

LOW REGISTRATION

- Often laid back & easy going
- Less bothered by things in the environment (because they notice less)
- React more slowly to information presented
- May have low energy levels or appear apathetic
- May miss cues to support engagement (e.g. do not respond when name is called or attention drifts easily from tasks... can be zoned out or a daydreamer)
- May appear uninterested but may not have noticed

Tools

Give **MORE** input to increase engagement

Provide extra cues (e.g. touch shoulder, turn on/off lights, talk in a funny voice)

Use checklists to keep on track

Move your body before activity to WAKE UP the body & brain

Eat a crunchy or chewy snack, chew gum or use "chewlery" to stay alert

SEEKING

- Enjoys and seeks input and sensory experiences
- Enjoys new experiences and coming up with new ideas.
- Child is active and will actively seek more input if sensory needs are not met.
- Great at creating new play scenarios and ways to complete their work (at times they can appear to make tasks more difficult than they need to be)
- May seek sensory input so much that it interferes with participation
- Can become bored with routine or low-stimulus tasks (not enough sensory input)

Tools

Give **MORE** (intense) sensory input to keep engaged & paying attention

Move your body before and/or during activity to keep alert (e.g. cushion on seat, standing to work, Theraband around legs of chair to allow legs to move, sit on exercise ball)

Watch your child's behaviour... it will often tell you what your child needs (e.g. crunchy/chewy snack, music, movement, bear hug/squeeze)

Provide grounding, heavy muscle work (e.g. animal walks, trampoline, climbing, digging in the garden, carrying groceries, push-ups or wall pushes, bouncing a basketball)



SENSORY PROCESSING

WHAT SENSORY PROCESSING PATTERNS
MIGHT LOOK LIKE

AND

TOOLS TO BE CALM, ENGAGED & THRIVING

SENSITIVITY

- Child notices more sensory input
- Child notices and can be distracted by changes in the environment
- Can be bothered by things that others do not notice (e.g. noises, lumps in food, tags in clothing)
- Often reacts after the fact (reactions are usually quick and intense)
- May become upset when things do not go according to their plan or when interrupted

Tools

Provide repetition, structure and consistency

Eliminate distractors (e.g. listen to music with earphones or use noise cancelling headphones)

Use visual schedules/plans to support the plan of the day

Be curious as you discover what input is distracting (bothersome) & what input helps organize & calm (deep pressure or breathing often work well!)

AVOIDING

- Prefers to play same games and activities in the same way
- Likes to be "in charge" or "in control" of activities
- Has lots of difficulty when plans or routines are changed
- Notices more and is bothered
- Will retreat or flee when overwhelmed or in new or unexpected situations (e.g. fight, flight, freeze)

Tools

Have **LESS** input in the environment (less is more)

Provide opportunities to take breaks and retreat (e.g. cozy corner/tent)

Use routines and predictability to help child manage.
Provide LOTS of warning if there will be a change and support through the change.

Allow child to help you create a supportive learning environment (e.g. less noise, or less visual distractions by working facing a wall or with a visual barrier between them & others)