



POSITIVE SENSORY PROFILING



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SECTION 1

THE 8 SENSES EXPLAINED

SOUND

(Auditory Sensory System)

Some children/young people find sounds painful and can have difficulty with two or more people talking at once. This over-sensitivity can make it difficult to screen out background noise. Other pupils may be under-sensitive to noise and find it difficult to process certain sounds.

SIGHT

(Visual Sensory System)

Some pupils may be over-sensitive to particular colours, patterns or light. Others may be under-sensitive and therefore fail to see certain colours or transparent objects. Certain features (e.g. colours) may not be of interest to the pupil who therefore may not process this information. Some pupils may require visually defined spaces.

TASTE

(Gustatory Sensory System)

Some pupils can be over-sensitive to the taste of certain foods and find some tastes very unpleasant. Others may be under-sensitive to taste and therefore enjoy eating highly flavoured food. Pupils may also experience difficulties with certain textures of food.

SMELL

(Olfactory Sensory System)

Some pupils may be over sensitive to certain smells. Others may not have a strong sense of smell and might lick objects or smear substances so that they can smell things better or to block out other sensations.

TOUCH

(Tactile Sensory System)

Pupils who are over-sensitive may dislike the touch of others or the feeling of particular clothing on their skin. Certain textures can cause distress.

Other pupils might be under-sensitive and as a may have a dangerously high tolerance for pain or discomfort.

BALANCE

(Vestibular Sensory System)

This is our sense of movement which is detected with our head movements.

Some pupils might not keep balance easily and can have difficulties in certain environments, such as uneven or moving surfaces.

PROPRIOCEPTION

(Movement & Coordination)

Many pupils have difficulty sensing where the body is in space and having a sense of where it starts and ends. This clearly presents problems when moving around and in doing activities which involve movement and coordination.

INTEROCEPTION

(Internal Feelings)

Interoception is the ability to detect and attend to internal bodily sensations. It helps a pupil understand what is going on inside of the body like hunger, thirst, feeling hot or cold, fatigue, or a full bladder.

This sense is hugely linked with us recognising and responding to our emotions.

SECTION 2

THE SENSORY PROFILE

HOW TO COMPLETE THE PROFILE

**HIGHLIGHT THE STATEMENTS THAT YOU
HAVE OBSERVED REPEATEDLY OVER THE
LAST MONTH TO A DEGREE THAT IMPACTS
ON DAY TO DAY ROUTINE AND ACTIVITIES**

**ONLY COMPLETE THE SECTIONS RELEVANT
TO THE INDIVIDUAL. DON'T FEEL AS
THOUGH YOU NEED TO HIGHLIGHT
SOMETHING ON EVERY PAGE**

**PRINT AND SEND HOME THE PARENT/CARER
BOOKLET. ONCE COMPLETED, INCLUDE THIS
INFORMATION ALONGSIDE THE CHILD'S
PRESENTATION IN SCHOOL WHEN
COMPLETING THE PROFILE**

START HERE

CYP NAME

DOB

SENSORY PROFILE COMPLETE BY

Use a different highlighting colour for each review

REVIEW DATE:

REVIEW DATE:

REVIEW DATE:

HIGHLIGHT
COLOUR:

HIGHLIGHT
COLOUR:

HIGHLIGHT
COLOUR:

SOUND

HYPER-SENSITIVITY

Dislikes noisy places

Easily distracted and bothered by background noises

Cries / covers ears with loud or unexpected sounds

Asks / tells others to be quiet

Makes their own sound to cover other noise.

Reacts to noise with a certain pitch/texture rather than volume.

