



**SENSORY
PROFILE** for

happy families®

The Sensory Spectrum

This questionnaire helps you understand how your child experiences sights, sounds, touch, and movement. By observing their unique sensory profile, you can better support their wellbeing and development.

It can also be a valuable document to share with other caregivers (grandparents, teachers, babysitters) so they can better understand and support your child's needs.

Important Note

This is not a diagnostic tool. Rather, it is a resource designed to increase your awareness and ability to communicate the needs of your child. If you have concerns, please consult a healthcare professional.

Instructions

1. Think about how your child typically behaves in different situations. For each statement, circle the number in the column that best reflects how often you observe this behaviour. Make sure to **pay attention to the column names** (from never to almost always) when deciding on your answer, **not the numbers**.
2. Add up the numbers you circled in each column. This gives you a score for each sensory area.
3. Jot down any observations or insights that come to mind while completing the questionnaire. These notes can be helpful for reflecting on your child's needs and communicating with others.

Understanding Your Child's Sensory Scores

41-60 (Hypersensitive): Your child is likely very sensitive to this type of sensory input and may easily feel overwhelmed or uncomfortable.

25-40 (Typical): Your child generally experiences this sensory input comfortably, but may have some individual preferences.

0-24 (Hyposensitive): Your child may have a high tolerance for this type of sensory input or even enjoy strong sensations.

Remember: Every child is unique! These scores provide a general guideline, but it's important to consider your child's individual behaviours and needs.

Auditory Processing

		<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost Always</i>
1	Reacts strongly to unexpected or loud noises (e.g., covers ears, cries, appears startled).	1	2	3	4	5	6
2	Has difficulty focusing or completing tasks in noisy environments.	1	2	3	4	5	6
3	Becomes overwhelmed or agitated by specific sounds (e.g., sirens, vacuum cleaners, crowds).	1	2	3	4	5	6
4	Enjoys listening to music or sounds at a higher volume than others prefer.	6	5	4	3	2	1
5	Seems to be unaware of certain sounds or has difficulty locating their source.	6	5	4	3	2	1
6	Seeks out opportunities to make noise or enjoys playing with noisy toys.	6	5	4	3	2	1
7	Has difficulty following verbal instructions, especially in noisy settings.	1	2	3	4	5	6
8	Is easily distracted by background sounds or conversations.	1	2	3	4	5	6
9	Prefers quiet environments and may seek out solitude.	1	2	3	4	5	6
10	Uses vocalisations or sounds to self-regulate or express emotions.	6	5	4	3	2	1
COLUMN TOTALS							

AUDITORY PROCESSING TOTAL /60

Notes:

.....

.....

.....

Visual Processing

		<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost Always</i>
1	Becomes overwhelmed or distracted in visually busy environments (e.g., with bright lights, patterns, or movement).	1	2	3	4	5	6
2	Has difficulty tracking moving objects or keeping their place while reading.	1	2	3	4	5	6
3	Is drawn to bright lights or enjoys looking at spinning objects or patterns.	6	5	4	3	2	1
4	Seems to have a high tolerance for visual clutter or disorganisation.	6	5	4	3	2	1
5	Avoids eye contact or has difficulty with changes in lighting.	1	2	3	4	5	6
6	Experiences visual fatigue or headaches after screen time or visually demanding tasks.	1	2	3	4	5	6
7	Has difficulty distinguishing between similar shapes or objects.	1	2	3	4	5	6
8	Enjoys visual stimulation and seeks out visually engaging activities.	6	5	4	3	2	1
9	Is sensitive to flickering lights or glare.	1	2	3	4	5	6
10	May become overstimulated by fast-paced visual media (e.g., action movies, video games).	1	2	3	4	5	6
COLUMN TOTALS							
GRAND TOTAL						/60	

Notes:

.....

.....

.....

Tactile Processing

		<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost Always</i>
1	Dislikes certain textures or fabrics (e.g., tags in clothing, scratchy materials).	1	2	3	4	5	6
2	Avoids messy play or getting their hands dirty.	1	2	3	4	5	6
3	Seeks out opportunities for touch and enjoys close physical contact.	6	5	4	3	2	1
4	Reacts strongly to light touch or unexpected touch.	1	2	3	4	5	6
5	Seems to have a low awareness of pain or temperature.	6	5	4	3	2	1
6	Prefers specific types of clothing or bedding due to texture.	1	2	3	4	5	6
7	May seek out deep pressure touch (e.g., hugs, weighted blankets).	6	5	4	3	2	1
8	Has difficulty with fine motor tasks that require precise touch (e.g., buttoning, writing).	1	2	3	4	5	6
9	May engage in repetitive tactile behaviours (e.g., rubbing, scratching).	6	5	4	3	2	1
10	Shows heightened awareness of textures or temperature changes.	1	2	3	4	5	6
COLUMN TOTALS							

GRAND TOTAL **/60**

Notes:

.....

