

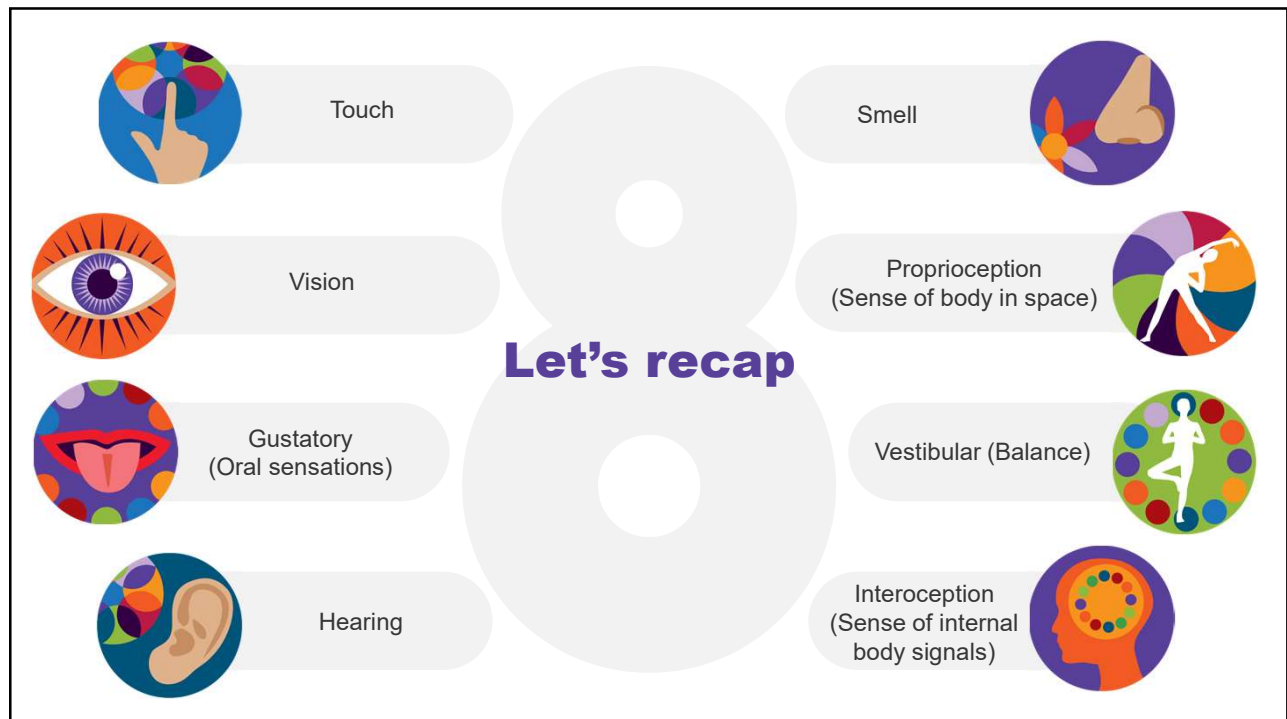
Part 2: Implementing Sensory Strategies