Becomes excited by noise

Can't filter out noise and effects focus

Short attention span

Can hear sounds others are not aware of

Puts hands over ears

Difficultly listening in a group



HYPO-SENSITIVITY

May not consistently respond to their name

Prefers TV and music to be loud

Often doesn't notice background noise

Makes own self-stimulatory sounds

May appear oblivious to some sounds

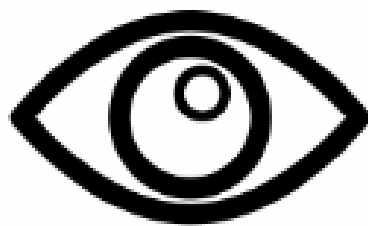
Has difficulty locating a sound

Uses a loud voice to increase alert level or drown other noise

SIGHT

HYPER-SENSITIVITY

- Bothered by bright lights, sun**
- Dislikes visually busy places/environments**
- Avoidance of visual games/models**
- Avoids/Prefers certain colours**
- Avoids eye contact**
- Prefers dim lighting/shades**
- Rubs eyes a lot/bloodshot**
- May get headaches from reading**
- Blinks very frequently/squints**
- Moves hands/fingers/objects in front of their eyes constantly**
- Prefers/seekes dark areas**
- Can find it difficult to see objects on a busy picture**
- Struggles to focus**
- Finds sustained focus on TV/computer screen difficult**
- Finds coloured overlays/paper helpful when reading & writing**



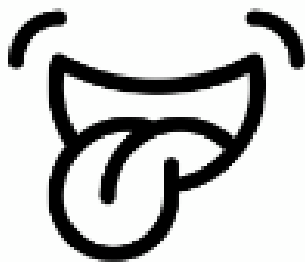
HYPO-SENSITIVITY

- Difficulty following a visual model/schedule**
- Enjoys visually busy tasks/games/action-packed TV shows**
- Too visually focused-doesn't monitor the periphery**
- Loves shiny spinning moving objects**
- Difficulty with hand-eye co-ordination tasks**
- Difficulty distinguishing between similar letters/shapes**
- Difficulty with visual tracking/may lose place frequently when reading/transferring information from the board**
- Focuses on details and misses the bigger picture/concept**
- Walks into people/objects as if they were not there**
- Struggles to judge distances so may bump into furniture**
- Difficulty matching and sorting objects**
- Enjoys watching repetitive movements – e.g. sprinkling of sand/water, spinning objects, lining up**

TASTE

HYPER-SENSITIVITY

- Dislikes new foods.**
- Hesitant to try new foods, even certain brands, flavours and/or textures**
- May have limited food preferences – e.g. prefers a ‘beige’ diet**
- Gags easily**
- Unable to participate in mealtimes**
- Prefers to eat only hot or cold foods**
- Complains about strongly flavoured tastes – spicy, salty, sweet, sour**



HYPO-SENSITIVITY

- Licks/tries to eat inedible objects – constantly seeking input through the mouth**
- Prefers strongly flavoured foods / craves intense flavours**
- Appears to ‘taste’ all foods as the same**
- Packs food into mouth before swallowing**
- Eats very quickly**
- Excessive drooling**
- Seeks sauces or condiments (e.g. tomato ketchup, salt) on meals**

SMELL

HYPER-SENSITIVITY

Talks about smells a lot / notices odours others don't

Becomes distressed by smells that others do not find offensive

Covers or plugs nose / avoids places with strong smells

Distracted by smell in the room and this impacts on their ability to focus

Avoids certain areas of school or home

Refuses certain foods (see Taste)

Becomes distressed at lunchtime /will avoid the school dinner hall

Complains of nausea at set times



HYPO-SENSITIVITY

Smells non-food objects and/or people

Prefers strong smells

Craves and actively seeks certain smells

Finds distinguishing between smells difficult

Does not appear to notice strong smells

TOUCH

HYPER-SENSITIVITY

Is agitated by seams in clothing, tags or waistbands

Avoids touch or physical contact

Avoids messy play

Limited food preferences

Sensitive to food textures

Avoids standing close to others/crowded situations (e.g. sit in a circle)