.....

.....

Movement & Balance

		<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost Always</i>
1	Enjoys activities that involve spinning, swinging, or jumping.	6	5	4	3	2	1
2	Has difficulty with balance or coordination.	1	2	3	4	5	6
3	Prefers sedentary activities and avoids physical exertion.	1	2	3	4	5	6
4	Seeks out opportunities to climb or explore their surroundings physically.	6	5	4	3	2	1
5	Becomes easily dizzy or nauseous with movement.	1	2	3	4	5	6
6	May appear clumsy or uncoordinated in gross motor activities.	1	2	3	4	5	6
7	Enjoys activities that provide vestibular input (e.g., rocking, spinning).	6	5	4	3	2	1
8	Seeks out proprioceptive input (e.g., pushing, pulling, lifting).	6	5	4	3	2	1
9	Has difficulty with body awareness or spatial orientation.	1	2	3	4	5	6
10	May have a fear of heights or uneven surfaces.	1	2	3	4	5	6
COLUMN TOTALS							
GRAND TOTAL						/60	

Notes:

.....

.....

.....

Oral Sensations

		<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost Always</i>
1	Is a picky eater or has strong preferences for certain food textures.	1	2	3	4	5	6
2	Frequently mouths or chews on non-food objects.	6	5	4	3	2	1
3	Gags easily or has difficulty swallowing certain textures.	1	2	3	4	5	6
4	Enjoys strong flavors or spicy foods.	6	5	4	3	2	1
5	Seeks out oral sensory input through activities like blowing bubbles or whistling.	6	5	4	3	2	1
6	May have difficulty with oral hygiene tasks (e.g., brushing teeth, flossing).	1	2	3	4	5	6
7	Seeks out crunchy or chewy foods.	6	5	4	3	2	1
8	May drool excessively or have difficulty with lip closure.	1	2	3	4	5	6
9	Explores objects by putting them in their mouth.	6	5	4	3	2	1
10	May have a strong gag reflex or be sensitive to certain smells.	1	2	3	4	5	6
COLUMN TOTALS							

GRAND TOTAL **/60**

Notes:

.....

.....

.....

Social & Emotional Responses

		<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost Always</i>
1	Has difficulty understanding social cues or reading facial expressions.	1	2	3	4	5	6
2	Becomes easily overwhelmed or anxious in social situations.	1	2	3	4	5	6
3	Seeks out social interaction and enjoys being around other people.	6	5	4	3	2	1
4	Has difficulty regulating emotions or exhibits strong emotional reactions.	6	5	4	3	2	1
5	Seems to be less aware of or responsive to the emotions of others.	6	5	4	3	2	1
6	May struggle with transitions or changes in routine.	1	2	3	4	5	6
7	Has difficulty with sharing or taking turns.	6	5	4	3	2	1
8	May exhibit strong emotional responses to sensory overload.	1	2	3	4	5	6
9	Seeks out social connection and enjoys collaborative activities.	6	5	4	3	2	1
10	May have difficulty understanding personal space boundaries.	1	2	3	4	5	6
COLUMN TOTALS							

GRAND TOTAL **/60**

Notes:

.....

.....

.....

Attention & Focus

		<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost Always</i>
1	Has difficulty sustaining attention on tasks or activities.	1	2	3	4	5	6
2	Is able to maintain focus on day-to-day activities, despite external stimuli.	6	5	4	3	2	1
3	Can hyperfocus on activities of interest for extended periods.	1	2	3	4	5	6
4	Is flexible and responsive in transitioning from one task to the next.	6	5	4	3	2	1
5	Seeks out novelty and enjoys trying new things.	1	2	3	4	5	6
6	High levels of competence in completing tasks or following multi-step instructions.	6	5	4	3	2	1
7	May exhibit impulsive behaviours or have difficulty with self-control.	1	2	3	4	5	6
8	Can become easily frustrated or discouraged when facing challenges.	1	2	3	4	5	6
9	May demonstrate strong problem-solving skills or creative thinking abilities.	1	2	3	4	5	6
10	Seeks out mental stimulation and enjoys learning new information.	1	2	3	4	5	6
COLUMN TOTALS							

GRAND TOTAL **/60**

Notes:

.....

.....

.....