



Accredited Advanced Sensory Needs Practitioner Training Resource

Associated Difficulty	Impact on Individuals with Sensory Processing Difficulties (SPD)
Autism Spectrum Disorder (ASD)	<ul style="list-style-type: none"> - Sensory processing difficulties are a core feature of ASD. - Individuals may be hypersensitive or hyposensitive to sensory stimuli like noise, light, textures, or smells. - Sensory overload can lead to meltdowns or withdrawal, and may affect communication and social interactions.
Attention Deficit Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> - Children and adults with ADHD often experience sensory processing difficulties, particularly with regulating sensory input (e.g., being distracted by noises or visual stimuli). - Hyperactivity or impulsivity may be driven by a need for sensory stimulation, and focusing can be harder in sensory-rich environments.
Anxiety Disorders	<ul style="list-style-type: none"> - Sensory processing difficulties can trigger or worsen anxiety, especially in overwhelming environments (e.g., noisy, crowded places). - The unpredictability of sensory stimuli can lead to anticipatory anxiety or avoidance of certain activities, places, or situations.
Obsessive-Compulsive Disorder (OCD)	<ul style="list-style-type: none"> - Individuals with OCD may have sensory-related compulsions or obsessions (e.g., needing to touch things in a particular way, aversion to certain textures or sensations). - Sensory issues can drive repetitive behaviours and rituals aimed at reducing discomfort caused by sensory stimuli.
Developmental Coordination Disorder (DCD)	<ul style="list-style-type: none"> - Also known as dyspraxia, DCD involves difficulties with motor coordination, which are often linked to proprioceptive and vestibular sensory processing challenges. - Individuals may struggle with activities requiring balance, fine motor skills, or spatial awareness, contributing to clumsiness and difficulty with tasks like writing, dressing, or sports.
Learning Disabilities	<ul style="list-style-type: none"> - Sensory processing difficulties can make learning more challenging by creating distractions or making it harder to focus in typical classroom environments. - Children may struggle with visual processing (e.g., reading), auditory processing (e.g., following verbal instructions), or motor skills required for writing.
Post-Traumatic Stress Disorder (PTSD)	<ul style="list-style-type: none"> - Trauma can heighten sensitivity to sensory stimuli, leading to sensory processing difficulties. For instance, certain sounds, smells, or sights may trigger flashbacks or hyperarousal. - Individuals may develop a heightened fight-or-flight response, becoming easily startled or overwhelmed by sensory inputs.
Tourette Syndrome (TS)	<ul style="list-style-type: none"> - As noted previously, premonitory urges and sensory hypersensitivities can be prominent in TS. - Sensory inputs may trigger tics or intensify them, and individuals with TS may struggle to regulate sensory overload in stimulating environments.
Sleep Disorders	<ul style="list-style-type: none"> - Sensory processing difficulties can affect sleep patterns, making it harder to fall or stay asleep. - Hypersensitivity to sensory input (e.g., noise, light, texture of bedding) can contribute to insomnia or restless sleep.



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Feeding and Eating Disorders	<ul style="list-style-type: none">- Sensory processing difficulties can lead to feeding issues, especially in children.- Hypersensitivity to food textures, smells, or tastes can result in picky eating or food aversions.- These sensory sensitivities can sometimes be linked to eating disorders like Avoidant/Restrictive Food Intake Disorder (ARFID).
Depression	<ul style="list-style-type: none">- Chronic sensory overload or difficulty managing sensory inputs can contribute to feelings of isolation, frustration, or sadness.- Depression may develop in individuals who feel constantly overwhelmed by sensory inputs and unable to participate in typical daily activities.
Panic Attacks	<ul style="list-style-type: none">- Sensory overload can be a trigger for panic attacks, particularly in environments where the individual feels trapped or unable to escape overwhelming stimuli.- A sudden, intense sensory experience (e.g., a loud sound or bright light) may cause a panic response.
Chronic Fatigue or Exhaustion	<ul style="list-style-type: none">- The effort to constantly filter and manage sensory input can be physically and mentally exhausting, leading to chronic fatigue or burnout.- Individuals may need more rest or downtime to recover from sensory overload, and sensory processing difficulties may exacerbate existing fatigue-related conditions like Chronic Fatigue Syndrome (CFS) or fibromyalgia.



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Terminology

1.Hypersensitivity: Individuals with anxiety disorders or trauma-related disorders may exhibit hypersensitivity to sensory stimuli, where they perceive sensory input as overwhelming or threatening. This hypersensitivity can manifest in various ways, such as heightened sensitivity to noise, light, touch, or certain textures. For example, individuals with post-traumatic stress disorder (PTSD) may become easily startled or distressed by loud noises or sudden movements.

2.Hypersensitivity to Interoceptive Cues: Some individuals with anxiety disorders may also experience heightened awareness or sensitivity to internal bodily sensations, known as interoceptive hypersensitivity. This can lead to increased vigilance or anxiety about physiological sensations, such as heart palpitations, shortness of breath, or muscle tension, which may exacerbate feelings of anxiety or panic.

3.Avoidance Behaviours: Sensory processing challenges can contribute to avoidance behaviour's in individuals with anxiety or trauma-related disorders. For example, individuals may avoid crowded or noisy environments, bright lights, or situations that trigger sensory discomfort or distress. This avoidance can limit participation in daily activities, social interactions, or work/school-related tasks, contributing to functional impairment and social isolation.

4.Sensory Overload: In highly stimulating or overwhelming environments, individuals with anxiety or trauma-related disorders may experience sensory overload, where they become overwhelmed by sensory input and struggle to regulate their responses. Sensory overload can exacerbate feelings of anxiety, agitation, or dissociation, making it difficult to concentrate, communicate, or engage in meaningful activities.

5.Dissociation: Some individuals with trauma-related disorders, such as PTSD or dissociative disorders, may experience sensory dissociation, where they become disconnected from their sensory experiences as a coping mechanism to avoid overwhelming or distressing sensations. This dissociation can manifest as feeling numb, detached, or disconnected from the environment or one's own body.

6.Sensory Triggers: Certain sensory stimuli may serve as triggers for anxiety or traumatic memories in individuals with anxiety or trauma-related disorders. For example, specific smells, sounds, or tactile sensations associated with past traumatic events may evoke intense emotional or physiological reactions, leading to increased anxiety or distress.

7.Difficulty with Self-Regulation: Sensory processing challenges can interfere with self-regulation skills in individuals with psychiatric disorders, making it difficult to modulate emotional responses, maintain attention, or cope with stress. This can contribute to emotional dysregulation, mood instability, or difficulty managing symptoms of anxiety or trauma-related disorders.



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Category	Difficulties
Over-Responsiveness (Hypersensitivity)	<ul style="list-style-type: none"> - Overreaction to sensory input (e.g., loud sounds, bright lights, strong smells, certain textures) - Easily overwhelmed by sensory environments
Under-Responsiveness (Hyposensitivity)	<ul style="list-style-type: none"> - Lack of response to sensory input (e.g., not noticing sounds, touches, or pain) - Seeking intense sensory stimulation (e.g., loud noises, spinning)
Difficulty with Sensory Discrimination	<ul style="list-style-type: none"> - Struggles to distinguish between sensory inputs (e.g., background noise, touch differences) - Difficulty identifying objects by sight or touch
Emotional and Behavioural Challenges	<ul style="list-style-type: none"> - Anxiety, frustration, or meltdowns due to sensory overload - Sensory-seeking behaviours (e.g., fidgeting, touching objects, making noise)
Motor Skills and Coordination Difficulties	<ul style="list-style-type: none"> - Poor balance and coordination - Difficulty with gross motor skills (e.g., running, climbing) and fine motor skills (e.g., writing, using utensils)
Social and Communication Challenges	<ul style="list-style-type: none"> - Social withdrawal to avoid sensory overload - Difficulty interpreting social cues (e.g., facial expressions, tone of voice)
Difficulty with Transitions and Routines	<ul style="list-style-type: none"> - Struggles with adapting to changes in routine or new environments - Emotional meltdowns or shutdowns in response to sensory overload
Sleep Difficulties	<ul style="list-style-type: none"> - Restlessness or trouble winding down due to sensory input (e.g., sensitivity to bed sheets, background noise)
Difficulty with Self-Care	<ul style="list-style-type: none"> - Avoidance of hygiene tasks (e.g., brushing teeth, bathing, cutting nails) - Picky eating due to texture or taste sensitivities



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Changes In The Aging Population

•**Vision Changes:** Age-related vision changes, such as reduced visual acuity, contrast sensitivity, and depth perception, can impact an individual's ability to navigate their environment safely and independently. Sensory interventions may include environmental modifications (e.g., adequate lighting, contrast-enhancing colours) and assistive devices (e.g., magnifiers, large-print materials) to improve visual accessibility.

•**Hearing Loss:** Age-related hearing loss, or presbycusis, is common in older adults and can affect communication, social interaction, and cognitive function. Sensory interventions may include hearing aids, assistive listening devices, and communication strategies (e.g., face-to-face communication, minimizing background noise) to improve auditory access and communication effectiveness.

•**Tactile Sensitivity:** Changes in tactile sensitivity, such as reduced tactile acuity and sensitivity to temperature and pressure, can affect tactile discrimination and safety awareness in aging adults. Sensory interventions may include tactile stimulation activities (e.g., textured surfaces, tactile puzzles) and sensory-based interventions (e.g., massage, proprioceptive input) to enhance tactile awareness and sensory integration.

•**Balance and Vestibular Function:** Age-related changes in vestibular function and proprioception can affect balance, postural stability, and fall risk in older adults. Sensory interventions may include balance training exercises, vestibular rehabilitation, and environmental modifications (e.g., grab bars, non-slip surfaces) to improve balance and reduce fall risk.

•**Olfactory and Gustatory Changes:** Age-related changes in olfactory and gustatory function can impact appetite, nutrition, and overall sensory enjoyment of food and beverages. Sensory interventions may include flavour-enhancing techniques (e.g., herbs, spices), aromatherapy, and sensory stimulation activities to promote sensory enjoyment and appetite stimulation

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•**Cognitive Decline:** Age-related cognitive decline, such as mild cognitive impairment or dementia, can affect sensory processing, attention, and perception in older adults. Sensory interventions may include cognitive stimulation activities, multisensory reminiscence therapy, and environmental modifications (e.g., simplified signage, visual cues) to support cognitive function and sensory engagement.

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•**Emotional and Psychosocial Needs:** Ageing adults may experience emotional and psychosocial challenges related to sensory changes, including frustration, social isolation, and reduced quality of life. Sensory interventions may include sensory-based relaxation techniques (e.g., aromatherapy, guided imagery), social engagement activities, and emotional support services to address psychosocial needs and promote well-being.



