

SENSORY DIET

ToolsToGrowOT.com

THE COMPLETE

Collection



EVERYTHING YOU NEED
for

DEVELOPING & IMPLEMENTING
a Sensory Diet

— HOME SETTING —

SENSORY DIET

THE COMPLETE

Collection



THERAPIST

DEVELOPMENT & USE

INCLUDES:

- ✓ BACKGROUND INFORMATION/GUIDELINES
- ✓ HOW TO CREATE SENSORY DIET/
THERAPIST TIPS
- ✓ ASSEMBLY INSTRUCTIONS
- ✓ EDITABLE TITLE PAGE
- ✓ PARENT INFO. SHEET & INSTRUCTIONS
- ✓ EDITABLE CHART
- ✓ PICTURE SYMBOLS
- ✓ PROTOCOL FOR PARENT USE
- ✓ TRACKING FORM

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THERAPIST
DEVELOPMENT
& USE

BACKGROUND INFORMATION

Effective sensory processing is necessary for almost every activity a child performs because the integration of multiple sensory input is essential for comprehending our surroundings.

Intact sensory processing makes it possible for a child to use the sensory input he/she is receiving from their body and environment in a functional, adaptive manner.

A child with sensory processing concerns has difficulty using sensory input from his/her eyes (vision), ears (sound), skin (touch), nose (smell), mouth (taste), muscles and body joints (body awareness), and inner ear (balance & position of body in space).

Ineffective sensory processing can create significant challenges for completing daily living skills, succeeding at school, playing or using leisure time, and maintaining friendships or relationships with others.

One tool to help is the use of a "Sensory Diet". A "Sensory Diet" will include the introduction of select sensory rich activities that are meaningful to your student. The "diet" may also include strategies to minimize your student's exposure to certain sensory stimuli to help maintain his/her optimal arousal. At times special equipment or materials may be used.

This "diet" will ideally be carried out at home in consultation with you as the student's therapist.

Parents/Caregivers will play a key role in the development and delivery of the diet.

The student will gain maximum benefits if the "diet" is provided at the appropriate intervals (time of day), frequency (how often), and duration (how long). The overall goal will be to help your child function at his/her optimal level throughout their day with ideal attention, self-regulation, and emotional control.

Each child's sensory diet will be different. The activities, accommodations and/or strategies that you select from the "menu" of picture symbol will reflect the student's profile, needs, and individual interests.

Remember, "One size does not fit all". For example, your student may benefit from swinging, but may reject the swing at the local park. It may take some time to find the right fit for your student.

Your student will change over time and in response to the use of the Sensory Diet activities, accommodations, and strategies. Because of this, ask caregivers/teachers to keep track of the student's responses and behavior.

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HOW TO CREATE SENSORY DIET THERAPIST TIPS

1. Therapist must review completed assessments or sensory questionnaires to determine child's needs and strengths related to sensory processing and it's impact on a child's routine/occupational roles.
2. Obtain additional information from parents and teachers as needed. This can be obtained via interview or through your observations. Take note of the following to help design the ideal plan:
 - Times of day that are especially challenging
 - Response to transitions between settings and tasks
 - Activities and routines that the child over-reacts to or avoids
 - Activities that the child engages in for prolonged periods
 - Preferred activities
 - Challenging behavior during meals or daily hygiene
 - How the child reacts to clothing (fabric, sleeve length, etc.)
 - How he/she reacts to food texture, tastes, smells, temperature, etc.
 - Times when your child is especially active or inactive
3. The Therapist should have the permission of child's parent/legal guardian before initiating the use of a sensory diet and recommended strategies/activities with child. Documentation of such permission is suggested.
4. The Sensory Diet Chart is divided into key times of a child's day. These daily routine time frames include:

<input checked="" type="checkbox"/> Transitions	<input checked="" type="checkbox"/> Dressing	<input checked="" type="checkbox"/> Homework
<input checked="" type="checkbox"/> Quiet Time	<input checked="" type="checkbox"/> Bathing	<input checked="" type="checkbox"/> Family Events
<input checked="" type="checkbox"/> Snacks/Mealtime	<input checked="" type="checkbox"/> Grooming	<input checked="" type="checkbox"/> Doctor Visits
<input checked="" type="checkbox"/> Community Outings	<input checked="" type="checkbox"/> Toileting	<input checked="" type="checkbox"/> Car Rides
<input checked="" type="checkbox"/> Play & Leisure	<input checked="" type="checkbox"/> Bedtime/Sleep	
5. There is also an option to create individualized time frame/daily routines that are specific to your child/student.

HOW TO CREATE SENSORY DIET

THERAPIST TIPS CONTINUED

6. The therapist, in consultation with the child's caregiver/parent, selects picture symbols that depict a strategy that is suggested for use during that time frame or daily routine. The selection is based upon clinical judgement and considerations that include:
 - the child's interests
 - the child's reaction to the sensory input associated with that activity
 - the child's activity level
 - the child's attention and task adherence
 - the child's ability to cope with emotional demands
 - available/accessible resources
7. There is the option to select 2-3 picture symbols for each time frame/daily routine category.
8. There is also an area to record special instructions for each time frame/daily routine category.
9. Some children may prefer to have an option to select a picture symbol for given time frame/daily routine. This may be on occasion or on an ongoing basis.
10. Documentation and permission of specific strategies is also suggested. This includes: weighted vest, weighted blanket, weight lap pad, brushing techniques, etc.
11. The Therapist should provide thorough training to the adult that is carrying out and monitoring the Sensory Diet strategies and activities. Documentation of such training is suggested. See Protocol for use form.
12. The Therapist should advise the adult that is directly monitoring the Sensory Diet to beware of any negative reactions the child may have. If such occurs the adult should discontinue use of the strategy/activity and notify the Therapist.
13. The Therapist should periodically observe the child while he/she is completing the specific techniques/activities and the desired results are being achieved.
14. A sensory diet is dynamic. It needs to be changed as the child changes and matures. Keep close contact with the individuals carrying out the "diet" and continually assess its effectiveness.
15. The Therapist should consider instructing the adult to track the child's response to the Sensory Diet to determine if desired positive effects are being achieved. A tracking form is provided.

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ASSEMBLY INSTRUCTIONS

BEFORE YOU PRINT :

This PDF is editable! You can type directly into PDF to personalize Title Page and Categories/Routines pages:

- Open PDF in adobe
- Select appropriate Categories/Routines.
- Personalize with Special Instructions:
 - ☒ Each suggested Categories/Routines has a purple square on the left hand side. Type into square to personalize with special instructions.
 - ☒ OR: Write in this square with a pen, sharpie, or dry erase marker (once Categories/Routine pages are laminated).

TO PRINT:

1. Print all pages on cardstock for durability.
2. Cut out each individual square from the Sensory Diet "Menu": Picture Symbols.
3. Pages (6 pages in total).
4. Laminate each square.
5. Adhere Velcro on the back of each Picture symbol square.
6. Adhere Velcro on each time frames/routines page(s) as indicated by the black circle.
7. Laminate all additional full pages.

TO ASSEMBLE:

1. Hole punch and place all pages in a 3-Ring binder. Organize binder with pages as desired (for example: title page, parent instructions, time frames/daily routines, tracking form).
2. Adhere (with Velcro) picture symbol squares into each selected time frame/daily routine category. These picture symbols depict practical ideas to enrich or alter a child's sensory environment.
3. There is an option to select 2-3 picture symbols for each time frame/daily routine. Each child's sensory diet will be different. The activities, accommodations and/or strategies that are selected from the "menu" will reflect the student's profile, needs, and individual interests.
4. Optional: Cut horizontally to allow for each time frame/daily routine to be separate from the others. These categories can then be placed on a desk, table, etc. for individual use as needed.

