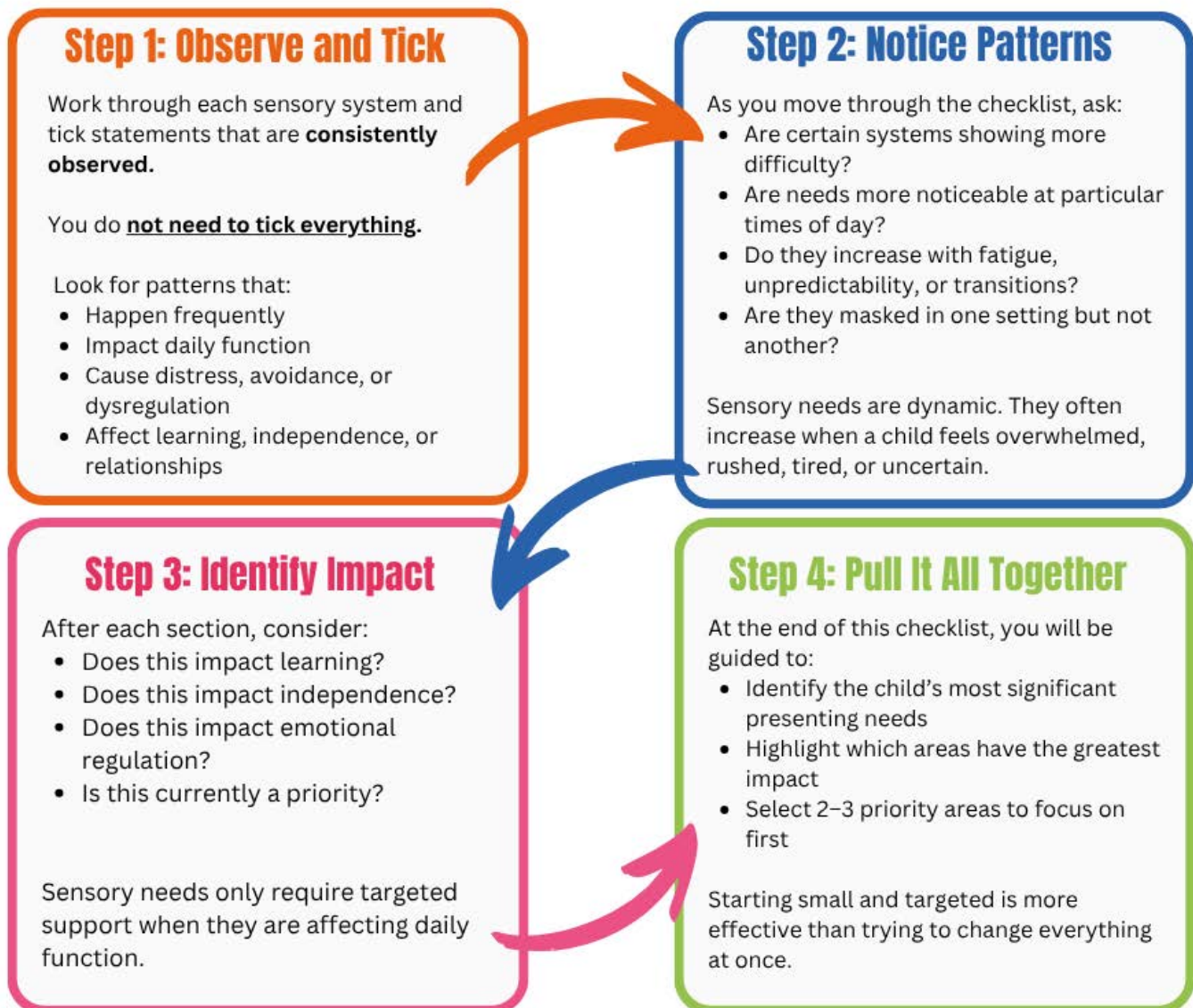


# Sensory Observation & Screening Toolkit

## Primary School

### How to Use This Sensory Screening Checklist

This checklist is designed to help adults notice patterns in a child's sensory experiences across home and school. It is not a diagnostic tool. Instead, it supports structured observation and shared understanding.