Finds it difficult to work in a defined/confined space with others

Startles easily when touched unexpectedly

Over reacts to minor injuries

Won't wear jumper/coat

Dislikes long/short sleeves

Dislikes holding writing or cutting equipment



HYPO-SENSITIVITY

Always touching others-craving touch

May prefer to be without clothes/ barefoot

Doesn't seem to notice messy hands or face

Touches everything

May put too much food in mouth

Unaware of light touch

Doesn't seem to notice minor injuries/drools/doesn't wipe a runny nose

Unintentionally rough other children

Difficulty with fine motor skills, manipulating tools and objects

Examines everything by bringing it to their mouth

Shoes on the wrong feet often

Engages in self-stimulatory/self-injurious behaviour

Regularly bumps into things

Seeks out deep pressure activities

VESTIBULAR

HYPER-SENSITIVITY

Avoids activities that require both feet off the ground, fears being 'off balance' e.g. PE lessons

Unsettled (easily-nauseated) after movement experience

Holds head upright while leaning back or bending over

Poor negotiation over uneven ground

Hesitation on steps / equipment

May try to control or manipulate events to avoid stressful sensations

Often seeking physical support from adults

Dislikes sudden movement

Dislikes changes of body position



HYPO-SENSITIVITY

W sitting on the floor

Difficulty sitting(especially 'still')

Constantly moving/loves spinning/being upside down

May have low muscle tone (muscles and joints seem too soft/ floppy)

Slumps / leans in chair – poor balance

Rocks self or moves head back and forth whilst sitting

Becomes over-excited after a movement activity

Lacks hand dominance

Actions do not cross midline of body

Difficulty following a moving object

Trouble holding head up whilst sitting

Self-spins for sustained periods without getting dizzy

May rock the head from side to side to maintain attention



PROPRIOCEPTION

HYPER-SENSITIVITY

Moves slowly, appears lethargic & tires easily

Avoids activities that provides resistance

Prefers to be without shoes

Doesn't like tight fitting clothes

Dislikes physical play

Becomes anxious with unpredictable movement (e.g. PE) or frequent movement (e.g. from carpet to chair)

Finds some surfaces difficult to walk on

HYPO-SENSITIVITY

Plays roughly other children

Clumsy/bumps into things

Kicks heels against the floor/chair

Seeks frequent movement breaks

Leans on objects/people for stability

Loves jumping/wrestling/crashing activities

Presses too hard or too light when colouring/ writing

Chews on clothes/ toys

Grinds teeth/ cracks knuckles

Looks at hands whilst writing or feet while riding a bike

Accidently breaks objects frequently

Seeks tight hugs and squishing activities/ positions

NEITHER HYPER OR HYPO

Uses inappropriate force on an object (too much or too little)

Poor gait when walking

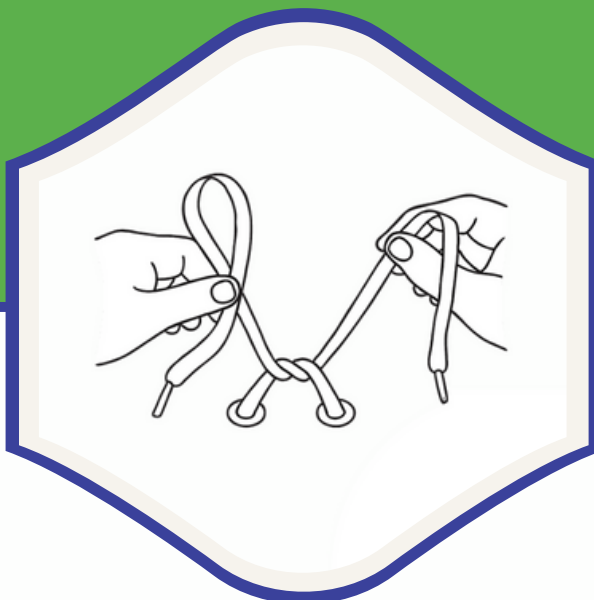
Difficulty in imitating, planning and sequencing

