

Positive Sensory Profile

Name: Child A



Sensory Preferences

- Has previously craved touch/tight hugs but more recently avoids in school.
- Can use too much or too little force for writing. Leans on people or objects for stability (lacking proprioception) - also needs to look at hands whilst writing. Wrapped tight to sleep.
- Cracks knuckles
- Can try to control or manipulate events to avoid situations he considers stressful
- Need for movement/rocks self or moves head back and forth. Wrestling and crashing activities.
- Prefers to be without clothes/barefoot.
- May use self-abusive behaviours

Sensory Aversions

- Unexpected touch
- Prefers to be without a jumper or coat - agitated by seams in clothing
- Difficulty imitating, planning and sequencing which will impact on progression through tasks
- He may make his own sound to cover other noise
- Visually busy environments and bright lights and also the dark. Noisy environments - can distract and upset him
- Limited food preferences, sensitive to textures
- Can over-react to minor injuries
- Fearful of heights
- Notices smells and talks about these outside of school environment

Positive Sensory Programme

- Sensory circuit approach to build in periods of regulation - alerting, organising and calming activities to integrate the sensory systems ready for learning
- Timetable in regular sensory breaks from the classroom and groups of children and identify "calming" activities to use at this time. X lacks proprioception so activities that are whole body and heavy muscle work will be calming. Push ups against a wall, yoga poses, being "squashed", commando crawling. He may need some movement followed by calming before expectations to go back into class

General Impression

Highlight most appropriate

Low Registration

Sensory Seeking

Sensory Sensitivity

Sensory Avoiding

Sensory Support

Environment Control:

- Regular sensory breaks from groups and noise of the classroom, to regulate-apply before need is seen
- Seating that allows movement e.g. DISCO cushion, Hokki stool
- Stagger transitions to be away from big groups and follow with a calming/regulating activity before learning/social demands
- Warn of planned loud noises

Individual support:

- Repeated instructions (X will ask)
- Visual cues to support processing of verbal information & visual sequence for learning tasks/routines/transitions
- Weighted pencil for writing tasks (proprioceptive feedback)