



# Taking the Mystery out of **Sensory**

**Easy Shareable Sensory Info  
for Grownups In Your Kids' Life**



**SENSORY PROCESSING 101**





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# What is Sensory Processing?

*Sensory processing is the basic human function that refers to the way the nervous system receives and interprets information from the senses and turns them into appropriate responses.*

## TOUCH



## TACTILE

We receive information from our tactile system through our skin (from head to toe) to gauge everyday sensations such as temperature, vibration, pressure, itching and pain.

## SMELL



## OLFACTORY

It is our bodies way of taking in information about our surrounding to help us gauge if they are safe, harmful and even whether they are important to notice or not.

## TASTE



## GUSTATORY

We receive information from our oral system through our mouth, allowing us to experience textures, temperatures, and flavors in everyday life.

## HEARING



## AUDITORY

We receive auditory input through our ears to gauge the importance of the sounds we hear, where they come from, how close they are and whether we have heard those sounds

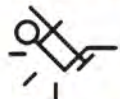
## SEEING



## VISUAL

It is our bodies way of taking in information about our surrounding to help us gauge if they are safe, harmful and even whether they are important to notice or not. It isn't simply about our ability to see (20/20 vision), but our ability to track,

## MOVEMENT



## VESTIBULAR

This is your ability, desire, or avoidance to move through space. Spinning, Turning, Flipping, Climbing... these are all vestibular activities.

## POSITION



## PROPRIOCEPTIVE

This is our body's ability to sense where we are in relationship to our surroundings. Think twister, Simon Says, or even hop-scotch. These use our body's sense of awareness to interpret the world around us. Pushing, pulling, stomping, squeezing, jumping, bending.





# What is SPD?

*Sensory Processing Disorder is a condition that exists when the brain is UNABLE to integrate and process the input it is receiving from the sensory systems into appropriate responses. The signals get crossed and the responses get jammed.*

## HOW IS IT DETECTED?

While we all have our sensory preferences and all children develop at different rates it is important to take note when children have increasing difficulty modulating their senses and negatively affecting their quality of life and functioning in both the home and school settings. The first step is usually using a red flags checklist or guide, and then seeking help from an OT or developmental pediatrician.

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## SENSORY SEEKING BEHAVIORS

One aspect of sensory processing can manifest itself in "sensory seeking behaviors". When a child is under-responsive to the input in the world around them, they seem to always have a need for input from their environment. This can result in frequent touching, pushing, biting, noise making, and even jumping or spinning.

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## SENSORY AVOIDING BEHAVIORS

On the other hand, children can be over-responsive to stimulus from the environment causing their brains to respond with the fight, flight or freeze response. These children feel as though they are constantly being bombarded by information and might be seen as covering their ears, hiding in large places, refusing certain clothing, or refusing movement such as car rides.

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## WHO IS AFFECTED?

Studies show that one in five children suffer from SPD. Unfortunately, due to a lack of public information, these children often go undiagnosed or untreated. SPD has no age, gender, or race discrimination. While all humans will experience times of discomfort in relation to their senses, these children and adults struggle to function day to day without some outward behaviors and therefore treatment such as OT, social work, feeding therapy, and more.

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## COMMON STRUGGLES

Due to the complexity of over and under-responsive sensory systems it is almost impossible to group all those affected into one category of struggles. A few common struggles to watch for are over/under responsive to touch, sounds, sights, movements, pressure, tastes or smells. In addition, those affected might resist certain activities, get frustrated easily, and have weakened motor skills.

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## COMMON MISCONCEPTIONS

Unfortunately, due to the lack of public information SPD and sensory issues are often seen as poor parenting, lack of respect, sensitive and or "busy" children. Often times when concerns are address, they are met with "it's just a phase" or "its not a big deal." Finally, the largest misconception is that SPD is not real and that children will grow out of these needs.

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## HOW CAN YOU HELP?

Your support is one of the most vital parts of living with SPD and parenting a child with SPD. Those affected and the ones supporting them are constantly working to find what works best to support sensory needs. This requires a ton of support and understanding from the community. The best thing you can do to help is trust the ones telling you about SPD and offer to support the sensory needs of the one you love.