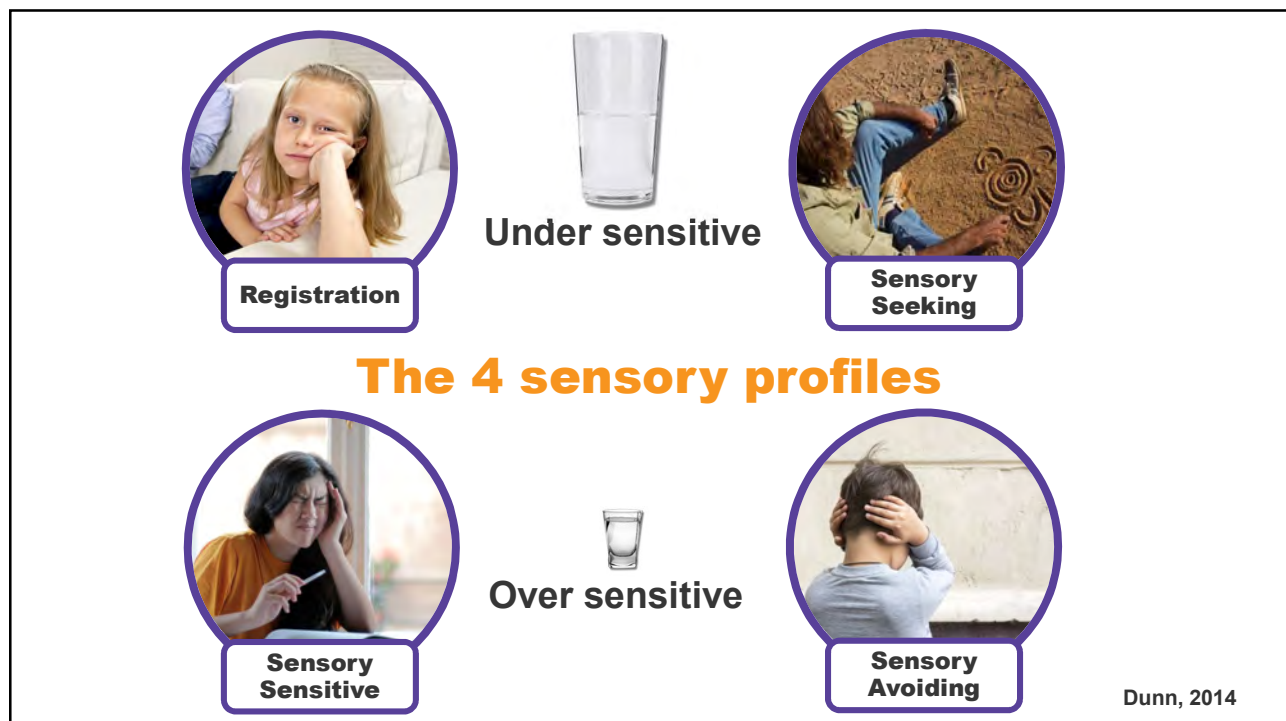
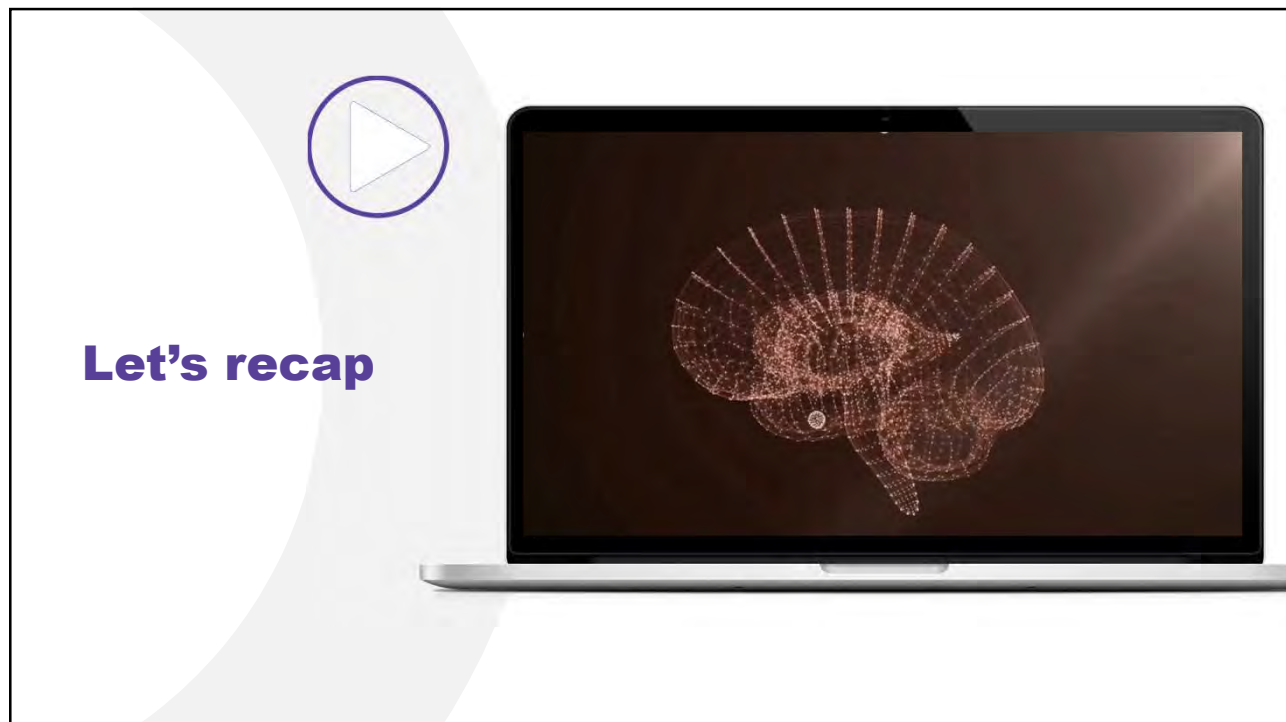