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Aspect	Impact of Trauma on Sensory Processing
Hyperarousal (Increased Sensitivity)	Trauma often leads to a hyper aroused nervous system , causing heightened awareness and sensitivity to sensory stimuli. Individuals may experience: <ul style="list-style-type: none"> - Overreacting to sensory input (e.g., loud noises, sudden movements, touch) - Feeling overwhelmed in noisy or crowded environments - Increased startle response to unexpected stimuli, like loud sounds or bright lights
Hypo arousal (Decreased Sensitivity)	In some cases, trauma can cause individuals to become under-responsive to sensory input. This may manifest as: <ul style="list-style-type: none"> - Numbness or lack of awareness of sensory information - Seeking intense sensory input (e.g., pressure, noise) to feel grounded or alert - Difficulty recognizing physical sensations, such as pain or temperature changes
Sensory Avoidance	Trauma survivors may develop an aversion to certain sensory experiences that remind them of the traumatic event. This can lead to: <ul style="list-style-type: none"> - Avoidance of environments or activities with specific sensory triggers (e.g., loud voices, certain smells, or crowded spaces) - Heightened emotional responses (e.g., panic, anger) when exposed to these sensory triggers
Sensory Seeking	To regulate emotions and feel more in control, individuals with trauma histories may engage in sensory-seeking behaviour's , such as: <ul style="list-style-type: none"> - Craving strong sensory inputs (e.g., weighted blankets, physical activity, or loud music) - Using repetitive behaviour's (e.g., fidgeting, rocking) to calm the nervous system
Flashbacks and Sensory Triggers	Trauma often leaves individuals vulnerable to sensory triggers that can cause flashbacks or re-experiencing of the traumatic event. Examples include: <ul style="list-style-type: none"> - Sounds, smells, or physical sensations associated with the trauma (e.g., a certain scent, a particular sound, or the feel of a specific texture) - Visceral reactions (e.g., nausea, dizziness, or panic) when exposed to these sensory cues
Emotional Dysregulation	Trauma impacts the ability to regulate emotions , and this can be closely tied to sensory overload: <ul style="list-style-type: none"> - Sensory overload (e.g., too much noise, visual clutter) can trigger emotional outbursts, shutdowns, or dissociation - Difficulty calming down after sensory overwhelm, leading to longer recovery times
Body Awareness and Safety	Trauma survivors often experience a disconnection from their bodies , leading to difficulties with proprioception and interoception: <ul style="list-style-type: none"> - Struggling to feel "grounded" or aware of where their body is in space - Difficulty interpreting internal sensations like hunger, thirst, or pain, leading to neglect of basic self-care
Sleep Difficulties	Trauma can contribute to sleep disturbances, often exacerbated by sensory sensitivities : <ul style="list-style-type: none"> - Difficulty sleeping due to sensory sensitivities (e.g., discomfort with bed)



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	<p>textures, sensitivity to noise)</p> <ul style="list-style-type: none"> - Hypervigilance (always being on alert) can make it hard to relax or feel safe enough to sleep
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Aspect of Sensory Processing	How Foetal Alcohol Syndrome (FAS) Affects Sensory Processing
Over-Responsiveness (Hypersensitivity)	<ul style="list-style-type: none"> - Children with FAS may be overly sensitive to sensory stimuli, reacting strongly to things others find tolerable. - Examples include: heightened sensitivity to loud sounds, bright lights, strong smells, or certain textures. - These reactions can lead to anxiety, meltdowns, or avoidance of specific environments (e.g., crowded or noisy places).
Under-Responsiveness (Hyposensitivity)	<ul style="list-style-type: none"> - In some cases, children with FAS may show reduced responses to sensory input. - They may not notice pain or discomfort, or may not respond to touch, sound, or visual stimuli as expected. - This can result in seeking intense sensory input (e.g., craving movement, rough play, or loud noises).
Sensory-Seeking Behaviours	<ul style="list-style-type: none"> - Some children with FAS may engage in sensory-seeking behaviours to self-regulate or "wake up" their under-responsive sensory system. - Examples include: spinning, rocking, touching everything, or making loud sounds to stimulate their senses. - These behaviours are often a way to achieve sensory input that helps them feel more grounded.
Difficulty with Sensory Discrimination	<ul style="list-style-type: none"> - Children with FAS may struggle to distinguish between different sensory inputs. - This could manifest as difficulty telling where sounds are coming from, identifying textures by touch, or distinguishing between similar visual patterns. - It may also be challenging for them to process sensory information in environments with too much stimulation (e.g., noisy classrooms, cluttered spaces).
Motor Skills and Coordination	<ul style="list-style-type: none"> - Gross motor skills (e.g., running, jumping) and fine motor skills (e.g., writing, buttoning clothes) can be delayed or poorly coordinated in children with FAS. - These motor difficulties are often tied to challenges in proprioception (awareness of body position) and vestibular processing (balance and movement). - They may appear clumsy, bump into things, or struggle with tasks requiring precise hand-eye coordination.
Emotional and Behavioural Dysregulation	<ul style="list-style-type: none"> - Children with FAS often experience difficulty regulating their emotions, especially in response to sensory overload. - Sensory overload (e.g., too much noise, strong smells) can lead to meltdowns, anxiety, frustration, or withdrawal. - Difficulty calming down after sensory overload may result in long recovery times and emotional distress.



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Hyperactivity and Impulsivity	<ul style="list-style-type: none"> - FAS is often linked to hyperactivity and impulsivity, which can be exacerbated by sensory processing difficulties. - Children may become overstimulated by their environment, leading to excessive movement, difficulty focusing, and impulsive behaviours like touching objects or interrupting others.
Sleep Difficulties	<ul style="list-style-type: none"> - Sensory processing difficulties can contribute to sleep problems, which are common in children with FAS. - These may include sensitivity to light, sounds, or textures (e.g., bed sheets) that make it hard to fall asleep or stay asleep. - Hyperarousal due to sensory sensitivities can result in restlessness or difficulty winding down before bedtime.
Difficulty with Self-Care	<ul style="list-style-type: none"> - Children with FAS may struggle with sensory-related self-care tasks such as: brushing teeth (sensitivity to the toothbrush or toothpaste), bathing (temperature, water pressure), or wearing certain types of clothing (tags, fabric textures). - Picky eating is also common, often driven by aversions to certain food textures, smells, or Flavors.

Area	Support Strategies
Managing Premonitory Urges	<ul style="list-style-type: none"> - Teach the individual to recognize and describe the sensory cues that precede tics (premonitory urges). - Introduce sensory strategies like deep pressure or specific textures to alleviate these urges.
Sensory Breaks and Calming Strategies	<ul style="list-style-type: none"> - Create a sensory-friendly environment where the person can retreat if they become overwhelmed (e.g., quiet spaces, dim lighting). - Incorporate sensory breaks throughout the day, allowing time to decompress from sensory overload (e.g., using headphones, fidget toys).
Tic Management Strategies	<ul style="list-style-type: none"> - Work with professionals (e.g., occupational therapists) to develop a tic management plan that includes sensory tools and strategies (e.g., weighted blankets, sensory swings). - Use Habit Reversal Therapy (HRT) or Comprehensive Behavioural Intervention for Tics (CBIT), which can help individuals become more aware of their tics and sensory urges and develop competing responses.
Reducing Sensory Overload	<ul style="list-style-type: none"> - Minimize sensory triggers by reducing noise, light, and clutter in the environment. - Use noise-cancelling headphones or soft lighting to help the individual stay calm in overstimulating settings.



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Supporting Focus and Attention	<ul style="list-style-type: none"> - Provide sensory supports (e.g., visual schedules, quiet workspaces) to reduce distractions and help with focus, especially in classroom or work environments. - Allow the use of fidget toys, weighted vests, or other sensory tools that can help maintain focus and reduce tics.
Emotional Regulation Support	<ul style="list-style-type: none"> - Use emotional regulation strategies, such as deep breathing, mindfulness, or grounding techniques, to help manage stress or frustration from sensory overload. - Encourage self-awareness of sensory triggers and emotional responses to prevent escalation.
Motor Skill Development	<ul style="list-style-type: none"> - Work with an occupational or physical therapist to improve proprioception and motor coordination through targeted exercises. - Engage in activities that promote body awareness and control, such as yoga or swimming.
Social Skills and Peer Education	<ul style="list-style-type: none"> - Educate peers, teachers, and family members about TS and sensory processing difficulties to foster understanding and reduce stigma. - Provide social skills training to help the individual navigate social situations that might be challenging due to sensory sensitivities or tics.

Sensory System	Effect of Sensory Processing Disorder (SPD)	Impact on Individuals with Dyspraxia
Proprioception (Body Awareness)	<ul style="list-style-type: none"> - Difficulty sensing body position, leading to clumsiness or poor posture - Struggles to judge the force needed for tasks (e.g., gripping, pushing) 	<ul style="list-style-type: none"> - Increased clumsiness (e.g., bumping into objects, tripping) - Poor motor planning and coordination (e.g., handwriting difficulties, balance issues)
Vestibular (Balance and Movement)	<ul style="list-style-type: none"> - Over- or under-responsiveness to movement - Difficulty with balance or spatial orientation 	<ul style="list-style-type: none"> - Struggles with balance-related tasks (e.g., climbing stairs, riding a bike) - Fear of activities that involve heights or fast movements
Tactile (Touch)	<ul style="list-style-type: none"> - Hypersensitivity: Discomfort with certain textures (e.g., clothes, surfaces) - Hyposensitivity: Lack of 	<ul style="list-style-type: none"> - Avoidance of activities involving messy play or specific materials - Difficulty with fine motor tasks (e.g., buttoning, tying)



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	awareness of touch, leading to delayed reactions	shoelaces) due to poor tactile feedback
Auditory (Hearing)	<ul style="list-style-type: none"> - Sensitivity to sounds: Difficulty tolerating loud or background noises - Hyposensitivity: Struggles to hear or process verbal instructions 	<ul style="list-style-type: none"> - Overwhelm in noisy environments (e.g., school, playground) - Difficulty following verbal instructions, especially in group settings
Visual (Sight)	<ul style="list-style-type: none"> - Sensitivity to bright lights or busy environments - Difficulty with visual tracking and processing 	<ul style="list-style-type: none"> - Trouble with tasks that require eye-hand coordination (e.g., reading, writing) - Poor spatial awareness, leading to difficulty judging distances
Taste/Smell	<ul style="list-style-type: none"> - Over- or under-sensitivity to certain smells or tastes - Strong reactions to certain foods or environments 	<ul style="list-style-type: none"> - Picky eating due to strong taste or smell aversions - Difficulty tolerating environments with strong odours (e.g., cafeterias, kitchens)
Interoception (Internal Body Signals)	<ul style="list-style-type: none"> - Difficulty recognizing internal signals (e.g., hunger, thirst, need for the bathroom) 	<ul style="list-style-type: none"> - Struggles with self-care tasks like eating on time or using the bathroom appropriately - Difficulty understanding fatigue or illness cues, impacting physical coordination

Tactile Seeking

Characteristic	Description
Frequent Touching or Feeling Objects	Individuals often touch or feel objects, surfaces, or materials around them, using their hands to explore textures, shapes, and temperatures.
Preference for Tactile Activities	Tactile seekers show a strong preference for activities that involve tactile stimulation, such as playing with sensory materials, messy play, and hands-on crafts.
Exploration of Different Textures	They actively seek opportunities to explore a variety of textures, enjoying surfaces with different qualities like rough, smooth, soft, or bumpy.
Seeking Physical Contact	Tactile seekers may seek physical contact with others for tactile stimulation, enjoying hugs, cuddles, or hand-holding, and close proximity with loved ones.



