			Becomes overly excited after movement activity
			Avoids movement equipment on playground
			List what equipment your child plays on at the playground
			Uncomfortable on elevators, escalators, motion sickness
			Excessive dizziness or nausea from swinging, spinning, riding in car
			Avoids activities which require balance
			Fear of falling when no real danger exists
			Fear of heights, climbing
			Holds head upright when leaning or bending over; dislikes inversion, such as somersaults
			Dislikes being moved
			Fearful of being tossed in air or turned upside down
			Resists having head tilted back
			Moves stiffly, as a single unit
			Shakes head vigorously, assumes upside down position frequently
			Difficulty sitting still
			Thrill seeker on playground

			Preoccupied with movement; seeks intense movement; spins, twirls, bounces, jumps, rocks
			Loses balance easily; fearful of challenges to balance
			Poor negotiation on uneven terrain
			Trips easily, clumsy/uncoordinated
			Fearful or hesitant when ascending, descending stairs (seeks hand, railing or walls)
			Poor sense of rhythm (ex: movement)
1	2	3	MULTI-SENSORY PROCESSING
			Gets lost even in familiar places
			Difficulty paying attention
			Looks away from tasks to notice action in room
			Oblivious within an active environment
			Hangs on people/furniture/objects
			Walks on toes
			Leaves clothes twisted on body
1	2	3	AWARENESS OF INTERNAL BODY SENSATIONS (INTEROCEPTION)
			Unaware of hunger / thirst cues
			Frequently gets hurt without noticing
			Decreased awareness of pain when something is wrong
			Hyperaware of touch / textures
			Frequent urination / bowel accidents
			Easily responds with anger or aggression
			Irrational fear / worry
			Increased breath / heart rate
			Consistent aches, pains, itching, etc.
			Decreased awareness of temperature changes
			Knows when to go to the bathroom
			Always hungry or thirsty
			Senses pain and seeks ways to relieve it appropriately
			Able to self-soothe
			Able to identify muscle tension

1	2	3	GROSS MOTOR CONTROL – PROPRIOCEPTION (MUSCLE AND JOINT AWARENESS)
			Seems to have loose joints
			W-sits
			Difficulty: Moving slowly_____ Sustaining posture_____
			Appears stiff and awkward in movements: head, neck, and shoulder rigidity
			Clumsy
			Confused as to how to move body at times
			Bumps into things
			Falls out of chair
			Tends to “lock” major joints for stability
			Reluctant in playground participation, seeks out adults
			Doesn’t extend arms when falling to protect head
			Difficulty grading movement: Uses too little power/force_____ Uses too much power/force_____
			Unstable posture, easily thrown off balance
			Tends to slump in chair with rounded back, head forward, and neck extended

			Props head on hand or lays head on forearm
			Prefers: Crunchy foods____ Chewy foods_____
			Avoids vibratory devices (barber's clippers, electric toothbrushes)
			Walks on toes frequently
			Drags feet or poor heel-toe pattern when walking
			Wide based stance
			Turns whole body to look at person or object
			Seems weaker or tires more easily than peers
			Appears lethargic
			Seeks sedentary play
			Leans on objects, people for stability
			Weak grasp
			Cannot lift heavy objects, avoids heavy work
			Moves with quick bursts of activity rather than sustained effort
			Achieves standing posture by pushing off floor with hands
			Collapses onto furniture
			Has more difficulty than expected for age with: Hopping____ Jumping____ Skipping____ Running____ Riding a tricycle or bicycle_____
			Unable to pull up on monkey bars with bending elbows and legs (hips/knees)
			Avoids age-appropriate participation in group gross motor activities
			Tendency to confuse right and left when following verbal directions
			Resists new physical challenges, saying "I can't" without attempting
			Seeks vibratory stimulation
			Craves tumbling or wrestling
			Frequently gives or requests firm or prolonged hugs
			Dislikes hugs
			Plays roughly with people or objects
			Seeks opportunities to fall, crashes into things
			Stamps or slaps feet on ground when walking or kicks heels against floor or chair
			Drags hands or bangs object along wall when walking
			Cracks knuckles
			Sets jaw when applying effort with extremities
			Bites or chews objects or clothing, grinds or clenches teeth
			Does not alternate feet on stairs
			Difficulty moving from one floor surface to another
			Does not swing arms while walking
			Unusual gait (asymmetrical, stiff, broken or not smooth)

