

SENSORY PROCESSING SCREENING**Instructions for Use**

1. Prior to the first SBLC meeting, the **Sensory Processing Screening Checklist (SPS1)** is completed by the student's general education teacher(s).
2. The SBLC chairperson reviews the completed screening checklists to determine if there are difficulties that require intervention according to the **Sensory Processing Screening Criteria (SPS2)**.
3. When interventions are necessary, the SBLC targets the sensory area of greatest concern.
4. **Sensory Processing Intervention Strategies (SPS3)** are then selected to address the targeted area of concern.
5. Intervention strategies are implemented by the student's teacher(s) for the length of time designated by the SBLC.
6. Following the intervention period, the teacher records the intervention results on the SPS3.
7. Intervention results are reviewed by the SBLC.
8. For students who are "at risk" for sensory processing deficits, but are not suspected of having a disability, the SBLC targets additional interventions to be implemented by the classroom teacher(s).
9. For students who are suspected of having a disability, the SBLC obtains a second **Sensory Processing Screening Checklist** (following intervention) to determine if further assessment is warranted according to **Sensory Processing Screening Criteria (SPS2)**.

Student: _____ Teacher: _____ Date: _____

Sensory Processing Screening Checklist SPS1

Check the column that best describes how frequently the student exhibits each behavior.

<i>SENSORY AREAS</i>	Almost Never <25%	Occasionally <50%	Frequently <75%	Almost Always >75%
<i>VISUAL</i>				
Visual details/stimuli interfere with task completion				
Unable to locate and/or organize materials and supplies				
Reacts to small changes in classroom				
Comments:				
<i>AUDITORY</i>				
Overreacts to loud or unexpected noises (e.g., intercom, fire drill)				
Exhibits distress during lunch, P.E., assemblies				
Background noises hinder task completion				
Talks incessantly				
Requires repeated oral directions in class more than others				
Comments:				
<i>TACTILE</i>				
Overreacts to unexpected or light touch				
Withdraws/isolates self from others				
Touches people or their things to the point of irritation				
Fidgets with objects				
Has difficulty standing in line or close to other people				
Uses only fingertips to manipulate classroom materials				
Refuses to participate in messy activities				
Comments:				
<i>VESTIBULAR/PROPRIOCEPTIVE</i>				
Exhibits movement which interferes with classroom functioning/unable to stay in designated area/walks around				
Fidgets during activities (e.g., wiggles in seat, taps on desk)				
Leans out of desk or seat/rests head on desktop				
Becomes overly excited after movement activity				
Bumps/pushes/hits/runs into things or others				
Withdraws from active environments or situations				
Avoids climbing or playground equipment				
Comments:				
<i>OLFACTORY AND GUSTATORY</i>				
Chews/eats non-edible items (e.g., clothing, pens, pencils)				
Comments:				
<i>BEHAVIORAL RESPONSE</i>				
Has tantrums for no apparent reason				
Has difficulties with changes in routines				
Is rigid or set in his/her ways				
Overreacts or is dramatic compared to peers				
Appears lethargic				
Comments:				