

Sensory Processing and Regulation Data Sheets



20 PAGES

FOUR DATA SHEETS

FAMILY NOTE

FILLABLE PDF

What Is Inside, and Where

20 pages: three sections, four data sheets, and a worked example. Every strategy level and success criterion is a blank you fill in from your assessment and team knowledge; the sheets only ensure the observation gets recorded.

Before you begin

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**Start Here —
Three Steps**
START HERE

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01 Set Up the Caseload

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READING THE TAGS

Setup — fill once, at the start of the year. **Roster** — the whole caseload in one place. **Data** — a data-collection sheet, one per observation or session. **Tracker** — the roll-up and the graph. **Notes** — session details and the family update. **Reference** — a language bank, not a finished sentence. **Example** — a filled, invented student.

FOUR DATA SHEETS, ONE CASELOAD

The trigger inventory, activity log, behavior-pairing log, and regulation sheet each answer a different question. Most students use two or three at once, picked on the roster page.

Start Here — Three Steps

Ninety seconds of reading. Fill the setup pages once; the tallies and observations themselves are faster with a pen.



1

Set up once

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

Fill the sensory domains reference (page 6), roster and strategy bank once, at the start of the year. **Save As** per student before typing session data; the original stays blank.



2

Take the data every session or week

Pick the sheet that fits the observation: trigger inventory to map the landscape early, activity log when input was given, behavior-pairing log when sensory and behavior are linked, or regulation sheet for strategies and their effects.

Type the context once; the tallies themselves are faster with a pen during the observation.



3

Roll up, plot and share

Copy the response level onto the tracker (page 14) the same day, and plot the graph (page 15) once a week.

The family note (page 17) and observation notes (page 16) are ready to send as soon as the data sheet is filled—no separate write-up.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc, or an Excel workbook. It does not calculate percents or draw the graph. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a therapy program, not a prescribed sensory diet, and not a clinical evaluation. Nothing here says which strategy a student should use, when to try it, how to apply it, or what causes a sensory response; you write those in, from your assessment and your team. The sheets only make sure the observable data gets recorded.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more rows than a sheet holds. Use two sheets and add the row numbers; the count still rolls up the same way.

Anything else — the Ask a Question tab on the product page. Every question is read.

CONFIDENTIALITY AND FILE STORAGE

A filled-in sheet is a student record. Keep initials only on anything that leaves your hands. First name only on the family note. Store data sheets with other student records in a locked file. Print the domains reference and roster at the front of the folder; keep the tracker and graph on top so the trend is the first thing a team member finds.

02

Collect the Data

Four data sheets for the way sensory assessment actually happens: what triggers responses in which contexts, what input was provided and how the student responded, the link between sensory input and observed behavior, and the strategies tried and their effects.

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DATA

Sensory Trigger Inventory

What situations, sounds, textures, movements or lights trigger a response. Use this early in the year to map the landscape of contexts.

STUDENT

GRADE

MONTH/QUARTER

SPECIALIST

SITUATION OR CONTEXT	SENSORY SYSTEM	OBSERVABLE RESPONSE (SEEKING OR AVOIDING)	FREQUENCY	IMPACT ON LEARNING OR BEHAVIOR

USE THIS SHEET EARLY IN THE YEAR TO MAP THE TRIGGERS YOU SEE

Examples: "Sudden loud noise in gym" (Auditory, avoiding, twice weekly, covers ears and misses directions); "Swinging at recess" (Vestibular, seeking, daily, leaves when told to stop). The goal is to see patterns across the month.

 TRACKER

Sensory Regulation Progress Tracker

One sensory goal across sessions: the date, the strategy or input used, the setting, the observed response level (1-4), and a note.

STUDENTGOALCRITERION

SESSION #	DATE	STRATEGY / INPUT	SETTING	RESPONSE LEVEL (1-4)	NOTES
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					

COPY THE RESPONSE LEVEL FROM THE ACTIVITY LOG OR REGULATION SHEET TO THIS TRACKER EVERY SESSION

Plot it on the graph once a week to see the trend. Three sessions in a row at level 3 or better is often a sign of progress toward the goal.

 **NOTES**

Family Sensory Profile and Home Strategies

Family update on sensory observations and home strategies

STUDENT

DATE

FROM (SPECIALIST)

SENSORY AREAS WE ARE NOTICING AT SCHOOL

Examples: difficulty with transitions, seeks movement, avoids certain textures, etc.

STRATEGIES THAT ARE WORKING FOR US

#	STRATEGY	WHEN WE USE IT	HOW YOU CAN TRY IT AT HOME
1			
2			
3			
4			

ONE THING TO TRY AT HOME THIS WEEK

WHAT YOU NOTICE AT HOME

Any sensory triggers, strategies that help, or changes you see

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

 **EXAMPLE**

Sensory Data Sheets, Filled In

 **SAMPLE · INVENTED STUDENT**

Keisha is invented, and so is every mark on this page. Every number in the summary can be recounted from the rows above it.

SENSORY TRIGGER INVENTORY AND DATA SHEETS — KEISHA T., GRADE 3 (INVENTED)

Goal: Will tolerate loud sounds in school settings (announcements, fire drills, recess end) without leaving area or covering ears; will remain seated and follow directions.

SITUATION OR CONTEXT	SENSORY SYSTEM	OBSERVABLE RESPONSE	FREQUENCY	IMPACT
Loud noise during announcements	Auditory	Covers ears, leaves area	Daily	Misses attendance, cannot follow directions
Swinging at recess	Vestibular	Seeks fast movement, does not want to stop	Daily	Difficulty transitioning back to class

First strategy tried (week 1): Noise-reducing headphones before announcements. Keisha kept them on, stayed in her seat, and looked at the teacher during the announcement — a level 3 response showing the strategy helped her regulate.

DATE	SETTING	INPUT GIVEN	DURATION	RESPONSE	LEVEL
9/18 10:15	Classroom	Noise-reducing headphones before announcements	5 min	Kept headphones on, stayed in seat, looked at teacher	3

Paired observation: Heavy work (proprioceptive input) before transitions seemed to help Keisha settle and follow directions.

TIME	STRATEGY TRIED	BEFORE	AFTER	Y/N
Transition time 12:30	5 min heavy work (carrying boxes)	Restless, could not focus	Sat down, followed directions	Y

Tracker after 3 sessions: All three headphone sessions showed level 3 responses. Next step: try the same strategy at recess dismissal.

#	DATE	STRATEGY	LEVEL
1	9/18	Headphones before announcements	3
2	9/19	Headphones before announcements	3
3	9/20	Headphones before announcements	3

WHY THIS IS ENOUGH

Every number and observation came from a cell that was already filled: the trigger sheet showed which auditory situations cause the most impact, the activity log showed which strategy was tried and how she responded, the paired observations tied that response to a behavior change (stayed in seat, followed directions), and the tracker rolled up the three sessions. The graph would plot those three level-3 dots and show trend. No clinical language, no conclusion, just data that the team can use to decide next steps together.