Walks on toes / walks heavily

Difficulty with fine motor tasks

Self-abusive behaviours- pinching/ biting/ head banging

FINE MOTOR SKILLS



Grasps objects

Can do buttons

Eats food with fingers

Can do zips

Still undecided on which hand to use

Can do shoelaces

Holds crayon in fist grip

**Pours water/sand from one
container to another accurately**

Scribbles spontaneously

**Holds pencil in tripod grip (thumb and
fingers)**

Draw circles/lines with controls

Traces/ overwrites numbers/letters/shapes

Uses knife to cut food

Copies numbers/letters/shapes

Turns pages independently in a book

Snips with scissors

Cuts in a continuous movement

Able to hold paper and cut, turning corners

Threads beads

Turns handles

Stacks blocks

Fits objects into the right holes

INTEROCEPTION



Doesn't feel hungry

Does not recognise feeling full up

Is constantly drinking always seeming thirsty

Unaware of being thirsty

Unaware of feeling too hot/ too cold

Unaware of full bladder/ bowel

Can often seem lethargic/tires easily

Finds emotional recognition and regulation difficult

SECTION 3

CHILD/YOUNG PERSON'S VOICE

IF A PUPIL CANNOT VERBALISE THEIR FEELINGS, ALLOW THEM TO DRAW PICTURES OR TAKE PICTURES OF THEM COMPLETING AN ACTIVITY WHICH IS APPLICABLE TO A SPECIFIC SECTION AND ATTACH IT TO THE SHEET.

CUT ALONG THE LINE BELOW & ASK THE CHILD/YOUNG PERSON TO COMPLETE.



Name:

What/who/where makes me happy and calm?

What/who/where makes me worried or cross?

Things that help me learn

Thank you for helping with this, it is very important that you help us understand what we can do to make school a more comfortable and a happier place to be.

SECTION 4

SENSORY STRATEGIES

HOW TO USE THE STRATEGIES

**LOOK AT THE STATEMENTS
HIGHLIGHTED ON THE SENSORY
PROFILES AND IMPLEMENT
RELEVANT SUGGESTED STRATEGIES
TO MEET THESE NEEDS**

**STRATEGIES SHOULD BE ADAPTED
TO SUIT THE ENVIRONMENT,
EQUIPMENT AVAILABLE AND
INDIVIDUAL DIFFERENCES**

**USE SELECTED ACTIVITIES AND
STRATEGIES IN CONJUNCTION
WITH PERSONALISED
VISUAL SUPPORTS IDENTIFIED TO
REDUCE ANXIETY**

SOUND



Quieter space to eat lunch

Quiet environments - Use of own workstation, safe space with low(er) light

Access to ear defenders – ear plugs, sound cancelling headphones

Screens to deaden/reduce sound

Limiting the noise activity before it over-stimulates

Prepare or warn of specific noise

Minimise auditory distractions e.g. flooring

Provision of a 'Dark' Den

Use of music through headphones – discover calming and arousing music

Identify and label different sounds

One lead voice

Build up tolerance of distance from sound source - looking to get closer

Use of name first to gain attention

Wait until noise has passed before giving instructions

Visual cues

Written instructions alongside verbal

Allow processing time

Over learning and repetition

Use rhythm and beat to help memory e.g. own words to a familiar tune

Allow staggered transitions (before/after others)

SIGHT



Sunglasses for outdoor light

Visual tracking activities, use a cut out window to read through-aiding focus

Ensure NAS 'SPELL' environment

Eye breaks/turning off lights or dimming

No pressure for eye contact

Visually marking where to stand, where to walk

Resources in opaque and labelled containers

Build tolerance to visuals, gradually increase – present resources pre-learning to avoid visual overload

Read in small bursts - timed and set amounts

Chunking work into visual sections (not too much to look at)

Checklists/visual schedules

Visual discrimination activities e.g. b and d, practice hand eye coordination

Written sheet on desk to copy from instead of the board, avoid clutter around the whiteboard

Writing slope to reduce distance eyes travel from board to paper

Explore coloured paper for reading/writing
Large print on sheets/books

Background colours (not white) for the whiteboard, different colours for different lines on the whiteboard

