SENSORIMOTOR HISTORY

Name:	……
DOB:	……
Class:	……
Completed By:	……
Date:	……

TACTILE

Does or did the pupil:

Avoid messy things like finger paint, glue, mud etc.	Yes	Sometimes	No
Strongly dislikes having dirty hands.			
Have trouble tolerating touching, hugging or cuddling.			
Strongly dislike having hair washed, combed or brushed.			
Strongly dislikes having hair or fingernails cut.			
Wear only certain types of clothes – dislikes labels.			
Fiddles with objects/clothes.			
Frequently bumps and pushes other children.			
Seems unaware of cuts, bruises and bumps.			
Over-reacts strongly to minor cuts, bumps and bruises.			
Frequently walks on tiptoe.			
Dislikes crowded environments, for example dining halls etc.			
Unaware of temperature changes.			
Becomes fearful anxious or aggressive with unexpected touch.			
Fearful of proximity to others.			
Describe any additional observations that seem out of the ordinary:			

VESTIBULAR/PROPRIOCEPTIVE

Does or did the pupil:

Avoid playground equipment.	Yes	Sometimes	No
Fearful of fast-moving rides.			
Avoids escalators and lifts.			
Get car sick frequently.			
Want to spin and twirl a lot.			
Have poor balance.			
Appear awkward when moving.			
Use too much or too little pressure with objects, e.g., pencil, toys etc.			
Fatigues more easily than others his/her age.			
Frequently bumps into things or trips more easily.			
Has no sense of danger.			
Rocks in chair or floor, or whilst standing.			
Takes movement or climbing risks that are unsafe, e.gt. jumping on furniture.			
Lies down on floor at inappropriate times.			
Enjoys tight/small spaces.			
Likes to be upside down.			
Touches furniture or walls when walking.			
Describe any additional observations that seem out of the ordinary:			

VISUAL

Does or did the pupil:

Has difficulty following an object with eyes.	Yes	Sometimes	No
Does not look when performing an activity.			
Turn or tilt head when looking at something.			
Blink excessively when trying to catch an object.			
Have difficulty with puzzles, colours and shapes.			
Reverses letters and numbers.			
Avoid eye contact.			
Enjoys lining objects up.			
Watches spinning or shiny objects.			
Find bright colours overwhelming.			
Covers eyes, rubs eyes or squints.			
Prefers to work in a low lighting environment.			
Flicks fingers in front of eyes.			
Describe any additional observations that seem out of the ordinary:			

AUDITORY

Does or did the pupil:

Have a history of ear infections/grommets.	Yes	Sometimes	No
Strongly dislike loud noises, e.g., vacuum cleaners and hand dryers.			
Becomes easily distracted by environmental sounds.			
Have difficulty following instructions.			
Runs away or covers ear with unexpected noises.			
Distracted by noises not usually noticed by others, e.g., ticking clocks and fluorescent lights.			
Appears confused where sound is originating.			
Speaks with a loud voice.			
Tunes out or appears to ignore requests or instructions.			
Covers ears with hands.			
Covers eyes, rubs eyes or squints.			
Auditory stims – hums or makes different sounds.			
Describe any additional observations that seem out of the ordinary:			

OLFACTORY/GUSTATORY

Does or did the pupil:

Seeks to mouth/lick unusual items.	Yes	Sometimes	No
Frequently chews on objects or clothes.			
Avoids eating certain types of textures of food.			
Seems overly sensitive to smells, e.g., perfume, food cooking.			
Seems unaware of smells and tastes.			
Excessive smelling of people and objects.			
Resists teeth brushing.			
Licks or chews inedible objects e.g., clothes, hair etc.			
Picky eater.			
Seeks vibration to the mouth.			
Gags from certain food textures.			
Describe any additional observations that seem out of the ordinary:			

Several "yes" responses in any category indicate that the pupil may need further evaluation from the school Occupational Therapist for sensorimotor problems.