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Engagement in Self-Stimulatory Behaviours	They may engage in self-stimulatory behaviours (e.g., rubbing, scratching, squeezing) to regulate sensory experiences and promote relaxation.
Preference for Certain Fabrics or Materials	Individuals may have a strong preference for specific fabrics or materials that provide tactile satisfaction, seeking comforting textures in clothing or bedding.
Craving for Sensory Input	Tactile seekers may crave sensory input and seek opportunities to satisfy their tactile needs, becoming restless when deprived of tactile stimulation.
Difficulty with Personal Space Boundaries	They may struggle with respecting personal space, often invading others' personal space in pursuit of tactile stimulation, sometimes disregarding social cues.
Preference for Messy Play	Tactile seekers enjoy messy play and tactile exploration activities (e.g., playing with mud, sand, water, slime, or playdough) and the sensory experience of getting dirty.
Engagement in Fidgeting or Manipulative Behaviours	They may engage in fidgeting or manipulating objects in their environment to satisfy their tactile needs, constantly touching or playing with items around them.

Tactile Avoiding

Characteristic	Description
Avoidance of Certain Textures	Individuals may actively avoid touching or interacting with surfaces or materials they find unpleasant, expressing discomfort with rough, sticky, or abrasive textures.
Refusal to Wear Certain Clothing	Tactile avoiders may refuse to wear clothing or fabrics they find uncomfortable, preferring loose-fitting or soft materials to minimize tactile discomfort.
Sensitivity to Tags or Seams	They may be hypersensitive to tags, seams, or labels in clothing, finding them irritating; often cutting tags off or seeking tagless clothing to avoid discomfort.
Avoidance of Physical Contact	Tactile avoiders may shy away from physical contact (e.g., hugs, handshakes) and may experience discomfort or anxiety in situations where contact is expected.
Preference for Specific Touch Pressure	Individuals may prefer specific touch pressures, avoiding touch that feels too light or too firm, seeking gentle and reassuring contact while avoiding overwhelming pressure.



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Withdrawal from Tactile Activities	They may withdraw from activities involving tactile stimulation, such as messy play or arts and crafts, to avoid touching or manipulating objects.
Limited Exploration of Environments	Tactile avoiders might avoid exploring new environments due to concerns about uncomfortable tactile stimuli, preferring familiar settings where they can control sensory input.
Preference for Cleanliness	They may have a strong preference for cleanliness, avoiding contact with objects perceived as dirty and feeling anxious in unclean environments.
Heightened Emotional Responses to Touch	Tactile avoiders may exhibit heightened emotional responses to touch, such as fear or distress, becoming upset when touched unexpectedly or when encountering aversive stimuli.
Difficulty with Self-Care Activities	They may struggle with self-care tasks like bathing or grooming, often expressing reluctance to engage in activities involving tactile sensations, affecting hygiene routines.



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<p>Provide a Variety of Textures: Incorporate a variety of tactile textures throughout the environment, including smooth, rough, soft, and textured surfaces. Use materials such as wood, fabric, stone, or rubber to create tactile diversity and opportunities for sensory exploration.</p>	<p>Offer Sensory Stations: Create sensory stations or areas within the environment that provide opportunities for tactile exploration and stimulation. Offer bins or trays filled with sensory materials such as sand, rice, beans, or textured fabrics for individuals to touch and manipulate.</p>	<p>Use Tactile Pathways or Trails: Design tactile pathways or trails within the environment that incorporate textured surfaces such as gravel, grass, bark, or stepping stones. These pathways can provide opportunities for individuals to engage in barefoot walking or tactile exploration.</p>
<p>Incorporate Sensory Gardens: Create sensory gardens or outdoor spaces that feature a variety of tactile plants and elements such as flowers, herbs, grasses, and sensory pathways. Encourage individuals to touch, smell, and interact with the plants to engage their tactile senses.</p>	<p>Offer Sensory Seating and Furniture: Provide seating and furniture options that incorporate tactile elements such as cushions, bean bags, or textured upholstery. Offer seating with varying textures and firmness levels to accommodate individual preferences.</p>	<p>Provide Sensory Tools and Equipment: Offer sensory tools and equipment such as fidgets, textured balls, or tactile toys to support tactile exploration and regulation. These tools can provide opportunities for individuals to engage in tactile stimulation and promote sensory integration.</p>
<p>Create Sensory Play Areas: Designate areas within the environment for sensory play activities that incorporate tactile materials such as playdough, kinetic sand, or water beads. Provide opportunities for individuals to engage in messy play and tactile exploration in a controlled and supervised setting.</p>	<p>Use Visual Supports and Labels: Incorporate visual supports and labels to help individuals navigate the environment and understand the purpose of tactile materials and sensory stations. Use visual cues such as pictures, symbols, or colour coding to enhance accessibility and comprehension.</p>	<p>Offer Sensory Integration Activities: Encourage participation in sensory integration activities that incorporate tactile input, such as yoga, massage, or art therapy. These activities can help individuals regulate their sensory experiences and promote relaxation and well-being.</p>
<p>Seek Feedback and Collaboration: Regularly seek feedback from individuals and caregivers about their tactile sensory experiences and preferences. Collaborate with sensory specialists and occupational therapists to identify strategies and accommodations that promote a positive and inclusive tactile sensory environment.</p>		<p>By implementing these strategies, you can create a tactile sensory-friendly environment that accommodates individuals' tactile sensory needs and preferences, promotes sensory exploration and engagement, and enhances overall well-being and participation.</p>

Visual- Too Much

Characteristic	Description
Overstimulation	Students may become visibly overwhelmed or agitated by excessive visual stimuli, displaying fidgeting, covering their eyes, or attempting to retreat from the environment.
Difficulty Focusing	Too much visual information can hinder concentration on tasks, leading to distraction, difficulty maintaining eye contact, and a short attention span.
Heightened Anxiety	Excessive visual input can trigger anxiety or stress, evidenced by signs such as increased heart rate, shallow breathing, or nervous behaviour's like nail-biting or pacing.
Physical Discomfort	Students may experience discomfort, including headaches, eye strain, or fatigue, when exposed to bright lights or cluttered environments for extended periods.



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Behavioural Changes	Look for changes in behaviours, such as irritability, restlessness, or mood swings, indicating struggles with overwhelming visual sensory input.
Avoidance Behaviours	Some students may seek to avoid environments with excessive visual stimuli, preferring quieter or less visually stimulating areas in the classroom or school.
Decreased Participation	Overwhelmed students may withdraw from or disengage in classroom activities, resulting in decreased participation and academic performance.
Sensory-Seeking Behaviours	Conversely, some students might engage in sensory-seeking behaviours, such as excessive touching or exploring visual materials, or seeking out bright, visually stimulating objects.
Emotional Dysregulation	Overload from visual sensory information can disrupt emotional regulation, leading to outbursts, meltdowns, or emotional instability in some students.
Physical Symptoms	In severe cases, students may experience physical symptoms like nausea, dizziness, or sensory overload headaches due to exposure to overwhelming visual stimuli.

Visual- Too Little

Characteristic	Description
Lack of Engagement	Students may appear disinterested or disengaged in classroom activities, showing minimal response to visual stimuli such as instructional materials or visual aids.
Difficulty Maintaining Attention	A lack of visual stimulation can lead to challenges in maintaining focus; students may seem easily distracted, struggle to follow lessons, or exhibit signs of daydreaming.
Limited Exploration	Students may show little curiosity or motivation to visually explore their environment, not actively seeking out visual information or demonstrating interest in displays.
Boredom	A visually under-stimulating environment can foster boredom or apathy, with students expressing a lack of enthusiasm for activities and appearing lethargic or unmotivated.
Slow Processing Speed	Insufficient visual input can slow processing speed, causing students to take longer to comprehend and respond to visual information; they may need extra time for instructions.
Limited Creativity and Imagination	Visual under stimulation can hinder creativity and imaginative thinking, making it difficult for students to generate ideas or engage in imaginative play or artistic expression.



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Restlessness	Some students may become restless or fidgety due to a lack of visual stimulation, seeking alternative sensory input like tapping pencils, doodling, or daydreaming.
Difficulty with Visual Tasks	Students may struggle with visual tasks such as reading or interpreting information, showing poor visual tracking skills or challenges with visual-motor coordination.
Low Energy Levels	A visually under-stimulating environment can contribute to low energy and fatigue, causing students to appear sleepy, sluggish, or unenergetic during class.
Decreased Motivation	Students may demonstrate decreased motivation to participate in classroom activities or complete tasks, lacking initiative or enthusiasm in a visually under-stimulating environment.

Understanding Sensory Needs: Recognise that each student may have different sensory needs. Some may be hypersensitive to visual stimuli, while others may seek out visual input.

Flexible Seating Arrangements and desk dividers: Allow for flexible seating arrangements to accommodate different sensory preferences. Use of desk dividers can reduce the amount of visual information from the classroom environment and organise stationary.

Reduce Visual Clutter: Minimise visual clutter in the classroom by keeping walls, bulletin boards, and displays clean and organised. Remove unnecessary decorations or distracting materials that may overwhelm students with sensory sensitivities.

Use Calming Colours: Choose calming and neutral colours for the walls and furniture to create a soothing environment. Soft blues, greens, and earth tones are often preferred, as they can help reduce visual overstimulation. Use of natural materials on display boards and reducing colour on titles and backing.

Adjust Lighting: Ensure that lighting is adjustable to accommodate students who are sensitive to bright or fluorescent lights. Use natural light whenever possible and consider adding LED strip lights or lower lighting.

Visual Schedules and Supports: Implement visual schedules and routines to provide predictability and structure for students. Be cautious with the amount of pictures, colours on picture, words and lamination- pictures should be minimal, paper should be coloured, and lamination should be matt not gloss.

Minimise worksheet and Smart Board information: Reduce information on worksheets, either by cutting them up or boxing the information. Reduce images and colours. Use of coloured/recycled paper or use of reading overlays to reduce the amount of white. When using Smart Boards- reduce information, movement (bullet points whizzing in) and use a board overlay or change the colour of PowerPoint presentations backgrounds to a pastel colour.

Be mindful of clothing and accessories: Reduce patterns and colours on clothing and try to aim to wear more neutral clothing. Lanyards should be plain and neutral as well.

Dark Spaces and equipment: Designate darker areas or sensory corners where students can retreat to when feeling overwhelmed. Use of sunglasses or anti-glare glasses for pupils.

Promote Student Input: Encourage students to provide input on classroom design and sensory accommodations. Foster a supportive environment where students feel comfortable expressing their needs and preferences.

Regular Evaluation and Adjustment: Regularly evaluate the effectiveness of sensory accommodations and make adjustments as needed based on feedback from students, parents, and staff. Flexibility and responsiveness are key to creating a truly inclusive and sensory-friendly classroom environment.