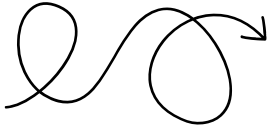
SENSORY DIET

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CHILD'S NAME:

DEVELOPED BY:

INFORMATION SHEET



- PARENTS/CAREGIVERS -

Effective sensory processing is necessary for almost every activity a child performs because the integration of multiple sensory input is essential for comprehending our surroundings.

Intact sensory processing makes it possible for a child to use the sensory input he/she is receiving from their body and environment in a functional, adaptive manner.

A child with sensory processing concerns may have difficulty using sensory input from one or more sensory system that may include the eyes (vision), ears (sound), skin (touch), nose (smell), mouth (taste), muscles and body joints (body awareness), and inner ear (balance & position of body in space).

Ineffective sensory processing can create significant challenges for completing daily living skills, succeeding at school, playing or using leisure time, and maintaining friendships or relationships with others.

One tool to help is the use of a "Sensory Diet". This "diet" will include the introduction of select sensory rich activities that are meaningful to your child. The "diet" may also include strategies to minimize your child's exposure to certain sensory stimuli to help maintain his/her optimal arousal. At times special equipment or materials may be used.

In consultation with your child's therapist, this "diet" will ideally be carried out at home and school. As the parents/caregivers, you will play a key role in the development and delivery of the diet. Your child/student will gain maximum benefits if the "diet" is provided at the appropriate intervals (time of day), frequency (how often), and duration (how long). The overall goal will be to help your child function at his/her optimal level throughout their day with ideal attention, self-regulation, and emotional control.

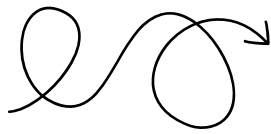
GENERAL GUIDELINES FOR DEVELOPING & IMPLEMENTING *a Sensory Diet*

Each child's sensory diet will be different. The activities, accommodations and/or strategies that are selected from the "menu" will reflect your child's profile, needs, and individual interests.

Work closely with your child's therapist for information on sensory processing disorder and how to select and present activities/strategies that will benefit and regulate your child.

Remember, "One size does not fit all". For example, your child may benefit from swinging, but may reject the swing at the local park. It may take some time to find the right fit for your child. Don't give up!

INFORMATION SHEET



- PARENTS/CAREGIVERS -

REMEMBER ALL CHILDREN ARE DIFFERENT,
EVEN IN THE AREA OF SENSORY PROCESSING!

Some children are over-responsive to some sensory input. For example, the child may cry or get upset if touched by another person or expected to touch certain objects or textures.

Some children may under-react to touch to the point that they grab and touch everything in sight! Likewise for movement, one child may appear anxious or withdrawn when expected to use playground equipment (over reacts to movement), while another child may promptly climb to the top of a slide and attempt unsafe maneuvers.

Some children are over-responsive in one sensory area, and under-responsive in another. Or...it may change due to a modulation difficulty.

The use of specific activities and/or other accommodations may be suggested for certain settings, certain routines, and certain times of the day.

COLLECTING INFORMATION *for a Sensory Diet*

Your child's therapist may request that an assessment or questionnaire be completed to help gather information about your child's sensory processing. In addition, it is very important to closely observe your child and take note of the following to help design the ideal plan:

- Times of day that are especially challenging
- Response to transitions between settings and tasks
- Activities and routines that your child over-reacts to or avoids
- Activities that your child engages in for prolonged periods
- Preferred activities
- Challenging behavior during meals or daily hygiene
- How your child reacts to clothing (fabric, sleeve length, etc.)
- How he/she reacts to food texture, tastes, smells, temperature, etc.
- Relationships with peers and adults
- Times when your child is especially active or inactive

Share this information and your concerns with the therapist to help improve the "diet" through proper selection of activities and accommodations from the "menu".

SENSORY DIET

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Instructions for **PARENT/CAREGIVERS**

THE FOLLOWING SENSORY DIET HAS BEEN DEVELOPED FOR YOUR CHILD BY HIS/HER THERAPIST.

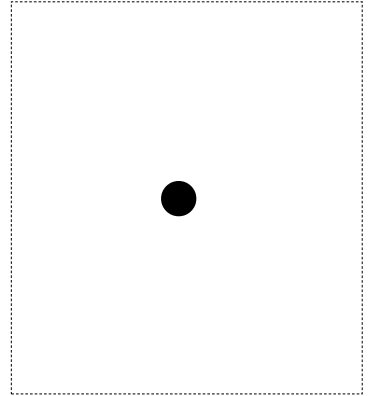
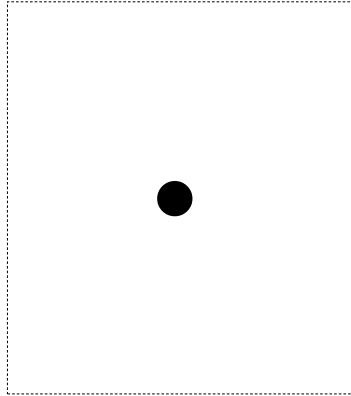
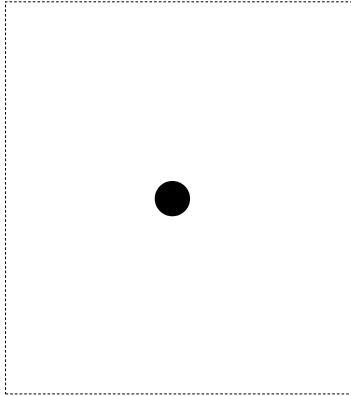
- This Sensory Diet will be monitored by the therapist.
- This Sensory Diet will be carried out on a daily basis by a person trained on specific techniques.
- If you have any questions on this Sensory Diet, please contact your child's therapist listed on the front page.
- Each child's sensory diet will be different.
- The picture symbols illustrating activities, accommodations and/or strategies that are selected from the "menu" will reflect your child's profile, needs, and individual interests.
- Work closely with your child's therapist for information on sensory processing disorder and how to select and present activities/strategies that will benefit and regulate your child.
- Remember, "One size does not fit all". For example, your child may benefit from swinging, but may reject the swing at the local park. It may take some time to find the right fit for your child.
- Don't give up!
- Encourage, never force the "menu" of activities.
- Please refer to "Protocol for Use" form (if applicable) provided by your therapist.