Adapted from East Kent Hospitals NHS Sensorimotor History form and the Autism Education Trust (AET) - National Autism Standards - Sensory Assessment Checklist Supported by the Department for Education (DES) 2012

Ideas to try at school and home

TACTILE

Indicates sensory seeking (over responsive)	**Sensory support to try:**
Avoid messy things like finger paint, glue, mud etc. Strongly dislikes having dirty hands.	Desensitisation/Gradient Exposure - Include some proprioceptive/heavy work prior to messy activity which can help regulate/calm e.g., bounces on a physio ball or vigorous rocking on a rocker followed by ball squashes. -Try using messy materials that are easily absorbed first such as foam which melts into the hands – demonstrate to individual on your own hand first and ask if they would like to squirt it on you/then on themselves (this way the individual is in control). -Try shoulder presses/bear hugs or vibration on upper limbs and back in preparation. - Where tolerated offer the use of gloves for messy/dirty activities. Allow to wear for first few sessions then cut the fingertips out one at a time. Eventually individuals may touch each material without the use of gloves. -If gloves are not tolerated use long paintbrushes/sponges to access different materials. Or use cling film over the top of sand, paint, foam etc., allowing prodding or whole hand exploration. Increase the length of time that individuals are exposed to messy activities – follow the individuals lead/levels of comfort. Provide calming input during these activities.
Have trouble tolerating touching, hugging, or cuddling. Becomes fearful anxious or aggressive with unexpected touch. Fearful of proximity to others. Dislikes crowded environments, for example dining halls etc. Over-reacts strongly to minor cuts, bumps, and bruises.	Some individuals do not like the feel of being hugged, where possible talk to them about this and respect their preferences. Responses to being touched, bumped, cut, or bruised may appear over exaggerated, however with an over responsive tactile system the heightened level of pain experienced is real. Pre-warning individuals about touching, hugging, or cuddling can help them prepare their sensory system for upcoming stimuli. Allow individuals to be first and last accessing different activities and allow transitions at quiet times so individuals can better manage the proximity of others. Be mindful of where seated in different environments.

	Demonstrate hugging/touching using teddies/dolls/puppets as appropriate and enact scenarios with the characters. Model the characters showing respect for others' sensory differences. Invite individuals to act out scenarios with the characters as they may be able to express their worries through drama. Discuss/explain to the whole class/sibling's sensory differences and to respect individual needs. Explain needs in concrete way e.g., some of us need glasses to help up to see, some of us need light touch as we can feel more through our skin. Encourage others to practise soft hugs with teddies, and with others who do not have tactile sensitivity first. Support individuals by modelling the speech/signing required to voice their responses e.g., 'too hard', 'that hurts me', 'please try again', 'softer please' etc.
Strongly dislike having hair washed, combed, or brushed. Strongly dislikes having hair or fingernails cut.	Social Stories are recommended to aid understanding of expectations during these activities. -Preparing each area in readiness for these activities through massage using levels of pressure that are comfortable for individuals. Provide calm/reassuring environment as appropriate to individual e.g., calming music, cushions, warm bath and proprioceptive self-hugs, shoulder presses etc. Role play hairdressers with dolls or individuals who have high tolerance of hair brushing etc. Ensure this is a fun and relaxed experience for all. Introduce other aspects to the role play which may tune into the individual's interests e.g., clipboard to take notes about hair types, hairdresser catalogues for choosing hairstyles. Provide opportunities for individuals to explore all the equipment and encourage them to cut and brush other things with scissors/clippers/combs.
Wear only certain types of clothes – dislikes labels.	Certain fabric material may cause individuals distress, affect attention, and cause agitation. Flexibility with clothing is recommended – some individuals may choose to only wear clothes of a certain material and may need labels removed from clothing. Wearing something tight under school uniform like a lycra vest or socks that are too small may provide calming pressure to improve tolerance to wearing different materials. Seamless clothing may also be preferential or wearing socks/pants inside out. Be aware that cutting labels out of clothes does not always remove irritation and can sometimes exacerbate the issue as the remainder of the label can become more intrusive. In this case unpick the stitches to remove the label and resew seam!

