

SENSORY KIT

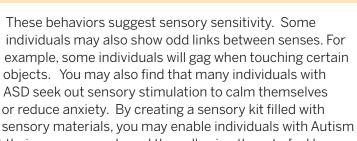
Turn Taking Tool for Group Activities



HANDS in Autism® Interdisciplinary Training & Resource Center

HANDSinAutism.iupui.edu hands@iupui.edu (317) 274-2675 Individuals with autism spectrum disorder (ASD) frequently exhibit sensory sensitivities. Some individuals may cover their ears at everyday sounds. Others may refuse to touch or eat certain things

because of how they feel. Some individuals with ASD may like to look at objects from odd angles.



Spectrum Disorder to meet their sensory needs and thus allowing them to feel less anxious and better able to focus on their daily tasks.

To Make:

- **1.** Review the sensory kit materials list and sensory considerations checklist for some ideas for items to include in the kit.
- **2.** Determine which items would be appropriate and safe for the individuals using the kit. Remember that a sensory kit should contain several options, targeting each of the senses.
- **3.** Create a box or bin with those items that are safe and appropriate to the individual.
- **4.** Consider labeling the kit with a sign or picture so the individual can easily access materials as needed.

Also, check out...

How-To Series
Kid's Corner Series
Life with ASD Series
Academia Series
Strategy in Practice
e-Learning Options
Practical Pointers for Families,
Educators, Medical Providers,
and Individuals with ASD

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To Use:

- **1.** Place the kit in an area that is easily accessible.
- **2.** At pre-scheduled times, allow the individual to have access to the materials.

Note: It is important NOT to allow the child access to the kit when she or he is distressed or engaged in inappropriate behaviors. Doing so will increase the individual's likelihood of continuing those behaviors as a way to continue gaining access to the kit.

SENSORY KIT MATERIALS LIST

Choosing Items for Your Sensory Kit Items in the sensory kit should be presented only with proper adult supervision.

An individual may find comfort in tactile input if she or he explores items through touch or seeks out various textures to feel or mouth. Possible items:						
	Vibrator/Bumble ball Feather Duster Fabric Samples Pin Image		Koosh Balls Texture Blocks Squeeze Balls Self-held Fan		Bristle Blocks Vibrating Stuffed Animals Thera-Putty/Silly-Putty Play-dough	
Visual: An individual may find comfort in visual input if she or he explores items closely with his or her eyes, watches visually stimulating items, or shakes items in front of his or her eyes. Possible items:						
	Spinning Tops Theme Books Trains Expanding Sphere Magna Doodle		Video Games (hand held) Stacking Items Hot Wheels Timers with Gel Center Slinky		Light Wands Figurines Mirror Bounce Balls	
Olfactory: An individual may find comfort in olfactory input if she or he explores items through smell, smells items or people, or seeks various smells. Possible items:						
	Scented Bounce Balls Scented Markers		Scratch & Sniff Stickers Scented Toys		Scented Books	
Auditory: An individual may find comfort in auditory input if she or he explores the world through sound, plays with or is drawn to items that make noise, is easily distracted by noises, or enjoys listening to music/noises. Possible items:						
	Music Headphones/CDs		Microphone Toys that Make Noises		Musical instrument Tape Recorder	
Gustatory: An individual may find comfort in gustatory input if she or he explores items through taste, puts items in his or her mouth, or seeks out specific tastes or flavors (e.g., crunchy, salty, etc.). Check with the family before introducing any gustatory sensory items. Possible items:						
	Fireball Cinnamon Candy Saltine Crackers		Sour Candy Gummy Candy		Suckers	
Proprioceptive: An individual may find comfort in proprioceptive input if she or he enjoys deep pressure sensations, engages in activities involving pushing or pulling, lifting, tight spaces, jumping, or hugging tightly. Possible items:						
	Weighted Vest*		Body Sock*		Play Tunnel*	

SENSORY CONSIDERATIONS CHECKLIST

Individuals with autism often process sensory information differently than others in their environment. These sensory processing difficulties can lead to distractibility, anxiety, pain, and frustration. Lending predictability and a sense of control to these sensory issues can also be of benefit. This form will provide information useful to adapting the environment to better accommodate your child's sensory difficulties.

Sample sensory issues are noted below. Please check which items you have observed to be of concern to your child. If a certain item is missing, please include it at the end of that particular section.

Auditory (Sounds)	Olfactory (Smells)	Vestibular (Movement)	
Loud, unpredictable sounds: Fire alarms School bell Fireworks Ordinary/daily sounds: Toilet Vacuum Blow dryer Baby crying	 □ Responds to subtle smells □ Investigates items by smelling □ Bothered by foul smells □ Bothered by everyday scents: □ Food cooking □ Perfume □ Soaps □ Hands/fingers □ Other 	 □ Negative reaction to movement □ Enjoys movement: □ Swinging □ Rocking □ Spinning □ Exhibits poor balance □ Enjoys being upside down □ Fearful of not being upright □ Enjoys climbing □ Other 	
☐ Singing or talking	Propioceptive (Pressure in Joints)		
Subtle sounds: Fluorescent light bulbs Fans Vent noises Distant plane/train White noise Doesn't respond to: Sound of own name Most sounds Other Hands over ears Yelling, screaming or crying Running away Other Other	Seeks activities involving: Pushing/pulling Lifting Tight spaces Jumping Other Grinds teeth Difficulty sitting up in a chair Other Responds with: Falling hard Hugging Breaking toys Slamming doors Stomping Hitting	Visual (Sight) ☐ Focus on parts of objects ☐ Bothered by visual distracters: ☐ Fans ☐ Lights ☐ Mirrors ☐ Other ☐ Looks at items up close ☐ Looks at items at angles ☐ Difficulty focusing/tracking items ☐ Other Other Notes	
Gustatory (Taste)	☐ Playing rough		
☐ Tastes/eats non-food items	☐ Other		
Preference for: Carbohydrates Salty Sour Sweet Crunchy Pureed Certain temperature Other Gagging Vomiting Yelling Other Other Other Other Other Other	Tactile (Touch) ☐ Preference for textures ☐ Irritated by textures ☐ Dislikes bare feet ☐ Insists on having bare feet ☐ Dislikes light touch ☐ Avoids "messy" play ☐ Seeks "messy" play ☐ Irritated by having hair touched ☐ Dislikes having face washed ☐ Dislikes being tickled ☐ Strong tolerance to pain ☐ Insensitive to touch ☐ Other		