



# The Local Therapy Company

## Sensory Questionnaire

1<sup>st</sup> DRAFT October 2009

The aim of this questionnaire is to establish whether there are a cluster of indicators which *may* suggest that there are sensory processing difficulties present. If you find a cluster of behaviours which affect the child's ability to function, this needs referring on to a professional experienced in sensory integration.

Sensory processing difficulties affects a child's ability and readiness to learn. Their learning potential will be affected unless these difficulties are addressed.

You may be able to identify a greater need for movement, a sensitivity to touch or difficulties blocking out unnecessary sensory input. There are a range of straightforward strategies which may help this child function better, and these should be put into place in the home and school environment.

On the following sheets, there is a checklist. Tick the column for typical response for age if you identify no difficulties in this area. The columns are blank to show the area of difficulty. For example on the first question: Does the child avoid or dislike getting messy? If they are noted to have a problem with this, tick the blank box under avoids or is over responsive to this. This column signifies that this is an over responsiveness to being messy and should be flagged up as an issue of avoidance or over responsiveness.

On completion of the checklist, you can identify if there is a cluster of difficulties in each column to show the likely areas in which the child has difficulty. There is likely to be ticks in all columns, and you are looking for a cluster of behaviours, not just one!

	Typical response for age	Avoids or is over responsive to this	Under responsive to this input	Seeks or craves more of this input	
<b>TACTILE INPUT</b>					
Does the child avoid or dislike getting messy?					
Prefer long sleeved clothing when it is hot?					
Is not aware when face or hands are messy?					
Becomes irritated by certain clothes or wear only favourite items?					
Chew or mouth objects more than is age appropriate?					This can also be a strategy to calm themselves
Become distressed with hair brushing/teeth cleaning/nail cutting?					
Dislike being close to others in a line, assembly, carpet time etc?					
Frequently complains when hurt self in minor way?					
Seems to not notice when hurt?					
Touches everything and fiddles with everything all the time?					
Shows an unusual need to touch certain items or textures?					
Seeks body contact – unable to keep self to self? Does not maintain personal space?					

	Typical response for age	Avoids or is over responsive to this	Under responsive to this input	Seeks or craves more of this input	
<b>SMELL and TASTE</b>					
Is adventurous with food and will eat anything?					
Refuses foods that other children tend to enjoy?					
Prefers bland foods and has limited diet?					
Dislikes perfumes or strong smells?					
Easily nauseated?					Can also be related to being sensitive to vestibular movement as in car sickness.
Sniffs objects					
<b>VISUAL PROCESSING</b>					
Focuses on novel visual stimulation such as bright lights, moving objects?					
Dislikes bright light, and squints in the sun for longer than expected?					
Can seem to “faze out” in busy places such as busy classroom or shopping centre?					

	Typical response for age	Avoids or is over responsive to this	Under responsive to this input	Seeks or craves more of this input	
<b>MOVEMENT AND BALANCE</b>					
Can be fearful of movement and seems hesitant in comparison to other children?					
Dislikes having feet off the ground?					
Seeks constant, active movement – can't sit still, always fidgets?					
Craves swings, roundabouts, fun fair rides?					
Swings or spins for a long time and never seems dizzy?					
Likes jumping and crashing, seeks to fall over unnecessarily, and loves rough play?					
<b>AUDITORY INPUT</b>					
Easily bothered by unexpected noise? Such as a bark, a balloon popping, shouting, smoke alarm, something falling over?					
Unable to concentrate when there is background noise such as a quiet radio on, a fridge buzzing or a fan?					
Appears unaffected by noisy places when others are affected?					
Hears everything that goes on? Misses nothing?!					
Seems to ignore being called, or when spoken to?					
Needs to have name called, and attention engaged before they can take in what you are asking them or telling them?					
Makes lots of noise and strange sounds					This can also be to block out noise being oversensitive to other people's noise.



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<b>OTHER AREAS TO BE AWARE OF:</b>	<b>Seen?</b>	<b>May Signpost to further investigation with regard to:</b>
Poor grading of ball skills – poor judgement about when to let go of the ball, or when to kick a moving ball? Throws too hard or not hard enough?		This may show poor grading of movement skills - ? difficulties with proprioception and body awareness?
Unable to identify items by touch and relies on vision?		May show poor tactile discrimination
Does not try to save themselves when they are falling?		May show poor reflexes and signify immaturity of Nervous system
Unable to identify parts of body when touched?		Poor body awareness and processing of touch
Uses too heavy or too light pressure with tools such as pencils or cutlery		Poor proprioception
Do not seem to be physically ready for action?		Poor muscle tone?
Poor grip and stamina?		Poor muscle tone or proprioceptive difficulties
Poor coordination		Lack of body awareness, planning skills, proprioception?
Unable to cross midline		Neurological immaturity, poor bilateral use of limbs. Proprioception and body awareness issues likely
Unable to think of new ideas, new games or use imagination to write or tell a story?		Poor planning and sequencing.