

Name.....

Date.....

Sensory profile:

Have you considered?

Area	Considerations	Initial Suggestions	Further ideas
Taste/Smell	Hypo		
	Do they crave strong smells and taste?	Provide a wide range of snacks	
	Smears	Provide similar hygienic activity	
	Do they eat non edible items?	Provide a wide range of strong tasting snacks	
	Hyper		
	Do they gag easily on even subtle tastes and smells?	Provide other foods that have a similar texture outside of mealtimes	
	Do they have a limited diet?		
	Do they eat food separately and dislike if their food is mixed on the plate?	Provide separate plates/dishes	
	Are they resistant to tooth brushing and dental work?	Provide soft tooth brush/bland toothpaste. Practice tolerating others putting toothbrush in mouth and structure frequent breaks	
	Do they have difficulty sucking/chewing or swallowing?	Refer to Occupational Therapist	
Are they sensitive to temperature/ spiciness of food? Spicer the better.	Prepare food to personal preference.		
Are they resistant to eating out?	Download a menu in advance and explain different foods		
Touch	Hypo		
	Do they touch or mouth	Provide and allow frequent	

	objects?	access to safe and hygienic objects to mouth and explore, based on preferences	
	Do they notice when they are dirty or messy?	Schedule safe and hygienic messy activities	
	Do they register pain or extreme temperature?	Supervise when cooking/showering/bathing etc.	
	Do they smear?	Provide safe hygienic and containable alternatives	
	Hyper		
	Do they dislike mess?	Provide wipes and opportunities to wash or clean up	
	Are they irritated by certain fabrics or textures?	Be led by person in terms of what clothing they choose to wear	
	Do they react aggressively to touch or perceive it as an insult?	Avoid crowded situations and resist the need to keep touching the person during conversations etc. Rely on non contact gestures and other visual clues to reinforce verbal information. Explain difference between intentional and pre intentional in terms of cues in the environment using social stories.	
	Are they resistant to hair/tooth brushing/hair cuts/showers/rubbing with flannels/towels etc?	Make the experience as pleasant as possible providing preferred objects to distract. Use soft toothbrush, hairbrush, towel or flannel. Give the person control over the process at their pace. Never force!	
	Are they uncomfortable with loose bed clothes?	Provide bedclothes that "swaddle" eg mummy type sleeping bag or wrap around duvet	
Proprioception			

	Do they use heavy pressure in tasks such as writing/tooth brushing?	Provide alternative method of writing eg key board; voice activated device, or adapted pens or pencils.	
	Do they enjoy crashing/pulling and pushing activities?	Provide regular safe activities that provide opportunities for pulling, pushing etc	
	Do they seek pressure or weights?	Provide clothing or equipment which delivers pressure in a safe and regulated way.	
	Do they chew on pens or constantly grind their teeth?	Provide safe and hygienic objects to chew.	
	Are they clumsy? Bumping into people/objects/ treading on people's feet		
Visual	Hypo		
	Do they find difficulty finding objects that are in clear view? Are they confused by clutter?	Reduce clutter and provide contrasting colours	
	Do they stare intently at everything including the TV and computer?	If not problematic just monitor. Provide intense visual experiences using sensory items.	
	Do they struggle in dimly lit environments?	Ensure bright lighting using angle poise lamp or similar localised source of light.	
	Hyper		
	Are they sensitive to strong lighting? Yes	Reduce brightness and amount of visual information. Try sunglasses or tinted glasses.	
	Are they easily distracted by busy decor/clutter?	Avoid, de clutter or as above.	
	Are they constantly rubbing their eyes, prone to watery	Sunglasses, eye test, frequent breaks.	

	eyes/headaches etc after reading or watching TV?		
Auditory	Hypo		
	Do they talk to themselves out loud?	This probably helps with processing so do not change.	
	Do they appear to miss what is said and need information repeated?	Louder clear voice."Chunk" information .Cut down distracting noise and use visual backup. Repeat information using same formula or preferably write it down.	
	Do they appear oblivious to some sounds and miss what has been said?	Cue in with name especially in sensory rich environments.	
	Do they have difficulty in locating the source of a sound?	Explain or interpret sounds that are difficult to interpret.	
	Do they make continual noises?	This is a good self regulatory strategy.	
	Hyper		
	Do they respond fearfully to sudden noises(hand drier/motor bike/ flushing toilet)	Pre warn or explain. Provide discreet barriers such as noise excluding head or earphones.	
	Do they hate high pitched noises eg Hoover?	Pre warn or explain. Provide discreet barriers such as noise excluding head or ear phones. Distract with favoured activities.	
	Are they distracted by sounds not noticed by other	Provide environments which deaden noise using soft furnishings. Be aware of distracting sounds and reduce as much as possible.	
	Do they have	Do not impose communal	

	misophonia (sensitive to the sound of others eating)	eating.	
	Do they judge people by the quality of their voice?	Note their preferences and ensure that all those supporting the person adopt same tone as when with the person.	
Vestibular	Hypo		
	Do they seek movement all the time?	Allow regular scheduled physical activity which reflects their preferences.	
	Are they continually bouncing/spinning/jumping?		
	Do they make fast irregular movements?	As above	
	Hyper		
	Are they fearful of making quick movements?	Do not expect instant or quick responses. Slow own movements down when near the person. Allow to self regulate with slow rhythmic rocking movements.	
	Do they avoid activities such as slides/swings?	Respect preferences	
	Are they easily dizzy or sick after movement?	Respect preferences	
	Do they suffer from motion sickness?	Travel sickness medication. Provide seat with a clear view, near the front of the vehicle and away from wheel arches.	
	Are they risk averse?	Introduce individual to new experiences slowly and research to provide maximum information in advance. Move at the person's own pace.	
	Are they afraid of heights?	Respect preferences. Low bed or mattress on the ground.	
	Are they fearful of their feet leaving the ground?		

Thinking			
	Can they anticipate others reactions to their actions and modify their behaviour accordingly?	Use real life examples from the person's own experience to explain cause and effect and give insight into others' perception. Use format such as social stories or graphic facilitation.	
	Can they accept others opinions?	Facilitate role play or practice in a safe environment.	
	Can they read clues in a given environment and modify their behaviour?		
	Do they have rigid and fixed routines?	Introduce visual schedule in whatever format is appropriate to the person's characteristics and preferences.	
	Can they self organise and plan ahead?	As above	
	Do they sometimes have difficulty in problem solving?	Use real examples and show alternative ways of dealing with a problem using visual methods and prompts such as talking mats etc	
	Do they show understanding of possible consequences of a particular course of action?	Use visual or written material to illustrate possible outcomes of a decision.	
	Can they make general use of a specific piece of information?	Build a repertoire of explanations and suggestions which reflects a variety of situations and contexts.	
	Do they have any strong interests?	Facilitate and encourage development of interests and us to expand the person's skills and range of experiences.	
	Do they have the ability to process and act upon information that is delivered using only verbal communication?	Use visual methods and or written material. For example symbols/ photos/ objects of reference to support	