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Auditory

Characteristic	Description
Hypersensitivity to Sound	Individuals may be hypersensitive to sounds, experiencing them as overwhelming or painful. They may cover their ears or become distressed in response to everyday or sudden noises.
Difficulty Filtering Background Noise	They may struggle to filter out irrelevant background noise, making it hard to focus on important sounds, particularly in noisy environments like classrooms or crowded spaces.
Overreaction to Loud Sounds	Individuals may startle easily, become agitated, or display fight-or-flight responses to loud or unexpected noises, reacting more strongly than others.
Delayed or Disorganized Language Development	Auditory processing challenges can result in delayed or disorganized language development, making it difficult to understand spoken language or express oneself verbally.
Auditory Seeking Behaviours	Some individuals may seek intense auditory stimulation, engaging in behaviours like making loud noises, tapping, or humming to regulate their sensory experiences.
Difficulty with Auditory Discrimination	SPD may impair the ability to discriminate between sounds, leading to difficulty distinguishing between similar words, following conversations, or understanding speech in noise.
Auditory Fatigue	Prolonged exposure to auditory stimuli can cause cognitive overload or auditory fatigue, reducing attention, concentration, and tolerance for further sensory input.
Avoidance of Noisy Environments	Individuals may avoid noisy or overstimulating environments, preferring quiet, calm settings to prevent sensory overload and reduce anxiety or distress.
Difficulty with Social Communication	Auditory processing difficulties may impact social communication, making it challenging to engage in conversations, maintain eye contact, or interpret social cues.
Emotional and Behavioural Challenges	Auditory difficulties can lead to frustration, anxiety, or sensory overload, potentially causing meltdowns, withdrawal, or other coping behaviours in response to auditory stimuli.



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<p>Reduce Noise Levels: Minimise unnecessary background noise in the classroom to create a quieter environment that is conducive to learning. Consider using sound-absorbing materials such as carpets, curtains, or acoustic panels to dampen sound and reduce reverberation.</p>	<p>Provide Quiet Areas: Designate quiet areas or sensory corners where students can retreat to when they need a break from auditory stimulation. Ensure that these spaces are equipped with comfortable seating and calming sensory tools to help students regulate their auditory input.</p>	<p>Use Visual Supports: Incorporate visual supports such as visual schedules, visual instructions, and visual aids to supplement auditory information. Visual cues can help students better understand and process auditory information, especially for students with auditory processing difficulties.</p>
<p>Use Clear and Concise Language: Use clear and concise language when giving instructions or communicating with students. Break down complex information into smaller chunks and provide visual reinforcement whenever possible to enhance comprehension.</p>	<p>Provide Headphones with music or sound of choice (Not noise cancelling headphones): Noise-cancelling headphones or ear defenders for students who are sensitive to auditory stimuli, should not be encouraged. These are detrimental to the auditory processing and should only be used in sensory crisis. For more information on the NHS Guidelines on the use of ear defenders- please see the post "Ear Defenders Advice". Instead the use of headphones <i>with</i> sound allow people filter out background noise and focus on tasks without being overwhelmed by auditory distractions, but still having some auditory input.</p>	<p>Implement Sound-Masking Devices: Use sound-masking devices such as white noise machines or calming music to create a consistent background noise that can help mask distracting sounds and promote a more comfortable auditory environment.</p>
<p>Flexible Seating Arrangements: Provide flexible seating options that allow students to choose a seating arrangement that best suits their auditory needs. Offer seating choices such as bean bags, floor cushions, or wobble stools that allow students to adjust their position for optimal comfort and concentration.</p>	<p>Use Classroom Management Strategies: Implement classroom management strategies to minimise disruptive noise and promote respectful listening behaviours. Set clear expectations for noise levels and provide positive reinforcement for students who demonstrate good listening skills.</p>	<p>Encourage Active Listening: Encourage active listening skills by incorporating interactive and engaging activities that require students to listen attentively and respond thoughtfully. Use auditory cues such as chimes or bells to signal transitions between activities and capture students' attention.</p>
<p>Collaborate with Parents and Specialists: Work closely with parents, caregivers, and specialists such as speech-language pathologists or audiologists to identify students' auditory needs and develop individualized strategies and accommodations. Collaborate with these professionals to ensure consistency and continuity of support across home and school environments.</p>		

Gustory- Seeking

Characteristic	Description
Constantly Seeking New Flavours	Individuals may seek out diverse Flavours and foods, enjoying experimentation with different cuisines, spices, and ingredients for novel taste and texture experiences.
Preference for Intense Flavours	Gustatory seekers prefer bold and intense Flavours like spicy, sour, sweet, or bitter, and often enjoy foods with complex flavour profiles and unique taste combinations.
Craving for Sensory-rich Foods	They crave sensory-rich foods with varied textures and temperatures, enjoying sensations like crunchy, creamy, or chewy for a more intense gustatory experience.
Eating Excessively or Quickly	Gustatory seekers may eat large quantities of food rapidly in pursuit of sensory stimulation, particularly foods that provide strong taste sensations.



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Preference for Spicy or Flavourful Foods	They often prefer spicy or highly flavourful foods, adding extra spices, seasonings, or condiments to enhance the intensity of the Flavors.
Engagement in Food-related Activities	Individuals may actively participate in cooking, baking, or exploring food markets and culinary events, enjoying the process of creating sensory-rich culinary experiences.
Eating Non-food Items	Some individuals may engage in seeking and mouthing non-food items like mud, sand, clothing, play dough, or even bodily fluids and excrement as part of their sensory-seeking behaviour's.
Participation in Food Challenges	Gustatory seekers may engage in food challenges or eating contests to experience extreme Flavors and push their sensory boundaries, enjoying the thrill of competition.
Not Recognizing the Feeling of Fullness	They may struggle with recognizing fullness due to difficulties with their interoceptive sense, leading to overeating, eating quickly, or eating frequently.
Heightened Sensitivity to Taste	Individuals may have heightened taste sensitivity, detecting subtle flavour nuances and savouring intricate flavour profiles that others may overlook.

Gustory- Avoiding

Characteristic	Description
Limited Food Choices	Individuals may stick to a narrow range of familiar foods, avoiding certain tastes, Flavors, or textures and showing resistance to trying new or unfamiliar foods.
"Picky Eating"	Exhibiting "picky" eating behaviours, they may strongly prefer or avoid specific tastes, textures, or food groups. This could be related to ARFID (Avoidant Restrictive Food Intake Disorder).
Avoidance of Certain Foods or Ingredients	Individuals may refuse or avoid foods they find unappealing, expressing discomfort or disgust at the thought of consuming certain foods, ingredients, or combinations.
Reluctance to Try New Foods	They may express anxiety or apprehension about trying new foods or Flavors, even when encouraged, fearing unpleasant reactions or tastes.
Physical Discomfort or Nausea	Certain tastes or food odours may cause physical discomfort or nausea, leading to sensations of gagging or vomiting in response to specific foods.
Limited Social Dining Experiences	Due to aversions to specific tastes, they may avoid social dining, restaurants, or food-related activities. They may also take longer to eat, taking small bites or over-chewing food.



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Rigid Eating Habits	Gustatory avoiders may develop rigid routines around eating, preparing their own meals, or eating alone to avoid aversive tastes or maintain control over their food choices.
Preference for Plain or Bland Foods	They may gravitate toward plain or bland foods with minimal seasoning, avoiding strong or complex Flavors, often sticking to "toddler diet" type foods.
Discomfort in Food-Related Situations	Food-related situations, such as dining out or social gatherings, may cause anxiety or discomfort. They may feel self-conscious about their eating preferences or limitations.
Impact on Nutritional Status	Limited dietary variety can lead to nutritional imbalances or deficiencies, potentially affecting overall health and well-being.

Olfactory- Seeking

Characteristic	Description
Frequent Smelling	Individuals may frequently smell objects, surfaces, or substances, deeply inhaling to immerse themselves in different scents as a way of exploring their environment.
Interest in Aromatherapy	Olfactory seekers may enjoy using scented oils, candles, or diffusers for relaxation and mood enhancement, often exploring specific scents for therapeutic purposes.
Exploration of Natural Scents	They may actively seek out natural scents, such as flowers, plants, or outdoor environments, enjoying walks in nature or spending time in gardens to experience diverse aromas.
Enjoyment of Perfumes and Fragrances	Individuals may enjoy wearing and experimenting with perfumes or colognes, often having a collection of fragrances they use to enhance their personal scent experience.
Participation in Scent-related Activities	Olfactory seekers may engage in activities involving aromas, such as cooking, baking, wine tasting, or perfume-making, enjoying the creation and experience of different scents.
Interest in Scented Products	They may have a fascination with scented products, such as soaps, lotions, candles, or air fresheners, enjoying shopping for and exploring different scent options.
Seeking Out Food Aromas	Individuals may seek opportunities to experience strong food aromas, enjoying the process of cooking or baking foods with enticing smells or visiting aromatic restaurants.
Engagement in Scent-related Hobbies	They may participate in hobbies like gardening, perfumery, or wine tasting, exploring different scents and combinations, and learning about the ingredients behind them.
Use of Scented Personal Care Products	Individuals may use scented lotions, body washes, or shampoos to enhance their sensory experience, enjoying pleasant aromas throughout their daily routines.



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Sharing and Discussing Scent Experiences	Olfactory seekers may enjoy discussing and sharing scent experiences with others, seeking to connect with those who share their interest in scents, fragrances, and aromas.
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Olfactory- Avoiding

Characteristic	Description
Physical Avoidance	Individuals may avoid places or environments where strong or unpleasant smells are present, such as crowded spaces, restaurants, or public transportation.
Avoidance of Certain Foods or Ingredients	Olfactory avoiders may refuse foods with strong or unfamiliar smells, opting for bland or neutral-flavoured options to avoid discomfort.
Discomfort or Anxiety in Scented Environments	Exposure to strong or unfamiliar smells may cause anxiety, nausea, headaches, or dizziness, leading to discomfort in scented environments.
Preference for Unscented or Fragrance-Free Products	They may prefer using unscented or fragrance-free personal care and household products to avoid strong smells, often seeking out hypoallergenic or scent-free options.
Limited Social Engagement	They may limit social activities where strong odours, such as food smells or perfumes, are present, avoiding settings like restaurants, bars, or social gatherings.
Avoidance of Perfumes and Fragrances	Olfactory avoiders may avoid wearing perfumes or scented products and may feel discomfort or irritation when exposed to others wearing strong fragrances.
Preference for Well-Ventilated Spaces	They prefer well-ventilated, open-air spaces with good airflow to avoid concentrated odours, often choosing outdoor environments.
Limited Exposure to Cooking Odors	They may avoid cooking or preparing foods with strong smells at home, opting for quick meals or those with less intense odours to keep their living space odour-free.
Use of Air Purifiers or Odor Neutralizers	Olfactory avoiders may use air purifiers, odour-neutralizing sprays, or other devices to minimize unpleasant smells and create a more comfortable environment.
Negative Emotional Responses to Smells	Exposure to certain odours may trigger negative emotions like disgust, frustration, or anxiety, with individuals going to great lengths to avoid specific unpleasant smells.