# Common Sensory Behaviors

## Sensory Systems

### SEEKING

### AVOIDING

#### TACTILE



- ☐ Prefers Tight Clothing
- ☐ Always Seems Dirty/Messy
- ☐ Not Aware of Being Touched
- ☐ High Pain Tolerance
- ☐ Craves Touch

- ☐ Avoids Certain Textures/ Clothing
- ☐ Avoids Messy Play
- ☐ Dislikes Baths
- ☐ Refuses Bare Feet
- ☐ Avoids Hugs

#### OLFACTORY



- ☐ Smells Objects
- ☐ Prefers Foods with Strong Smells
- ☐ Can't Avoid Smelling Things Often
- ☐ Doesn't Notice Dangerous Smells
- ☐ Smells Objects Constantly

- ☐ Avoids Particular Smells
- ☐ Becomes Angry Around Smells
- ☐ Gags with Certain Smells or Foods
- ☐ Foods Don't Taste Appealing
- ☐ Avoids Public Places

#### ORAL



- ☐ Craves Certain Foods
- ☐ Prefers Spicy or Hot Foods
- ☐ Bites Frequently
- ☐ Bites/Chews Nails
- ☐ Mouths Non-Food Items

- ☐ Avoids Certain Textures of Foods
- ☐ Difficulty with New Foods
- ☐ Gags, Chokes, or Drools Often
- ☐ Difficulty Using a Straw
- ☐ Avoids Mushy Foods

#### AUDITORY



- ☐ Prefers Loud Music
- ☐ Frequently Uses "Outside Voice"
- ☐ Makes Loud Noises in Quiet Space
- ☐ Enjoys Loud Noises
- ☐ Seems to Calm With Noises

- ☐ Cries, Screams, or Becomes Angry Over Loud Noises
- ☐ Covers Ears in Social Situations
- ☐ Avoids Everyday Noises (toilets)
- ☐ Bothered by High Pitched Noises

#### VISUAL



- ☐ Stares at Bright Lights, Flickers, Etc.
- ☐ Stares at Moving Objects
- ☐ Holds Items Close for Inspection
- ☐ Has Difficulty Focusing on Objects
- ☐ Frequently Loses Place on a Page

- ☐ Covers Eyes, Squints, or Screens Out Sights
- ☐ Avoids Bright Lights
- ☐ Scared of Moving Objects
- ☐ Avoids Eye Contact

#### VESTIBULAR



- ☐ Unable to Sit Still
- ☐ Needs Constant Motion
- ☐ Very Impulsive
- ☐ Runs Instead of Walks
- ☐ Takes Unsafe Risks

- ☐ Scared of Movement Activities
- ☐ Fearful of Heights
- ☐ Can Appear Clumsy
- ☐ Can Seem Stubborn
- ☐ Avoids Stairs

#### PROPRIOCEPTIVE



- ☐ Runs Into Walls, Objects, or People
- ☐ Uses Extreme Force
- ☐ Stomps or Walks Heavily
- ☐ Kicks Bites, Hits
- ☐ Prefers Tight Clothing

- ☐ Avoids Active Activities
- ☐ Prefers to Be Still
- ☐ Avoids Touch from Others (Hugs)
- ☐ Difficulty Using Stairs
- ☐ Prefers Familiar Activities



# Quick Reference Guide to Sensory Supporting Activities & Tools

## TACTILE



- Tight squeezes: Deep pressure massage, hand squeezes, and so on
- Squish box: Surrounded by pillows
- Weighted activities: Vests, blankets, and so on
- Sensory bins filled with rice, flour, and so on
- Sensory doughs such as playdough, cloud dough, moon sand, and so on

## OLFACTORY



- Aromatherapy
- Scented fidget toys
- Scented rice play
- Sweet and sour sorting
- Blindfold smells
- Scented playdough
- Scent matching
- Guess that scent
- Taste and smell games
- Scented finger painting

## ORAL



- Blow bubbles
- Blow whistles & other instruments
- Play taste guessing games
- Try one new food before dinner
- Make an edible necklace
- Chew gum or hard candy
- Drink from a water bottle with a bite valve
- Eat applesauce through a straw
- Use alternative chewy toys

