



SENSORY OBSERVATION WORKSHEET

STUDENT'S NAME:

DATE:

DESCRIBE THE BEHAVIOUR WITHOUT INTERPRETING IT.	CONTEXT AND ENVIRONMENT	SENSORY ? What sensory stimulus are they getting from it?	COMMUNICATION? What do they avoid or obtain with this behaviour?	HABITUAL OR REPETITIOUS BEHAVIOUR?



SENSORY OBSERVATION WORKSHEET

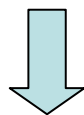
STUDENT'S NAME:

DATE:

BEHAVIOUR	CONTEXT	SENSORY ? (which system?)	COMMUNICATION? (avoid or obtain?)	LEARNED BEHAVIOUR?



Sensory



Does this behaviour
obtain or avoid a
sensory experience
(internal/systemic)

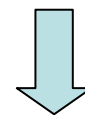


What kind of sensory
input is sought or
avoided?



Is there an underlying sensory
processing issues that can be
remediated?

Communication



Does this behaviour
obtain or avoid an
object, activity or
attention?



Does it work?



Is it socially
acceptable?



SENSORY OBSERVATION WORKSHEET

STUDENT'S NAME:

DATE:

SAMPLE BEHAVIOURS – NOT A CHECKLIST FOR DIAGNOSIS.

SENSORY SYSTEM	OVER-RESPONDING	UNDER-RESPONDING	SENSORY SEEKING
VISUAL / SIGHT	Doesn't like bright lights Prefers darker rooms Covering or shading eyes Excessive blinking, eye watering when change in ambient lighting conditions Wears peaked caps, sunglasses Keeps hood up indoors or insists on keeping their hair long over their face	Difficulty finding equipment in visually busy backgrounds Struggles to locate individuals in classroom or playground Struggles to differentiate PECS pictures	Looking at shiny objects Flickering fingers Enjoys flashing lights and colours
AUDITORY / HEARING	Extremely agitated by background noise Sensitive to lawnmowers, hairdryers, vacuum cleaners Difficult coping in assembly, PE, lunch halls Covers ears Creates own noise to overshadow background noise Challenging behaviour in order to leave noisy environments	Not responding to instructions, name Slow response to novel environmental sounds Poor auditory discrimination even in low levels of background noise	Shouting Banging objects to make a noise Putting music up very loud
OLFACTORY / SMELL	Doesn't like having teeth brushed Picky eater – specific flavour preferences, restricted diet Preference for bland foods or uses ketchup as a flavour masker Gagging at strong smells	Does not notice soiling Slow to respond to strong smells such as cleaning chemicals, smoke	Smelling bodies, shoes, clothes inappropriately Using too much scented body products



SENSORY OBSERVATION WORKSHEET

STUDENT'S NAME:

DATE:

SENSORY SYSTEM	OVER-RESPONDING	UNDER-RESPONDING	SENSORY SEEKING
GUSTATORY / TASTE	Doesn't like having teeth brushed Picky eater – specific flavour preferences, restricted diet Preference for bland foods or uses ketchup as a flavour masker	Not able to differentiate different flavours Not aware of potentially harmful things in mouth eg not sensitive to chemical flavours, bitter flavours	Mouthing and biting Puts unusual things in mouth Likes strong flavours and smells
DEEP TACTILE / PRESSURE TOUCH	Cannot bear to be hugged Dislikes tight, restrictive clothing eg swimming costume	Slow to respond to firm touch Banging into things	Leaning and bear hugging Looking for “squeezing” sensation – hiding, getting into small spaces Wrapping material or blankets around head and neck
LIGHT TACTILE / LIGHT, TICKLY TOUCH, TEMPERATURE, PAIN	Overreacts to unexpected touch Doesn't like grooming Difficulty being in close proximity to others Dislikes labels/clothing/seams Difficulty sitting in groups Picky eater – strong texture and temperature preferences May have unclear speech (language skills unaffected) Eating difficulties Messy eater, slow eater Dribbling – low awareness, and in winter may have chapped lower lip	Drops items often Clumsy pencil grasp Messy dresser/ eater Unsure where their bruises come from Poor regulation of temperature May not register they have been hurt until they see blood Slow response to injury eg head banging behaviour	Fidgeting Stroking Exploring items with hands Loves messy play Mouthing and biting Puts unusual things in mouth Likes strong flavours and smells



SENSORY OBSERVATION WORKSHEET

STUDENT'S NAME:

DATE:

SENSORY SYSTEM	OVER-RESPONDING	UNDER-RESPONDING	SENSORY SEEKING
VESTIBULAR / MOVEMENT SENSE	Over-reacts when feet are elevated from the ground Avoid swings Avoids having feet elevated Fear of stairs or steps Motion sickness Panics about getting into pool	Poor balance Reduced protective reactions to movement Clumsy Sedentary – prefers table top activities to sports and active play	Bounces up and down Constantly moving Can't sit still at desk/on carpet Spins round Rocking Tipping head over, trying to get inversion
PROPRIOCEPTION/BODY SENSE		Clumsy Bumping into objects "All thumbs"	Banging hands/ pencils on desk Rough with peers Bumping and crashing deliberately into objects Loves rough and tumble play Destructive play with toys "Don't know their own strength"

POSTURE AND PRAXIS DIFFICULTIES (AND EMOTIONAL CONSEQUENCES):

<ul style="list-style-type: none"> • Is described as unmotivated, indifferent, "lazy" • Weak, limp • Tires easily, appears tired most of the time • Gives up when challenged physically & cognitively • Difficulty with physical endurance especially in competitive games • Difficulty learning new skills • Amount of effort does not improve results 	<ul style="list-style-type: none"> • Struggles to catch or kick a moving ball • May prefer sedentary play/books • Repertoire of play limited • Difficulty transitioning • Difficulty transferring skills/generalising • Reduced confidence especially in new situations • Withdrawn/shy • Chatty/clowning
--	---