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<p>Minimise Strong Odors: Reduce or eliminate sources of strong odours in the environment, such as cleaning chemicals, air fresheners, or perfumes. Opt for unscented or hypoallergenic cleaning products and avoid using strong-smelling air fresheners or scented candles.</p>	<p>Ensure Good Ventilation: Maintain good ventilation in the space to help dissipate odours and ensure fresh air circulation. Open windows when possible to allow natural airflow, and consider using air purifiers or ventilation systems to improve air quality.</p>	<p>Use Neutral Scents: If you choose to use scents in the environment, opt for neutral or mild fragrances that are unlikely to trigger sensitivities or discomfort in individuals with olfactory sensitivities. Consider using natural scents such as lavender, citrus, or eucalyptus, which are generally well-tolerated. These can be personalised by creating smelling jars or smelling tissues.</p>	<p>Provide Scent-Free Zones: Designate scent-free zones or areas where strong fragrances are prohibited to accommodate individuals with sensitivities or allergies to certain smells. Ensure that these areas are clearly marked and respected by all occupants of the space.</p>
<p>Use Natural Materials: Choose furnishings, fabrics, and materials that are made from natural, non-toxic materials and are less likely to emit strong odours or off-gas harmful chemicals. Avoid synthetic materials or products with strong chemical odours.</p>	<p>Maintain Cleanliness: Keep the environment clean and free from sources of unpleasant odours such as rubbish or food waste. Implement regular cleaning schedules and practices to ensure that the space remains fresh and odour-free.</p>	<p>Incorporate Aromatherapy: Consider incorporating aromatherapy techniques using essential oils or natural scents to create a calming and pleasant atmosphere. Use diffusers, aroma sticks or smelling tissues/jars to distribute subtle scents throughout the space, taking care to avoid overpowering fragrances.</p>	<p>Provide Scent-Free Personal Care Products: In shared spaces such as bathrooms, provide scent-free or hypoallergenic personal care products such as hand soap, shampoo, and lotion to accommodate individuals with sensitivities to fragrances.</p>
	<p>Respect Individual Preferences: Be mindful of individual preferences and sensitivities to smell, and accommodate them whenever possible. Encourage open communication and respect the needs and comfort levels of all occupants of the space.</p>	<p>Seek Feedback: Regularly seek feedback from occupants of the environment to assess their comfort levels with the olfactory environment and make adjustments as needed. Encourage individuals to voice any concerns or suggestions for improving the olfactory sensory-friendliness of the space.</p>	
<p>Offer Diverse and Nutritious Food Options: Provide a variety of food options that cater to different tastes, dietary preferences, and nutritional needs. Offer a balance of healthy and flavourful choices, including fruits, vegetables, whole grains, proteins, and dairy or plant-based alternatives.</p>	<p>Accommodate Dietary Restrictions and Preferences: Be mindful of dietary restrictions, allergies, and cultural or religious dietary preferences when planning menus and food offerings. Offer alternatives and accommodations to ensure that all individuals can enjoy meals safely and comfortably.</p>	<p>Promote Mindful Eating Practices: Encourage mindful eating practices that emphasise savouring and enjoying food experiences. Provide opportunities for individuals to eat slowly, engage their senses, and appreciate the flavors, textures, and aromas of their meals.</p>	<p>Create a Welcoming Dining Environment: Design dining spaces that are inviting, comfortable, and conducive to social interaction. Consider factors such as lighting, seating arrangements, and ambiance to create a pleasant and relaxing atmosphere for enjoying meals.</p>
<p>Offer Pleasant Dining Settings: Provide opportunities for individuals to dine in different settings, such as indoor dining areas, outdoor patios, or communal gathering spaces. Offer options for both quiet, intimate meals and lively, social dining experiences. Offer different seating options such as beanbags, wobble cushions or high tables.</p>	<p>Cultivate a Positive Food Culture: Foster a positive food culture that celebrates diversity, encourages exploration, and promotes eating habits. Offer educational opportunities, cooking classes, or food-related events to engage individuals and foster a sense of community around food.</p>	<p>Allow for Food Preferences: Offer food of choice before introducing food that is not of preference. <i>Don't restrict the restricted</i> - ensure that they have their "safe foods" but always offer (a small amount) of the other options available.</p>	<p>Provide Opportunities for Culinary Exploration: Offer opportunities for individuals to explore different cuisines, flavors, and culinary traditions. Host themed meals, cultural events, or food tastings to introduce new foods and expand individuals' culinary horizons.</p>
	<p>Encourage Social Dining Experiences: Facilitate social dining experiences that promote connection, conversation, and camaraderie. Provide communal dining tables, group meal options, or shared cooking experiences to encourage interaction and bonding over food.</p>	<p>Seek Feedback and Adapt: Regularly solicit feedback from individuals about their dining experiences and preferences. Use feedback to make adjustments and improvements to menus, food offerings, and dining practices to better meet the needs and preferences of individuals.</p>	

Vestibular

Characteristic	Description
Balance Issues	Difficulty maintaining balance, appearing unsteady on feet, frequent stumbling, or tendency to lean or sway while standing.
Dizziness or Vertigo	Sensations of dizziness or vertigo (spinning), feeling lightheaded or disoriented, especially with sudden head movements.
Motion Sickness	Increased susceptibility to motion sickness when traveling by car, boat, or airplane, leading to nausea, vomiting, sweating, or headaches.
Difficulty with Spatial Awareness	Trouble perceiving one's position in space, difficulty judging distances, and challenges navigating complex environments or coordinating movements with objects or people.
Poor Postural Control	Inability to maintain proper posture, resulting in slouching, stooping, or difficulty staying upright, particularly during extended periods of sitting or standing.



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Gait Abnormalities	Walking with an unsteady or uneven gait, taking shorter steps, or displaying an irregular walking rhythm due to vestibular dysfunction.
Sensitivity to Visual Motion	Discomfort or difficulty focusing on moving objects, fast-paced visual stimuli (e.g., scrolling text, action scenes), or situations involving quick visual changes.
Visual Disturbances	Blurred vision, double vision, or trouble maintaining focus, especially during head movements or fast-paced visual activities.
Fatigue and Discomfort	Experiencing fatigue, discomfort, or unease after prolonged exposure to balance-related activities or sensory stimuli.
Anxiety or Avoidance Behaviours	Developing anxiety or avoidance of situations that aggravate symptoms (e.g., heights, fast-moving vehicles), as a coping mechanism for vestibular dysfunction.

Vestibular

Characteristic	Description
Hyperresponsiveness to Motion	Hypersensitivity to minor movements, altitude changes, or acceleration, leading to exaggerated sensations of dizziness, vertigo, or disorientation.
Motion Sickness	Increased susceptibility to motion sickness, with symptoms like nausea, dizziness, or feeling unwell during vehicle travel or amusement rides.
Exaggerated Response to Visual Motion	Discomfort or dizziness triggered by visual stimuli involving motion (e.g., scrolling text, rapid changes in scenery), leading to visual disturbances or disorientation.
Balance Challenges	Difficulty maintaining balance due to exaggerated postural adjustments, resulting in unsteady or erratic movements, despite heightened vestibular response.
Increased Sensitivity to Changes in Altitude	Heightened sensations of dizziness or vertigo when transitioning between different altitudes (e.g., stairs, elevators, airplanes), often causing light-headedness.
Discomfort in Crowded or Confined Spaces	Overwhelmed or claustrophobic feelings in crowded or enclosed spaces, leading to anxiety, agitation, or discomfort due to sensory overload.
Difficulty with Rapid Head Movements	Intense dizziness or vertigo triggered by quick or abrupt head movements, requiring individuals to move slowly or cautiously to avoid symptoms.
Sensory Avoidance Behaviours	Avoidance of activities, environments, or movements that provoke dizziness or discomfort, potentially limiting daily functioning and participation in activities.



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Fatigue and Anxiety	Fatigue, anxiety, or stress resulting from the constant challenge of managing dizziness or vertigo, impacting emotional and physical well-being.
Impact on Quality of Life	Persistent vestibular overactivity can affect work, social life, and recreation, necessitating evaluation and treatment from healthcare professionals for symptom relief.

Proprioception

Characteristic	Description
Poor Spatial Awareness	Difficulty judging body position in space, leading to bumping into objects or misjudging distances when reaching for objects.
Clumsiness and Lack of Coordination	Challenges with coordination in walking, running, or sports, resulting in unsteady or awkward movements.
Difficulty with Balance and Stability	Struggles to maintain balance, particularly on one foot or uneven surfaces, with a tendency to sway or lose balance easily.
Difficulty with Fine Motor Skills	Impaired control over fine motor tasks, such as handwriting, tying shoelaces, or using utensils, due to challenges with finger and hand precision.
Grip Strength Issues	Trouble modulating grip strength, leading to either dropping objects or applying too much force.
Delayed Motor Milestones	Delays in reaching motor milestones like crawling, walking, or climbing, requiring additional support for motor skill development.
Difficulty with Body Awareness	Limited awareness of body position and movement, affecting tasks such as dressing, grooming, or moving through crowded spaces.
Sensitivity to Touch or Pressure	Hypersensitivity or hyposensitivity to touch or pressure, leading to either seeking or avoiding certain tactile sensations.
Difficulty Modulating Movement Speed	Problems controlling movement speed and force, resulting in actions that are either too fast or too slow.
Fatigue and Muscle Weakness	Muscle fatigue and weakness from inefficient movement patterns and compensatory strategies used to navigate the environment.
Difficulty Following Instructions	Challenges in following verbal or written instructions that require coordinated movements or understanding spatial orientation.



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Frequent Accidents or Injuries

Increased risk of accidents or injuries, such as falls or collisions, due to misjudgement of spatial relationships and uncoordinated movements.

Provide Opportunities for Movement: Incorporate opportunities for movement and physical activity throughout the environment. Offer designated areas for activities such as stretching, jumping, swinging, or climbing to help individuals regulate their proprioceptive input and satisfy their sensory needs.

Use Sensory Equipment and Tools: Provide sensory equipment and tools such as weighted blankets, therapy balls, or body socks to support proprioceptive input and regulation. These tools can help individuals increase body awareness and provide deep pressure input to promote calming and organization.

Offer Flexible Seating Options: Provide a variety of seating options that accommodate different sensory preferences and support proprioceptive input. Offer chairs, cushions, or bean bags that allow individuals to adjust their seating position and find comfortable seating arrangements that meet their sensory needs.

Incorporate Heavy Work Activities: Incorporate heavy work activities into daily routines to provide proprioceptive input and support sensory regulation. Activities such as pushing, pulling, lifting, or carrying heavy objects can help individuals regulate their arousal levels and improve attention and focus.

Create Sensory Pathways or Trails: Design sensory pathways or trails within the environment that incorporate tactile and proprioceptive elements such as textured surfaces, balance beams, or stepping stones. These pathways can provide opportunities for individuals to engage in sensory-motor activities and improve coordination and body awareness.

Establish Sensory Zones: Create designated sensory zones within the environment that provide opportunities for individuals to engage in sensory activities and self-regulation strategies. Offer sensory bins, tactile materials, or sensory walls that encourage exploration and provide proprioceptive input.

Implement Sensory Break Areas: Designate quiet, calming areas within the environment where individuals can take sensory breaks and engage in self-regulation activities. Provide sensory tools such as fidgets, stress balls, or sensory bottles to support individuals in managing sensory overload or dysregulation.

Use Visual Supports and Schedules: Incorporate visual supports and schedules to help individuals understand expectations and navigate the environment more effectively. Use visual cues such as visual schedules, visual timers, or picture symbols to provide structure and predictability.

Provide Clear Spatial Organisation: Ensure that the environment is well-organised and free from clutter to support individuals' spatial awareness and safety. Use clear signage, color-coded pathways, or visual markers to delineate different areas and promote spatial orientation.