## AUDITORY



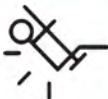
- Matching sound games
- Activities that connect movement with sounds
- Rhymes and chants
- Calming music
- Quiet room or space to retreat
- Sound machines
- Musical instruments
- Pre-recorded books
- Earplugs

## VISUAL



- Light table activities
- Sensory bottles
- Activities involving drawing, painting, and gluing
- Marble mazes & Labyrinths
- Visual schedules
- Activities to reduce clutter
- Eye breaks
- Sensory retreats
- Bean bag toss

## VESTIBULAR



- Freeze dancing
- Spinning
- Hanging upside down
- Swimming
- Hanging from Monkey Bars
- Riding on trikes and bikes
- Jumping on trampolines
- Swinging
- Scooter Boards

## PROPRIOCEPTIVE



- Trampolines
- Wall pushups
- Yoga stretches
- Playdough
- Gardening
- Balance Beam
- Bear hugs
- Massages
- Animal walks
- Carrying and/or lifting boxes
- Chores





ATTACH  
PHOTO

# My Child at a Glance

## TOP 3 STRENGTHS

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## TOP 3 HELPFUL TOOLS

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## WHAT I LIKE

TACTILE		<hr/> <hr/> <hr/>
OLFACTORY		<hr/> <hr/> <hr/>
ORAL		<hr/> <hr/> <hr/>
AUDITORY		<hr/> <hr/> <hr/>
VISUAL		<hr/> <hr/> <hr/>
VESTIBULAR		<hr/> <hr/> <hr/>
PROPRIOCEPTIVE		<hr/> <hr/> <hr/>

## INCASE OF EMERGENCY

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## WHAT I DISLIKE

TACTILE		<hr/> <hr/> <hr/>
OLFACTORY		<hr/> <hr/> <hr/>
ORAL		<hr/> <hr/> <hr/>
AUDITORY		<hr/> <hr/> <hr/>
VISUAL		<hr/> <hr/> <hr/>
VESTIBULAR		<hr/> <hr/> <hr/>
PROPRIOCEPTIVE		<hr/> <hr/> <hr/>

## TOP 3 THINGS TO AVOID

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# My Child's Behavior

## Sensory Systems

SEEKING

AVOIDING

TACTILE



OLFACTORY



ORAL



AUDITORY



VISUAL



VESTIBULAR



PROPRIOCEPTIVE







# What to Say to a Child with SPD (and what to try to avoid)



## WHAT TO AVOID SAYING

### "It's not that hard to {common activity}."

Yes. Yes, it is that hard. They are not doing refusing to do what ever it is you are waiting on them to do, just to annoy you. It might look like it, but I assure you... that is not their intentions.

### "Calm down."

This is easier said then done. In fact, if they could calm down on their own, they already would have. The truth is that they need help. They don't have the skills yet to self-regulate, but they are learning!

### "What is wrong with you? You know better."

Yes, they SHOULD know better. This is especially true if the person you are talking to is older than a toddler. They should know to keep their hands to themselves. They should know to walk in a library. They should know to use a quiet voice in a restaurant. However, for whatever reason in this moment, they are unable to!

### "Why did you do that?"

They have no clue. This one is a lost cause. Seriously, You might get a "it felt good" or "I wanted to", but most likely, you are going to be met with a "I don't know" and the shrugging of shoulders.

### "Quit being "bad"."

Oh, this one gets me. You see, I don't like this one for ANY person or child! It's kind of a pet peeve of mine. There are so many other phrases to say to a child misbehaving, rather than a phrase that is hurtful.

### "It's not that big of a deal."

Not to you! However, to them it is the BIGGEST deal! To them, that wet shirt is like daggers to their skin. To them, that fan whirring sounds like a helicopter trying to land in their room. To them, its a HUGE DEAL!

### "Why don't you just....{fill in the blank}"

Because they can't. Because they are overstimulated. Because they aren't processing the information. The why's could go on and on.

### "Go away."

This one just makes me want to give them a big hug. You might think other's don't say it, but I see it on the playground, at the park, at birthday parties. Someone that struggles with sensory processing disorder can have annoying behaviors. However, they are not annoying. They have lots of great qualities. It takes a lot of patience to find them!

