

Positive Sensory Pro

Sensory Preferences (to manage the current situation)

What does the child 'choose' to do (behaviours) that will either be making them feel 'better' (calmer/regulated) or that they get a lot of pleasure out of?

No-one chooses to engage in activity (repeatedly) that makes them feel 'worse' (more agitated, upset, overwhelmed & so on)

Positive Sensory Programme (using info from above)

Proactive interventions that aim to 'replicate' (wherever and whenever possible) the sensations described 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

(Alerting, Organising, Calming) to support the whole of the social communication profile

When the child has achieved their optimum calm/alert state, their ability to 'manage' the more challenging expectations is

Sensory Dislikes (Difficulties/Challenges)

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

Sensory Support (using info from above)

Environment Control:

What 'reasonable adjustments' may be necessary to the environment to enable the child to access the above expectations more successfully?

Individual support:

What specific support will the child need to manage the above challenges with increasing independence and success?

Completed by:

*Based on Positive About Autism PSP (www.positiveaboutautism.co.uk)

With information obtained from: