

Student Name:  
 Date overview completed:  
 Completed by:

Review Date:



# SENSORY OVERVIEW

<b>BODY AWARENESS (Interoception)</b>	<b>v/x</b>	<b>Observation/explanation</b>	<b>Implication</b>	<b>Strategy to address or skills able to be applied in other areas</b>
Able to name own emotions				
Able to recognise own emotions				
Knows when thirsty				
Knows when hungry				
Knows when they need to go to the toilet				
Able to say where hurts (accurately) when injured				
Knows when they feel unwell				
Knows when getting upset				
Gets distressed easily or frequently				
Knows when becoming anxious				
Gets anxious easily or frequently				
Knows when getting frustrated				
Knows when becoming angry				
Gets frustrated/angry easily				
Seems to react to the emotions of others/places				
<b>VISUAL</b>	<b>v/x</b>	<b>Observation/explanation</b>	<b>Implication</b>	<b>Strategy to address or skills able to be applied in other areas</b>
Does not recognise familiar people in unfamiliar clothes or unfamiliar contexts				
Dislikes bright lights				
Dislikes fluorescent lights				
Avoids bright light				
Attracted to lights				
Attracted to shiny objects and bright colours				
Attracted to patterns and visual textures				
Attracted to darkness				

Adapted from pages 157-159 Goodall, E. (2013) Understanding and facilitating the achievement of autistic potential, SC, Create Space.  
**v/x – use these to say v YES student has this characteristic or x NO they do not, having a v DOES NOT MEAN SKIP THIS SECTION**



# SENSORY OVERVIEW

<b>SENSE OF BODY IN SPACE</b>	<b>v/x</b>	<b>Observation/explanation</b>	<b>Implication</b>	<b>Strategy to address or skills able to be applied in other areas</b>
Does not seem to know where body is in space				
Gets lost in familiar places/routes				
Remembers routes and places				
Avoids escalators/travellators				
Dislikes crowds or being close to others				
Difficulties catching a ball				
Difficulties kicking a ball				
Appears not to see certain colours				
Walks into doors/people/objects				
Prefers to sit at back of group				
Prefers to sit at front of group				
<b>AUDITORY</b>	<b>v/x</b>	<b>Observation/explanation</b>	<b>Implication</b>	<b>Strategy to address or skills able to be applied in other areas</b>
Aversion to certain sounds				
Seeks or creates certain sounds				
Can hear sounds which others do not hear				
Bangs objects and doors				
Mumbles/talks/makes vocalisations to self constantly				
Changes vocalisations in reaction to environmental noises				
Changes vocalisations in reaction to emotional state				
<b>AUDITORY PROCESSING</b>	<b>v/x</b>	<b>Observation/explanation</b>	<b>Implication</b>	<b>Strategy to address or skills able to be applied in other areas</b>
Only seems to hear the first words of a sentence				
Can follow simple one step instructions				
Can follow complex or multi-step instructions				
Finds it easier to listen when not looking at person				
Echolalic (repeats phrases)				

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# SENSORY OVERVIEW

<b>TOUCH/TEXTURES</b>	<b>v/x</b>	<b>Observation/explanation</b>	<b>Implication</b>	<b>Strategy to address or skills able to be applied in other areas</b>
Does not like shaking hands or being hugged				
Seeks/uses firm touch/deep pressure (incl. hitting)				
Seeks/uses light touch				
Aversion to certain fabrics/textures				
Attracted to certain fabrics/textures				
Very sensitive to pain and temperature				
Does not indicate sensitivity to pain or temperature				
Attracted to mouthing/chewing certain textures/things				
Avoids particular textures of food & drink				
Avoids particular colours/smells of food & drink				
Preference for food to not touch other food on plate				
<b>KINAESTHETIC</b>	<b>v/x</b>	<b>Observation/explanation</b>	<b>Implication</b>	<b>Strategy to address or skills able to be applied in other areas</b>
Tries to avoid using fine motor skills				
Enjoys using fine motor skills				
Difficulties with fine motor skills				
Tries to avoid running and/or climbing				
Enjoys running and/or climbing				
Difficulty running and/or climbing				
Tries to avoid riding a bike				
Enjoys riding a bike				
Difficulty riding a bike				
Poor balance				
Has extremely good balance				
Enjoys/seeking out swings				
Enjoys/seeking out trampolines				
Enjoys/seeking out slides				
Flaps hands when happy				
Flaps hands when anxious				

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# SENSORY OVERVIEW

<b>SMELL</b>	<b>v/x</b>	<b>Observation/explanation</b>	<b>Implication</b>	<b>Strategy to address or skills able to be applied in other areas</b>
Avoids/dislikes certain everyday smells				
Attracted to certain smells				
<b>OTHER</b>	<b>v/x</b>	<b>Observation/explanation</b>	<b>Implication</b>	<b>Strategy to address or skills able to be applied in other areas</b>
Rocks when.....				
	<b>v/x</b>	<b>Observation/explanation</b>	<b>Implication</b>	<b>Strategy to address or skills able to be applied in other areas</b>
<b>ABLE TO SELF REGULATE UNAIDED</b>				
<b>At home</b>				
<b>In class</b>				
<b>In the yard</b>				
<b>Other</b>				

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# SENSORY OVERVIEW

## PREFERRED STRATEGIES FOR SELF REGULATION

How student presents	WHEN:	Where	Strategies
	happy	In classroom /yard/home /community	
	calm	In classroom /yard/home /community	
	angry	In classroom /yard/home /community	
	upset	In classroom /yard/home /community	
	frustrated	In classroom /yard/home /community	
	anxious	In classroom /yard/home /community	
	Other – detail	In classroom /yard/home /community	

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