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# TACTILE SENSORY NEEDS

Also known as sense of touch



## Over-Responsive / Sensitive to TACTILE input



### Common Observations in School

*(May be subtle or masked in structured environments)*

- Becomes distressed when accidentally bumped or touched by others
- Finds lining up, carpet time or group work difficult due to close proximity
- Avoids messy play (paint, glue, sand, food textures)
- Becomes upset if hands feel dirty or sticky
- Finds certain clothing or uniform uncomfortable (labels, seams, socks)
- Reacts strongly to light touch from peers



## Over-Responsive / Sensitive to TACTILE input

### Common Observations at Home

*(Often more visible during routines, self-care or transitions)*

- Appears dysregulated after busy or physical parts of the day
- Becomes distressed during dressing or undressing
- Difficulty brushing teeth
- Difficulty getting in or out of the shower – drying
- Dislikes having hair brushed/ cut
- Difficulty cutting nails
- Avoids certain food textures or dislikes food touching
- Becomes upset by unexpected touch from siblings or adults

## Under-Responsive to TACTILE input



### Common Observations in School

*(May appear subtle or misunderstood as “not noticing” or “careless”)*

- Does not notice when hands, face or clothes are dirty
- Appears unaware of bumps, knocks or minor injuries
- Touches objects, people or surfaces frequently
- Struggles with personal boundaries and may touch others without noticing
- Does not notice wet clothes, food on skin, or sticky hands
- Does not seem to notice when clothes are twisted or inside out



## Under-Responsive to TACTILE input

### Common Observations at Home

*(Often raised around independence and safety)*

- Messy eating without awareness of food on face or hands
- Does not notice when clothes are twisted, inside out or uncomfortable
- High tolerance for hot or cold water
- Enjoys getting very messy and may not recognise when to stop
- Seeks strong tactile input (crashing, squeezing, rough play)
- Displays strong urge to touch everything when out in public eg: touching items in shops, trailing fingers along walls.

| TACTILE/ TOUCH Preferences   | TACTILE/TOUCH Challenges  |
|--|---|
| <ul style="list-style-type: none"> <li>• Calming touch experiences</li> <li>• Childs favourite items to touch</li> <li>• Comfort items</li> <li>• Seeks more of..</li> </ul> | <ul style="list-style-type: none"> <li>• Triggers</li> <li>• Avoids</li> <li>• Tricky sensations</li> </ul> |

### Because of Tactile sensory needs, this child currently struggles with...

- Tactile needs impact **learning and participation in school**
- Tactile needs impact **self-care or independence at home**
- Tactile needs impact **emotional regulation**
- Tactile needs appear **masked in school**
- Tactile needs are **not currently a priority** (*they may exist, but not impacting daily function*)
- Appears to present over-responsive to tactile input**
- Appears to present under-responsive to tactile input**

### When Are These Needs Most Noticeable?

Responses to touch can vary depending on proximity to others, clothing demands, environmental busyness and overall stress or fatigue. Consider when sensitivity to touch or need for additional touch input increases or reduces, and what this may suggest about predictability, personal space or regulation.

**More noticeable during:**

**Less noticeable when:**

# VISUAL SENSORY NEEDS



Also known as sense of sight

## Over-Responsive / Sensitive to VISUAL input



### Common Observations in School

*(More noticeable in busy, visually unpredictable environments)*

- Becomes overwhelmed or anxious in visually busy classrooms
- Struggles to focus when walls are covered with displays or bright visuals
- Avoids looking at the board or appears visually “shut down” during teaching input
- Becomes unsettled by movement around them (children walking past, lining up nearby)
- Finds assemblies, corridors or dining halls overwhelming
- Appears anxious or dysregulated during transitions
- Squints, turns away, or covers eyes in bright lighting
- Becomes fatigued or dysregulated after visually demanding tasks (copying, scanning worksheets)



## Over-Responsive / Sensitive to VISUAL input

### Common Observations at Home

*(Often clearer during routines, outings or downtime)*

- Becomes overwhelmed in cluttered or visually busy rooms
- Dislikes bright lights and prefers dimmer environments
- Finds busy shops or public places distressing
- Becomes unsettled when furniture, rooms or routines change
- Struggles to settle at the end of the day
- Appears irritable or withdrawn after busy days