Sensory breaks with visual calmers

Seating arrangements- think light, access to input, visual stimulation from resources or other people

Quiet safe space – minimal visual stimulation

Sit at the front of the class

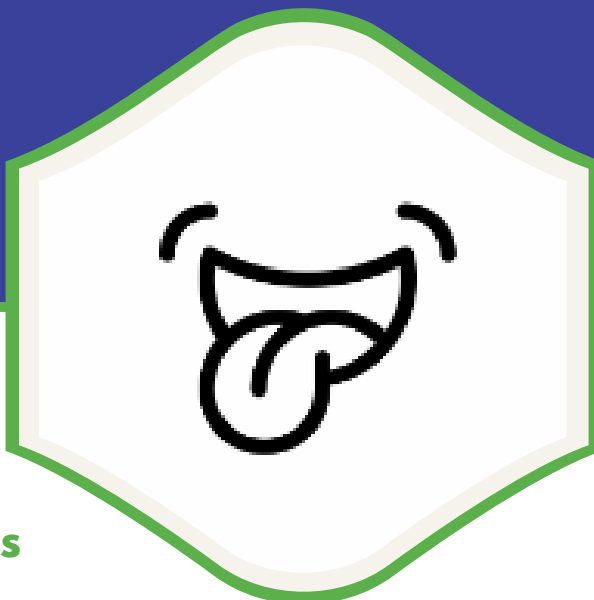
Minimise visual distractions – pop-up screens on desk

Night lights for the dark

Dark den and light up calmers

Respect colour preferences in clothing, objects and interior décor (patterns on clothing, walls and floors)

TASTE



Build up tolerance over time

Visually cues for foods

Rewarding tolerance of smell

Experimental play with food materials

- Explore tastes – sweet, salty, sour, spicy, bitter
- Explore temperature – frozen, cold, warm (visual cues of what to do e.g. wait, blow etc. Cold food first)
- Explore texture – crunchy, creamy, chewy, lumpy

Teach/ label eating process e.g. chew, swallow. Adult supervision

Exploring different oral actions – chewing, blowing, sucking

- Chewing – e.g. chew toys, chewy bracelets, chewy foods
- Blowing – e.g. bubbles, whistles
- Sucking – e.g. through straws, sports bottles, different thicknesses of liquid

Use of mirror to check face after eating

Experiment with tooth brushes

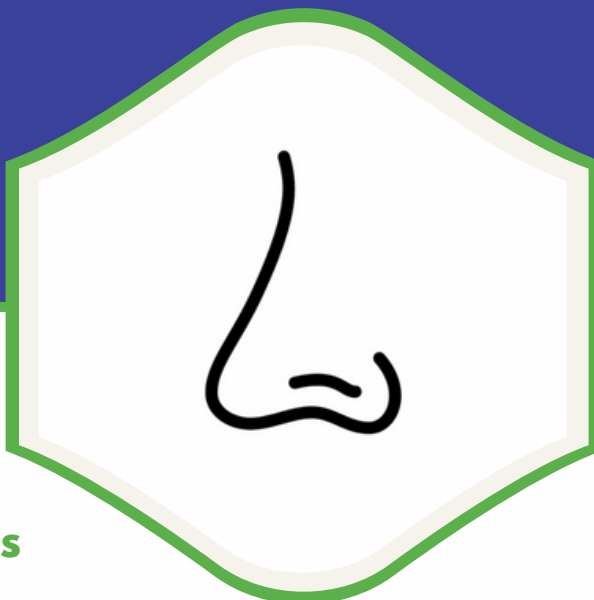
Smell games - labelling smells, fragrant pens, crayons, books, stickers

Carry handkerchief/tissue with smell that they like

Teach socially appropriate skills/knowledge

Teach how to identify toys

SMELL



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TOUCH



Access to daily
Sensory Motor Circuits

No pressure to take part in
activities - initially allowing to
watch and gradually
increasing expectations to participate

