



## Sensory diet

### 👉 Purpose

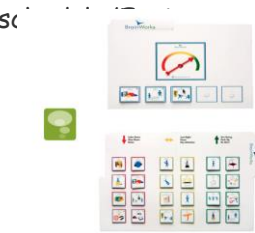
- Provide sensory input to excite or relax the nervous system
- Provide activities for specific sensory system
- Reduce sensitivity for specific sensory point
- Provide proactive sensory activities to prevent behavior
- Create a balance by addressing over responsivity and under responsivity

### Sensory Systems

- Proprioception - information received by the joints from pushing, pulling, jumping, carrying
- Vestibular - system is located in the inner ears and provides sense of balance and where the body is in space. Information is received by spinning, tumbling, sliding, rocking, swinging
- Tactile - information received through touch of various textures and temperatures
- Auditory - information received by listening to various sounds (nature - birds, waves, etc, humming, music - instrumental, jazz, etc)
- Visual - information received from the eyes through lighting, colors, movement
- Olfactory - information received by smelling
- Gustatory - information received through the mouth by eating a variety of tastes (sweet, salty, bitter), textures (chewy, crunchy, mushy) and temperature

### 👉 Implementation

- Careful that negative behaviors are not rewarded with sensory input. Sensory input should be PROactive, not REactive (for the most part).
- Front load day with activities to "feed" the system and lay a readiness foundation
- Inclusion of sensory activities into all aspects of child's day - use a visual schedule that allows for sensory experiences
  - Explore Social Stories: [www.sensorystories.com](http://www.sensorystories.com)
  - <http://www.thegraycenter.org/social-stories/>
- Video Modeling:
  - <http://www.modelmekids.com/>
  - [www.watchmelearn.com](http://www.watchmelearn.com)
- Modify existing work, activities, or routines to include opportunity for sensory input



Desk work	Break	PE/Play	Oral	Clothing	Travel
<b>Active work:</b> Chair push-ups, Theraband stretch Weighted vest headphones	<b>Active work:</b> wall push-ups donkey kicks bootscoot walk Brain Gym® push-ups jumping jacks crab walking	<b>Heavy work:</b> trampoline jumping body sock wheelbarrow walk alternate speed jump rope	<b>Active work:</b> chewing sucking vibration toothbrushing smells	<b>Active work:</b> weighted vest weighted backpack	<b>Calming activities:</b> wear headphones wear backpack slow rocking joint compression breathing weighted vest  REI Calm CD
<b>Fidget activities:</b> spider push-ups fidget balls vibrating pen fidget	<b>Tactile:</b> feely boxes sand trays bean bucket	<b>Vestibular work:</b> sliding climbing swinging rolling crawling under	<b>Play:</b> carrying object on spoon with mouth suck/blow straw		<b>Fidget:</b> plastic tubing coil keychain stress ball



box rubberband/coils	water tray shaving cream				
<b>Modifications:</b> ball chair inflatable wedge chair with armrest tape outline for work slantboard weighted pencil reduce lighting	<b>Modifications:</b> movement breaks <i>engineered</i> schedule beanbag chairs	<b>Modifications:</b> swings inflatable mattress play equipment beanbag chairs	<b>Modifications:</b> straws thick liquids Gum chewy foods weighted utensils	<b>Modifications:</b> tags removed tags removed loose clothing baggy clothing sock seams	<b>Modifications:</b> child sits alone
	<b>Functional work:</b> carrying heavy books sliding boxes stacking chairs pushing weight cart	<b>Partner work:</b> start/stop steam rolling pushing child on swing/scooterboard see saw throw weight ball foot2foot pedal		<b>Home work:</b> deep pressure	

**Sample Sensory Diet Plan** – A sensory diet is developed after a sensory checklist is completed to determine hyper responsivity and under responsivity

**Basic Implementation Concepts:**

- Student will participate in sensory integration activities for 8 to 10 minutes one time per hour each day while at school.
- Strategies will be built into his object or picture based schedule.
- Sensory diet **start date:** January 5, 2009 **End date:** March 12, 2009
- Monitored by: teacher, parent
- Purpose: to address sensory components in targeted behavior:

**Sample Sensory Schedule:**

- 👉 7:45 – walk to class weighted backpack / on arrival jump on trampoline or crab walk into room
- 👉 8:00 - 3D movement (front/back, right/left, up/down) Brain Gym activities, PACE
- 👉 8:20 – Learning (amount of time to engage is 1 minute for each year of age)
- 👉 8:30 – Sensory or movement break (child selects movement from picture cues)
- 👉 8:35 – Learning with movement
- 👉 9:00 – Sensory vest with free time
- 👉 9:05 – Learning

**Sensory Break**

- Bounce on the Ball – Up/down, Front/back, side/side, round/round.
- wheelbarrow over ball – on stomach roll student forward allowing him time to bring hand to protection to catch self (reduces aggressive tendencies associated with hands supporting reflex)
- Run Laps around the Gym
- Slide and climb on playground equipment

**Classroom Sensory Support**

- Weighted Lap Pad for seated activity
- Theraband on chair legs
- Bicycle pedals on the floor
- Vibration Activities – toothbrush, vibrating pillow, mini massager
- Chewy foods, calming mint, alerting sours
- Aromatherapy or non-toxic lotions with mint, vanilla , or Lavender
- Background music – 60 Beats per minute or less
- Introduce head phones
- Exploratory sensory play in bins (pasta, beans, rice), Sand, Shaving cream, Water, alphabet letters (upper and lower case), foam shapes Etc.



Is it sensory or behavior? Common problems rooted in sensory behavior













- Over-reactions to routine situations
- Aggression during routine tasks
- Self-Injurious behaviors

Analyze Behavior

- **Antecedent** - What happens before the behavior? Some things to consider: demands of task, stress, sounds/smells in setting, down time, chaos, invasion of personal space, etc
- **Behavior** – Is the behavior providing any sensory input? What type? Consider touch, pressure, movement
- **Consequence** - What happens after the behavior? Consider: does the child receive attention (positive or negative), was the task discontinued, was child removed from setting, etc

<p>Analyze sensory needs of child</p> <ul style="list-style-type: none"> <li>▪</li> </ul>	<p>Replace -Analyze the behavior based on the child's sensory needs.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Prevent –targeted behavior</p> <ul style="list-style-type: none"> <li>• Over reaction</li> <li>• Aggression</li> <li>• Emotional instability</li> <li>• Impulsivity</li> <li>• Attention to task</li> <li>• Sensory seeking (pressure, movement, mouthing)</li> </ul>
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Build choices into child's schedule

<p><b>Learning position:</b> Some children need to change body position to keep optimal level</p>			
<p><b>Learning activity:</b> Modify (fold paper in half), change writing tool, explore smells</p>			
<p><b>Learning tool: fidget</b> Allow child to fidget with hand tool during auditory instructions</p>	 <p>CALMING</p>	 <p>ALERTING</p>	 <p>ATTENDING</p>
<p><b>Time</b> Provide visual cue so child can determine when the next sensory break occurs</p>	 <p>Visual timer or stop watch</p>	 <p>Roll the dice to determine the # of times</p>	

Evidence based: Miller, J. ,J. Coll & S. Schoen (2007). A Randomized Controlled Pilot Study of the Effectiveness of Occupational Therapy for Children with Sensory Modulation Disorder. American Journal of Occupational Therapy.

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