## Under-Responsive to VISUAL input



### Common Observations in School

*(May be misunderstood as “not paying attention” or “daydreaming”)*

- Misses information written on the board or displayed in the classroom
- Appears slow to respond to visual instructions or demonstrations
- Struggles to locate resources or belongings in front of them
- Has difficulty copying from the board or scanning worksheets
- Does not notice visual cues (signals, gestures, visual timetables)
- Appears disengaged during visually presented lessons
- Bumps into furniture or peers in busy spaces
- Relies heavily on adult prompts to stay on task



## Under-Responsive to VISUAL input

### Common Observations at Home

*(Often more noticeable during routines, play or outings)*

- Does not notice mess, toys or items around them
- Struggles to find items even when they are in plain sight
- Does not notice mismatched, inside-out or untidy clothing
- Watches TV or uses screens very closely
- Misses visual social cues (facial expressions, gestures)
- Needs repeated reminders to complete routines

| VISUAL/SIGHT Preferences   | VISUAL/SIGHT Challenges   |
|--|---|
| <ul style="list-style-type: none"> <li>• Calming visual experiences</li> <li>• Childs favourite items to look at</li> <li>• Seeks more of..</li> </ul> | <ul style="list-style-type: none"> <li>• Triggers</li> <li>• Avoids</li> <li>• Tricky visually busy environments</li> </ul> |

**Because of Visual Sensory needs, this child currently struggles with...**

- Visual needs impact **learning and participation in school**
- Visual needs impact **self-care or independence at home**
- Visual needs impact **emotional regulation**
- Visual needs appear **masked in school**
- Visual needs are **not currently a priority** (*they may exist, but not impacting daily function*)
- Appears to present over-responsive to visual input**
- Appears to present under-responsive to visual input**

**When Are These Needs Most Noticeable?**

Responses to visual input can vary depending on light levels, movement in the environment, visual clutter and overall stress or fatigue. Consider when visual sensitivity, distraction or avoidance increases or reduces, and what this may suggest about environmental demands or predictability.

**More noticeable during:**

**Less noticeable when:**

# AUDITORY SENSORY NEEDS



Also known as sense of sound

## Over-Responsive / Sensitive to AUDITORY input



### Common Observations in School

*(Often raised as anxiety, behaviour or concentration concerns)*

- Becomes distressed or upset by loud or unexpected noises (bells, chairs scraping, shouting)
- Struggles to concentrate in noisy classrooms
- Finds assemblies, dining hall or PE hall overwhelming
- Becomes anxious before known noisy times of day (lunch, assemblies, transitions)
- Covers ears, cries or withdraws when noise levels increase
- Appears tired, irritable or dysregulated after noisy periods
- Finds group work difficult due to multiple voices
- Notices background noises others don't and is distracted by this



## Over-Responsive / Sensitive to AUDITORY input

### Common Observations at Home

*(Often raised as "sensory meltdowns" or avoidance)*

- Becomes distressed by household noises (hoover, TV, siblings)
- Finds busy places (shops, cafés, family gatherings) overwhelming
- Becomes upset by sudden or high-pitched sounds
- Appears irritable or withdrawn after noisy outings
- Struggles to settle at the end of the day
- Notices background noises others don't and is distressed by this

## Under-Responsive to AUDITORY input



### Common Observations in School

*(Often raised as "not listening" or "ignoring instructions")*

- Does not respond when their name is called
- Misses verbal instructions unless they are repeated
- Appears unaware of background noise or loud environments
- Struggles to follow group discussions or carpet-time input
- Appears slow to process spoken information
- Appears disengaged during verbally led lessons



## Under-Responsive to AUDITORY input

### Common Observations at Home

*(Often raised as "not listening" or concerns about independence)*

- Does not respond when spoken to unless approached closely
- Needs instructions repeated many times
- Does not notice alarms, timers or background sounds
- Watches TV or listens to devices at high volume
- Appears "in their own world" during conversations

| AUDITORY/SOUND Preferences   | AUDITORY/SOUND Challenges   |
|--|---|
| <ul style="list-style-type: none"> <li>• Calming/preferred sounds</li> <li>• Child's favourite sounds to listen to</li> <li>• Seeks more of..</li> </ul> | <ul style="list-style-type: none"> <li>• Triggers</li> <li>• Avoids</li> <li>• Tricky noises/ environments</li> </ul> |