### "You know better."

Unfortunately, they might "know better" but that doesn't always mean that under sensory overload they can make the right decisions. It also might not be something that they actually do know how to respond to appropriately.

### "Quit being a baby."

Ugh... No, they are not being a baby, a sissy, a pansy, silly, or ridiculous. To someone with sensory processing disorder, their problems are very real to them and their frustrations are very real. Please don't downplay what they are going through.



## WHAT TO SAY INSTEAD

I notice....

Maybe you would like to....

How can I help your body get what it needs?

This seems to be frustrating you, what if we try....

If you need ....., you can go here to do it.

I am trying to understand what you are frustrated about, can you show me?

I understand it is hard for you to...

Would you like to go to a quiet space to work?

Would you like me to give you some space?

I want to help. Is it okay if I ....





# What to Say to a Parent of a Child with SPD (and what to try to avoid)

## WHAT TO AVOID SAYING

### **"It's just a phase."**

No, no it is not just a phase. A phase is liking a red shirt over a blue shirt. A phase is not screaming because your socks don't feel good.

### **"He'll grow out of it."**

He will grow. He will change. It is our goal to help him learn how to self-regulate, but he can't "grow out of it" on his own.

### **"All kids do that."**

You are right. All kids have sensory processing preferences. However, it doesn't keep all kids from going to the grocery store, a public bathroom, or a birthday party, does it?

### **"She just needs more discipline."**

Oh, believe me... we have tried all kinds of discipline. In fact, we still parent her, we've just learned what is sensory related and what is her pushing buttons.

### **"Back in my day, that was called 'being a kid'."**

Back in your day, we didn't know as much as we know now about the human brain and sensory processing.

### **"She looks so normal."**

She is normal. Thank you. However, her brain works differently than her peers.

### **"Your kid doesn't look autistic."**

Let's not even go there.

### **"He knows exactly what he is doing."**

Maybe. Most likely not. Either way, we are working on teaching him socially acceptable ways to manage his reactions.

### **"He just needs to run off some energy."**

Have you seen our house? We have a swing, a crash pad, a trampoline, a climbing wall, a sit and spin, sensory bins, and ropes... I am not sure "getting his energy out" is all that is needed.

### **"If he was my kid..."**

But, he is not. Please don't tell me I should spank him, ground him, reprimand him when you don't know what we've been through.

## WHAT TO SAY INSTEAD

She seems to be struggling with something...

How does that affect her day to day?

I know you're a good parent.

We should get coffee sometime so I can learn more.

How can I support you?

Now that I know, what can I do to connect with him?

You're doing a great job!

I'm here for you.

I believe You.

"I'm here for you. I believe in you. "







# What Parents Wish Friends Knew About SPD

Sensory is not just for babies.  
She doesn't JUST have lots of energy!  
It's not just "normal kid stuff"  
My child processes the world differently.  
I am not an indulgent parent.  
Routines are important all the time and should matter.

A meltdown is not a tantrum.  
You can't discipline this out of a kid.  
What works this year won't necessarily work next year, or next week, or even tomorrow.  
There is a cumulative effect and it wears a parent/marriage/family down.

We are not making this up.  
Parents get drained fast.  
Each day is different.  
Things change fast.

He is really smart.  
Some days are great and some days are harder.  
We love him no matter what.  
My child is NOT just naughty!!!

There are things he needs before he can function properly.  
He is super sensitive and majorly in tune to underlying emotions.  
If he's "ignoring" you, it's probably because he has either shut down or his brain is going 10 times faster about every detail he's looking at in that moment.

Taking away a physical object that helps to soothe/calm is not a proper form of punishment.





# What Parents Wish Friends Knew About SPD

It is very much a trial and error process.  
Even when we find things that work, they are not 100% all the time.  
There is not a one size fits all kind of treatment.

My children should be treated equally, even if it's easier to manage the one without SPD. You don't cure SPD.  
As they grow, their sensory needs change.  
No, she won't grow out of it.  
Yes, she will learn to regulate it.