Acknowledgement of Country



First Nations people are advised that this webinar may contain images and voices of people who are no longer with us.













Sensory Tool

Sensory Tool

Name _____ Date _____

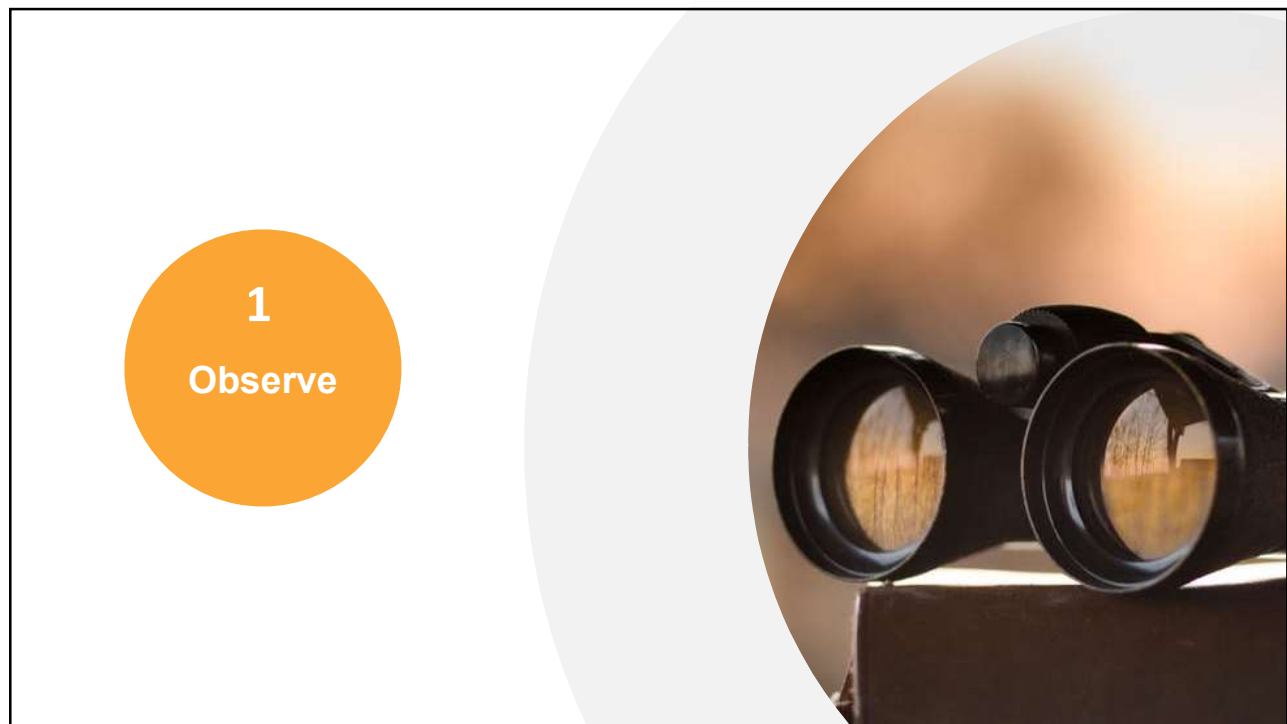
 **positive partnerships**
Working together to support autistic school-aged students

		Under sensitive observations 'A lot feels like a little'	Over sensitive observations 'A little feels like a lot'	Possible strategies
Tactile (Touch)				
Visual (Sight)				
Gustatory (Oral Sensations)				
Auditory (Sound)				
Olfactory (Smell)				
Vestibular (Movement)				
Proprioception				
Interoception				

Positive Partnerships is funded by the Australian Government Department of Education. The views expressed within this program do not necessarily represent the views of the Australian Government or the Australian Government Department of Education.

The Planning Cycle





1
Observe

Why do we need to observe?

Why do we need to observe?

A slide with a white background and a large light gray circular graphic on the left. In the top left corner, there is an orange circle containing the number '1' and the word 'Observe' below it. To the right of this circle is a blue circular play button icon. Below the play button, the text 'Why do we need to observe?' is written in bold purple font. On the right side of the slide, there is a video player showing a woman with short brown hair and glasses, wearing a blue patterned top, smiling. The video player is a laptop screen.

Most/Least Likely

	People	Place	Activity	Time	Think about:
Behaviour is MOST likely to occur when:	Who is usually around when the behaviour occurs? You can write as many names as is relevant:	Where does the behaviour usually occur? You can write one or more places:	Think about activities that the person is engaged in when the behaviour typically occurs. You can write one or more activities:	Is there a time of day, day of week, etc. when the behaviour is most likely to occur?	<p><i>This column is optional. Is the young person making choices about their behaviour or are they being driven by their brain or biology?</i></p> 
Behaviour is LEAST likely to occur when:	Who is around when the behaviour rarely or never occurs? You can write as many names as is relevant:	In what places does the behaviour rarely or never occur? You can write one or more places:	What activities rarely or never result in the behaviour?	Is there a time when the behaviour is not likely to occur? Write down times other than when the individual is sleeping.	<p><i>This column is optional. Is the young person making choices about their behaviour or are they being driven by their brain or biology?</i></p> 



2
Plan

2
Plan

Identify sensory strategies



Modify the environment



Introduce a tool, resource or visual support

2
Plan

Identifying a strategy

Modify the environment



2 Plan



Sensory Audit Checklist for Inclusive Classrooms | Primary School

This Sensory Audit Checklist will help you review your classroom's sensory environment so you can quickly and simply create a more inclusive and supportive learning space for all students.

Students whose sensory needs and preferences are considered are likely feel more comfortable, focused, and engaged in their learning. Doing a sensory check of your classroom/s will benefit all students, but particularly those who are autistic and neurodivergent.

Hyperlinks embedded in the checklist will direct you to relevant [Sensory Considerations](#) teaching practices.

Sensory Audits

1. Visual Environment

- ☐ **Lighting:** Are the lighting levels comfortable, with minimal glare or flickering (e.g., natural light, adjustable lighting, soft lighting options)?
- ☐ **Clutter:** Is the classroom free from unnecessary visual clutter (e.g., posters, items on walls or shelves)?
- ☐ **Visual stimuli:** Are there any visual distractions (e.g., bright colours, fast-moving images, outside activity, or displays)?
- ☐ **[Seating arrangement](#):** Will the seating arrangement reduce distractions, and are there options for students who may need to sit in quieter or less visually stimulating areas?

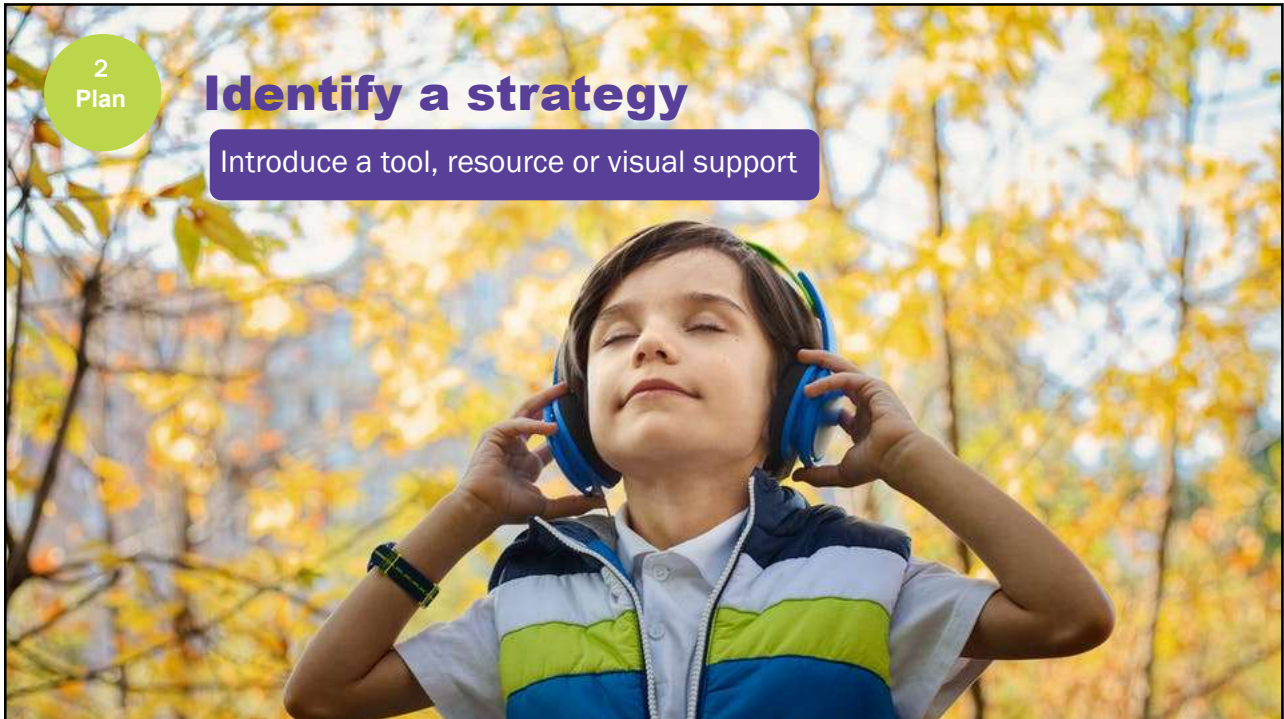
2. Auditory Environment

- ☐ **Noise levels:** Are noise levels in the classroom kept at a comfortable level, with minimal background sound (e.g., hallway noise, air conditioning)?
- ☐ **[Echoes or acoustics](#):** Does the room have any acoustics that might amplify sounds or cause echoes?
- ☐ **Noise-cancelling options:** Are there strategies and resources available, like noise-cancelling headphones or calm spaces, for students who are sensitive to auditory stimuli?

2 Plan

Identify a strategy

Introduce a tool, resource or visual support



2
Plan

Identify a strategy

Introducing a tool, resource or visual support



3
Implement

Implement the new strategy

Consider:

- Who needs to be informed and taught how to use the strategy?
- What materials do we need?
- What environments do the materials need to be available in?
- Does your young person need to be taught something?
- Trial and observe their response.



4

Evaluate

Evaluate a strategy









- What was the purpose of the strategy?
- Did the strategy work or not work for your young person?
- Why?
- Was the strategy easy to implement safely?
- Did the strategy cause you or your young person stress, anxiety or discomfort?



Case study: Meet Sam



Sensory Tool









	Under sensitive observations 'A lot feels like a little'	Over sensitive observations 'A little feels like a lot'	Possible strategies
Tactile (Touch) 	Prefers to be barefoot and likes to walk in sand	Does not like to get paint on his hands	
Visual (Sight) 			
Gustatory (Taste Sensations) 	Overfits his mouth at dinner time Loves nearly burnt food with LOTS of vegemite		
Auditory (Sound) 	Likes to listen to loud classical music	Covers his ears at the sound of the vacuum Avoids public toilets with hand dryers	
Olfactory (Smell) 	Will smell any flower he finds		
Vestibular (Movement) 	Enjoys riding his bike for long periods		
Proprioception 	Bumps into other children in the classroom		
Interoception 	Forgets to drink water and will come home with a full drink bottle if he is not reminded to drink at school		









Most Likely / Least Likely Tool

	People	Place	Activity	Time	Think about:
Behaviour is MOST likely to occur when:	Who is usually around when the behaviour occurs? You can write as many names as is relevant.	Where does the behaviour usually occur? You can write one or more places.	Think about activities that the person is engaged in when the behaviour typically occurs. You can write one or more activities.	Is there a time of day, day of week, etc, when the behaviour is most likely to occur?	This column is optional. Is the young person making choices about their behaviour or are they being driven by their brain or biology? 
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	People	Place	Activity	Time
Behaviour is MOST likely to occur when:	<p>Who is usually around when the behaviour occurs? You can write as many names as is relevant:</p> <ul style="list-style-type: none"> -Mum -Brother 	<p>Where does the behaviour usually occur? You can write one or more places:</p> <ul style="list-style-type: none"> -Mum's car 	<p>Think about activities that the person is engaged in when the behaviour typically occurs. You can write one or more activities:</p> <ul style="list-style-type: none"> -Driving to school listening to radio classic hits station 	<p>Is there a time of day, day of week, etc. when the behaviour is most likely to occur?</p> <ul style="list-style-type: none"> -At 8.30 ish
Behaviour is LEAST likely to occur when:	<p>Who is around when the behaviour rarely or never occurs? You can write as many names as is relevant:</p> <ul style="list-style-type: none"> -Dad -Grandma 	<p>In what places does the behaviour rarely or never occur? You can write one or more places:</p> <ul style="list-style-type: none"> -While sitting at the movies -In any other chair -In Dad's car -In Grandma's car 	<p>What activities rarely or never result in this behaviour?</p> <ul style="list-style-type: none"> -Driving home from school -During assembly -Watching a movie at the cinema -On the bus 	<p>Is there a time when the behaviour is not likely to occur? Write down times other than when the individual is sleeping.</p> <ul style="list-style-type: none"> -At end of the day

Sensory Tool

	Under sensitive observations 'A lot feels like a little'	Over sensitive observations 'A little feels like a lot'	Possible strategies
Tactile (Touch) 	Prefers to be barefoot and likes to walk in sand	Does not like to get paint on his hands	
Visual (Sight) 			
Gustatory (Oral Sensations) 	Overfills his mouth at dinner time Loves nearly burnt toast with LOTS of vegemite		
Auditory (Sound) 	Likes to listen to loud classical music	Covers his ears at the sound of the vacuum Avoids public toilets with hand dryers	Listen to Sam's preferred radio station on the way to school OR give him his headphones so he can listen to his favourite music
Olfactory (Smell) 	Will smell any flower he finds		
Vestibular (Movement) 	Enjoys riding his bike for long periods		
Proprioception 	Jumps into other children in the classroom		
Interoception 	Forgets to drink water and will come home with a full drink bottle if he is not reminded to drink at school		

		Possible strategies
Tactile (Touch)		<ul style="list-style-type: none"> Provide sensory friendly clothing options Have different fidget tool options so individuals can choose what works for them Create a touch and feel box, with different pieces of fabric (wool, plush, sequins), craft items (leathers, cotton wool, small rocks, leaves etc)
Visual (Sight)		<ul style="list-style-type: none"> Provide sunglasses Allow wearing caps inside Use lamps/natural light instead of overhead lighting Incorporate colour and visuals into learning
Gustatory (Oral Sensations)		<ul style="list-style-type: none"> Provide crunchy foods Use a drink bottle with a straw Provide 'safe foods' when introducing new foods Offer very cold or ice water if preferred
Auditory (Sound)		<ul style="list-style-type: none"> Have soft materials in the environment to absorb sound Provide a quiet space Provide opportunities to listen to music Give pre-warning before loud sounds where possible
Olfactory (Smell)		<ul style="list-style-type: none"> Limit strong smells (perfume, food smells etc.) Ensure good ventilation and airflow Provide opportunities for accessing favourite smells e.g. scented markers, scented playdough etc.
Vestibular (Movement)		<ul style="list-style-type: none"> Provide regular brain breaks/opportunities to move Set up obstacle courses at home/in the playground Provide alternative seating options (e.g. beanbags, standing desks, wobble cushion, seat with arm rest, foot stool) Teach how to use railing when walking up stairs
Proprioception		<ul style="list-style-type: none"> Encourage physical activities e.g., swimming, running, jumping, climbing Incorporate yoga, animal walks or stretching into routines Teach body boundaries and consent. Model asking before hugging/touching
Interoception		<ul style="list-style-type: none"> Keep water bottle on desk for easy access Allow bathroom breaks any time throughout the day Incorporate interoception activities from Student Wellbeing Hub into daily routines

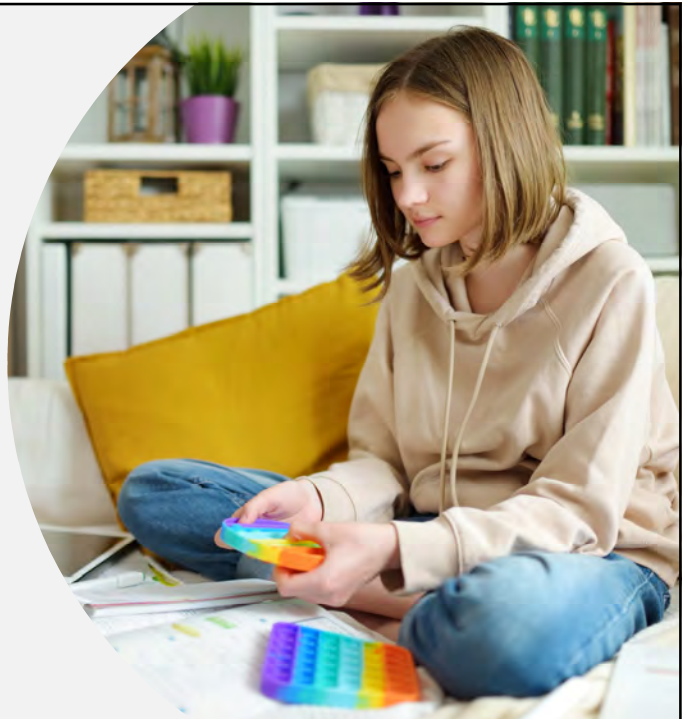
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Be mindful

- There are lots of sensory products available
- Try to use what you already have first
- Some products can be harmful
- Choose products with the support of an OT.



Teaching self advocacy



Where can you go for support?

Autism Connect
National autism helpline



**Occupational
Therapist**



**Speech Pathologist
Dietician**



GP



Psychologist

Sensory processing resources

Sensory Tool

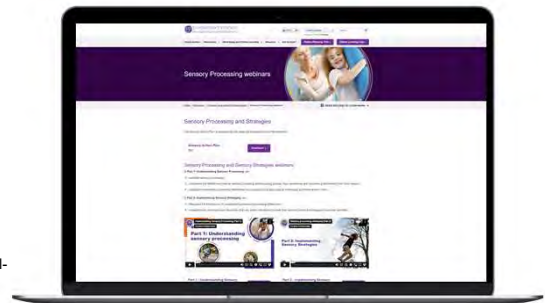
Name: _____ Date: _____

Positive Partnerships
Anoto, Australia

	Identify the sensory system that is most likely to be affected	Identify the sensory system that is most likely to be affected	Identify the sensory system that is most likely to be affected
Visual			
Auditory			
Tactile			
Proprioceptive			
Vestibular			
Interoception			



<https://www.positivepartnerships.com.au/resources/practical-tools-information-sheets/sensory-resources>



First Nations Sensory Animation



Resources



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Feedback & Questions



Which Positive Partnerships activity did you recently complete?

Webinar ☒

Module ☐

Understanding Sensory Processing Pt 2 ☒



<http://tiny.cc/PP-onlinefeedback>