SPECIFIC INSTRUCTIONS:

TIME FRAMES/DAILY ROUTINES

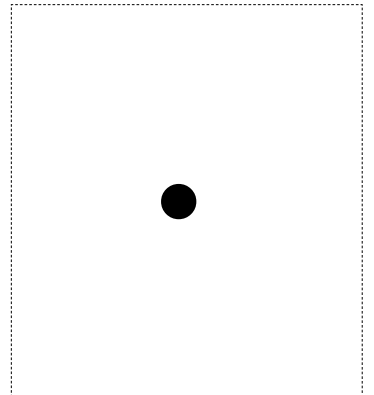
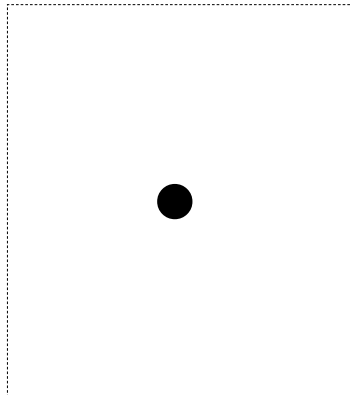
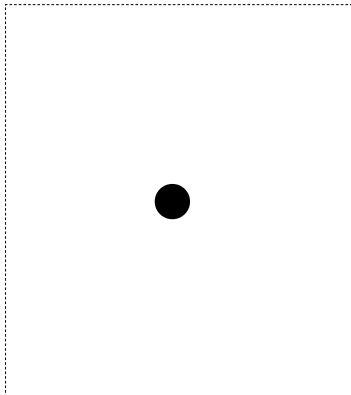
TRANSITIONS

SPECIAL INSTRUCTIONS:



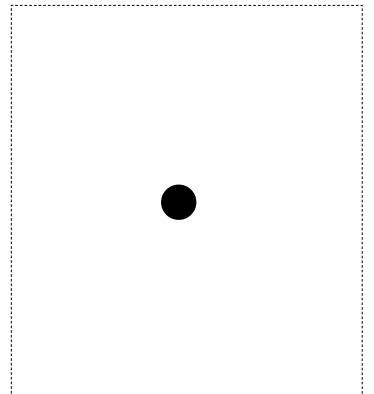
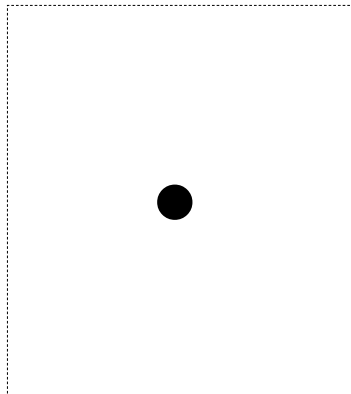
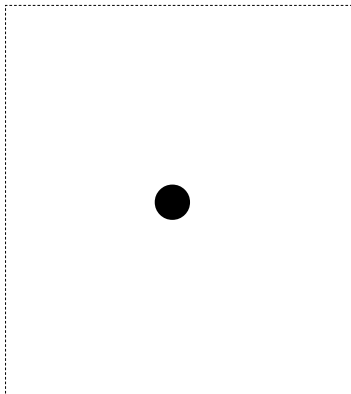
QUIET TIME

SPECIAL INSTRUCTIONS:



SNACKS/MEALS

SPECIAL INSTRUCTIONS:

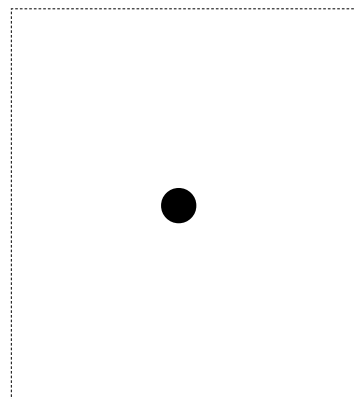
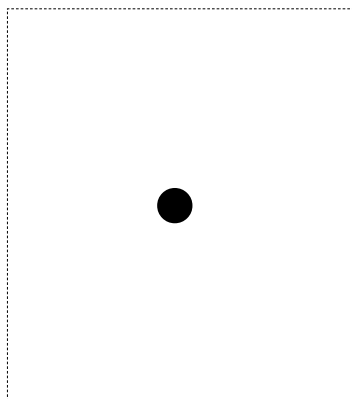
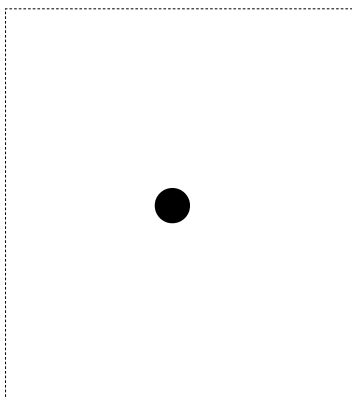


– HOME USE –

TIME FRAMES/DAILY ROUTINES

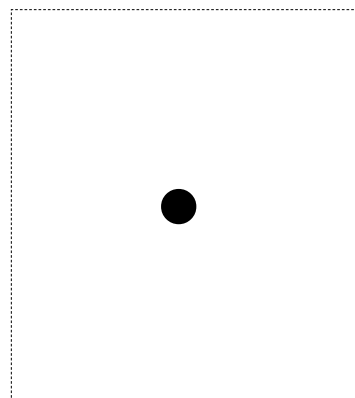
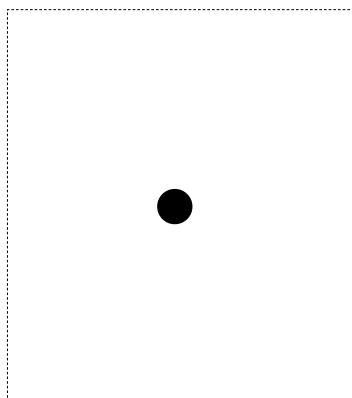
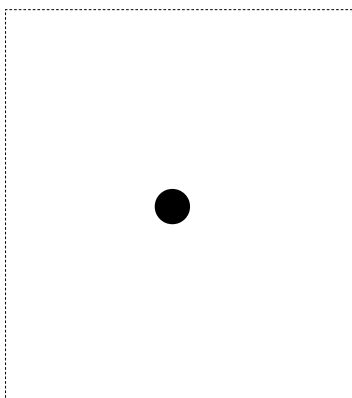
COMMUNITY OUTINGS

SPECIAL INSTRUCTIONS:



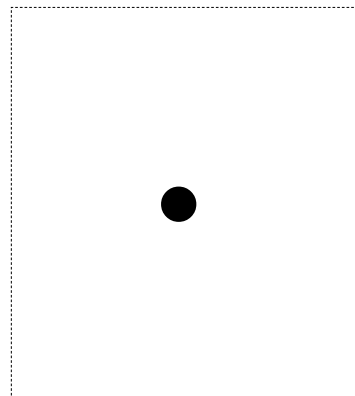
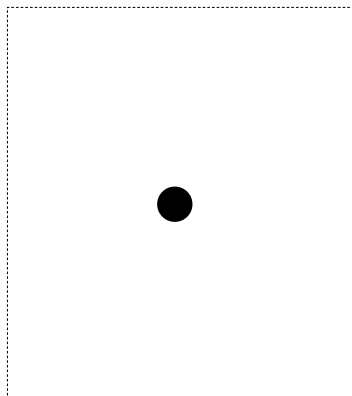
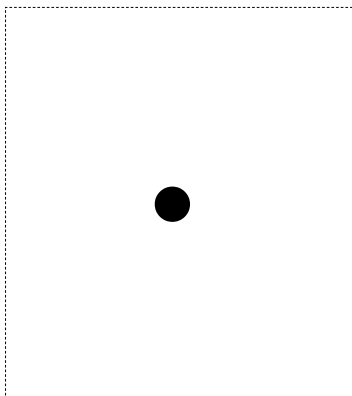
PLAY & LEISURE

SPECIAL INSTRUCTIONS:



HOMEWORK

SPECIAL INSTRUCTIONS:

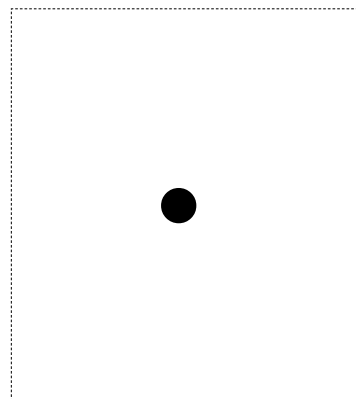
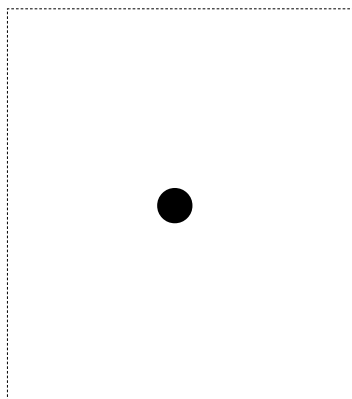
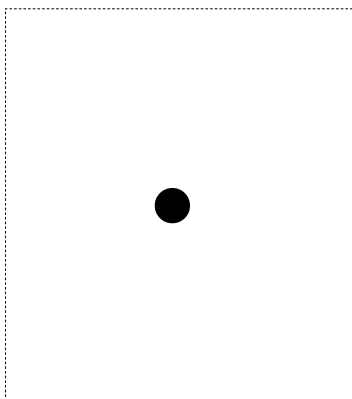


– HOME USE –

TIME FRAMES/DAILY ROUTINES

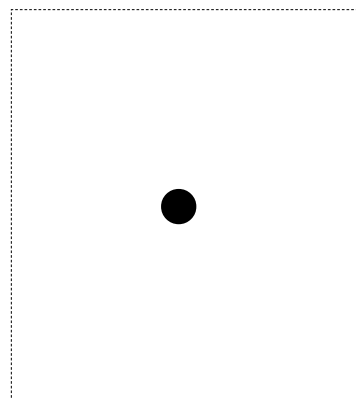
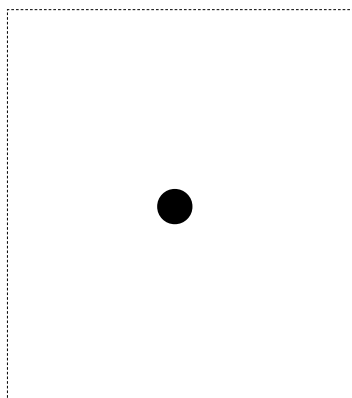
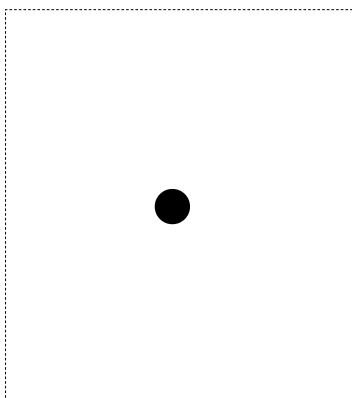
DRESSING

SPECIAL INSTRUCTIONS:



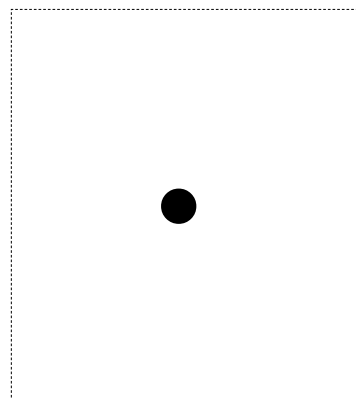
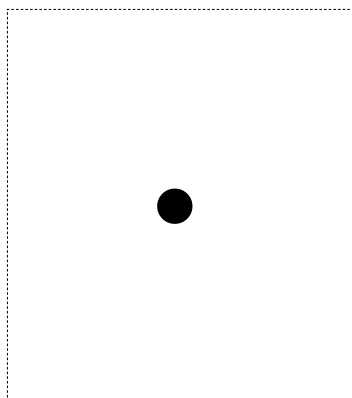
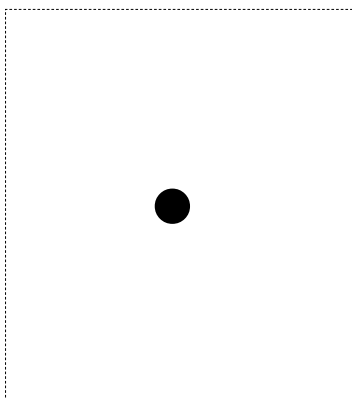
BATHING

SPECIAL INSTRUCTIONS:



GROOMING

SPECIAL INSTRUCTIONS:

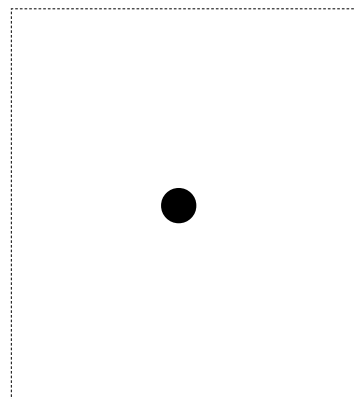
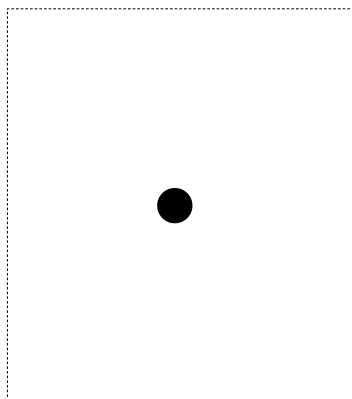
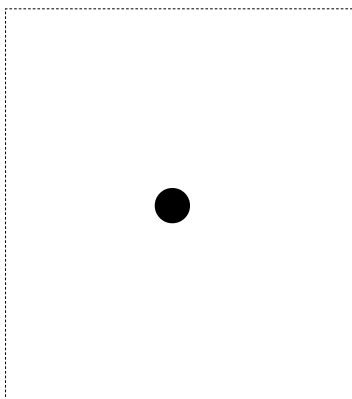


– HOME USE –

TIME FRAMES/DAILY ROUTINES

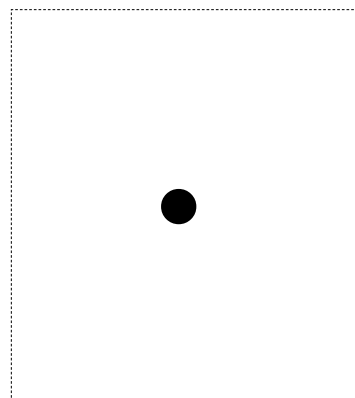
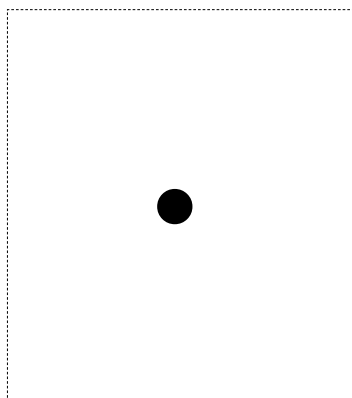
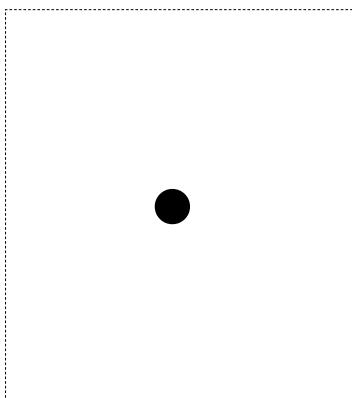
TOILETING

SPECIAL INSTRUCTIONS:



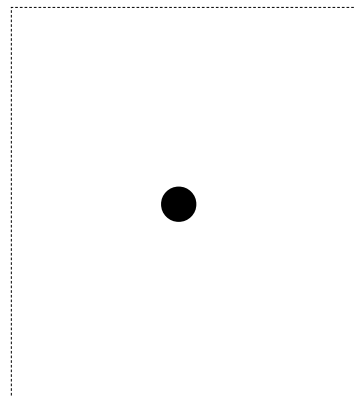
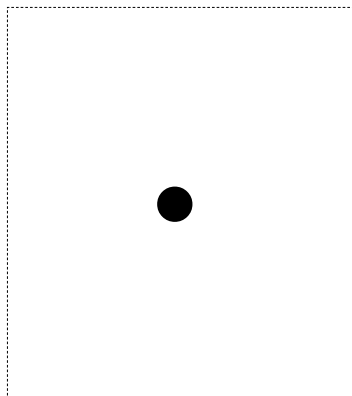
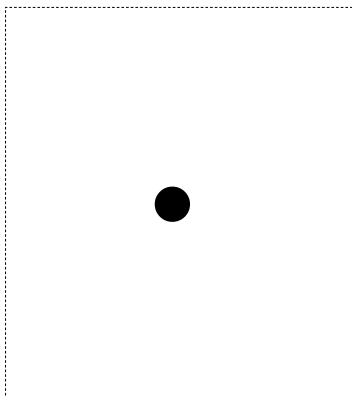
TOOTH CARE

SPECIAL INSTRUCTIONS:



BEDTIME/SLEEP

SPECIAL INSTRUCTIONS:



– HOME USE –

TIME FRAMES/DAILY ROUTINES

CAR RIDES

SPECIAL INSTRUCTIONS:

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FAMILY EVENTS/PARTIES

SPECIAL INSTRUCTIONS:

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DOCTOR VISITS

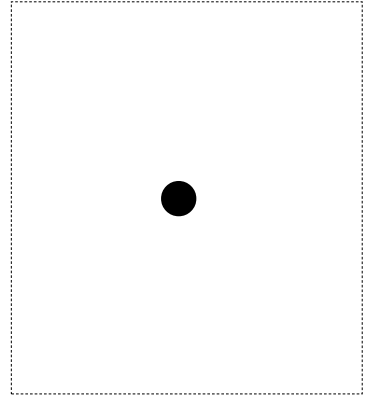
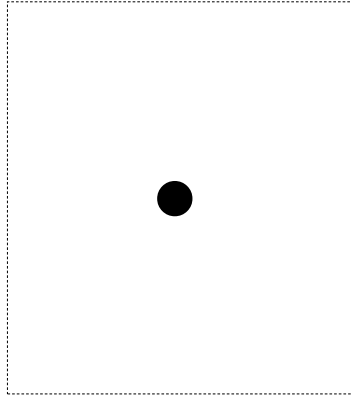
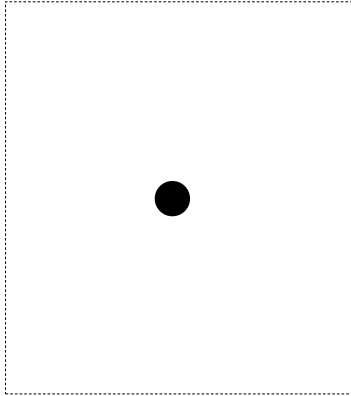
SPECIAL INSTRUCTIONS:

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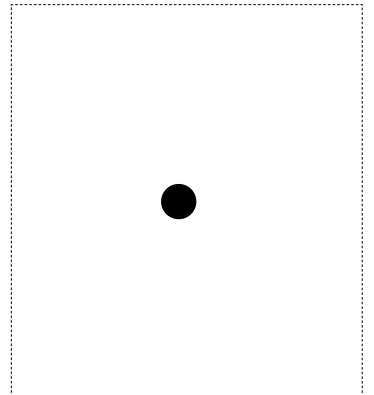
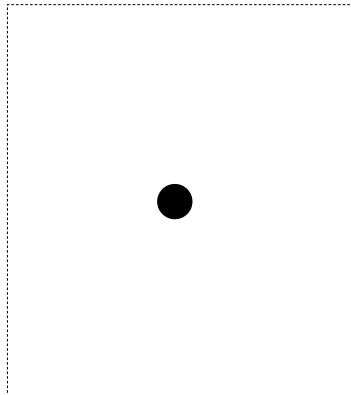
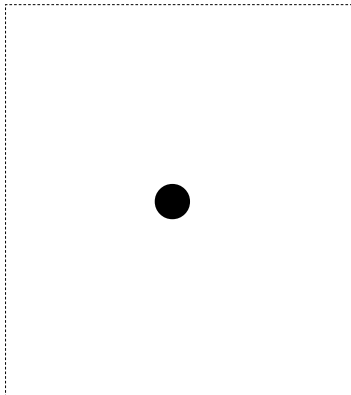
– HOME USE –

TIME FRAMES/DAILY ROUTINES

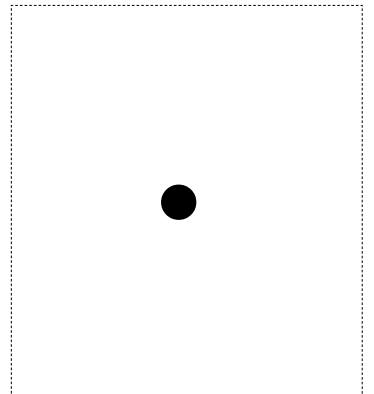
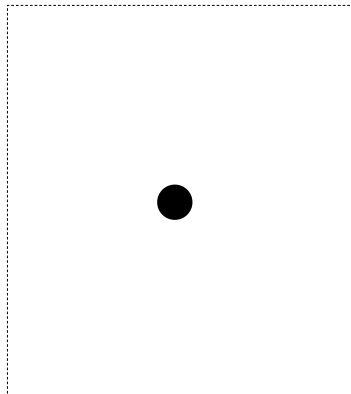
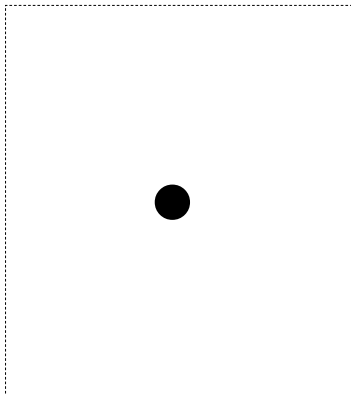
SPECIAL INSTRUCTIONS:



SPECIAL INSTRUCTIONS:



SPECIAL INSTRUCTIONS:



– HOME USE –

SENSORY DIET "MENU": PICTURE SYMBOLS

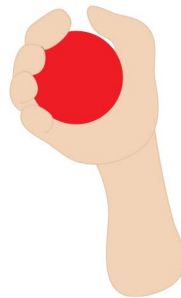
DIRECTIONS: PRINT, CUT OUT, & LAMINATE EACH ITEM.
ADD VELCRO DOT TO BACK OF EACH SQAURE.