### Because of Auditory Sensory needs, this child currently struggles with...

- Auditory needs impact **learning and participation in school**
- Auditory needs impact **self-care or independence at home**
- Auditory needs impact **emotional regulation**
- Auditory needs appear **masked in school**
- Auditory needs are **not currently a priority** (*they may exist, but not impacting daily function*)
- Appears to present over-responsive to auditory input**
- Appears to present under-responsive to auditory input**

### When Are These Needs Most Noticeable?

Responses to sound can vary depending on noise levels, verbal demands, unpredictability and overall stress or fatigue. Consider when listening, sound tolerance or verbal processing becomes more difficult, and what this may suggest about environmental load or predictability.

**More noticeable during:**

**Less noticeable when:**

# OLFACTORY SENSORY NEEDS

Also known as sense of smell



## Over-Responsive / Sensitive to SMELL input



### Common Observations in School

*(Often raised as avoidance, distress, or sudden behaviour changes)*

- Becomes distressed or refuses to enter certain spaces because of smells (toilets, dining hall, classrooms)
- Reacts strongly to food smells in the classroom or dining hall
- Becomes unsettled by cleaning products, air fresheners or staff perfume
- Appears nauseous, gags or becomes tearful when exposed to certain smells
- Struggles to concentrate when unpleasant smells are present
- Avoids practical activities due to smell (art materials, glue, cooking activities)
- Tells peers or adults that they smell, leading to social difficulties



## Over-Responsive / Sensitive to SMELL input

### Common Observations at Home

*(Often raised during routines, meals, or outings)*

- Refuses certain foods because of the smell
- Becomes distressed by household smells (cooking, bins, pets)
- Avoids bathrooms or toilets due to smells
- Reacts strongly to perfume, deodorant or washing products
- Appears irritable or overwhelmed in public places with strong smells
- Tells peers or adults that they smell, leading to social difficulties

## Under-Responsive to SMELL input



### Common Observations in School

*(Often raised as hygiene, safety or awareness concerns)*

- Does not notice unpleasant smells that others react to
- Does not notice when food, clothes or belongings smell unpleasant
- Appears unaware of hygiene issues (body odour, toileting accidents)
- Does not notice strong smells that indicate risk (burning, chemicals)
- Attempts to smell cleaning products, chemicals or other unsafe substances



## Under-Responsive to SMELL input

### Common Observations at Home

*(Often raised around independence and personal care)*

- Does not notice when clothes need changing or washing
- Appears unaware of body odour
- Does not react to strong or unpleasant household smells
- Attempts to smell cleaning products, chemicals or other unsafe substances

| OLFACTORY/SMELL Preferences   | OLFACTORY/SMELL Challenges  |
|---|---|
| <ul style="list-style-type: none"> <li>• Calming/preferred smells</li> <li>• Child's favourite smells..</li> <li>• Seeks more of..</li> </ul> | <ul style="list-style-type: none"> <li>• Triggers</li> <li>• Avoids</li> <li>• Tricky smells/ environments</li> </ul> |

**Because of Smell Sensory needs, this child currently struggles with...**

- Smell needs impact **learning and participation in school**
- Smell needs impact **self-care or independence at home**
- Smell needs impact **emotional regulation**
- Smell needs appear **masked in school**
- Smell needs are **not currently a priority** (*they may exist, but not impacting daily function*)
- Appears to present over-responsive to smell input**
- Appears to present under-responsive to smell input**

**When Are These Needs Most Noticeable?**

Responses to smell can vary depending on proximity to others, enclosed spaces, environmental changes and levels of stress or fatigue. Consider when reactions to smells increase or reduce, and what this may suggest about predictability, ventilation or emotional regulation.

