

## Pre-K Teach & Play Practice Point Early Childhood Stressors Checklist

Stressor	Note if – when – how often
Exposure to confusing and/or overly demanding situations	
Has trouble with demonstrating sensory-motor skills (i.e., difficulty when the body receives sensory input and then needs to produce a motor response or output). For example, difficulty knowing where body is in space, crossing midline, knowing right from left, balance, coordination through centering from top to bottom.	
Demands on executive functioning skills (e.g., required to hold and work with multiple pieces of information simultaneously, required to switch between different ways of thinking/seeing things from the perspective of others, and required to not respond on autopilot and resist distractions/urges).	
Experiences/expected to deal with intense/strong emotions (self, peers, adults)	
Exposure to violence (e.g., fights between children, aggressive peer models, harsh adults)	
Lack of adequate sleep/rest	
Participates in large group activities, which can be overcrowded, less personalized, less responsive, and children are allowed to make fewer of their own choices w/in appropriate boundaries	
Required to “mindread” (see and interpret the emotions of others, ability to “see” the thoughts of others through their eyes/facial expressions/body language)	
Overuse/reliance on technology (e.g., limited physical movement and high amounts of sensory stimuli and/or using technology as a “replacement” for connecting with caregivers and peers)	
Poor nutrition	
Repeated exposure to: <ul style="list-style-type: none"> <li>• Chaos (things feel unpredictable, unsafe)</li> <li>• Conflicting, changing, and inconsistent demands/expectations</li> <li>• Language/processing demands without support and/or sufficient time</li> <li>• Repeated demands (same demand stated and restated without pauses and/or scaffolding)</li> <li>• Sound or other stimuli including things within visual field</li> <li>• Time spent waiting (passive waiting vs. wait time for processing)</li> <li>• Transitions (unnecessary stops and starts/particularly group stops and starts)</li> <li>• Unpredictable situations</li> <li>• Unresponsive adults</li> </ul>	