

Sensory Profile



Ewa Mikrut

My Sensory Profile

*Noticing how my child moves, feels
and meets the world*



Movement



Touch



Sound



Sight



Smell &
Taste



Body

Child's name: _____ Date: _____

A parent observation worksheet

The Child Who Feels Everything

A Waldorf-inspired sensory worksheet for parents

My Child's Sensory Profile

A parent observation worksheet ~ Waldorf-inspired edition

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My Child's Sensory Profile

Observations, preferences and gentle next steps



Movement



Touch



Sound



Sight



Smell & Taste

Child's name: _____ Age: _____ Date completed: _____

Every child takes in and responds to sensory information (movement, touch, sound, sight, smell, taste and the feeling of their own body) in their own way. Some sensations a child will seek out again and again; others they will avoid whenever they can. Neither is “wrong”: these are simply your child's sensory preferences, and they are one of the loveliest starting points for understanding behaviour and building connection.

How to use this worksheet: Over the next few days, watch your child during everyday routines and play, indoors and outdoors. Circle every item that fits; you may circle things in both columns for the same sense. Add anything you notice under “Other.” There are no right or wrong answers here, only your child's own way of meeting the world.

When you reach the last page, gather what you've noticed into a small, warm plan for the week ahead.

1 · Movement

How my child moves through the world

My child is under-sensitive to movement and seeks it out by:

- ☐ Jumping
- ☐ Rocking
- ☐ Spinning
- ☐ Playing rough-and-tumble games (e.g., being thrown in the air)
- ☐ Running back and forth
- ☐ Other: _____

My child shows that he/she is over-sensitive to movement by:

- ☐ Showing fear on steps or escalators
- ☐ Showing fear on swings, teeter-totters and slides
- ☐ Getting carsick
- ☐ Other: _____

My child shows signs of motor-planning difficulties:

- ☐ Is clumsy or bumps into things
- ☐ Doesn't use toys appropriately
- ☐ Plays with the same toy over and over
- ☐ Doesn't copy things I do
- ☐ Does an activity only once (e.g., goes down the slide one time)
- ☐ Wanders aimlessly
- ☐ Lies down a lot
- ☐ Has trouble blowing out candles
- ☐ Understands me but does not talk
- ☐ Has trouble "finding" a word he/she has said before
- ☐ Mispronounces words he/she can say
- ☐ Has an unusual voice
- ☐ Other: _____

2 · Touch

What my child's skin tells us

My child is under-sensitive to touch and seeks it out by:

- ☐ Wanting long hugs
- ☐ Wrapping himself/herself in blankets
- ☐ Squeezing into tight places (e.g., behind the couch)
- ☐ Insisting on wearing tight-fitting clothes
- ☐ Lying flat on the floor
- ☐ Bumping into people
- ☐ Clapping his/her hands
- ☐ Holding objects
- ☐ Putting objects in his/her mouth
- ☐ Grinding his/her teeth
- ☐ Rarely crying when hurt
- ☐ Other: _____

My child shows he/she is over-sensitive to touch:

- ☐ Doesn't like sticky things on hands (e.g., playdough, mud, paint)
- ☐ Likes and dislikes certain clothing textures
- ☐ Dislikes wearing hats and gloves
- ☐ Dislikes getting hair washed or cut
- ☐ Dislikes crunchy, chewy foods
- ☐ Other: _____

3 · Sound

What my child's ears tune into

My child is under-sensitive to sound:

- ☐ Doesn't appear to hear what people say
- ☐ Likes music and certain sounds
- ☐ Likes toys that make certain sounds
- ☐ Likes it when I talk in an animated way
- ☐ Other: _____

My child is over-sensitive to sound and may avoid it:

- ☐ Covers his/her ears
- ☐ Cries when I use appliances (e.g., dishwasher, vacuum, blow dryer)
- ☐ Likes it when I use a soft voice
- ☐ Can hear the faintest sounds
- ☐ Other: _____

4 · Sight

What catches my child's eyes

My child is under-sensitive to things he/she sees and seeks out visual sensations by:

- ☐ Flicking the lights on and off
- ☐ Watching repetitive movements (e.g., pages turning, doors opening/closing, fingers in front of face)
- ☐ Lining things up
- ☐ Looking at things out of the corner of his/her eyes
- ☐ Looking at things from unusual angles
- ☐ Other: _____

My child is over-sensitive to things he/she sees and may avoid some visual sensations:

- ☐ Prefers the dark
- ☐ Blinks often
- ☐ Avoids the sun
- ☐ Other: _____

5 · Smell & Taste

What my child's nose and mouth explore

My child is under-sensitive to some smells or tastes and seeks out these sensations:

- ☐ Explores things by licking and/or smelling them
- ☐ Likes highly seasoned foods (e.g., very salty)
- ☐ Other: _____

My child is over-sensitive to some smells or tastes and avoids these sensations:

- ☐ Likes bland foods
- ☐ Is sensitive to certain smells (e.g., perfume)
- ☐ Other: _____

Sections 1–5 are adapted from a parent sensory-preferences checklist used in early-communication parent-training materials.

