



Quick Fixes to Undesirable Behavior Related to Sensory Integration

See It (Behavior)	Identify It (Sensory Explanation)
Hand Flapping	Proprioceptive - seeking input to muscles or joints
Visual Stimulation - finger flicking in front of eyes; over-focusing on small object; moving eyes in odd ways	Visual - difficulty with perception, trying to replace undesired visual input
	Vestibular - difficulty knowing relationship to the object
Excessive mouthing or chewing on non-food objects including clothing	Gustatory - seeking different tastes found on objects
	Proprioceptive - seeking input to muscles or joints especially in the mouth
	Tactile - decreased discrimination, seeking different textures
Rocking in chair or seat	Vestibular - seeking motion/movement
	Proprioceptive - seeking input to muscles or joints, especially lower body
Head banging or ear flicking	Proprioceptive - seeking input to muscles or joints, especially in the upper body/head
	Vestibular - seeking motion/movement
Humming or other "background noise" vocalizations	Auditory - seeking auditory input
	Auditory - replacing undesired auditory input
	Proprioceptive - seeking input to joints/muscles especially in the mouth
Smelling or Sniffing	Olfactory - seeking stimulation through smells
	Gustatory - may be seeking tastes, hungry
Spinning	Vestibular - seeking movement or motion, especially in the rotary plane
Complains about or refuses to touch certain things - glue, finger paints, finger foods	Tactile - avoiding undesired touch or the wrong (too light) touch
Extreme response to being touched (hand on shoulder, bumped in line)	Tactile - overly sensitive to light or unexpected touch
Clothing irritant - pulls or tugs at clothing, removes clothing, refuses to wear certain clothing	Tactile - desires decreased or different tactile input
	Proprioceptive - seeking input to muscles or joints in areas by pulling clothing tighter or less input if clothing is too tight
Poor Eye Contact	Visual - excessive input, unable to focus
	Visual - excessive input, attempting to reduce overall input or reduce undesired input

Difficulty maintaining personal space	Vestibular - unaware of where body is in relationship to others
	Proprioceptive - seeking input to muscles/joints by crashing into others or objects
	Tactile - seeking different input
	ALL - Avoiding or seeking any other stimuli by moving impulsively towards or away from it
Excessive touching - others, objects, etc.	Sensory seeking input from whatever object is being touched (likely tactile or proprioceptive)
Inappropriate volume (not related to emotional response)	Auditory - Either seeking additional auditory input, trying to cover up undesired auditory input, or an inability to distinguish current auditory level
Irrational fear of heights or over cautious	Visual - decreased ability to determine heights or distances
	Vestibular - decreased ability to determine relationship to others or the ground, decreased ability to navigate equipment
Strong aversion to movement - won't run around, no sit-and-spins, avoids swings	Vestibular - deficits may cause nausea (motion sickness)
	Vestibular - difficulty knowing relationship to others
Very picky eater	Tactile - avoiding undesired textures
	Gustatory - avoiding undesired tastes
Avoids participation in activities (not related to movement needs)	Auditory - avoids undesired sounds from others or equipment
Running around in unstructured ways (along the periphery of the space)	Vestibular - unable to identify boundaries of physical space



Meet It (Sensory-Motor Activity)

System	General Activity	Specific Activity / Resource Tool
Auditory: (hearing)	Provide headphones for a child to wear to reduce noise input	Use: Noise reducing headphones
	Turn on (or off) background noise - provide white noise	Music - generally lower frequencies (drums) will elicit movement; while higher frequencies (cymbals, flutes) will engage attention; slower, rhythmic music will calm
		White noises, classical music or nature sounds can be calming
	Allow transition before/after group to reduce loud environments	
	Provide a quiet activity option	
Modify typically loud activities, like gym games, to be silent		
Gustatory: (taste)	Provide different textures and resistances to chew on	Chewy food - gum, fruit snacks, fruit leathers
		Crunchy foods - carrots, apples, crackers
	Provide resistance while eating	Partially freeze foods/drinks (grapes, juice)
		Offer a long, thick straw to drink liquids or semi-solids (pudding, yogurt)
	Provide strong tastes to eat	Tart juices (cranberry, grapefruit) or pickles
Provide an approved item to chew on	Use: ChewEase Pencil toppers, Chewlery or Grabber XT	
Visual:	Provide strong, consistent movement input	
	Limit extraneous visual stimuli	Use: Porta Study Carrel
		Wear sunglasses
		Space painted in neutral "cool" colors
		Provide small group activities in a visually quiet space
Offer opportunities to look at slow visual movements	Snow globe, lava lamp, or fish tank	
Provide activities that couple visual input with movement like chasing a ball		

Tactile:		Create a texture strip to feel when doing seated work
	Provide opportunities for different texture input	Provide a fidget that is rough, smooth or squishy to keep in a pocket
		Use: Pencil Fidgets, Twidget
		Use a sensory bin of beans with different objects hidden in it
	Implement a brushing routine (with parent permission and training)	
	Offer different modalities for activities to avoid unpleasant tactile input	Paint brushes instead of finger paints
		Finger paints instead of paint brushes
		Oversized crayons or markers
		Wear gloves when dealing with sticky or messy materials
	Create identified space markers to help reduce shoving or bumping in lines	Use: Utility Spots
	Provide items to hold when in line	Use: Fidgets
	Transition before or after the group to avoid high accidental touch situations like the hallway	
	Stand first or last in line to limit the number of others around who could bump them	
	Ask before offering a high five or touching the person	
	Check with a parent first, but then remove clothing irritants	Cut tags out
		Wear clothing (including socks) inside out so no seams rub
		Use extra fabric softener
		Wear a base layer of an acceptable fabric
	Wear a base layer of tight clothing (spandex, like swim suits or bike shorts)	
	Keep familiar items on hand to replace undesired ones	Snack choices
		Clothing choices
Deep touch is more beneficial to result in calming organizing input	Massage	
	Offer lotion they can rub into legs or arms	
	Use: Lap Weight	
	Bear hugs or shoulder squeezes	

Proprioceptive:	Head and Mouth	Drinking thick liquids through a small straw
		Wearing a tight hat
		Squeeze own head
		Chewing on gum (2 pieces at a time offers even more resistance), or other
		Wind instruments - harmonica or kazoo
		Blow bubbles (threw a straw, into thick liquids like yogurt or pudding)
	Shoulders, Arms, Hands, Torso	Pushups - regular, wall or chair
		Stretchy band - bicep curls, triceps curls "field goals" or Lat squeezes (pull band apart)
		Deep breathing while lying on the ground with a medicine ball on stomach
		TheraPutty (make designs, find hidden objects)
		Erasing whiteboards
		Pull ups or hanging from a bar
		Fidgets - stress balls, clothes pins
		Cut cardboard or playdough
		Paper punch construction paper
		Baking - stirring, pressing, kneading
		Staple Papers
		Use: Exercise Bands, Fig. 8 bands
	Use: Sandbell weights	
	Lower Body	Jumping jacks, squats, lunges, jump rope
		Bridges - lie on the floor, knees bent, raise bottom off the ground
		Frog jumps
		Resistance Kicker on chair legs
		Use: Core Disc
		Use: Exercise tubing
	Whole Body	Pancakes (lay between 2 mats and get squeezed)
		Body Sock (stretchy band wrapped around body)
		Barrel Rolls
Lizard/Army crawl		
Parachute games - wrap up in or crawl under		
Carry books or milk crate		
Move furniture (put chairs up)		
Provide weight for shoulders or lap - backpack, weighted sock	Use: Lap Weights	

Vestibular:	Provide opportunities for movement during seated work	Wiggle seat or core disk
		Standing desk
		Sitting on a yoga ball instead of a chair
		Office chair to allow for rotation (but not spinning)
	Provide opportunities for organized movement	Swinging (back and forth, no spinning)
		Scooter boards (better if coupled with resistance)
		Spinning (on an office chair - limit number of spins and follow up with another organizing/calming activity)
		**Generally linear (back and forth or up and down) movements are more calming and organizing than rotary (spinning) movements
		Jumping up and down (trampoline or in place)
	Provide physical support	Back rest for benches or when seated on the floor
		Lean against the wall in line
		Sit next to an adult
	Provide a "safe crash" space (pile of pillows or beanbags)	

Olfactory: (smell)	Provide opportunities to smell strong smells - cinnamon, citrus, pine, or peppermint	Use: Scent Inhalers
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