**More noticeable during:**

**Less noticeable when:**

# GUSTATORY SENSORY NEEDS

Also known as sense of taste



## Over-Responsive / Sensitive to TASTE input



### Common Observations in School

*(Often raised as refusal, distress or anxiety around food)*

- Refuses school dinners or avoids eating at school
- Becomes distressed by strong tastes or flavours
- Struggles with mixed foods or foods touching
- Avoids tasting activities in lessons (e.g. cooking, food technology, cultural days)
- Gags or becomes upset when encouraged to try new foods
- Finds lunchtime overwhelming due to taste, smell and noise combined



## Over-Responsive / Sensitive to TASTE input

### Common Observations at Home

*(Often raised as "fussy eating" or mealtime battles)*

- Eats a very limited range of foods
- Refuses foods based on taste even if appearance seems acceptable
- Becomes distressed when asked to try new foods
- Prefers bland or specific flavours
- Prefers bland or specific flavours
- Brushing teeth is tricky due to the toothpaste being too minty or "spicy"

## Under-Responsive to TASTE input



### Common Observations in School

*(Often raised as unusual food choices or lack of awareness)*

- Seeks strong flavours (very salty, spicy, sour)
- Overfills mouth or eats very quickly
- Does not notice when food is too hot or cold
- Appears unaware of food residue on face or in mouth
- Eats non-food items or mouths objects



## Under-Responsive to TASTE input

### Common Observations at Home

*(Often raised around safety or eating habits)*

- Eats very spicy, strong or intense flavours without noticing
- Does not recognise when food is too hot or unsafe
- Appears unaware of tastes that others find unpleasant
- Eats non-food items or mouths objects

| GUSTATORY/TASTE Preferences  | GUSTATORY/TASTE Challenges  |
|--|---|
| <ul style="list-style-type: none"> <li>• Calming/preferred tastes</li> <li>• Childs favourite food/ drinks</li> <li>• Safe foods</li> <li>• Seeks more of..</li> </ul> | <ul style="list-style-type: none"> <li>• Triggers</li> <li>• Avoids</li> <li>• Most disliked foods</li> </ul> |

**Because of Taste Sensory needs, this child currently struggles with...**

- Taste needs impact **learning and participation in school**
- Taste needs impact **self-care or independence at home**
- Taste needs impact **emotional regulation**
- Taste needs appear **masked in school**
- Taste needs are **not currently a priority** (*they may exist, but not impacting daily function*)
- Appears to present over-responsive to taste input**
- Appears to present under-responsive to taste input**

**When Are These Needs Most Noticeable?**

Responses to food and taste can vary depending on stress levels, predictability, social demands and fatigue. Consider when eating becomes more restricted or challenging, and what this may suggest about environmental load or emotional regulation

**More noticeable during:**

**Less noticeable when:**



# VESTIBULAR SENSORY NEEDS

Also known as sense of Movement & Balance

## Over-Responsive / Sensitive to VESTIBULAR input



### Common Observations in School

*(Often raised as anxiety, avoidance, or reluctance to join in)*

- Becomes anxious or distressed during PE or movement games
- Avoids playground equipment (climbing frames, swings, slides)
- Becomes distressed when feet leave the ground
- Finds lining up, rushing or busy transitions unsettling
- Appears fearful of falling or losing balance
- Becomes dysregulated after movement-heavy parts of the day



## Over-Responsive / Sensitive to VESTIBULAR input

### Common Observations at Home

*(Often raised during play, outings or daily routines)*

- Avoids bikes, scooters, swings or soft play (or is overly-cautious)
- Becomes anxious or complains or feeling unwell in lifts, on stairs, or during car journeys
- Keeps head upright or shows distress when head is tilted away from upright (eg: bending down to put shoes on, picking objects off floor)
- Appears unsettled after busy days with lots of movement

## Under-Responsive to VESTIBULAR input



### Common Observations in School

*(Often raised as "hyperactive", "unsafe", or "can't sit still")*

- Seeks constant movement (jumping, rocking, spinning)
- Struggles to remain seated during lessons
- Takes physical risks without noticing danger
- Appears more settled after PE or active play
- Appears unaware of dizziness or spinning too much
- Leans on walls, furniture, or other people for support when standing or sitting