6 · Oral Motor / Oral Sensory

How my child's mouth seeks or settles

My child seeks out oral sensory input:

- ☐ Chews on clothing, sleeves, pencils, toys, hair or fingers
- ☐ Frequently mouths non-food objects
- ☐ Prefers crunchy, chewy or very hard foods
- ☐ Overstuffs his/her mouth with food
- ☐ Is a very messy eater
- ☐ Other: _____

My child shows oral over-sensitivity or oral-motor difficulty:

- ☐ Gags easily on certain textures
- ☐ Drools more than expected for his/her age
- ☐ Shows poor lip closure or tongue control
- ☐ Avoids or resists toothbrushing
- ☐ Eats a very limited range of foods/textures
- ☐ Other: _____

Added from general paediatric occupational-therapy resources on oral-sensory processing and feeding.

7 · Proprioception & Body Awareness

How my child feels their own body in space

My child seeks out proprioceptive (“body”) input:

- ☐ Crashes into things or people on purpose
- ☐ Likes very tight hugs or being squeezed
- ☐ Pushes, presses or writes too hard
- ☐ Constantly fidgets, rocks or bounces feet
- ☐ Jumps, stomps or stamps often
- ☐ Likes wearing tight clothing
- ☐ Other: _____

My child avoids proprioceptive input or shows poor body awareness:

- ☐ Avoids physical contact such as hugs
- ☐ Is wary of playground equipment (climbing, swings)
- ☐ Seems clumsy or moves stiffly
- ☐ Breaks toys/objects from using too much force
- ☐ Struggles with graded movements (e.g., building blocks, colouring, using scissors)
- ☐ Has trouble judging where his/her body is in relation to objects or people
- ☐ Other: _____

Added from general paediatric occupational-therapy resources on proprioceptive processing and body awareness.

8 · Self-Regulation & Feelings

How my child calms, copes and comes back to centre

Signs my child may be becoming overwhelmed by sensory input:

- ☐ Covers ears or eyes
- ☐ Suddenly goes very still or seems to “shut down”
- ☐ Cries, screams or lashes out
- ☐ Tries to hide or get away on his/her own
- ☐ Becomes nonverbal or loses words he/she normally uses
- ☐ Shows physical signs of stress (shaking, fast breathing, flushed face)
- ☐ Other: _____

Ways my child already calms or regulates himself/herself:

- ☐ Rocking or swaying
- ☐ Squeezing or holding something tightly
- ☐ Jumping or bouncing
- ☐ Seeking deep pressure (tight hugs, being wrapped in a blanket)
- ☐ Going to a quiet, dim or enclosed space
- ☐ Repetitive movement or sounds (“stimming”)
- ☐ Other: _____

Added from general resources on sensory overload, meltdowns/shutdowns and self-regulation in children.

Putting It All Together

A gentle summary and a plan for the week ahead

Look back gently through what you circled on the previous pages. This summary will help you see your child's sensory picture at a glance, and turn it into a small plan.

Sense	Seeks / under-sensitive	Avoids / over-sensitive
Movement (Vestibular)		
Touch (Tactile)		
Sound (Auditory)		
Sight (Visual)		
Smell & Taste		
Oral Motor / Oral Sensory		
Proprioception & Body Awareness		
Self-Regulation & Feelings		

My child's favourite sensory activities are:

Sensations or situations my child finds hardest right now:

One gentle idea: a favourite sensation can often be turned into a shared, playful game. A child who loves to run might delight in a parent joining in and turning it into a chasing game. This builds connection while honouring the sensory input your child already loves.

Two small things I will try this week:

☐ _____

☐ _____

If you have concerns about your child's sensory responses, share this completed worksheet with your paediatrician, occupational therapist, speech-language pathologist or early-intervention team. It gives them a clear, concrete picture of your child's everyday sensory world.

Sources: Sections 1–5 (Movement, Touch, Sound, Sight, Smell & Taste) are adapted from a parent sensory-preferences checklist used in early-communication parent-training materials. Sections 6–8 (Oral Motor/Oral Sensory, Proprioception & Body Awareness, Self-Regulation & Feelings) were added from general paediatric occupational-therapy and sensory-processing resources (e.g., Winnie Dunn's Sensory Profile framework; ConnectABILITY; The OT Toolbox; NAPA Centre; Understood.org; Harkla). This worksheet is for observation and conversation-starting purposes only and does not replace a professional sensory or developmental assessment.