

Step 1 My Views

“At School”

Proprioception (Body Awareness) and Vestibular (Balance)

Name:

School Setting:

Activity	What do I feel?			What would help me?
Walking around school				
Writing with a pencil				
Holding a knife or fork				
Running around at playtime				
Doing up zips or shoe laces				
Doing P.E.				

Step 1 My Views

Tactile

Name:

School Setting:

Where am I?	What do I feel?			What would help me?
Dressing for P.E.				
Sitting close to others in assembly/ class				
Walking along the corridor				
Using paint or glue in class				
Carrying my book bag				
Touching or bumping into others at play				

Step 1 My Views

Vision

Name:

School Setting:

Where am I?	What do I feel?			What would help me?
Lining up outside class				
Sitting in assembly/ classroom				
In the toilets				
Walking along the corridor				
Eating lunch in the hall				
Playtime				
Packing up to go home				

Hearing

Name:

School Setting:

Where am I?	What do I feel?			What would help me?
Lining up outside class				
Sitting in assembly/ classroom				
In the toilets				
Walking along the corridor				
Eating lunch in the hall				
Playtime				
Packing up to go home				

Step 1 My Views

Taste

Name:

School Setting:

Where am I?	What do I feel?			What would help me?
Eating snack at Playtime				
Eating lunch in the hall				

Step 1 My Views

Smell

Name:

School Setting:

Where am I?	What do I feel? *			What would help me?
Lining up outside class				
Sitting in assembly/ classroom				
In the toilets				
Walking along the corridor				
Eating lunch in the hall				
Playtime				
Packing up to go home				

Name:

School Setting:

Activity	What do I feel? *			What would help me?

Step 1: Sensory smart environments

My Views: 'At Home' Exemplar

Name:

School Setting:

Activity	What do I feel? *			What would help me?
Wake Up				
Get dressed				
Brush teeth				
Have breakfast				
Play				
Watching television				
Have a snack				
Have lunch				
Before dinner				
Dinner time				
Bath time				
Story time				
Go to bed				

Step 1: Sensory Smart Environment:

My Views: 'My Day'

Name:

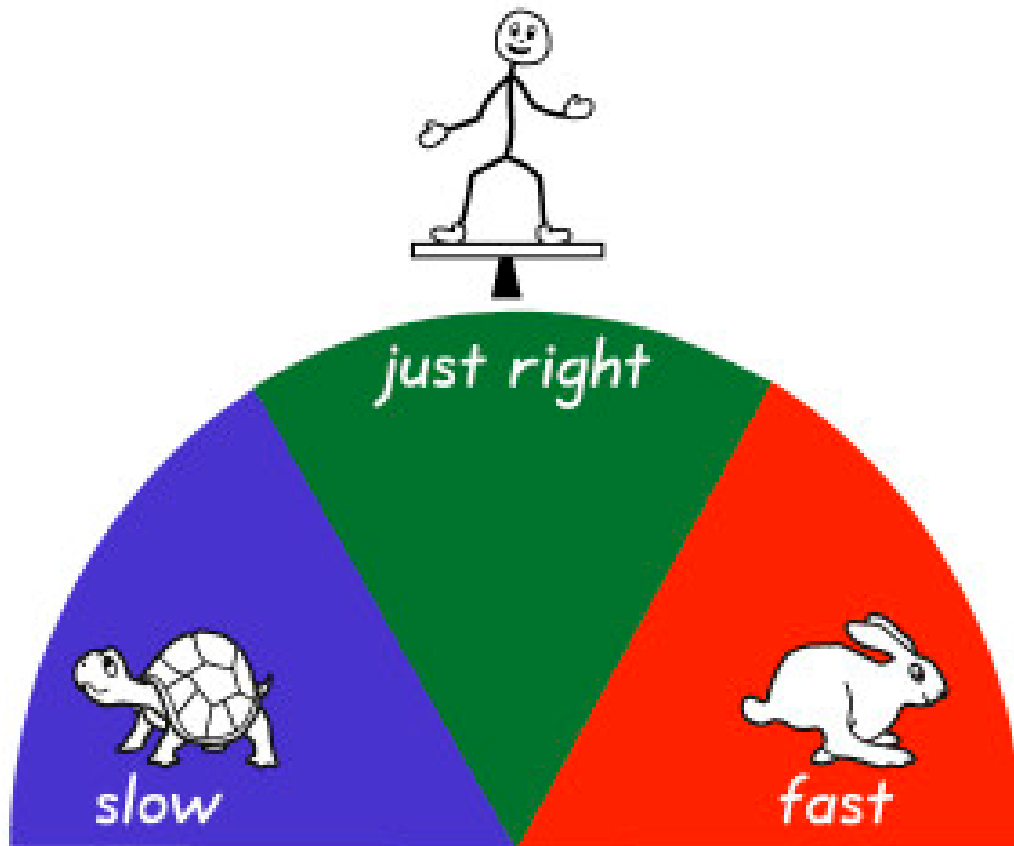
School Setting:

Activity	What do I feel? *			What would help me?
Wake Up				
Get dressed				
Brush teeth				
Have breakfast				
Walk to school				
Walk from school				
Have a snack at home				
Doing homework				
Watching television				
Before dinner				
Dinner time				
Bath time				
Story time				
Go to bed				

Step 1: Sensory smart environments

My Views Documents: How do you feel?

Visual prompt (fan or colour cards taken from the *Alert program*) below to be used by Child/Young Person; to inform 'What do I feel?' This could be laminated and presented to Child/ Young Person alongside table/activities. Adult to then complete tables



Step 1: Sensory Smart Environment:

Worksheets (Adapted from 'The Sensory Team Handbook – A hands-on tool to help young people make sense of their senses and take charge of their sensory processing' by Nancy Mucklow, 2009).

Proprioception: Highlight the statements that apply and write comments in the speech bubble below

I rub things out so hard I often rip the paper.
I snap pencil leads by accident.

I seek out hugs and like being hugged hard.

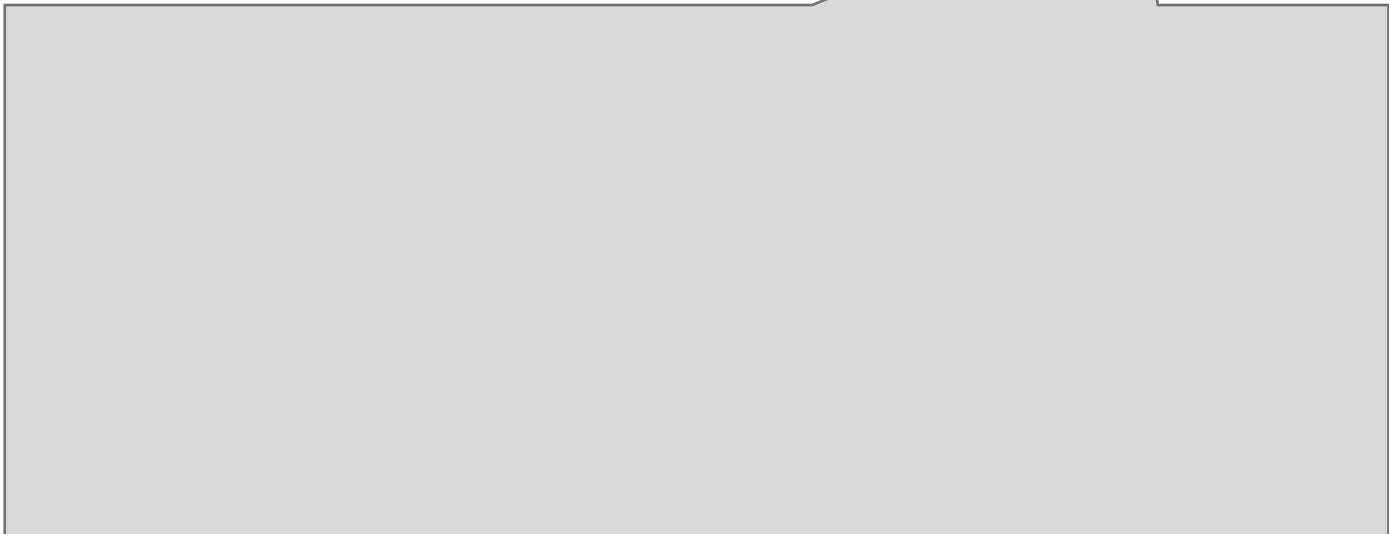


I don't like exercise and I am not confident at playing sports.