Kids need their sensory time.  
We can't always predict what causes him anxiety.  
Just because you can't identify triggers in the environment and warning signs in his behavior, it doesn't mean that they aren't there or that I can't see them.

Accommodations are not special treatment, they are a necessity that allow him to navigate the world on an equal footing.

Please don't think I'm being rude when I stop a conversation with you in order to apply behavior strategies with my son.

Your support is important to our family. If you can't help me with this specific child, perhaps you could lend help with things around the house or other children to allow me more 1:1 time to focus on my child that needs me.

Finally...

All children want to do well, all children want to be accepted, loved, and included.  
Don't give up on mine.

Signed,  
Every parent who's child struggles with SPD







# Frequently Asked Questions about SPD

## Is SPD real?

Yes. SPD is very real and very difficult for many children. In fact, research shows 1 in 6 children are affected by Sensory Processing Disorder.

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## Will they grow out of it?

While Sensory Processing Disorder is not a condition to cure, it can be managed and those affected can learn to regulate their senses with proper support and therapeutic support.

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## Can't you reason with them and explain their behavior is unacceptable?

Of course, with all children, you want to use effective parenting strategies. However, children with SPD are often-times unaware of what is socially acceptable and more often than not, their behavior is their way of communicating their very important sensory needs.

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## Is SPD the same as Autism?

No. Research now shows that the brain wiring in those with Sensory Processing Disorder is different than those on the Autism Spectrum. While SPD is not indicative of Autism, many children on the Autism Spectrum do struggle with SPD. These two disorders are not the same.

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## Why are routines so important?

Since children with SPD have difficulty predicting and responding to input in their environment, it is crucial to provide them with a predictable routine with as many clear expectations as possible.

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## What can I do to help?

When the child is in your care, pay close attention to what the child is reacting to, what he is sensitive to, or what he is unaware of. Try to minimize bright lights or loud sounds if you notice these are bothering your child.

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# Common Terms You Might Hear Associated With SPD

## **Sensory Diet**

*A tailored collection of physical and/or sensory activities that meet your child's unique needs.*

## **Avoider**

*A child/person that is typically over-responsive to sensory input, therefore avoiding this type of contact, activity, or interaction. Might appear overwhelmed, withdrawn or refuses certain activities.*

## **Seeker**

*A child/person that is typically under-responsive to sensory input, therefore appear to seek out more input. Might appear clumsy, loud or to have "behavior issues".*

## **Sensory Overload**

*This happens when one or more sensory systems are overstimulated, causing a shut down or meltdown due to too much stimulus from the environment.*

## **Occupational Therapy**

*The recommended therapy for children/adults needing help with sensory seeking/avoiding behaviors that are intruding on day to day life. Specialize in fine motor, gross motor, sensory, self help life skills like brushing teeth and showering, as well as impulse control, focus and attention*

## **Proprioceptive Input**

*This provides the body a sense of body awareness and involves force and pressure. Proprioceptive input can be alerting for those who need increased sensory input for attention and focus and can be calming for those who need decreased sensory input to organize the sensory overload from other systems.*

## **Sensory Meltdown**

*This is the fight, flight or freeze response to sensory overload or under-stimulation. This might look like misbehavior, kicking, running, yelling, crying, hitting, etc. The best way to reduce the meltdown in the moment is by removing light and sound input and providing inverted and deep pressure.*

*NOTE: each child responds to sensory regulation differently.*

## **Sensory Shut-Down**

*This is the freeze response that happens when the body is overwhelmed with sensory input, too much sound, light, movement or other sensory input from the environment. This might look like refusal, not talking, not moving, hiding, etc.*

## **Sensory Regulation**

*This is the ability to monitor and adjust sensory input based on specific needs. This involves recognizing internal cues, knowing what calming and alerting activities to try, and choosing these activities independently. Many children need help with this for quite some time.*







# Additional SPD Resources

## BOOKS

Sensory Processing 101  
by Dayna Abraham, Claire Heffron, Lauren Drobnjak,  
and Pam Braley

The Out of Sync Child  
by Carol Kranowitz

The Out of Sync Child Has Fun  
by Carol Kranowitz

Understanding Your Child's Sensory Signals  
by Angie Voss OTR

The Sensory Child Gets Organized  
by Carolyn Dalglish

Sensory Integration: A Guide for Preschool Teachers  
by Christie Isbell and Rebecca Isbell