## Under-Responsive to VESTIBULAR input

### Common Observations at Home

*(Often raised around safety, routines or exhaustion)*

- Constantly climbs furniture or jumps off surfaces
- Seeks fast or intense movement (running, crashing, jumping, spinning)
- Finds it hard to calm down without physical activity
- Appears tired but still seeks movement
- Difficulties remaining seated during meals, homework or family activities (e.g. repeatedly getting up, fidgeting, finding reasons to leave the table)

| <b>VESTIBULAR/MOVEMENT<br/>Preferences</b>   | <b>VESTIBULAR/ MOVEMENT<br/>Challenges</b>   |
|--|--|
| <ul style="list-style-type: none"> <li>• Calming/preferred movement</li> <li>• Child's favourite physical activities</li> <li>• Seeks more of..</li> </ul> | <ul style="list-style-type: none"> <li>• Triggers</li> <li>• Avoids</li> <li>• Most disliked movement</li> <li>• OR – what situations feel difficult for the child due to lack of movement?</li> </ul> |

**Because of Vestibular Sensory needs, this child currently struggles with...**

- Vestibular needs impact **learning and participation in school**
- Vestibular needs impact **self-care or independence at home**
- Vestibular needs impact **emotional regulation**
- Vestibular needs appear **masked in school**
- Vestibular needs are **not currently a priority** (*they may exist, but not impacting daily function*)
- Appears to present over-responsive to Vestibular input**
- Appears to present under-responsive to Vestibular input**

**When Are These Needs Most Noticeable?**

Vestibular responses (movement and balance) can vary depending on transitions, changes in pace, environmental movement and levels of predictability. Consider when difficulties with balance, movement or motion tolerance increase or reduce, and what this may suggest about environmental demands or regulation.

**More noticeable during:**



**Less noticeable when:**



# PROPRIOCEPTION SENSORY NEEDS

Also known as sense of Body Awareness & Force

Proprioceptive input (body awareness, deep pressure and muscle activity) is typically regulating for most children. Difficulties are more commonly linked to under-registration, force grading or a need for additional input rather than sensitivity.

|   |   |
|---|---|
| <p style="text-align: center;"><b>Seeks or Needs Increased<br/>PROPRIOCEPTIVE Input</b></p> <p style="text-align: center;"> <b>Common Observations in School</b></p> <p style="text-align: center;"><i>(Often raised as “rough”, “clumsy”, “can’t sit still” or “too physical”)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses too much or too little force (presses too hard with pencils, slams doors, bumps into others)</li> <li><input type="checkbox"/> Appears clumsy or frequently bumps into furniture or peers</li> <li><input type="checkbox"/> Finds it hard to sit still at the table or on the carpet</li> </ul> <p>Seeks physical contact (leaning on others, crashing into cushions, hugging tightly)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appears more regulated after PE or active play</li> <li><input type="checkbox"/> Difficulty judging personal space</li> <li><input type="checkbox"/> Struggles with handwriting or fine motor tasks due to poor force control</li> <li><input type="checkbox"/> Chews on pens, hoodie strings, sleeves, collars, or other items constantly</li> <li><input type="checkbox"/> Puts objects in mouth / mouths items (especially when concentrating or stressed)</li> <li><input type="checkbox"/> Picks at skin, nails, cuticles, scabs, or pulls at hair during learning</li> <li><input type="checkbox"/> Tears paper, fiddles with Blu Tack, rubs erasers, snaps rulers (seeking resistance/force)</li> <li><input type="checkbox"/> Constantly taps, squeezes, presses, or leans heavily on the table/body</li> <li><input type="checkbox"/> Becomes more “chewy/picky/fiddly” during tricky thinking, writing, or when stressed</li> <li><input type="checkbox"/> Uses too much force (heavy-handed writing, slamming doors, bumping into others)</li> <li><input type="checkbox"/> Likes sitting pressed against walls, in corners, or wedged into small spaces</li> <li><input type="checkbox"/> Appears calmer when wearing tight or snug clothing (leggings, hoodies pulled tight)</li> </ul> | <p style="text-align: center;"><b>Seeks or Needs Increased<br/>PROPRIOCEPTIVE Input</b></p> <p style="text-align: center;"> <b>Common Observations at Home</b></p> <p style="text-align: center;"><i>Often raised around behaviour, safety or exhaustion</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks crashing, jumping, squeezing or rough play</li> <li><input type="checkbox"/> Uses too much force during play or daily activities</li> <li><input type="checkbox"/> Finds it hard to calm down without physical input</li> <li><input type="checkbox"/> Chews clothing, toys, fingers, or seeks crunchy/strong input at home</li> <li><input type="checkbox"/> Picks at nails/skin or pulls at hair when watching TV, gaming, homework, or winding down</li> <li><input type="checkbox"/> Chews/picks more during worry, transitions, or after school</li> <li><input type="checkbox"/> Seeks strong hugs, squeezes, or being “squashed”</li> <li><input type="checkbox"/> Wraps self tightly in blankets or prefers heavy covers</li> <li><input type="checkbox"/> Crawls into small spaces (under tables, between sofa cushions, cupboards)</li> <li><input type="checkbox"/> Crashes onto furniture or the floor to calm down</li> <li><input type="checkbox"/> Accidentally hurts others during play “doesn’t know their own strength”</li> <li><input type="checkbox"/> Appears restless even when tired</li> <li><input type="checkbox"/> Appears calmer when wearing tight or snug clothing (leggings, hoodies pulled tight)</li> </ul> |
|---|---|

