



Home Sensory Checklist

Check any behaviors you notice often or regularly at home. This checklist can help identify patterns in your child's sensory preferences, sensitivities, and regulation needs.

1. Touch — Tactile Processing

- ☐ Avoids messy play, such as finger paint, mud, glue, or certain food textures
- ☐ Complaints about clothing tags, seams, socks, or certain fabrics
- ☐ Dislikes grooming activities, such as hair brushing, nail trimming, bathing, or toothbrushing
- ☐ Frequently seeks cuddling, firm touch, or strong hugs
- ☐ Touches objects, walls, or furniture while moving through the house
- ☐ Does not seem to notice scrapes, cuts, dirt, or food on their body

2. Sound — Auditory Processing

- ☐ Covers their ears in response to everyday sounds, such as the vacuum, toilet flushing, blender, or hair dryer
- ☐ Asks others to stop talking, singing, or making noise
- ☐ Does not consistently respond when spoken to, even when the speaker is nearby
- ☐ Frequently hums, yells, sings, or makes repetitive sounds
- ☐ Is easily distracted by background noise, such as the television, traffic, conversations, or appliances

3. Sight — Visual Processing

- ☐ Is easily distracted by movement, such as the television, passing cars, people, or ceiling fans
- ☐ Complains about bright lights, squints, or prefers to avoid visually busy environments
- ☐ Enjoys watching spinning, flashing, or flickering objects or lights
- ☐ Lines up toys or becomes intensely focused on small visual details
- ☐ Prefers dim lighting or frequently asks for lights to be turned off

4. Movement — Vestibular Processing

- ☐ Frequently seeks spinning, swinging, bouncing, or rocking
- ☐ Climbs on furniture or jumps from elevated surfaces
- ☐ Becomes overly excited, disorganized, or “wild” during active play
- ☐ Avoids swings, slides, or movement activities, or becomes dizzy quickly
- ☐ Appears fearful of heights, stairs, playground equipment, escalators, or amusement rides

5. Body Awareness — Proprioceptive Processing

- ☐ Frequently bumps into walls, furniture, objects, or other people
- ☐ Slams doors, stomps, pushes too hard, or throws objects with more force than intended
- ☐ Seeks heavy-work activities, such as carrying, pushing, pulling, climbing, or crashing
- ☐ Chews on shirt collars, sleeves, pencils, toys, or other objects
- ☐ Has difficulty remaining seated during meals, homework, or quiet activities

6. Oral Sensory Processing — Taste and Smell

- ☐ Avoids certain food textures, flavors, smells, or temperatures
- ☐ Craves crunchy, chewy, sour, strongly flavored, or spicy foods
- ☐ Gags, coughs, or becomes distressed when trying new or textured foods
- ☐ Frequently smells objects, food, clothing, or people
- ☐ Chews or mouths non-food items, such as toys, jewelry, clothing, or household objects

7. Emotional Regulation and Daily Routines

- ☐ Becomes upset easily or experiences frequent emotional outbursts or meltdowns
- ☐ Has difficulty with transitions, such as bedtime, leaving the house, stopping play, or changing activities
- ☐ Has difficulty calming without adult support
- ☐ Has strong reactions to sounds, smells, touch, movement, clothing, or food textures
- ☐ Seeks movement, such as pacing, rocking, jumping, or using a trampoline, to feel calm or organized
- ☐ Becomes overwhelmed in busy, noisy, crowded, or unpredictable environments
- ☐ Needs extra preparation or reassurance when routines change

Additional Observations

Situations that are especially difficult:

Activities that help my child feel calm and regulated:

Sensory activities my child appears to enjoy:

Other concerns or observations:

Important Note

This checklist is designed to identify potential sensory patterns and encourage discussions with caregivers, educators, and healthcare professionals. It's important to consider the child's age, development, environment, daily routines, and ability to engage in meaningful activities when evaluating sensory behaviors.

Based on Ayres Sensory Integration® theory and the Sensory Profile framework by Winnie Dunn, this checklist also includes resources from the American Occupational Therapy Association. It is intended for educational purposes and is not a standardized assessment or diagnostic tool.