Build tolerance to proximity across
environments – start with no pressure
just watch, back or front of the line, middle with
identified peers

Identify 1 environment first, build skills and then
look to transfer to another environment

Peg at the end of the cloakroom

Consider seating to minimise being bumped into
by others

Gradual exposure to a variety of tactile
experiences - time limited and rewarded to
motivate

Tolerate presence of less desirable textured foods
- move to touch, lick,
touch on lip, small bites-limit and motivate

Adult support to identify how much food to put in
their mouth. Model and label process e.g. chew
then swallow

Discuss with families about adapting uniform e.g.
removing tags, easy uniform, seamless socks,
compression vests etc

Identify messy hands and face through using a
mirror to see they mess so that they can action
cleaning up

Raise awareness of their dress/shoes - what to
look for and how to alter

Look to replace self-stimulatory unsafe or
inappropriate behaviours. Consider what the
behaviour provides in order to replace

Use of deep pressure
activities – to calm/soothe
and regulate

Deep pressure to feet, massage
or use of massage rollers

Therapy brushing – use of different textures
(CYP led)

Resistance exercises (see
proprioception/vestibular sections)

Consider the use of a squeeze vest (in
discussion with family, sensory leads/SLT and
following guidelines for use)

Incorporate messy play (finger
painting/foam) and cooking into the
timetable

Offer different sensations for the mouth
(dependent on developmental level) - chews
or vibrating chews

Identify their space with a visual marker
Contrasting tactile experiences in learning
e.g. sandpaper letters, shaving foam to draw
letter

Provide/identify something to touch, times
needed.

Use of hand fidgets, including vibrating toys
(pens, balls stuffed toys etc)

Personalised sensory box

Identify times/environments
when it is safe to remove shoes e.g. in the
classroom or sensory area

Limit activities before they
become over-stimulating

VESTIBULAR



Access to
daily Sensory
Motor Circuits

Movement/ sensory breaks

Activate/ Go Noodle

Yoga / Balance - to stretch and
relax muscles, develop core stability
through balance work, wobble
board. Lying on back (sleeping
lions)

Activities moving head side to side;
turning, rotating, spinning –
skipping, rocking, swing/swivelling,
springing, upside down, swinging
(hammock, trim trail),
rolling/tumbling

Jumping/bouncing activities –
trampoline, gym ball, bed. Hop
Scotch, Bunny hops & crab walks

Alternative seating – Hokki stool,
Zuma chair, Disco sit cushion,
seating wedge

Let the young
person maintain
the position they
are happy and secure in/or
regularly change position
to maintain focus

Deep pressure / heavy muscle
work (see proprioception
section)

Visual markers for where the
CYP needs to be
Limit number of children and
space for PE activities

Gradually increase challenges of
equipment in PE
Build up tolerance to having feet
on the floor e.g. one foot, small
distance then both feet

For motion sickness, gradual
approach to increase tolerance

**These strategies stimulate the
receptors in the inner ear.
Be mindful of sensory overload.**

PROPRIOCEPTION



Access to daily
Sensory Motor Circuits

Activate/ Go Noodle

TACPAC

Barefoot play

Regular movement/sensory breaks

Ankle weights (time limited and appropriate weight)

Heavy muscle work e.g. weighted backpack, chair pushes, carrying resources

Pushing/Pulling – push with hands against the wall, pressing hands together, push ups, tug of war, sweeping floors, riding bikes, scooting, pushing wheelbarrows, lifting (carrying & moving)

Climbing – trim trail, monkey bars

Squeezing/Hugging – wrap in blanket, crawl under mats, bear hugs, log rolling, crashing on beanbags

Yoga – to stretch and relax muscles, develop core stability through balance work

Resistance activities -Theraband / lycra bodysock

Hand exercises before handwriting – e.g. pressing palms together, pulling each fingertip, press palms on to the desk, chair push ups with hands flat on seat, use of playdoh

Wrist weights (time limit)

Proactive input to reduce the likelihood of self-injurious behaviours

Discuss with families about tight fitting vest/underwear under clothes

Provide access to crunchy/chewy foods if appropriate or chew objects, vibrating toothbrush

Specific teaching of too much, too little force, scale, how can you tell?