The Explosive Child: A New Approach for  
Understanding and Parenting Easily Frustrated,  
Chronically Inflexible Children  
by Ross W. Greene PhD

Superkids Activity Guide to Conquering Everyday  
by Dayna Abraham

Interoception: How I Feel: Sensing My World from  
the Inside Out  
by Cara Koscinski

The Sensory Lifestyle Handbook: How to Create  
Meaningful and Motivating Sensory Enrichment for  
Sensory-Filled Days  
by Colleen Beck

Everyday Games for Sensory Processing Disorder:  
100 Playful Activities to Empower Children with  
Sensory Differences  
by Barbara Sher

## WEBSITES

Lemon Lime Adventures  
<https://lemonlimeadventures.com>

Star Institute:  
<https://www.spdstar.org/>

Coming to My Senses (Adults with Sensory)  
<http://comingtosenses.blogspot.com/>

OT Toolbox  
<https://www.theotttoolbox.com/>

Integrated Learning Strategies  
<https://ilslearningcorner.com/>

Your Kid's Table  
<https://yourkidstable.com/>

Calm the Chaos Workshop  
<https://calmthechaosworkshop.com>

## SENSORY TOOLS

Project Sensory  
<http://www.projectsensory.com>

# 7 MYTHS THAT BLOCK THE UNDERSTANDING OF SENSORY BEHAVIOR

## MYTH

## VS

## REALITY

YOUR CHILD HAS TO BE SENSITIVE TO EVERYTHING TO HAVE SENSORY ISSUES

THEY CAN BE OVERSENSITIVE OR UNDER SENSITIVE TO STIMULI WE ALL HAVE DIFFERENT PREFERENCES

THERE ARE ONLY 5 SENSES

THERE ARE 8 SENSORY SYSTEMS  
TACTILE, OLFACTORY, GUSTATORY,  
AUDITORY, VISUAL, VESTIBULAR,  
PROPRIOCEPTIVE & INTEROCEPTIVE

YOU JUST NEED TO GIVE THEM MORE SENSORY INPUT

IT'S NOT ABOUT MORE, IT'S ABOUT THE RIGHT KIND OF INPUT TO MEET THEIR SPECIFIC NEEDS

THERE IS NOTHING YOU CAN DO TO HELP THEM, THEY WILL JUST OUTGROW IT

THERE ARE MANY RESOURCES AND STRATEGIES THAT CAN HELP THEIR SENSORY PREFERENCES MAY EVOLVE OR CHANGE OVER TIME BUT MANY EVEN STRUGGLE AS ADULTS

SENSORY IS JUST MESSY PLAY AND GETTING YOUR HANDS DIRTY

IT CAN BE ANYTHING RELATED TO USING YOUR SENSES

THIS IS ONLY AN ISSUE FOR KIDS WHO HAVE OTHER DIAGNOSIS LIKE AUTISM, ADHD ETC

MANY CHILDREN STRUGGLE WITH SENSORY ISSUES  
IN FACT IT IS PRETTY COMMON UP TO 20%

YOU JUST NEED TO DISCIPLINE YOUR CHILD MORE

MY CHILD IS ACTING OUT BECAUSE THEY ARE OVERWHELMED OR FEEL UNSAFE UNDERSTANDING, NOT PUNISHMENT WILL HELP



# UNDERSTANDING SENSORY BEHAVIOR

## WHAT YOU SEE

YOUR CHILD OVERREACTING, BEHAVING BADLY (REFUSING) OR SHYING AWAY, HIDING

YOUR CHILD JUMPING ON THE FURNITURE, MOVING NON-STOP OR CLIMBING EVERYTHING

MELTDOWNS OVER PUTTING ON SOCKS AND SHOES, DOESN'T LIKE WEARING CLOTHES OR BOTHERED BY SOME FABRICS

PUTTING EVERYTHING IN THEIR MOUTH OR BEING A PICKY EATER

COVERING THEIR EARS, COMPLAINING THAT IT IS TOO LOUD OR ALWAYS TALKING, BANGING THINGS AND MAKING NOISE

CRAWLING ALL OVER PEOPLE, BEING TOO CLOSE/IN PEOPLE'S PERSONAL SPACE, ALWAYS TOUCHING EVERYTHING

COVERING THEIR EYES, SQUINTING, LOOKING DOWN, HAVING A HARD TIME FOCUSING AND EYES DARTING AROUND.

