

Each sensory processing pattern has strengths and challenges, and at times these patterns can support or interfere with things your child (or you) needs to do or wants to do. Start by understanding, then explore ways to easier to live and participate in the world.



## Seekers

Seeks and enjoys sensory input.



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# Strengths:

- Child enjoys sensory experiences.
- Child seeks more input in sensory experiences.
- May seek out new experiences.
- Child is active and enjoys exploring the world.
- Child may have lots of ideas and enjoy creating new play activities.
- Persistent, energetic, spirited and passionate
- Will actively seek out more input if sensory needs are not being met (e.g. make noise, move constantly)
- May enjoy engaging with many senses at the same time (e.g. run, sing, clap and crash - all at once)
- Often enjoy being active.
- Usually they show what they are seeking through their actions & behaviours.

# Challenges:

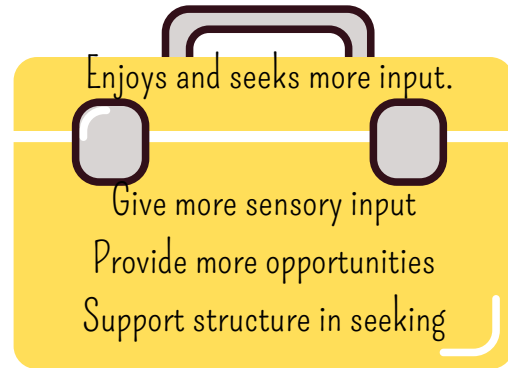
- May seek sensory input in ways that are excessive or disruptive (may interfere with ability to participate)
- Can become easily bored in low-stimulating environments (and will try to make things more interesting for them)
- May not be aware of safety concerns when they seek out the input they are craving or desiring
- Can become overstimulated and dysregulated if input they are seeking becomes too much
- May find routine tasks challenging if there is not enough sensory input
- May get distracted by new sensory experiences (so focused on senses unable to focus on task)
- May make things harder than they need to, or take longer
- May move so fast they make mistakes or get hurt

NOTICE or ASK:

What input they are seeking.

Is the input disruptive or regulating.

# Tools to Try:



- Use sensory tools to engage and alert (without over-stimulating) - this is where grounding & organizing activities can be supportive especially before transitions
- Find ways to INCORPORATE preferred input into a task, instead of using it as a reward (child may NEED the input to complete a task, not after a task).
- Watch the child's behaviour - it will often tell you what they need
- Incorporate heavy work (using big muscles) into movement such as: pushing, pulling, carrying, lifting
- Play music in the background (often without words) to provide auditory input without the distraction of singing along - or a new song they haven't heard before
- Provide a mobile seat (e.g. wobble cushion, wobble seat, Zuma rocker, ball chair, stand to work)
- Explore ways to ADD more sensory input into various experiences using all the senses (eyes, mouth, touch, sounds, taste, movement, muscles/deep pressure)
- Use visual checklists or "First, Then" to remind the child what is expected in case they missed the information provided orally
- Explore what tools and supports help the child to be in their "just right" window of regulation to be alert, engaged and ready to learn/play/listen without becoming overstimulated
- With MORE structured, meaningful intensity seekers can pay attention longer and participate more fully

When the child is becoming over-stimulated try grounding/organizing input such as:

- Wall or chair push-ups or pull-ups
- Heavy work - using big muscles in a slow, rhythmic & organized way
- Sit or lay in a swing, hammock or Peapod
- Deep pressure squeeze/hug, weighted blanket
- Oral motor - snack that is crunchy or chewy, or use chewlery (or a water bottle)