

Montessori Classroom Sensory Checklist

Check each symptom you observe; add a star to the most pronounced.



Child's Name:

Age:

Teacher:

	Coordination – Difficulty controlling body, appears clumsy or awkward
	Difficulty staying in one place
	Stabilizes self against the furniture; for example, can “hook” arm around the chair to stay upright
	Seems to prop the body up with arms
	Weak grasp, hands get tired when writing, writing hard on paper
	Frequently drops things
	Tires easily, lying on floor, difficulty making choice for next work, lying on table
	Fear and avoidance of the playground, gym and stairs
	Does not like to move/chooses sedentary activities
	Poor sitting balance in chairs and on floor and while changing the body's position
	Takes unnecessary risks on the playground and in the gym (poor safety awareness)
	Often trips, falls, or bumps into things
	Poor overall self-awareness
	W-sitting
	Avoids using pencil, markers, or crayon when peers have interest and are developing skills
	Avoids puzzles
	Dislikes messy play, avoids sand or water table
	Mouths, licks, or puts non-food items into mouth
	Avoids expression of affection by teacher or peers/dislikes being touched
	Dislikes touching glue, paint, stickers, tape or objects that are wet and/or dirty
	Can react aggressively to touch by others
	Fails to notice food on face/need for tissue
	Struggles with fine motor tasks
	Excessive touching of objects and people
	Covers ears frequently or cries with loud or unexpected sounds
	Easily distracted by background noise
	Doesn't respond when name is called (no hearing deficit)
	Frequently needs instructions repeated
	Talks or makes noises constantly
	Sometimes speaks in a loud voice unnecessarily
	Visual motor challenges – Difficulty controlling eyes to look at pictures/words or tracking objects

	Bothered by bright lights, covers eyes, squints
	Avoids eye contact
	Difficulty with eye-hand coordination tasks (catching ball, tracing, writing)
	Loses place when reading, difficulty with spooning work, hard time rolling mat evenly
	Difficulty finding objects against a cluttered background
	Difficulty with number rods, puzzle maps, metal insets or geometric shapes
	Seeks out and engages with shiny objects or objects that spin
	Finger flicking in front of or in periphery of visual field
	May look intently at people/objects
	Distractible/easily loses visual attention, especially if the head is moved (i.e. for visual focal shifts)
	Very sensitive to food smells, refuses to eat things that smell fine to you
	Notices smells others don't notice
	Excessive need to smell items/people
	Licks inanimate objects, may try to chew or eat
	Easily frustrated, tends to give up quickly
	Prolonged or severe outbursts, difficulty with regulating emotions
	Often anxious or aggressive
	Has a hard time taking another person's perspective
	Highly emotional, over-reacts to emotions, situations, or environments
	Difficulty forming or maintaining peer relationships, relates best with adults
	Inconsistent performance or behavior, is fine with an activity one day and hates it the next day.
	Rigid – Overreacts to change/novelty. Quickly forms routines which then can't be changed.
	Gets distracted or upset during transitions, needs support to go from one activity to another
	Seeks out small spaces, crawls under the table
	Uses a self-stimulatory behavior with the head in order to maintain attention (e.g., head rocking)
	Hyperactivity – Not able to pay attention or complete tasks, always moving or talking
	Impulsivity – Acts without thinking, runs away, blurts out, won't wait

Name & role of person filling form: _____ Date: _____

If you check more than 3 items in any one section or more than 9 total items, even if they are in different sections, **and** you see that the child's sensory issues are disrupting their ability to engage and learn, you should consider initiating a conversation with the child's parent(s). It is not uncommon for children with sensory processing difficulties to respond differently in different environments, so parent observations may differ from observations made at school. If the parent is in agreement, a consultation or screening by an occupational therapist is recommended.