| <b>Proprioceptive Input That Organises the Body</b>   | <b>Signs the Body Needs More Input</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Calming or grounding activities (deep pressure, squeezing, pushing)</li> <li>• Favourite heavy work activities</li> <li>• Seeks more of..</li> </ul> | <ul style="list-style-type: none"> <li>• List any signs or observations here which mean the child is giving signals they are needing more input<br/>Eg: chewing nails, picking skin, kicking objects, cracking knuckles</li> </ul> |

**Because of Proprioception Sensory needs, this child currently struggles with...**

- Proprioception needs impact **learning and participation in school**
- Proprioception needs impact **self-care or independence at home**
- Proprioception needs impact **emotional regulation**
- Proprioception needs appear **masked in school**
- Proprioception needs are **not currently a priority** *(they may exist, but not impacting daily function)*
- Appears to need more Proprioceptive input**

**When Are These Needs Most Noticeable?**

Proprioceptive responses (body awareness, muscle input and force control) can vary depending on movement opportunities, environmental demands and levels of fatigue or stress. Consider when difficulties with body awareness, force grading or movement-seeking behaviours increase or reduce, and what this may suggest about regulation or access to organising input.

**More noticeable during:**







**Less noticeable when:**

# INTEROCEPTION SENSORY NEEDS

*Also known Internal Body Signals*



Interoception is how we notice signals from inside the body (e.g. hunger, thirst, needing the toilet, tiredness, temperature, pain, illness and emotions). Some signals may feel very loud or urgent, while others may be quiet or hard to notice. Children may experience different patterns across different body signals.

|  |   |
|--|---|
| <p><b>HUNGER &amp; THIRST</b> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Notices hunger or thirst very quickly and becomes distressed</li> <li><input type="checkbox"/> Appears anxious about feeling hungry or thirsty</li> <li><input type="checkbox"/> Does not notice hunger or thirst until very dysregulated</li> <li><input type="checkbox"/> Forgets to eat or drink without reminders</li> </ul>                   | <p><b>TOILETING</b> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Feels urgent need to use the toilet and worries about accidents</li> <li><input type="checkbox"/> Asks repeatedly to use the toilet</li> <li><input type="checkbox"/> Does not notice need until very urgent</li> <li><input type="checkbox"/> Has accidents due to reduced awareness</li> </ul>   |
| <p><b>TIREDNESS/ ENERGY</b> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Becomes very distressed when tired</li> <li><input type="checkbox"/> Appears hyper-aware of tiredness or discomfort</li> <li><input type="checkbox"/> Appears unaware of tiredness until exhausted</li> <li><input type="checkbox"/> Struggles to regulate energy levels</li> </ul>  | <p><b>TEMPERATURE REGULATION</b> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Becomes very uncomfortable in heat or cold</li> <li><input type="checkbox"/> Strong reactions to minor temperature changes</li> <li><input type="checkbox"/> Appears unaware of being too hot or too cold</li> <li><input type="checkbox"/> Does not adjust clothing appropriately</li> </ul>  |
| <p><b>PAIN / ILLNESS</b> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Frequently reports physical discomfort (tummy ache, headache, feeling unwell)</li> <li><input type="checkbox"/> Becomes highly distressed by minor physical sensations</li> <li><input type="checkbox"/> Appears unaware of injury or pain</li> <li><input type="checkbox"/> Does not recognise signs of illness until symptoms are severe</li> </ul> | <p><b>EMOTIONS &amp; INTERNAL SENSATIONS</b> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strong emotions escalate quickly</li> <li><input type="checkbox"/> Hyper-focused on bodily sensations (heart, tummy, breathing)</li> <li><input type="checkbox"/> Emotional reactions seem sudden or “out of the blue”</li> <li><input type="checkbox"/> Finds it difficult to name feelings or body sensations</li> </ul> |