Promote Sensory Integration Activities: Encourage participation in sensory integration activities, such as sensory circuits, that provide opportunities for individuals to engage in sensory exploration and integration. Offer activities such as yoga, meditation, or sensory play that promote body awareness, relaxation, and self-regulation.



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Sensory Diet/Lifestyle Ideas

TACTILE SENSORY DIET ACTIVITIES:

- Finger Paint
- Craft projects (with wet glue, feathers, etc.)
- Foam Soap or Shaving Cream
- Sand play
- Floam
- Relax in a bean bag chair
- Cornstarch and water mixture
- Play dough or clay
- Swaddle/Bear Hugs
- Skin massage with or without lotion
- Pop bubbles with fingers
- Cook with an adult (touching food)
- Bake with an adult (rolling or kneading dough with hands)
- Crawl through a tunnel
- Sensory bin with dry rice, beans, corn, lentils, or other materials
- Get inside a sleeping bag
- Jump in a pile of leaves
- Walk bare foot in sand, grass, or leaves
- Water Play
- Touch and feel books
- Relax in a soft, fluffy, warm blanket (from the clothes dryer)
- Draw or print on a sand tray
- Play in sink or tub of water
- Creep or crawl over textured surfaces
- Use a rechargeable/battery operated toothbrush that vibrates
- Use a hand massager
- Heavy rub down with towel
- Vibrating pen
- Kinetic Sand
- Brushing Protocol
- Joint Compressions
- Jump on crash pad
- Weighted Blanket
- Weighted Vest
- Weighted Lap Pad
- Make a "Sandwich" or "Burrito" = Roll child up in a blanket keeping face and head exposed. Firmly, yet gently roll a ball on child's legs and back. Or, press with your hands.

GUSTATORY SENSORY DIET ACTIVITIES:

* Some of these textures will present a choking hazard for some children.

* Only offer textures that a child can safely bite, chew, and swallow.

* Be aware of food allergies and diet restrictions. Only offer food that can be safely consumed.

- Explore textures- smooth, lumpy, crunchy, chewy
- Explore tastes- sweet, sour, salty, spicy, bitter
- Explore temperature- warm, cool, cold
- Chew Gum
- Suck on an orange
- Lick or suck on a lemon
- Lick a lollipop
- Crunch on a cold pickle
- Crunch on a pretzel
- Suck apple sauce through a straw
- Suck a milkshake through a narrow straw
- Use cookie cutters to make cheese slice creations and eat
- Make funny shaped sandwiches and eat
- Use flavored lip balms
- Scratch and Sniff stickers
- Popsicles



OLFACTORY SENSORY DIET ACTIVITIES:

- Use scented markers and crayons
- Use herbs and spices in craft projects
- Smell essential oils:
 - Calming: Vanilla and Lavender may be calming
 - Alerting: Peppermint and Citrus may be alerting
- Diffuser Oils Bracelet or Necklace
- Smell flowers
- Blindfold smelling game
- Use flavored lip balms
- Scratch and Sniff stickers
- Scented Bubbles
- Scented dough
- Scented lotions

VISUAL SENSORY DIET ACTIVITIES:

- Hoberman Sphere = collapsing and expanding
- Kaleidoscope
- Finger Lights
- Glow Sticks
- Liquid Timer
- Lava Lamp, Mobiles, Bubble Lamps
- Fish Tank
- Light Projector
- Sensory Bottles or Jars
- Play "I Spy"
- Play "flashlight tag"
- Mazes, Dot-to-Dot
- Light Table
- Bubbles
- Colored Light Bulbs
- High Quality Sunglasses for outdoors
- Tinted Lenses for indoors if sensitive to glare
- Wide brim Hat or Visor
- Leave out 5-10 toys at a time to avoid visual overload
- Reconsider complicated prints and patterns on clothing, walls, etc.
- Avoid fluorescent bulbs
- "Safe Space" with minimal visuals
- Dim lights for calming and relaxation



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AUDITORY SENSORY DIET ACTIVITIES:

- Singing
- Blow whistles
- Play a kazoo
- Listening to music
- Bang a drum
- Musical Instruments: rhythms sticks, tambourine, piano, bells, cymbals, triangle, etc.
- Play sound Bingo game
- Listen and Name – identify things by sound only
- Rain Stick
- Sound Machine
- Noise Cancelling Headphones
- White noise machine
- Listen to Nature (beach, rain, etc.)
- Aquarium
- Water Fountain
- BOP it
- Sound Puzzles
- Quiet Retreat



PROPRIOCEPTION

THE SENSE THAT HELPS A CHILD WITH BODY AWARENESS IS KNOWN AS PROPRIOCEPTION.



Intact proprioception allows a child to determine his/her body's position in space and regulate the direction and amount of force to use when moving. This sense is detected through sensory receptors in the joints and muscles.

The proprioceptive sense is stimulated when a child experiences pressure or moves his/her limbs to push, pull, lift or hang. While engaging in activities that offer proprioceptive input, a child may also show improved attention and a more regulated arousal level. This is beneficial for learning, playing, socializing, and completing daily tasks.

These activities may help calm a given child, or may alert or energize a child. Each child is unique.

Gently encourage your child to participate; never force or coerce him/her.

Consult with your child's therapist for specific recommendations regarding which activities are suitable for his/her age and individual needs.

PROPRIOCEPTION SENSORY DIET ACTIVITIES:

- Make a "Sandwich" or "Burrito" = Roll child up in a blanket keeping face and head exposed. Firmly, yet gently roll a ball on child's legs and back. Or, press with your hands.
- Pull a wagon or heavy objects
- Push a wagon or heavy objects
- Carry heavy objects
- Wear a weighted back pack (filled with toys or books)
- Jump up and down on the floor
- Trampoline
- Play jump rope
- Use a child size hammer - golf tees into firm foam
- Wall push-ups, floor push-ups, or chair push-ups
- Bear hugs
- Climb under sofa cushions
- Hang from monkey bars
- Play hopscotch
- Vacuum
- Sweep
- Put heavy groceries away
- Shovel snow, dirt, sand, etc.
- Use play dough, kinetic sand, or clay-roll, pound and knead
- Rake leaves
- Climb on playground equipment
- Hike up a hill
- Play tug of war
- Eat crunchy food or ice chips
- Walk backwards
- Make & throw snowballs
- Play catch with a weighted/heavy ball
- Move furniture
- Fall into a bean bag chair
- Swim
- Practice Animal Walks (crab, bear, snake, etc.)
- Wheel-barrow walk
- Use your arms to roll a large ball up and down the wall
- Bite on a chewy
- Use therapy putty for hands
- March in place
- Yoga Poses
- Weighted Blanket
- Wear a weighted and/or pressure vest
- Stacking Chairs
- Resistance/Exercise Bands
- Jumping Jacks
- Foot Fidgets (Stretchy Bands across chair legs)



VESTIBULAR

THE VESTIBULAR SENSE DETECTS MOVEMENT THROUGH SENSORY RECEPTORS IN THE INNER EAR.



This sense tells a child when he/she is moving, and the direction and speed of that movement. Vestibular activities and input help children develop their posture, balance, and coordination. This sense provides us with gravitational security; the feeling that we can maintain a position without falling. When we move our heads, fluid in our inner ears moves and shifts, providing information about the position of our body and head in space.

Difficulty with vestibular processing can result in a child who needs to move constantly to feel satisfied or a child who is fearful of movement because it makes them feel insecure or unbalanced. It can also result in difficulty coordinating and planning motor tasks.

These activities may help calm a given child, or may alert or energize a child. Each child is unique.

Gently encourage your child to participate; never force or coerce him/her.

Consult with your child's therapist for specific recommendations regarding which activities are suitable for his/her age and individual needs.

VESTIBULAR SENSORY DIET ACTIVITIES:

- Use a scooter board
- Swing on a hammock
- Swing on a tire swing
- Merry Go Round
- Trampoline
- Slides
- Rocking Chair
- Dance (wiggle, spin, sway, twirl, shake)
- Jumping jacks
- Animal Walks
- Sledding
- Skating
- Swimming
- Ride a bike or other wheeled vehicle
- Spin (sit n' spin)
- Therapy ball ("airplane")
- Roll on the floor or down a hill
- Roll along a wall while standing
- Roll in a barrel
- Ride a rocking horse
- Crawling or creeping
- Jumping over obstacles or rope
- Bounce or rock while on a ball
- Place an inflated cushion on chair for movement
- Hoppity Hop Ball
- Sit on T-Stool
- Somersault
- Hang upside down from playground equipment
- Play "Head, Shoulders, Knees and Toes"
- Cartwheels
- Scooter board on a ramp



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Sensory at Home

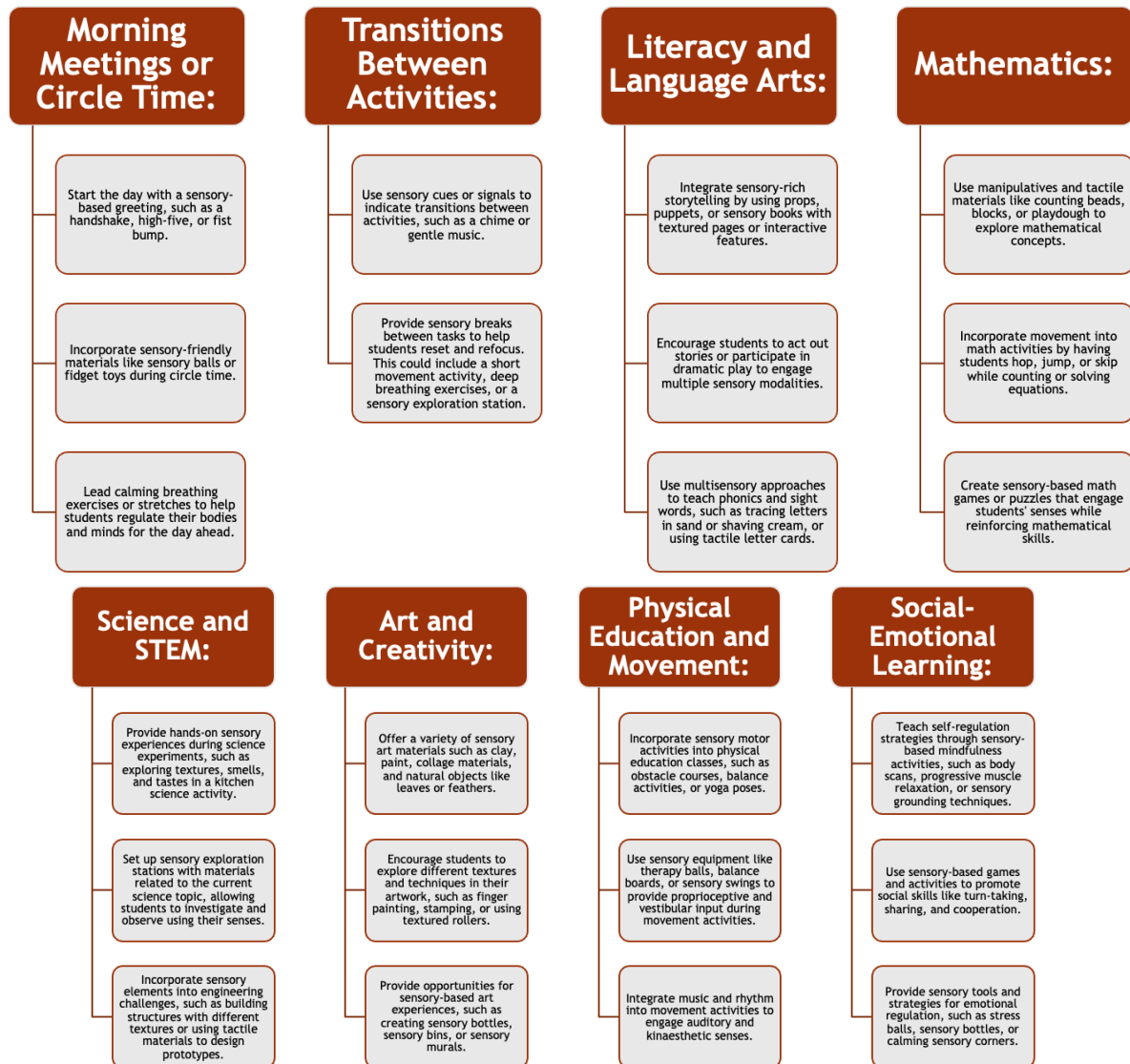
Tactile (touch)	Movement (vestibular)	Oral motor	Heavy Work (proprioception)	Visual, auditory and olfactory
Silly putty	Run, jump, march, dance or walk	Eating crunchy food (carrots sticks , apples, pretzels)	Carry a full laundry basket	Play a musical instrument (even if you can't play one!)
Sand and water play	Climbing stairs	Blowing a whistle	Take out the rubbish	Bang on pots and pans
Squishy textures	Ride bike, scooter, or 3 wheeled scooters	Blowing bubbles	Pushing the shopping trolley	Wear sunglasses
Finger paint	Play catch	Brushing teeth with a vibrating toothbrush	Pushing the vacuum cleaner	Wear headphones
Shaving foam	Swing on a swing	Blowing bubbles in water or blowing a ping pong ball on water with a straw	Work with a therapy ball	Listen to your favorite music
Play-dough	Hop up and down	Eat sour or spicy snacks	Carry the shopping or wear a weighted rucksack	Look at picture books
Foam, slime and magic sand	Push-ups	Use a straw to drink thick liquid (Milkshake)	Move and re-arrange books and toys	Lower or brighten lights or adjust blinds
Kneading bread or pizza dough	Climb and slide	Apply scented lip balm	Rake leaves or dig	Use calming sensory visual or auditory bottles