## WHAT IT MEANS

YOUR CHILD MAY BE SENSITIVE TO LOUD NOISES, MOVEMENT OR OVERWHELMED BY THE AMOUNT OF INPUT SO THEY ARE TRYING TO RETREAT OR BLOCK IT OUT

SENSORY SYSTEM CAN BE UNDER OR OVER RESPONSIVE. SOME KIDS HAVE AN INCREASED NEED FOR MOVEMENT AND ARE ALWAYS ON THE GO TRYING TO MEET THAT NEED.

THE FEEL OF THE SOCKS, SHOES OR EVEN THE TYPE OF CARPET MAY BE UNCOMFORTABLE TO THE CHILD

SOME KIDS CRAVE ORAL STIMULATION OTHERS AVOID IT AND MAY BE SENSITIVE TO TEXTURES, TASTES OR SMELLS MAKING MEAL TIMES CHALLENGING

MAY BE SENSITIVE TO SOUND AND MAY TRY TO AVOID IT OTHERS MAY SEEK OUT NOISE AND CREATE NOISE OF THEIR OWN TO SATISFY THEIR NEED FOR SOUND.

CHILDREN MAY STRUGGLE WITH BODY AWARENESS, THEY MAY HAVE A HARD TIME JUDGING DISTANCE, NOT REALIZE THEY ARE TOO CLOSE OR LEAN ON YOU.

CHILD MAY BE OVERSTIMULATED VISUALLY OR BE EASILY DISTRACTED BY VISUAL STIMULI. THEY MAY TRY TO BLOCK IT OUT OR BE FASCINATED STARING AT SOME OBJECTS

# WORKING TOGETHER WITH OTHERS TO UNDERSTAND SENSORY STRUGGLES

## REMIND OTHERS WE ALL HAVE SENSORY PREFERENCES AND DISLIKES

For those who struggle with sensory input, they feel it more intensely. A bird chirping can feel as intense as a steam engine train rolling past. A shower with a certain water pressure can feel like a thousand needles poking you.



## WE ALL REACT DIFFERENTLY TO SENSORY INPUT

My child reacts \_\_\_\_\_ when \_\_\_\_\_ happens. You will notice my child does \_\_\_\_\_. This is a sign that my child is struggle with this particular sensory input \_\_\_\_\_

## TOOLS AND STRATEGIES CAN HELP

Explain 2 or 3 strategies or tools that help your child conquer a sensory struggle.



## BE WELCOMING OF QUESTIONS

Remember there are no bad or silly questions. Welcome questions as a sign of a person's willingness to learn.

## GIVE TIME

We all reach an understanding of sensory at different paces and our journeys all look different. Give time for the other person to process the new information.





# WORKING TOGETHER WITH OTHERS TO UNDERSTAND SENSORY STRUGGLES

## REMIND OTHERS WE ALL HAVE SENSORY PREFERENCES AND DISLIKES

For those who struggle with sensory input, they feel it more intensely. A bird chirping can feel as intense as a steam engine train rolling past. A shower with a certain water pressure can feel like a thousand needles poking you.



## WE ALL REACT DIFFERENTLY TO SENSORY INPUT

My child reacts \_\_\_\_\_ when \_\_\_\_\_ happens. You will notice my child does \_\_\_\_\_. This is a sign that my child is struggle with this particular sensory input \_\_\_\_\_

## TOOLS AND STRATEGIES CAN HELP

Explain 2 or 3 strategies or tools that help your child conquer a sensory struggle.



## BE WELCOMING OF QUESTIONS

Remember there are no bad or silly questions. Welcome questions as a sign of a person's willingness to learn.

## GIVE TIME

We all reach an understanding of sensory at different paces and our journeys all look different. Give time for the other person to process the new information.