## **Because of Interoception Sensory needs, this child currently struggles with...**

- Interoception needs impact **learning and participation in school**
- Interoception needs impact **self-care or independence at home**
- Interoception needs impact **emotional regulation**
- Interoception needs appear **masked in school**
- Interoception needs are **not currently a priority** (*they may exist, but not impacting daily function*)
- Appears to struggle with 'quiet' interoception signals**
- Appears to struggle with 'loud' interoception signals**

## **When Are These Needs Most Noticeable?**

Interoceptive awareness can vary depending on stress levels, fatigue, predictability and environmental demands. Consider when internal signals become more overwhelming or harder to notice.

**Interoception difficulties are more noticeable during:**

**Interoception difficulties are less noticeable when:**

## MAKING SENSE OF WHAT YOU'VE NOTICED

### What Patterns Stand Out?

Across all systems, the most noticeable patterns are:

- Sensitivity to unpredictable environments
- High need for movement or deep pressure
- Reduced awareness of internal signals
- Sensory needs increase with fatigue
- Needs appear masked in school
- Needs impact self-care
- Needs impact emotional regulation
- Needs impact learning

OR..

Write key patterns observed:.....

### Which Sensory Systems Are Currently Impacting Daily Function?

Select up to 3 priority areas:

- Tactile
- Visual
- Auditory
- Olfactory
- Gustatory
- Vestibular
- Proprioception
- Interoception

## Where Is the Biggest Impact in the Day?

For children who experience cumulative sensory overwhelm, it can be helpful to identify the part of the day where regulation is most difficult. This is often the most effective place to begin making changes.

- Morning routine (before school)
- Journey into school
- Coming into school
- Morning Learning
- Playtime/ Break
- Lunchtime
- Afternoon Learning
- End of day transition to home
- After school/ Evening Routine
- Bedtime / sleep

Make comments here..

## Identify the Top 3 Priority Needs

### Choose 2–3 High-Impact Priorities

Supporting two or three high-impact sensory needs often improves regulation across the day. When regulation improves, other behaviours may reduce without needing direct intervention.

Start where:

- The impact is greatest
- The child experiences most distress
- The environment can be adapted quickly

Small environmental shifts often create significant change.

| <b>Priority 1:</b>   |  |
|--|--|
| <b>What is the specific sensory need?</b>                                |  |
| <b>When does it happen most?</b>   |  |
| <b>What is the impact?</b>   |  |
| <b>What small environmental change or strategy will you trial first?</b> |  |
| <b>What will “improvement” look like?</b>                                |  |
| <b>How will you know it is working?</b>                                  |  |
| <b>Target review date:</b>   |  |

| <b>Priority 2:</b>                        |  |
|---|--|
| <b>What is the specific sensory need?</b> |  |
| <b>When does it happen most?</b>          |  |



|  |  |
|--|--|
| <b>What is the impact?</b>   |  |
| <b>What small environmental change or strategy will you trial first?</b> |  |
| <b>What will “improvement” look like?</b>                                |  |
| <b>How will you know it is working?</b>                                  |  |
| <b>Target review date:</b>   |  |

|  |  |
|--|--|
| <b>Priority 3:</b>   |  |
| <b>What is the specific sensory need?</b>                                |  |
| <b>When does it happen most?</b>   |  |
| <b>What is the impact?</b>   |  |
| <b>What small environmental change or strategy will you trial first?</b> |  |
| <b>What will “improvement” look like?</b>                                |  |
| <b>How will you know it is working?</b>                                  |  |
| <b>Target review date:</b>   |  |