	Desensitisation/gradient exposure to build up tolerance. User timer to work out together agreed time to wear shirt with label for example.
Fiddles with objects/clothes. (Stimming)	Many individuals fiddle with objects and clothes to calm an over responsive tactile system, but they can also exhibit these behaviours to alert an under-responsive tactile system. This is called stimming in autistic individuals and often aids concentration and self-regulation. These behaviours support sensory regulation and should not be stopped unless harmful. If these behaviours are stopped, they need to be replaced with an alternative activity that meets the same sensory need. Be aware that preventing an individual from stimming can lead to increased levels of anxiety and distressed responses. If the stimming is distracting to others provide opportunities to stim in a private space or time. Use visual timetables to explain this.
Frequently walks on tiptoe.	Incorporating some stretching activities throughout the day may support individuals that seek sensory input through walking on tiptoe. This includes, heel walking, scooter races, bear walk, squatting and wall presses with feet flat on the floor facing forwards, front leg bent and back leg straight. Many autistic individuals need to gain extra sensory input through their feet and will demonstrate this need by removing shoes and socks. If the environment allows this (safe floor in classroom for example) then do not prevent this sensory seeking behaviour but teach individuals where to place shoes and socks in a safe place where they will not cause a trip hazard to others.
Indicates sensory avoidance (under responsive)	**Sensory support to try:**
Frequently bumps and pushes other children. Seems unaware of cuts, bruises, and bumps.	These individuals require a lot of input from the tactile system to register the sensation. Individuals who frequently bump and push other children will often not be experiencing the same level of sensation and therefore not aware of their actions. Heavy work activities throughout the day will support children who are under responsive to touch. Please go to the link for heavy work activities. Be vigilant as these individuals frequently do not report an injury to others and are at risk and vulnerable in the company of insensitive/unkind peers.
Unaware of temperature changes.	Spend time observing individual temperature differences in order to make environmental adjustments. Consider temperature of water for bathing and showering, ensuring that it is not too hot. Support with recognising and dressing for different weather/seasons. Individuals may need help regulating their own body temperature and dressing accordingly – layers of clothing may support individuals in being able to regulate their own body temperature for different environments.

	Many individuals experience physical difficulty with adding/removing clothing and may become quickly distressed so provide an appropriate means for these individuals to communicate that they need help. Teach a systematic way of dressing/undressing and ensure all adults working with the individual use same method for consistency.

Vestibular/Proprioceptive

Indicates sensory seeking (over responsive)	**Sensory support to try:**
Use too much or too little pressure with objects, e.g., pencil, toys etc.	Using too much pressure with objects is a sign that individuals are seeking proprioceptive input. Completing heavy work resistance activities (pushing/pulling), doing heavy lifting (carrying books) and weightbearing activities (crawling/push-up's etc.) will support individuals prepare for using objects with the correct amount of resistance.
Avoid playground equipment. Fearful of fast-moving rides. Avoids escalators and lifts. Get car sick frequently. Appear awkward when moving. Have poor balance. Frequently bumps into things or trips more easily.	Individuals may particularly dislike activities that involve spinning and backwards movements and moving fast. Sudden changes in movement may also be uncomfortable and therefore chasing and team games may be avoided. It may be that during movement, such as travelling in car, the individual can tolerate movement during the journey but on stopping may have a 'vestibular rush' and feel very giddy. Pre warn individual to take care when standing up after car journey. Support with activities that provide up and down movements which is easier to tolerate, and gentle movements such as throwing and catching, walking and treasure hunts/nature trails. Strategies to support individuals that experience motion sickness include head compressions and being seated at the front of a vehicle with clear view of the windscreen. When static wall presses, and hand pushes may help. When using sensory equipment such as a rotating chair encourage individuals to push themselves rather than be pushed. With a low spin chair, it is best for them to do this by pushing on ground with hand which ensures the proprioceptive system is also engaged and prevents vestibular system becoming over-alerted. Completing heavy work resistance activities (pushing/pulling), doing heavy lifting (carrying books) and weightbearing activities (crawling/push-up's etc.) will support individuals.

Indicates sensory avoidance (under responsive)	**Sensory support to try:**
Has no sense of danger. Takes movement or climbing risks that are unsafe, e.gt. jumping on furniture. Enjoys tight/small spaces. Likes to be upside down. Touches furniture or walls when walking. Rocks in chair or floor, or whilst standing.	Often individuals that are under responsive to vestibular and proprioceptive input will constantly seek movement to keep alert and enhance concentration. Individuals who crave movements may put themselves and others in danger as they are unable to control the intensity and speed of movements. Things that may help include sitting on a therapy ball, therapy band on the bottom of chair legs, move and sit cushions, chair push-ups, hand pulls and giving tasks to complete such as tidying equipment away. Completing heavy work resistance activities (pushing/pulling), doing heavy lifting (carrying books) and weightbearing activities (crawling/push-up's etc.) will support individuals. Individuals may be seeking the 'end range' which requires high intensity input. Some individuals gain intense input from hanging bars at play park or inverting (laying on back with arms hanging over head) over a bed/sofa, soft play crescent cushion. Assist as required so individual can get full intense stretch as needed.
Lies down on floor at inappropriate times. Fatigues more easily than others his/her age.	When individuals become overwhelmed, they may avoid big body movements and appear disengaged. Heavy work activities will support individuals who exhibit these behaviours, please see the link below for further details.