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Massage hands and arms	Bouncing on a therapy ball	Use a chew toy	Knead bread or play-dough	Turn on white noise (white noise machine, fan, vacuum)
Writing with a vibrating pen	Jumping jacks or snow angels	Chew on a gummy snack	Yoga	Sniff scented tissues or lip balm

Everyday Ideas





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Sensory Circuits

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Sensory Circuit Ideas

Alerting	Organising	Calming
Running on the spot	Balance on a beam	Curl up in a ball
Kick like a donkey	Throwing and catching games	Gentle rocking (on a gym ball or rocking chair)
Hop like a frog	Balance on one leg like a flamingo	Quiet tent/den
Crawling through tunnels	Log roll	Yoga
Scoot board	Commando Crawl	Gentle bouncing
Push-Ups or Wall Push-Ups	Passing the weighted balls	Beanbag squeezes
Use two fingers on both sides of the spine, give a light upward stroke 3-5 times.	Scooter board on belly and bottom (wall push-offs) 10+ reps	Light touch/hard touch (depending on the child) – have the student brush a feather over their <u>arms</u> , or squeeze their arms with their hands for deep <u>pressure</u> .
Upbeat music with a strong beat	Balance along a line	Wall push
Fast movement	Blowing bubbles	Sensory bottle
Arrhythmic swinging	Blowing a ping pong ball (with an end or target)	Sensory light
Walking stilts or cans	Wobble boards	Meditation

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Bouncing on a therapy ball	Heavy work (gives input to muscles and joints and causes fatigue)	Rocking slowly over a ball on the belly
Running (relay races, obstacle courses, etc)	Wall pushes with hands and feet.	Turning off the lights
Skipping	Obstacle course	Swinging in a large circle with the child facing an adult (no spinning)
Going outside	Putting up/down chairs	Laying under a heavy blanket
Jumping on a mini-trampoline	Crawling through tunnels	Soft, calming music
Swinging	Wheelbarrow walking	Use of body sock/lycra material to wrap the child in
Vibrations on the arms, hands or back	Jumping on trampoline	Hand fidgets (such as play dough, Wikki Stix®, Thera-putty, etc.)
Controlled spinning (no more than 10 repetitions at a time – do not do this if there is any known heart condition or seizure history)	Popcorn jumps (jumping from a squat position and then landing back in a squat position)	Heavy work (moving furniture, a stack of heavy books, pulling a weighted backpack/rolling cart)
Heavy work activities (moving a stack of books, re-arranging chairs, etc)	Resistance Bands	Use two fingers on both sides of the spine to give firm downward strokes 3-5 times
Jumping Jacks	Sitting on "move and sit" therapy ball during classroom activities	Laying on the floor while an adult rolls a ball over top of the child giving some deep pressure.

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Environmental Adjustments

Visual	Auditory	Proprioception	Taste	Smell	Tactile
Reduce lighting in the classroom	Reduce use of ear defenders	Seating adaptations (wobble cushions, resistance bands)	Don't put time limits on eating	Be conscious of your smell	Allow for uniform to be relaxed
Reduce use of smartboard	Allow for aids such as headphones with pupil's choice of sound/music or desk boards	Movement within the lesson	Allow pupils to eat in a quiet, safe space	Smells around the corridors	Allow pupils time to adjust uniform
Reduce information on slideshows/worksheets (break it down) and reduce movement	Quite time for transitions	Activities to develop sense of force	Don't be the restrictors-allow pupils to have the opportunity to try new foods	Smells in the classroom	Allow for complete adjustment on uniform such as leggings
Use of visual aids such as timetable, overlay and now/next	Quiet space	Heavy work	Be aware of smells on you	Use of preferred smells (smell jars/smelly tissues)	Writing aids/grips
Reduce display board information and information in the classroom	Be conscious and mindful of noise	Weighted items	Diffusers or smelly tissues	Allow for lunchtime differentiation	Use of tactile activities in lessons



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Be conscious of clothing and accessories	Relaxing music	Tight squeeze/ deep pressure	Be aware of smells in your environment and timings	Allow expository experiences	Use of weighted blankets in the learning environment
Sunglasses/ desk dividers	Reduce your voice and have quiet breaks in the lesson	Change positions regularly	Remember- the smell is the most overlooked sense		Allow for tactile comforts in learning environment

Flexible Seating Options:

Provide a variety of seating options to accommodate different sensory preferences and needs. This may include bean bag chairs, floor cushions, rocking chairs, wobble stools, or standing desks. Allow students to choose the seating option that best suits their sensory needs and promotes focus and comfort.

Adjustable Lighting:

Ensure classrooms have adjustable lighting options to control brightness and minimize glare. Use natural light whenever possible and incorporate soft, diffused lighting to create a calming atmosphere. Consider installing dimmer switches or using lamps with adjustable brightness levels.

Sensory-Friendly Materials:

Choose classroom materials and furniture with sensory-friendly features. Opt for soft, non-abrasive fabrics for chairs and cushions, and avoid materials with strong odours or textures that may be aversive to some students. Use non-toxic and hypoallergenic materials whenever possible.

Quiet Areas:

Designate quiet areas within the classroom where students can retreat to when they need a break from sensory stimuli or require a quiet space to focus. Provide comfortable seating, noise-cancelling headphones, and calming sensory tools such as stress balls or fidget toys in these areas.

Visual Supports:

Incorporate visual supports throughout the classroom to help students navigate the environment and understand expectations. Use visual schedules, visual timers, and visual cues to support organization, transitions, and communication. Use color-coded labels and signage to differentiate areas of the classroom and create visual anchors for students.

Calming Sensory Elements:

Integrate calming sensory elements into the classroom environment to promote relaxation and stress reduction. Consider adding soft rugs or mats, calming music or nature sounds, and aromatherapy diffusers with calming scents like lavender or chamomile. Create cozy reading nooks or quiet corners where students can relax and unwind.

Movement Breaks and Physical Activities:

Incorporate movement breaks and physical activities into the daily routine to provide sensory input and promote regulation. Encourage students to participate in short movement breaks, stretching exercises, or sensory-motor activities like yoga or tai chi throughout the day.

Collaboration with Occupational Therapists:

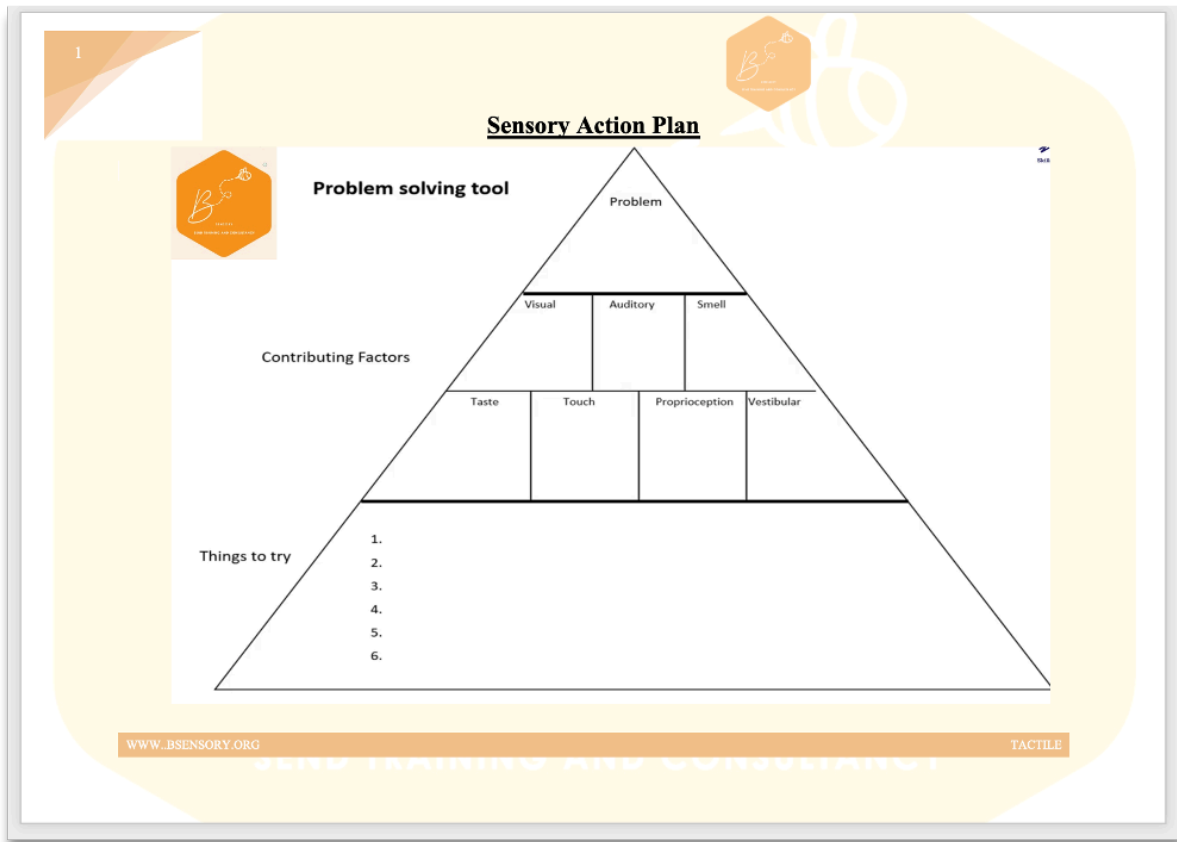
Consult with occupational therapists and other specialists to ensure that classroom design and accommodations effectively meet the sensory needs of all students. Collaborate on developing individualized sensory plans and implementing sensory strategies that support student success.

