

## Sensory Seeking – Movement Input

### Some common characteristics:

- Struggles to sit still
- Always “on the go”; loves running, jumping, climbing, spinning & hopping
- Frequently rocks or sways
- Enjoys rough & tumble play
- Prefers tight hugs and / or to crash into things to gain more sensory input



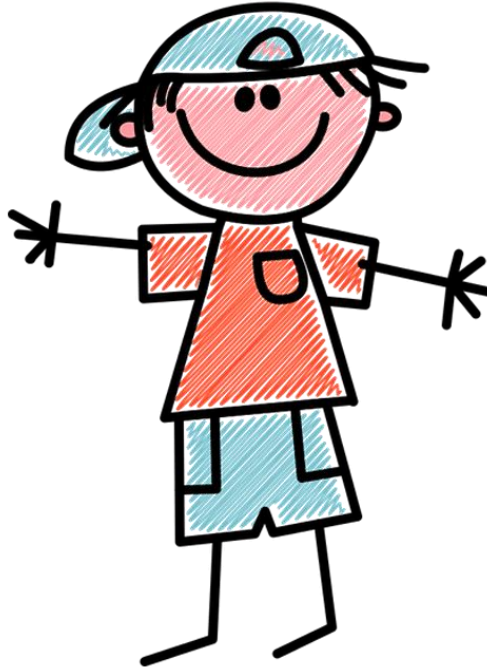
### Strategies to support:

- ✓ Try doing activities in standing rather than seated (use an easel or attach paper to the wall for writing, drawing or mark making activities)
- ✓ Tie therabands across chair legs to provide some resistance & movement of the legs when seated
- ✓ Support / encourage lots of different movement opportunities throughout the day at regular intervals
- ✓ Provide pillows / cushions for crashing into & squeezing

## Sensory Seeking – Tactile (Touch) Input

### Some common characteristics:

- Touches people / objects / surfaces / textures frequently
- May chew or suck sleeves / clothing, and mouth other non-food items
- May scratch, nip, pick or pinch their own skin
- May stand close to others or appear to have no sense of personal space
- Enjoys hands on, messy play – may not notice when hands remain dirty



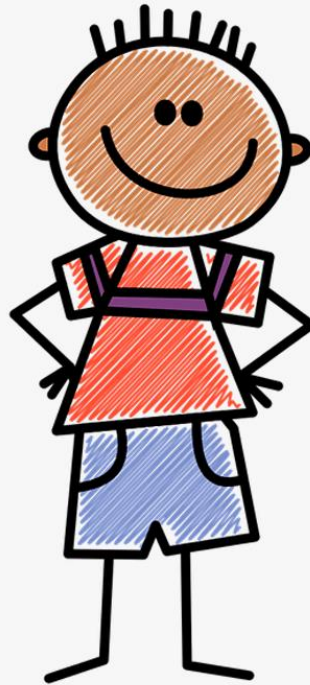
### Strategies to support:

- ✓ Provide lots of opportunities to explore different tactile items & experiences e.g. sensory bins, sensory dough, finger painting, water play etc
- ✓ Use an appropriate oral chew or provide crunchy, chewy snacks that provide additional sensory feedback
- ✓ Try tighter items of clothing so that more tactile input is provided
- ✓ Provide hand massages, and arm & shoulder squeezes

## Sensory Avoiding

### Some common characteristics:

- Dislikes being hugged / kissed / in close proximity to others
- Refuses to wear certain clothing or is distressed by certain textures; may find washing / bathing distressing
- Fearful of playground equipment / moves slowly / avoids physical activity / may prefer to sit on the floor
- Prefers quieter environments & may appear timid; dislikes crowds or busy places
- May be a picky eater or avoid certain foods



### Strategies to support:

- ✓ Approach from the front so it's predictable & avoid unpredictable touch – await touch to be initiated on their terms
- ✓ Explain the source of any unexpected or loud noises to reduce any distress; provide opportunity to be in a quiet, low stimulus environment after any busy / loud activities
- ✓ Allow exploration of play equipment at their pace
- ✓ Avoid bright colours, flashing lights where possible, and prepare for exposure to busy / noisy places by communicating in advance
- ✓ Introduce new foods or drinks slowly, and offer on multiple occasions, don't introduce multiple things at once