Heavy work is a type of activity that pulls and pushes against the body and can help individuals feel calm and regulated. Heavy work activities to support the proprioceptive system can be found at the following links:

Heavy Work Activities for Home:
https://drive.google.com/file/d/0B86bxhFxYKGzR2paQkdhSl9sUUk/view

Heavy Work Activities for School:
https://drive.google.com/file/d/0B86bxhFxYKGzYUh2ZkRPTzVEVkk/view

Visual

Indicates sensory seeking (over responsive)	**Sensory support to try:**
Enjoys lining objects up. Flicks fingers in front of eyes. Blink excessively when trying to catch an object.	Individuals exhibiting these sensory behaviours are seeking visual input. Incorporate visually stimulating activities throughout the day to support attention and focus such as light table activities, sensory bottles, drawing, painting, gluing, alphabet I-spy and marble mazes and mirror.
Prefers to work in a low lighting environment. Find bright colours overwhelming.	Changing the lighting in the environment through dimming, seating away from the source of light and where possible use natural light. Tinted glasses/sunglasses or a baseball cap may reduce overwhelming effects of bright lights. Be aware of reflective surfaces within the environment which may cause discomfort. Prepare individuals before entering environments with strong lighting, offer the use of a visual support scale where individuals can share when they are becoming distressed.
Avoid eye contact.	Eye contact can be difficult for individuals for social, emotional, or behavioural reasons. Alternatively, sensory differences may make it difficult to maintain eye contact due to being distracted by facial movements or the processing of speech, and facial expressions simultaneously causing sensory overload. Individuals may be paying attention and listening without making eye contact – not looking may be enhancing the processing of verbal information. DO NOT INSIST ON EYE CONTACT. Teach individuals to look near the eyes, focusing on the mouth is a good way to demonstrate interest without initiating sensory overload.

Indicates sensory avoidance (under responsive)	**Sensory support to try:**
Has difficulty following an object with eyes. Does not look when performing an activity. Turn or tilt head when looking at something. Have difficulty with puzzles, colours, and shapes. Reverses letters and numbers.	Reduce environmental visual distractions by keeping areas clutter free and organised. Seat individuals away from colourful displays, doors, and windows. Hanging mobile displays can cause distress as they are unpredictable when moving in a breeze such as when door opens. Organise and label where things belong, provide visual structure through use of visual aids to support home and school learning including timetables and checklists. Use visual supports to aid organisational skills.
Covers eyes, rubs eyes or squints.	The visual stimuli in the environment may be overwhelming, incorporating "eye breaks" into the day may support.
Watches spinning or shiny objects	Seeking out visual stimuli helps to stimulate the brain; it may therefore be beneficial to allow this type of stimulation before and after an activity to maintain appropriate levels of alertness throughout the day. Visual resources will also gain attention.

Auditory

Indicates sensory seeking (over responsive)	**Sensory support to try:**
Distracted by noises not usually noticed by others e.g., ticking clocks and fluorescent lights. Runs away or covers ear with unexpected noises. Strongly dislike loud noises e.g., vacuum cleaners and hand dryers. Covers ears with hands. Distress caused by the sound of others eating, chewing, swallowing- Misophonia.	Certain sounds may cause discomfort to individuals due to their pitch and tone. Prepare individuals when the noise is about to start where possible and use a timer to indicate when it will end, place the individual as far away from the sound as possible, allow access to ear defenders/ear plugs and a visual prompt card that the individual can use to leave the area. Where possible allow for the individual to control the noise e.g., turning the vacuum cleaner on, then off. Where this is not possible, for example during a Write Dance lesson, encourage individual to prepare by choosing a comfortable volume before proceeding with lesson. Teach others in class to respect individual needs. Teaching calming strategies for example deep breathing and counting to ten and use these during and after unexpected noises. The sound of others eating can trigger an emotional or physiological response, including the 'fight or flight' response. It is advised to provide opportunity for individuals with misophonia to separate themselves during snack and mealtimes. However, be aware that tolerance can develop