Explicit teaching of social touch

Identify own space

Visual cues for sequence of dressing/undressing

Weighted pencil, Pen/pencil grip

Weighted vest/fleece (time limit)

Squeeze pressure vest (time limit)

Weighted lap pads

**"MANY CYP FIND
PROPRIOCEPTIVE AND
VESTIBULAR SENSORY
ACTIVITIES MUCH MORE
MOTIVATING THAN
TRADITIONAL REWARDS"**

INTEROCEPTION



Teaching strategies and routines e.g. going to the toilet

Labelling – ‘I can see you are hot ...’ (and how)

Point out what is visually different if they can’t “feel” it

Personalised visual cues

Offering food regularly if appropriate - this or that

Drink routinely - link to routines/ times of day

THINGS TO REMEMBER

It's developmental...

This means that in some autistic individuals, it can take longer to 'develop' than in others.

It's influenced...

By other senses. E.g. if a light is too bright, then a child may 'miss' their internal signal telling them that they need to go to the toilet, or that they're hungry.

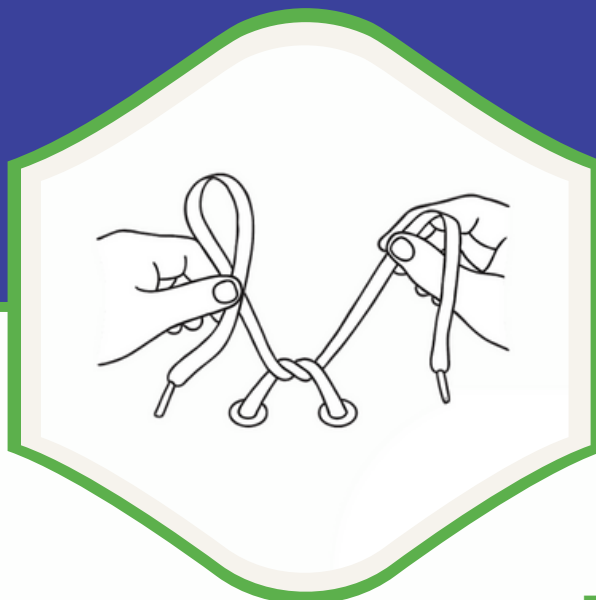
It fluctuates...

More so than other sensory systems. This links to the spiky/uneven profile.

It's central...

To our processing and integration. It's the sensory system we use to recognise and regulate our emotions.

FINE MOTOR SKILLS



Pencil types

Pen types

Pencil grips

Overwriting/tracing

Threading

Different types of scissors

Care cutlery

Dycem mats

Multi-sensory letters/shapes

**Right size chair for the child or
young person/foot stools**

Writing slopes

**Hand strength/Hand exercises
- play doh, space putty, pegs**

Movement breaks

Over-learning

Stacking blocks

Puzzles / fitting holes

Wrist weights (time limit)

Buttons, Zips, Laces

Bigger size moving to smaller

**How are they copying/
tracking? Do they need to
have information
immediately in front of the
them?**

Tweezers - 2 peg or Tripod

First Move resources

SECTION 5

POSITIVE SENSORY PROFILING

HOW TO COMPLETE A POSITIVE SENSORY PROFILE

**THIS GUIDE CONTAINS AN
EXAMPLE OF A COMPLETED
POSITIVE SENSORY PROFILE, AS
WELL AS A BLANK TEMPLATE**

**THIS GUIDE ALSO CONTAINS A
TARGET SHEET. THIS IS USEFUL TO
TRACK PROGRESS BUT CAN ALSO
SUPPORT THE ASSESS, PLAN, DO,
REVIEW CYCLE**

**REMEMBER TO CONSIDER THE
INFORMATION GAINED FROM THE
PARENT/CARER QUESTIONNAIRE
WHEN COMPLETING THE POSITIVE
SENSORY PROFILE**

Positive Sensory Profile

Name: CYP name

Photo

Sensory Preferences

What sensory sensations does the CYP 'choose' or seek to engage with? These will either be making them feel 'good' (calmer/regulated) and/or they are getting pleasure from.

