



SENSORY CLASSROOM SCREENING TOOL

Background: This tool screening tool is designed to highlight potential sensory processing difficulties in school aged children. Teachers may choose to screen their entire class or focus in on a few students they have particular concerns about. Completing the screen should take approximately 5 minutes. Please read each symptom carefully and rate the degree of impact it has on the child, using the scale at top of the screen. If the symptom does not relate to the child, score a 0. This tool is designed to be non-prescriptive. As such, it does not indicate when a referral should be made, but rather relies on the intuition of the teacher. When considering if a referral to Occupational Therapy is necessary, consider both how many symptoms the child displays and the degree of impact of those symptoms. The more symptoms a child displays, the higher the indicator that a referral should be made. Alternatively, if a child only has a few symptoms, but if the degree of impact is high for those symptoms, a referral should also be made.

How to refer? Referrals can be made directly by parents. A GP referral is not required. Referrals can be made via email (hdgamble@gmail.com) or text message (0430131444).

I hope that this screening tool is a valuable addition to your classroom and your students' learning. If you have any questions regarding how to use it or are unsure of when to refer, please don't hesitate to email (hdgamble@gmail.com).

Yours sincerely,

A handwritten signature in black ink, appearing to read "Hannah Gamble".

Hannah Gamble

Paediatric Occupational Therapist

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Child's name:

Grade:

Teacher:

School:

Date screened:

SCALE OF IMPACT ON SCHOOL LIFE

0	1	2	3	4	5	6	7	8	9	10
Never impacts school life		Sometimes impacts school life		Often impacts school life		Usually impacts school life		Always impacts school life		

Sensory Processing:

Symptom	Score
Cannot sustain focus at one task for more than a few minutes at a time?	
Requires regular teacher/aide prompting to stay on task?	
Can only process one instruction at a time?	
Has difficulty sitting still and attending/concentrating appropriately during mat time?	
Demonstrates excessive wriggling, fidgeting, sniffing, mouthing objects, makes noise for noise sake, fixates on visual things?	
Takes excessive risks in play?	
Has difficulty with transitions between activities or to and from school?	
Has difficulty with transitions within school (i.e. to and from recess/lunch, specialist subjects, assembly etc)?	
Takes additional time to settle for work following recess and lunch?	
Doesn't cope well with changes to the normal routine (e.g. excursions, school photos etc)	
Becomes distressed if accidentally bumped or touched by peers?	
Prefers quiet play options?	
Prefers to play alone?	
Becomes distressed by loud noises (e.g. the bell, sirens, alarms, assembly etc)	
Is unable to concentrate with background noise?	
Has a low pain tolerance?	
Appears fatigued?	

Emotional Regulation:

Symptom	Score
Melts down or tantrums regularly?	
Seems on the edge, fragile or excessively anxious?	
Becomes overwhelmed easily?	
Becomes regularly aggressive?	
Runs away when overwhelmed?	
Becomes emotional frequently?	
Goes into 'frozen' or 'shut down' states (this can often present like daydreaming or lights are on but no-one's home)?	

Behaviour:

Symptom	Score
Gives appropriate eye contact?	
Cooperates with requests most of the time?	
Waits for their turn, shares and plays cooperatively with peers most of the time?	
Manages their emotions in an age appropriate manner?	
Seeks assistance from adults when required?	
Shows appropriate concern/empathy for peers?	
Demonstrates age appropriate self-care skills (e.g. toileting, washing hands, dressing) and follows basic routines?	
Demonstrates defiant and/or aggressive behaviour, compared with the 'typically developing peer'?	
Demonstrates separation anxiety beyond what would be reasonably expected for their age?	
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Demonstrates separation anxiety beyond what would be reasonably expected for their age?	