GENTLY PRESS
HANDS ON HEAD



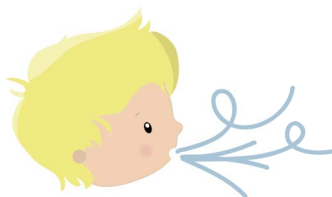
GIVE YOURSELF
A HUG



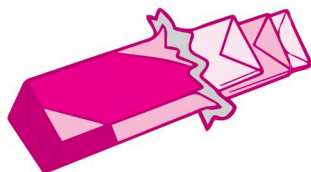
SQUEEZE A BALL



CHAIR PUSH-UPS



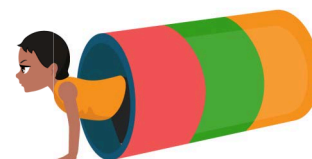
TAKE A BREATH



CHEW GUM



SQUEEZE A BALL



CRAWL



CRAB WALKS



CRAB WALKS



ANIMAL WALKS



WALL PUSH-UPS



SEATED PUSH-UPS



WEIGHTED BALL



MONKEY BARS



PUT AWAY HEAVY
GROCERIES

– HOME USE –

SENSORY DIET "MENU": PICTURE SYMBOLS

DIRECTIONS: PRINT, CUT OUT, & LAMINATE EACH ITEM.
ADD VELCRO DOT TO BACK OF EACH SQAURE.



GO FOR A WALK



ROCKING CHAIR



SKIP



TAKE A BREAK



RIDE A BIKE



SWING



JUMP



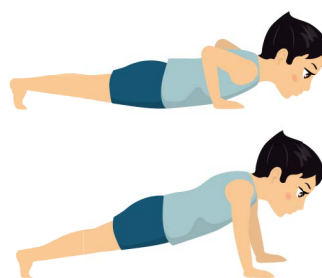
BOUNCE ON BALL



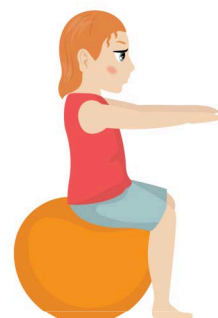
BALL WALK-UPS



SCOOTER BOARD



PUSH UPS



BOUNCE ON BALL



JUMING JACKS



HOPPY BALL



DANCE



SIT AND SPIN TOY

– HOME USE –

SENSORY DIET "MENU": PICTURE SYMBOLS

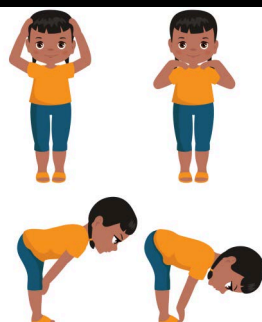
DIRECTIONS: PRINT, CUT OUT, & LAMINATE EACH ITEM.
ADD VELCRO DOT TO BACK OF EACH SQAURE.



SKATE



SKATE



HEAD, SHOULDERS,
KNEES, & TOES



SWIM



YOGA



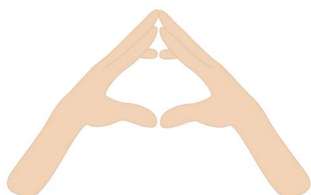
BALANCE BEAM /
OBSTACLE COURSE



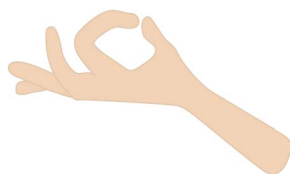
RAKE LEAVES



YOGA



PRESS FINGERTIPS
TOGETHER



TOUCH FINGERS
TO THUMB



PRESS FINGER
UNDER NOSE



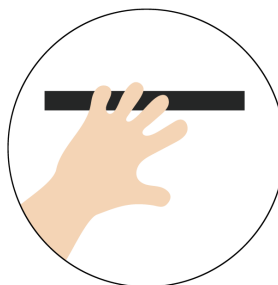
THERABAND



THERABAND ON
CHAIR



WATER BOTTLE



VELCRO UNDER
TABLE

– HOME USE –

SENSORY DIET "MENU": PICTURE SYMBOLS

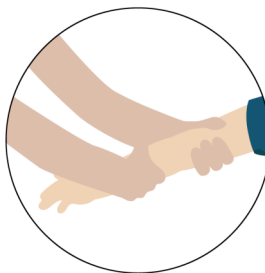
DIRECTIONS: PRINT, CUT OUT, & LAMINATE EACH ITEM.
ADD VELCRO DOT TO BACK OF EACH SQUARE.



WEIGHTED VEST



WEIGHTED VEST



JOINT
COMPRESSIONS



GIVE HUGS



TAKE A BATH



DIFFUSER



COZY CORNER



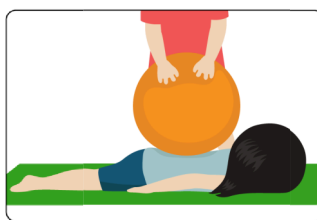
BODY SOCK



WEIGHTED BLANKET



BLANKET BURRITO



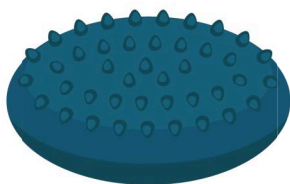
ROLL BALL ON BACK



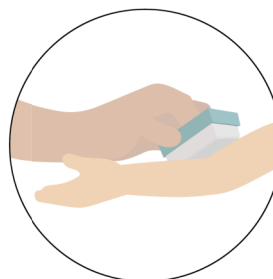
TENT/
QUIET RETREAT



WEIGHTED LAP PAD



BUMPY CUSHION



BRUSH PROTOCOL

– HOME USE –

SENSORY DIET "MENU": PICTURE SYMBOLS

DIRECTIONS: PRINT, CUT OUT, & LAMINATE EACH ITEM.
ADD VELCRO DOT TO BACK OF EACH SQUARE.



PLAY IN SAND



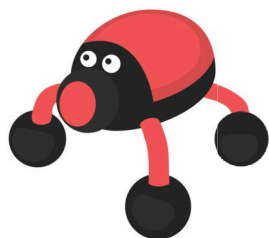
FIGDETS



LOTION



FINGER PAINT



VIBRATION TOY



VIBRATION



WATER TABLE



DOUGH/PUTTY



WEAR SUNGLASSES



LOOK AT FISH TANK



OIL TIMER



LAVA LAMP



KALEIDOSCOPE



VISUAL TIMER



LOOK AT WATER FOUNTAIN

– HOME USE –

SENSORY DIET "MENU": PICTURE SYMBOLS

DIRECTIONS: PRINT, CUT OUT, & LAMINATE EACH ITEM.
ADD VELCRO DOT TO BACK OF EACH SQAURE.