Organised and Clutter-Free Spaces:

Keep the classroom environment organized and clutter-free to reduce sensory overload and promote a sense of calm. Use storage bins, shelves, and labelled containers to keep materials and supplies neatly organized. Minimize visual distractions by decluttering walls and bulletin boards.



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Identifying Triggers:

- Help students identify their individual sensory triggers by exploring what types of sensory stimuli they find overwhelming or aversive. Encourage them to recognize signs of sensory overload, such as feeling overwhelmed, anxious, or agitated.

Body Awareness:

- Teach students to recognize physical signs of stress or discomfort in their bodies, such as muscle tension, rapid breathing, or increased heart rate. Encourage mindfulness of body sensations and how they may be linked to sensory experiences.

Self-Calming Techniques:

- Introduce a variety of self-calming techniques that students can use to regulate their sensory responses and reduce stress. These may include deep breathing exercises, progressive muscle relaxation, visualization techniques, or mindfulness practices.

Sensory Breaks:

- Teach students to recognize when they need a sensory break and how to effectively use sensory tools and activities to regulate their sensory system. Encourage them to take short breaks to engage in calming sensory activities like deep pressure, movement, or sensory exploration.

Environmental Modifications:

- Discuss strategies for modifying their environment to reduce sensory overload, such as adjusting lighting, reducing noise levels, or using headphones or earplugs to block out distracting sounds.

Sensory-Friendly Coping Tools:

- Provide students with sensory-friendly coping tools and resources they can use to manage sensory overload, such as stress balls, fidget toys, weighted blankets, or sensory bottles. Teach them how to use these tools effectively in different situations.

Social Support and Communication:

- Encourage students to seek support from trusted adults or peers when they are feeling overwhelmed by sensory stimuli. Teach them how to communicate their needs assertively and advocate for themselves in sensory-rich environments.

Developing Coping Plans:

- Work with students to develop personalized coping plans or sensory toolkits that outline their preferred self-regulation strategies and resources for managing sensory overload. Encourage them to practice using these tools and strategies regularly.

Reflection and Feedback:

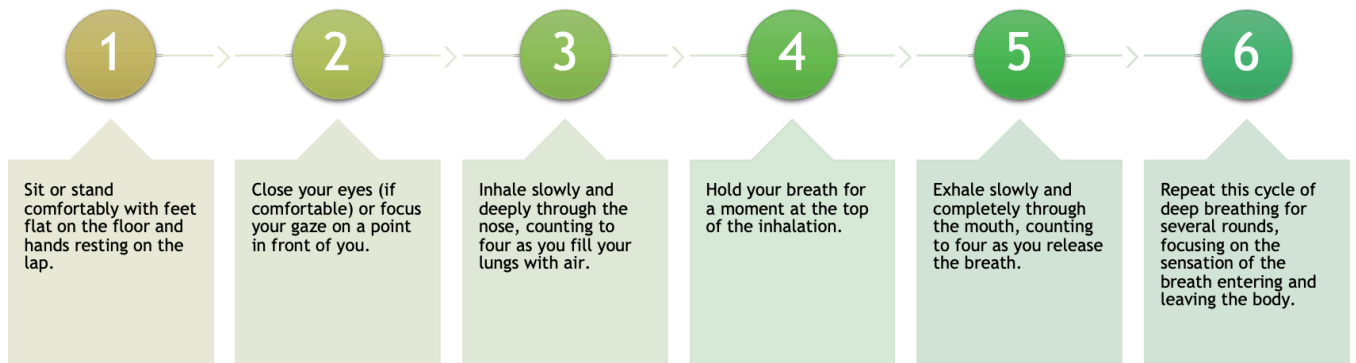
- Encourage students to reflect on their experiences with sensory overload and the effectiveness of different self-regulation strategies. Provide opportunities for feedback and ongoing support to help them refine their coping skills over time.

Modelling and Reinforcement:

- Model self-regulation techniques and coping strategies in the classroom, and reinforce positive efforts and progress towards self-regulation. Celebrate students' successes and efforts in managing sensory overload.



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Home/School Good Sensory Practice

<p>Open Communication Channels:</p>	<p>Establish open and ongoing communication channels with parents and caregivers to exchange information about students' sensory preferences, sensitivities, and challenges. Encourage parents to share their observations and insights about their child's sensory experiences at home.</p>	<p>Home-School Communication Journals:</p>	<p>Establish home-school communication journals or notebooks to facilitate ongoing communication between parents and educators regarding students' sensory experiences and progress. Encourage parents to share daily observations, concerns, and successes related to their child's sensory needs.</p>
<p>Family Questionnaires and Surveys:</p>	<p>Distribute questionnaires or surveys to parents and caregivers to gather information about their child's sensory preferences, sensitivities, and behaviour's in different environments. Use this information to gain a comprehensive understanding of the student's sensory profile and tailor interventions accordingly.</p>	<p>Parent Education and Training:</p>	<p>Provide parents and caregivers with education and training on sensory processing and integration principles, strategies, and resources. Offer workshops, webinars, or informational sessions to empower parents to better understand their child's sensory needs and advocate for appropriate supports and accommodations.</p>



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<p>Parent Interviews and Meetings:</p>	<p>Conduct individual interviews or meetings with parents and caregivers to discuss their child's sensory needs and develop collaborative goals and strategies. Listen attentively to their concerns, preferences, and priorities, and involve them in decision-making processes regarding sensory supports and accommodations.</p>	<p>Collaborative Goal Setting:</p>	<p>Collaborate with parents and caregivers to set meaningful and achievable goals related to supporting their child's sensory needs. Ensure that goals are specific, measurable, attainable, relevant, and time-bound (SMART), and regularly review progress and adjust strategies as needed</p>
<p>Sensory Profiles:</p>	<p>Collect comprehensive sensory profiles and histories for each student, including information about their sensory preferences, sensitivities, strengths, and challenges. Collaborate with parents and caregivers and complete a home sensory profile if needed</p>	<p>Shared Resources and Recommendations:</p>	<p>Share sensory resources, tools, and recommendations with parents and caregivers to promote consistency and continuity of support across home and school settings. Provide guidance on creating sensory-friendly environments at home and integrating sensory activities into daily routines.</p>
<p>Regular Check-Ins and Progress Updates:</p>	<p>Schedule regular check-ins and progress updates with parents and caregivers to discuss their child's sensory needs, interventions, and progress. Keep parents informed about their child's sensory experiences and any changes in sensory preferences or sensitivities over time.</p>		





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Sensory Zones	<p>Designate specific areas or zones within the home for different sensory activities and needs. For example, create a quiet sensory retreat with soft lighting, comfortable seating, and calming sensory tools for relaxation. Design a sensory play area with tactile materials, fidget toys, and sensory bins for exploration and creative play.</p>
Lighting	<p>Use adjustable lighting options to control brightness and create a soothing atmosphere. Incorporate natural light whenever possible and minimize harsh fluorescent lighting. Consider adding dimmer switches or using lamps with warm, soft lighting to reduce glare and create a calming ambiance</p>
Colour Scheme	<p>Choose calming and neutral colours for walls, furniture, and decor to create a visually soothing environment. Avoid overly stimulating or bright colours that may be overwhelming for individuals with sensory sensitivities. Incorporate soft textures and natural materials for added comfort.</p>
Organisation and Clutter Control	<p>Keep the home environment organized and clutter-free to reduce sensory overload and promote a sense of calm. Use storage bins, shelves, and labelled containers to maintain order and minimize visual distractions. Create designated spaces for belongings to reduce sensory overwhelm.</p>
Noise Management	<p>Minimize unnecessary noise and create a quiet environment by using sound-absorbing materials such as rugs, curtains, and upholstered furniture. Use headphones with music or white noise machines to block out distracting sounds and promote relaxation, especially during bedtime or study time.</p>
Sensory Tools and Equipment	<p>Provide access to sensory tools and equipment that support individual sensory needs and preferences. This may include weighted blankets or vests, sensory swings or hammocks, fidget toys, stress balls, chewable necklaces, and tactile mats. Keep these items readily available in designated sensory areas.</p>
Calming Scents	<p>Use aromatherapy diffusers or scented candles with calming essential oils such as lavender, chamomile, or eucalyptus to create a relaxing olfactory environment. Be mindful of individuals' sensitivities to strong smells and opt for mild, natural scents</p>
Sensory-Friendly Furniture	<p>Choose sensory-friendly furniture with soft, comfortable upholstery and supportive seating options. Consider ergonomic chairs, bean bag chairs, rocking chairs, or floor cushions that provide sensory input and promote relaxation.</p>



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Professional Integrity: Sensory practitioners are expected to act with honesty, integrity, and accountability in their interactions with clients, colleagues, and the public.

Client Welfare: Practitioners must prioritize the well-being and best interests of their clients, ensuring that interventions are safe, effective, and tailored to individual needs.

Confidentiality: Sensory practitioners are required to maintain strict confidentiality regarding client information and respect the privacy rights of clients and their families.

Professional Competence: Practitioners must continually strive to maintain and enhance their professional competence through ongoing education, training, and supervision.

Cultural Competence: Sensory practitioners should demonstrate cultural sensitivity and competence in their practice, recognizing and respecting the cultural, linguistic, and religious diversity of clients and their families.

Professional Boundaries: Practitioners are expected to establish and maintain appropriate boundaries in their relationships with clients, colleagues, and other professionals, avoiding conflicts of interest or dual relationships that could compromise the therapeutic relationship.

Ethical Decision-Making: Practitioners should be prepared to navigate ethical dilemmas that may arise in their practice, using ethical principles and professional judgment to guide their decision-making.



1 Physical Boundaries: Refers to maintaining appropriate physical distance and touch between the practitioner and client, respecting the client's personal space and comfort levels.

2 Emotional Boundaries: Involves managing emotional involvement and maintaining objectivity in the therapeutic relationship, avoiding overidentification or emotional dependency on the part of the practitioner.

3 Social Boundaries: Entails maintaining a professional relationship with clients and refraining from engaging in personal or social activities outside the therapeutic context, to prevent dual relationships or conflicts of interest.

4 Communication Boundaries: Encompasses clear and respectful communication with clients, maintaining confidentiality, and establishing appropriate channels for sharing information.

5 Time Boundaries: Involves setting clear boundaries around session duration, scheduling, and availability, to ensure consistency and reliability in the therapeutic relationship.