Use the statements highlighted in the questionnaires and transfer the key information. This can be bullet points or a paragraph to describe the individual's behaviour.

Sensory Aversions

This section states the situations/expectations that the child finds 'difficult' to manage – brings confusion, increases anxiety, provokes 'physical' discomfort (e.g. sensory etc)

Transfer key statements from the questionnaires.

Positive Sensory Programme

Proactive interventions that aim to 'replicate' (wherever and whenever possible) the sensations described in the Sensory Preferences section above.

e.g.

- Teaching' (& providing opportunities to practice) self-regulating techniques
- Creating a personalised sensory 'diet' – how can these necessary activities become part of the child's day?
- Targeted 'motor' circuits (Alerting, Organising, Calming) to support the whole of the social communication profile

When an individual has achieved their optimum calm/alert state, their capacity to 'engage with' the more challenging expectations is significantly increased (building resilience)

General Impression

Highlight most appropriate

Low Registration

Sensory Seeking

Sensory Sensitivity

Sensory Avoiding

Sensory Support

Environment Control:

- What 'reasonable adjustments' may be necessary to the environment to enable the child to access school, social expectations and learning more successfully?

Individual support:

- What specific support will the CYP need to manage their sensory aversions with less anxiety and increased independence

Positive Sensory Profile

Name:



Sensory Preferences

Sensory Aversions

Positive Sensory Programme

General Impression

Highlight most appropriate

Low Registration

Sensory Seeking

Sensory Sensitivity

Sensory Avoiding

Sensory Support

SENSORY TARGETS

Date:

Target

Impact

Date:

Target

Impact

Date:

Target

Impact

Date:

Target

Impact

SECTION 6

GLOSSARY

Sensory Motor Circuit

A sensory motor circuit involves a sequence of physical activities that are designed to alert, organise and calm the child.

“Participation in a short daily sensory motor circuit prepares children to engage effectively with the day ahead.” (Jane Horwood)

Sensory Seeking

Systems are ‘under’ sensitive to sensory input, or needs more of it to function. Child/Young Person will be seeking more sensory stimulation. The individual can become distracted whilst seeking additional sensory input.

Sensory Avoiding

Systems are ‘over’ sensitive to sensory input. The Child/Young Person experiences sensory input more intensely than others. They will avoid certain activities/experiences because it is overwhelming to them.

Low Registration

‘A pattern of sensory processing where the individual has a high threshold to sensory experiences and does not notice or detect changes in sensory situations at the same rate of others’ (Dunn 2007). The Child/Young Person may not appear to react and respond to sensations that others do.

Sensory Sensitivity

Refers to how aware each person is with regard to each of their sensory systems and processing. Individuals have varying degrees of sensitivity and have varying ways of outwardly responding and expressing their awareness of these sensitivities. Some individuals detect very subtle stimuli in their surroundings and may become fearful of sudden noises, surprise touch etc (Dunn 2007)

Sensory Hypersensitivity

A heightened sensitivity to stimulation of the senses. Over-sensitivity to sensory input from the environment or internal processing systems. Individuals will often complain about sensory stimuli that others perceive as ‘ordinary’.

Sensory Hyposensitivity

Under-responsivity to stimulation of the senses, often making the individual wanting to seek more sensory input – e.g. constantly needing to touch or move, preferring strong smells and tastes

Sensory Overload

When one or more of the body’s senses experiences over-stimulation from the environment. When the brain is overwhelmed by this input, it enters fight, flight, or freeze mode in response to what feels like a crisis, making the individual feel unsafe or even panicky.