LISTEN TO MUSIC



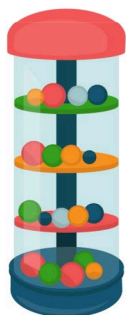
NOISE MINIMIZERS /
HEADPHONES



MUSICAL
INSTRUMENTS



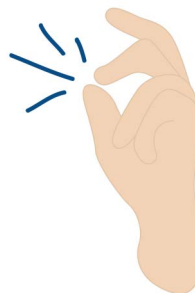
WHITE NOISE
MACHINE



RAIN MAKER TOY



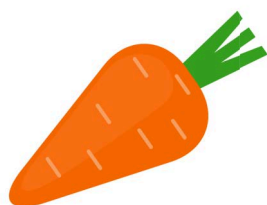
LISTEN TO MUSIC



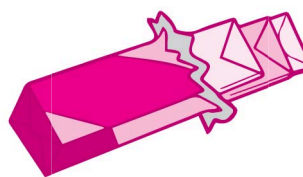
SNAP FINGERS



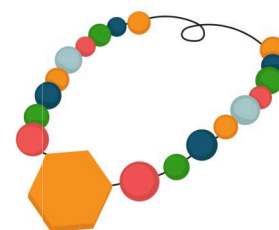
CRUNCH / SUCK ICE



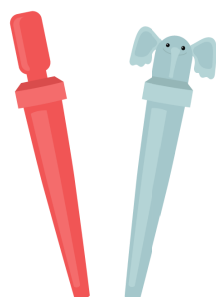
CRUNCHY SNACK



CHEW GUM



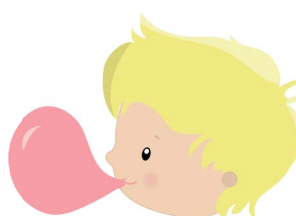
CHEW NECKLACE
OR TOY



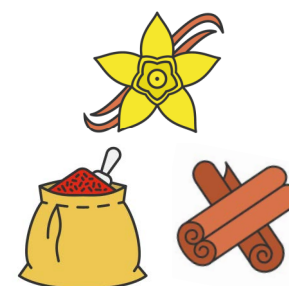
MOUTH VIBRATION



BLOW BUBBLES



BLOW BUBBLES

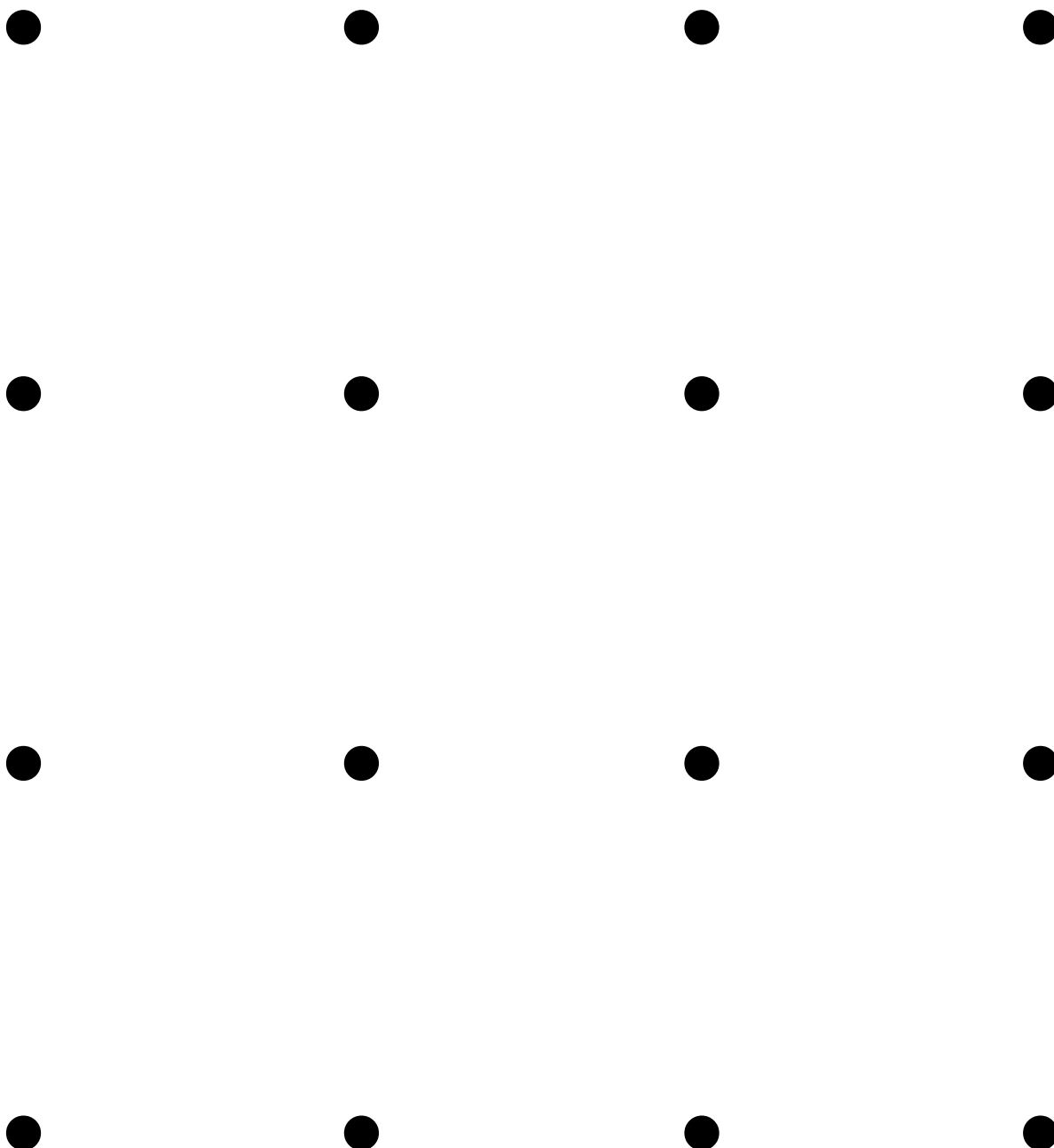


SMELL SPICES/HERBS

– HOME USE –

SENSORY DIET: PICTURE SYMBOLS

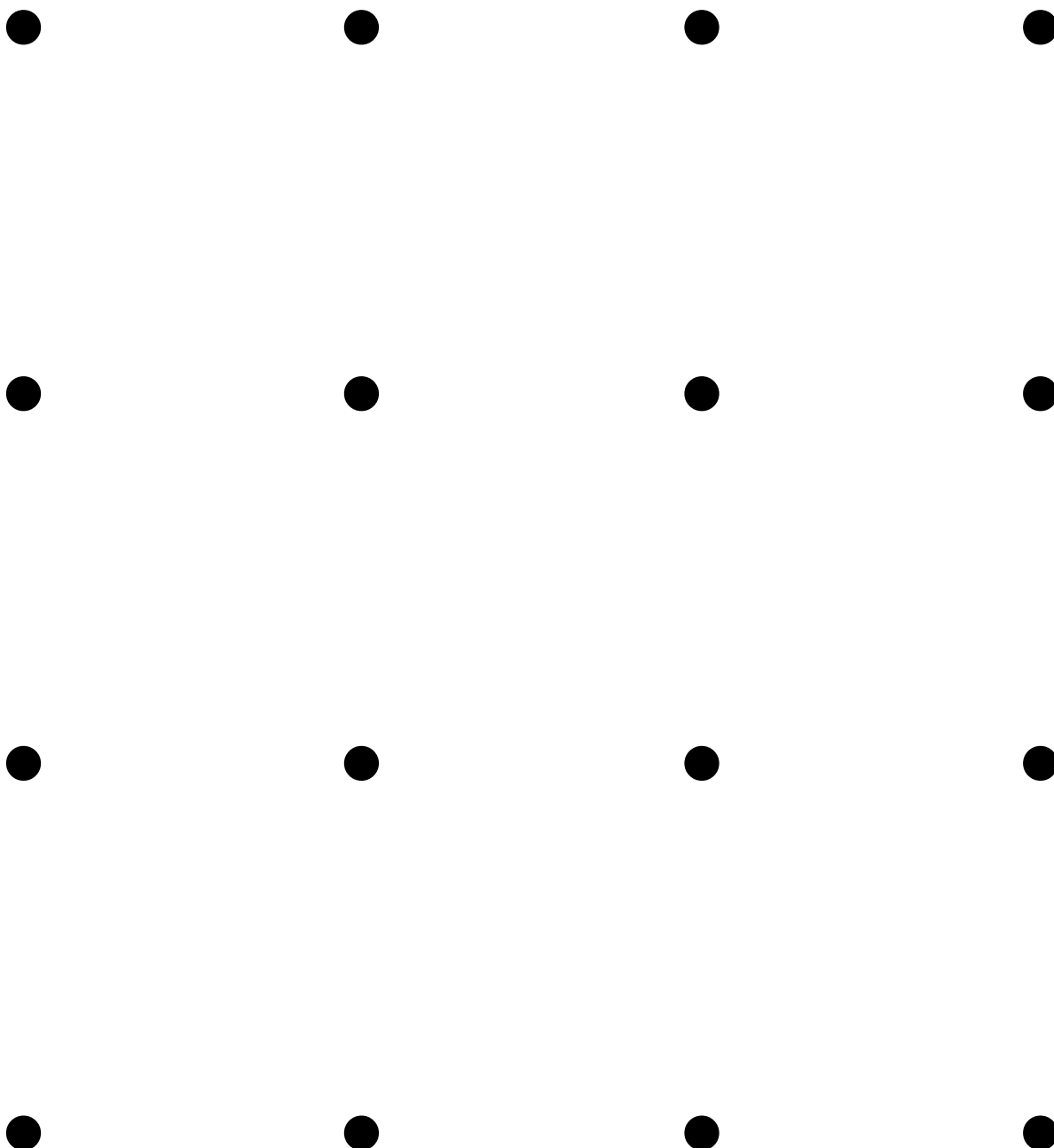
VELCRO EXTRA ITEMS NOT IN USE HERE



– HOME USE –

SENSORY DIET: PICTURE SYMBOLS

VELCRO EXTRA ITEMS NOT IN USE HERE



– HOME USE –

SENSORY DIET: PICTURE SYMBOLS

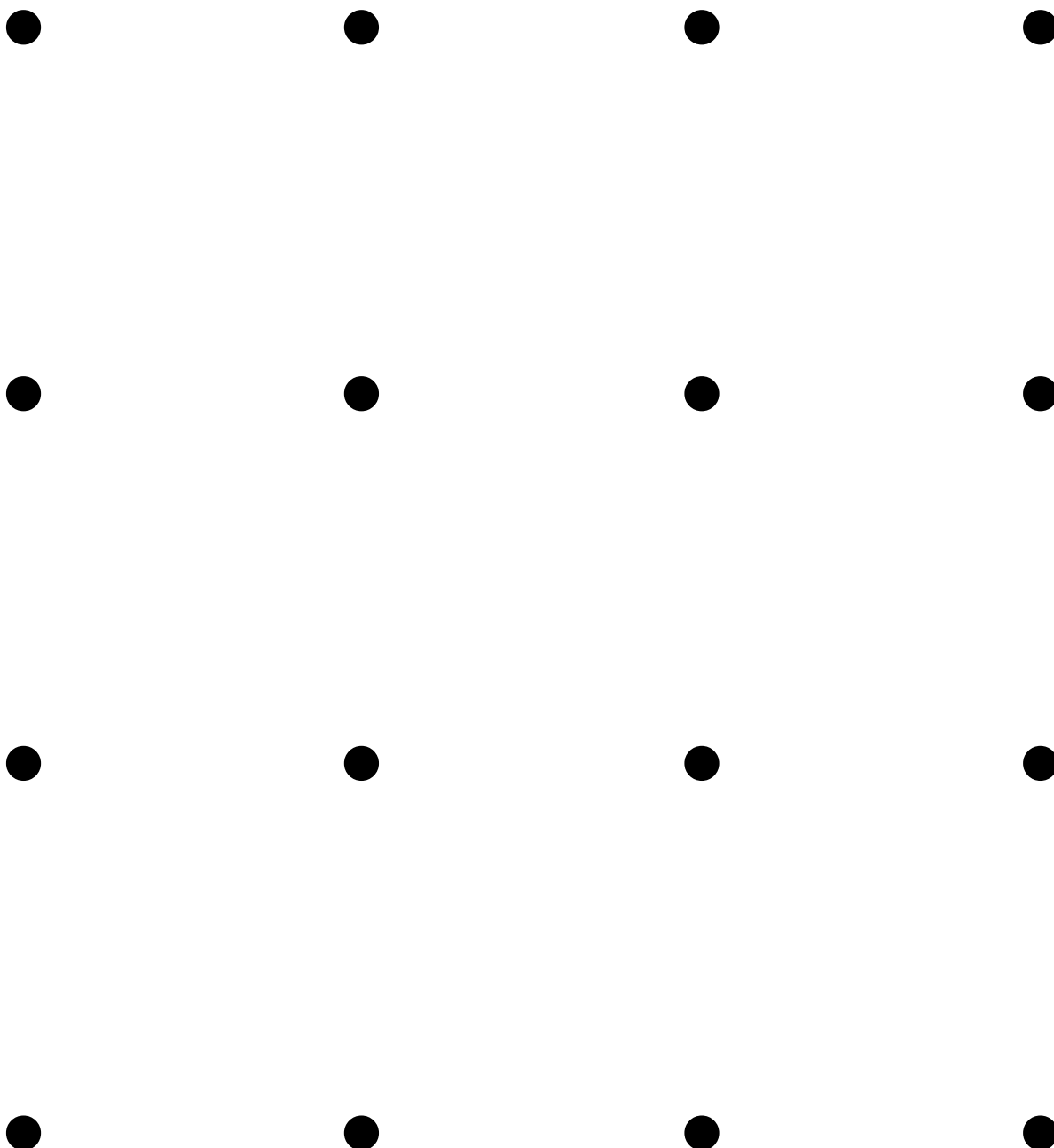
VELCRO EXTRA ITEMS NOT IN USE HERE



– HOME USE –

SENSORY DIET: PICTURE SYMBOLS

VELCRO EXTRA ITEMS NOT IN USE HERE



– HOME USE –

SENSORY DIET

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Protocol

PARENT/CAREGIVER USE

STUDENT NAME: _____ DATE OF BIRTH: _____

THERAPIST'S NAME: _____

THERAPIST CONTACT INFORMATION: _____

Benefits of Use:

- Effective sensory processing is necessary for almost every activity a child performs because the integration of multiple sensory input is essential for comprehending our surroundings.
- One tool to help a child with sensory processing difficulties is the use of a "Sensory Diet".
- This "diet" includes possible changes to _____'s environment as well as participation in meaningful sensory based activities.
- This "diet" or "menu" of activities and strategies are selected with _____'s interests and individual needs in mind.
- This "diet" will be most beneficial for _____ when provided at appropriate times of the day for an appropriate amount of time.
- The main goal will be to help _____ function at his/her optimal level throughout their day with ideal attention, self-regulation, and emotional control.

How to Use:

- This "diet" developed for _____ includes accommodations/strategies/tools that are the correct size for their age, weight, and stature.
- Please feel free to use the following suggestions when appropriate and applicable as guidelines for assisting _____ at school/home.
- Encourage, never force the "menu" of activities.

Precautions:

Discontinue the use of any strategy if child expresses discomfort or displays other unusual reactions. Report this and any additional concerns or questions to Occupational Therapy immediately.

ADDITIONAL INFORMATION:

SENSORY DIET

TRACKING FORM

ToolsToGrowOT.com

STUDENT NAME: _____ DATE OF BIRTH: _____ TEACHER'S NAME: _____

OCCUPATIONAL THERAPIST'S NAME: _____

DATE	SENSORY DIET STRATEGY	DURATION	TASK / ROUTINE	BEHAVIORS/EFFECTS		
				CALMING	MOVING/ FIDGETING	ATTENTION TO TASK