When doing my homework I tend to lean my head on the desk.

I find it difficult to squeeze things well.
My hand gets tired quickly when I am writing and my handwriting can be untidy.

I am bouncy and find it difficult to sit in a chair for very long.
I use too much force



Tactile: Highlight the statements that apply and write comments in the speech bubble below

I tend to touch people a lot.

I bump into people without realizing it.

When I was younger I did not like baths, especially getting my hair washed.

People tell me I overreact about cuts and bruises.

I don't like to eat food when it's hot.

I often have food on my face and hands and can't feel it.

I don't like messy play or getting food onto my face/hands.

I don't like being touched and avoid crowded places.

I don't like the feel of a toothbrush or going to the dentist.

I like soft clothes that have been washed a lot.

I cut tags out of my shirts.

The central image shows two hands with colorful paint on them, positioned between the top and bottom rows of speech bubbles.

Vestibular: Highlight the statements that apply and write comments in the speech bubble below

I don't like being moved; it doesn't feel safe.
I don't like tipping my head.

I prefer using stairs to escalators.

People say I am too boisterous.

I like sliding, swinging and jumping. I also like spinning.
I like to climb, rock and twirl more than my peers.
I like the feel of unusual positions (i.e. being upside down)

I don't like running or movements such as swinging and jumping.
People say I overreact when I have to do movements I don't like.

I am wary when I don't know what the demands of new physical environments are.

Vision: Highlight the statements that apply and write comments in the speech bubble below



I don't like bright lights and have to shield my eyes from the sun.

I like bright lights

Sports that have quick movements make me nervous. Watching fast moving objects can make me feel dizzy.

I sometimes don't notice signs, even when they are right where I look.

I get tired from reading. The glare of light on a page makes it hard for me to read.



I find it difficult to shift my focus from the whiteboard to my book and back again.

I get distracted by watching things that move.



Hearing: Highlight the statements that apply and write comments in the speech bubble below

I get distracted by noise (i.e. ceiling fan or lights humming) and I can't hear what a person is saying to me.

I tend to hear things that others don't (i.e. quiet, background sounds).

Certain types of noise irritate me (i.e. high-pitched noises).

Loud noises bother me and can hurt. I cover my ears when there is a loud sound/it is noisy.

In a noisy environment I remember things better when they are written down.



I don't like going to the cinema because it is too loud.

Taste: Highlight the statements that apply and write comments in the speech bubble below



I find it difficult to identify different tastes and flavours, all foods taste the same.

I prefer foods that do not have a strong taste (i.e. noodles, bread, cereal, potatoes).

I don't like mixing tastes and textures in my mouth.
When I eat pasta I keep it separate from sauce.

I prefer raw/ crunchy vegetables and not cooked as they become mushy.

I like food to taste strong (i.e. hot sauce, pepperoni, spices, and tomato sauce).
I really like sour sweets.

Large empty speech bubble for writing comments.

Smell: Highlight the statements that apply and write comments in the speech bubble below

I don't like strong smells (i.e. cleaning products/ food cooking) and I gag easily.

I don't seem to notice smell, even strong smells.

I sniff things over and over again.



I notice smells that other people don't seem to notice and I find it difficult when there are lots of different smells in a room. This can make me distressed.

I find it difficult to tell smells apart.

I like strong smells.
I like to smell objects, people and foods.

A large, empty, light grey rectangular area with a drop shadow, intended for students to write their responses to the statements above.