	gradually so regularly check in with the individual about their seating choice and ask if they would like to change seating. Provide a step between small to big table, perhaps a table with only one or two other individuals.
Becomes easily distracted by environmental sounds.	Individuals are unable to filter out background noises and are therefore aware of all the noises inside and outside their immediate environment. Seat individuals away from distractions such as doors, lights, heaters, fans and away from chatty and noisy peers. Arrange for a quiet workspace/area or offer ear defenders/ear plugs. Adopt whole class strategies for creating auditory enabling environments using a volume control or traffic light system to control the noise volume. Prepare individuals when entering noisy environments and use a timer to show how long they need to stay in the environment and allow music through headphones.
Indicates sensory avoidance (under responsive)	**Sensory support to try:**
Have difficulty following instructions. Tunes out or appears to ignore requests or instructions. Appears confused where sound is originating.	Individuals who experience under responsive auditory systems often do not register regular noises in the environment and can appear to be deliberately ignoring others. Support individuals by standing beside them when giving instructions, using visual cues to gain attention and reinforce instructions. Break tasks down into small steps. Allow additional processing time and where possible quiet environments. The use of visual supports will help attention and focus. Written instructions on a personal whiteboard may support.
Auditory stims – hums or makes different sounds. Speaks with a loud voice.	In order to increase levels of alertness often individuals who are under responsive to auditory input will seek out additional noise to aid concentration and focus. Request that individuals hum or talk more quietly using a visual resource to aid understanding of different noise levels (e.g., inside and outside voice levels) and model different noise levels. Provide headphones with music. Individuals may be able to increase their levels of alertness in other ways for example using a thinking tool.
Have a history of ear infections/grommets.	There is a link between under responsive auditory systems and autistic individuals having grommets in early childhood. Usually, grommets rectify hearing in individuals who do experience other auditory differences.

Olfactory/Gustatory

Indicates sensory seeking (over responsive)	**Sensory support to try:**
Avoids eating certain types of textures of food. Picky eater. Gags from certain food textures.	There are different factors that may lead to over responsive behaviours to food which may be linked to the texture/taste and smell. In addition, individuals may exhibit rigidity around the colour and brand of food as well as demonstrating intolerance to different foods touching. Lunch plates that have separate compartments to keep foods separated can be beneficial in this case. Sensory based play can introduce different textures and smells. Include individuals in visits to supermarkets. Low arousal approach to mealtimes should be adopted with preferred items at mealtimes and a calm environment. New foods should be introduced outside of mealtimes using a desensitisation approach which includes toleration around new food; start with smelling, holding food to lips, touching the food with tongue, licking the food and eventually biting and swallowing the item – these steps must be taking at the individual's pace so as not to induce anxiety. Be aware that an individual may experience Misophonia (see above) as well as over-responsive olfactory/gustatory system. This can cause sensory overload and lead to high anxiety and distressed responses. Low arousal environment with separate seating advisable.
Seems overly sensitive to smells, e.g., perfume, food cooking.	Certain smells may make individuals feel overwhelmed, irritated and in some cases nauseous. Where possible ensure that the environment is fragrance free, use unperfumed toiletries, sit away from strong smelling items (e.g., rubbish bin, cat litter tray etc.) and be aware of own perfumes and strong-smelling foods and drinks that may adversely affect individuals. Where possible keep the environment well ventilated. Teach coping strategies such as covering nose with a tissue and the use of visual and verbal cues to inform others when smells become overwhelming.
Resists teeth brushing.	Individuals may find the activity of teeth brushing overwhelming. In order to decrease sensitivity prior to brushing teeth apply a little pressure to the teeth and gums and massage the cheeks and chin area with as much pressure as the individual find comfortable. Use mild flavoured toothpastes (some supermarkets stock fruit flavoured toothpastes). Try an electronic toothbrush as some individuals find the vibration calming. For extreme sensitivities try a flannel to clean the teeth. Use social sensory story to help individual prepare and build up tolerance of the routine, details in useful resources.

Indicates sensory avoidance (under responsive)	**Sensory support to try:**
Licks or chews inedible objects e.g., clothes, hair etc. Seeks to mouth/lick unusual items. Frequently chews on objects or clothes. Seeks vibration to the mouth.	Some individuals will lick or chew inedible objects because they like the texture. Where possible teach individuals to discriminate between edible and non-edible items, alternatively replace the non-edible objects with edibles objects with a similar texture/taste that they may be seeking (e.g., crunchy cereal, vegetables, chewy sweets etc). Sensory chewy items are also widely available. Including oral activities in the daily routine such as blowing bubbles, drinking through a straw, blowing up a balloon and playing a wind instrument to support individuals who exhibit food avoiding behaviours and sensory seeking oral behaviours. Some individuals with high oral sensory seeking needs may require an electric toothbrush. Under supervision provide opportunity for individuals to turn on and off independently as they will know the intensity required.
Seems unaware of smells and tastes.	This can lead to difficulty in individuals being unaware of unpleasant odours or inability to detect bad food. Individuals may need support with recognising bad smells through other people's reactions. Visual resources in the form of a checklist may help with personal hygiene. Also, visual reminders may support with recognising expiry dates on food labels and labels for dangerous materials.
Excessive smelling of people and objects.	Some individuals may have a strong preference for certain smells and seek input demonstrated through unusual responses such as smelling people and objects. As smelling people can be interpreted as anti-social behaviour use of a personalised social story can help with social understanding. Provide the individual with a certain smell that they like to support keeping them alert and focussed. Explore different smells through a smelling station and cooking using strong smells.

Useful programmes to try at school and in home:

The Kid' Guide to Staying Awesome and In Control: Simple Stuff to Help Children Regulate their Emotions and Senses. Lauren Brukner (2014)

Simple Stuff to Get Kids Self-Regulating in School – Awesome and In Control Lesson Plans, Worksheets and Strategies for Learning. Lauren Brukner and Lauren Liebstein Singer (2018).

Sensory Circuits are also a great way to keep individuals calm and regulated. Please visit the STLS website for further details: http://thebeacon.kent.sch.uk/media/sites/4/Introduction-to-Sensory-Circuits-Leaflet.pdf

Useful Resources:
Useful activities using simple, inexpensive, and easily accessible materials can be found in:

The Out-of-Sync-Child Has Fun: Activities for Kids with Sensory Processing Disorders by Carol Kranowitz (2006).

Identifying and Supporting Children with Sensory Processing Difficulties: Activities & Strategies for Learning and Playing by Tina Rae, Sarah Fulton & Laura Barton (2018).

Sensory Stories ® - Therapro. Available at: https://www.therapro.com/Browse-Category/Sensory-Stories-PDF-download/

Social Stories ™ - Carol Gray. Available at: https://carolgraysocialstories.com/

Books to explain sensory processing differences to children and young people:

This is Gabriel: Making Sense of School: A Book About Sensory Processing Disorder. Hartley Steiner (2012).

I'm Not Weird, I have SPD. Chynna T. Laird (2012).

Listening to My Body: A guide to helping kids understand the connection between their sensations (what the heck are those?) and feelings so that they can get better at figuring out what they need. Gabi Garcia (2017). Available at: https://www.gabigarciabooks.com/listening-to-my-body/

Useful Websites:

National Autistic Society - https://www.autism.org.uk/advice-and-guidance/topics/sensory-differences/sensory-differences/all-audiences

Griffin Occupational Therapy - https://www.griffinot.com/sensory-resources-parents/

STAR Institute - https://www.spdstar.org/

NOTE:
In schools where pupils are learning/playing alongside others it is essential to teach all individuals respect and tolerance of others' needs. This is in line with the British Values of Individual Liberty and Mutual Respect and Tolerance. A visual reminder may be used to support this. In some classes it may be helpful to create a chart indicating individual needs.

Be mindful as a neuro-typical individual that we may often under-estimate the intensity of sensory input needed for an individual to regulate their sensory system. Be guided by the individual, usually they will show you the intensity and duration that they need. Keep communication open at all times about sensory need. Ask for example during a session of ball squash 'Do you want more or finished?'

If the individual that you are supporting does not respond to any of the suggested ideas, or their sensory differences are impacting everyday living and their quality of life, then please seek further advice from their General Practitioner.

References:
Centre for Autism Middletown. (2020). Strategies According to Sense. Retrieved from: https://sensory-processing.middletownautism.com/sensory-strategies/strategies-according-to-sense/#visual

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