1	2	3	FINE MOTOR CONTROL
			Has established hand dominance. Please indicate Right or Left (circle one)
			Uses both or switches hands frequently
			Has a dominant hand for writing, uses other hand for other specific tasks (ie throwing ball)
			Poor desk posture (slumps, leans on arm, head too close to work, tilts head to the side)
			Difficulty grasping, maneuvering scissors
			Difficulty cutting on lines
			Excessive body movement with seated at desk/fidgets
			Pencil lines are: Too heavy____ Too light____ Wobbly_____

			Changes grasp pattern on pencil and other tools
			Atypical alignment of paper while drawing or writing
			Does not stabilize paper when drawing or writing
			Difficulty coloring within lines
			Difficulty managing fasteners or tying shoes

1	2	3	OVERALL STATE
			Frequently irritable or fussy
			Often "wired", hyperactive or agitated
			Unable to attain relaxed state
			Often very inactive or unmoving or lethargic
			Seems to need to "fix" the environment (arrange objects, chairs, etc.)
			Often focuses on picking up lint and debris
			Rocking, spinning, twirling, running back and forth, or similar

1	2	3	ACTIVITIES OF DAILY LIVING
			Difficulty waiting for preferred items (impulsive)
			Cannot tolerate limit-setting or discipline
			Destructive-purposely breaks toys or other objects
			Difficulty with transitions: between activities _____ between environments _____ other _____
			Does not follow simple instructions
			Overly excitable in busy or crowded settings
			Does not manipulate objects in functional ways
			Has limited danger awareness
			Does exact opposite of what is required or requested
			Gets stuck or freezes during routine tasks
			Difficulty stopping an activity or task

1	2	3	GESTURES/EXPRESSIVE COMMUNICATION
			Limited use of gestures to communicate
			Does not use hands to signal or gesture
			Does not use eyes to signal or communicate
			Does not use voice to signal or communicate
			Limited babbling at 6-12 months
			Rarely makes sounds
			Limited ability to make consonant sounds (p,b,m,n,d,t,w)
			Excessive repetition of sounds, words or phrases
			Does not combine: Two words by age 2 _____ Three to four words by age 3 _____

1	2	3	EMOTIONAL EXPRESSION
			Lack of expression in eyes and face
			Facial expressions inappropriate for circumstance
			Outbursts-anger, laughing, crying
			Difficult to read or know emotional state
			Does not cry
			Appears anxious or distraught

1	2	3	ATTENTION AND FOCUS
			Does not self-initiate focused activity-wanders aimlessly
			Depends on adult input or encouragement to maintain focus
			Resistant to structure imposed by adults
			Gives up quickly on difficult tasks
			Needs frequent breaks from focused activity
			Plays only very briefly before seeking new activity
			Difficult to engage (tunes out)
			Slow to engage
			Often "lost in own world"
			Difficult to disengage (gets locked into activity)
			Prefers only easy tasks

1	2	3	SPONTANEITY
			Maintains rigid and repetitive patterns or "rules"
			Lack of visible spontaneity
			Strong desire or need for structure or control
			Does not respond well to new or unfamiliar situations
			Does not cry
			Appears anxious or distraught

1	2	3	EMOTIONAL/SOCIAL BEHAVIORS
			Can't sit still, hyperactive
			Impulsive, does not think before acting
			Poor ability to shift gears/self-regulate behavior
			Easily distracted, difficulty staying on task unless doing something of particular interest
			Intense, explosive, prone to tantrums
			Displays aggression: Toward self _____ Toward others _____
			Easily: Frustrated _____ Anxious _____ Overwhelmed _____
			Clingy, whiny, cries easily
			Stubborn, inflexible, uncooperative
			Poor self-concept/low self-esteem
			Highly sensitive/can't take criticism
			Feeling of failure/frustration
			Gives up easily
			Difficulty making choices
			Needs guidance to make good choices
			Fearful
			Unable to adjust to changes in routine
			Slow to, or unable to, make timely transitions
			Prefers company of adults or older children
			Prefers to play with younger children
			Easily discouraged or depressed
			Enjoys team sports
			Tends to be a leader, follower, loner
			Poor loser
			Fails to see humor in situations
			Needs more protection from life than peers

		Difficulty expressing emotions verbally
		Overly serious
		Active, outgoing, enthusiastic
		Rarely happy or content
		Does not initiate social interaction
		Does not participate in back in forth (reciprocal) interaction
		Lack of symbolic (pretend) play
		Cannot calm self with upset
		Needs constant attention and company
		Seems uninterested in others
		Minimal acknowledgment of others
		Does not have friends
		Does not appear to have awareness of self or others
		Does not point, share or show

Please feel free to add any additional comments/strengths/concerns/history you would like us to be aware of here: