

# Positive Sensory Profile

Name

DOB

## Sensory Preferences

## Sensory Aversives

Photo

## Positive Sensory Programme

## Sensory Support

Environmental control...

Individual support...

Other

## How to use the Positive Sensory Profile (PSP)

### Purpose

The PSP is a tool you can use to provide an 'at a glance' reference document which gives staff some information they'll need to work successfully with a person with autism.

### How does it work?

It starts by profiling the person's sensory preferences (the activities which have a positive sensory pay off) and listing the sensory aversives (the things the person can't tolerate or are triggers for difficult behaviours).

The next bit is about what we do with that information. There are two parts to this:

### Sensory Support and a Positive Sensory Programme

**Sensory Support** consists of:-

- getting control of the physical and sensory environment and removing or reducing the sensory aversives.
- Working with the person to help them take control. We can remove some sensory triggers but sometimes, in fact quite a lot of the time, we just

can't stop bad stuff happening.

**Positive Sensory Programmes** consist of our ideas on how we'll use what we know about a person's sensory preferences or interests to;

- motivate and reward
- help them learn
- have fun or relax
- build a relationship
- communicate

### First things first

We can't do any of this without building a picture of the person's relationship to the sensory world. If we have spent some time with the person then, as a team, we probably already know quite a lot about the person's sensory likes and dislikes. To ensure we have got all the fine detail however we might need to:

- Meet as a team and compare ideas

- ☑ Use a tool or checklist to assess the person (see reading list)

### **Do's**

Keep it simple. The PSP is designed to give basic advice on how to approach supporting that person. The detailed stuff should be in the person's learning/behaviour support plan. The person might have some quite detailed sensory targets as part of their Individual Education Plan for instance.

Review it *often!* People's needs change all the time. So should the PSP. Check the right things are happening.

Get the whole team involved.

Spread the word. Why not present a person's PSP as part of bite size learning session with the team? Key workers can make this a regular part of their CPD.

### **Don'ts**

Go it alone.

File and forget!

Make it public. We need to respect the privacy of the young people and adults we support.

### **Reading List**

Practical sensory programmes for students with autism spectrum disorders and other special needs. Author: Sue Larkey, Jessica Kingsley Press

Sensory perceptual issues in autism and Asperger syndrome: different sensory experiences - different perceptual worlds. Author: Olga Bogdashina, Jessica Kingsley Press

The sensory world of the autistic spectrum: a greater understanding. Author: Kate Wilkes, NAS Autism Helpline

### **Courses**

Positive About Autism™ run both regional events and in-house workshops on the sensory differences in autism. Find out more at...  
[www.positiveaboutautism.co.uk](http://www.positiveaboutautism.co.uk)

## Positive Sensory Profile

<b>Name</b>	Chris
<b>DOB</b>	15 - 10 - 2000

### Sensory Preferences

Chris loves rough and tumble play! He is quite a star when it comes to the Rugby field. If it involves banging and crashing he loves it! He can get very excited in music lessons. He likes to crawl under the heavy gym mats and hide there. He'll also do this when we have circle/story time on the carpet. He's an outdoor person.

### Sensory Aversives

This is an unusual one - although he loves wrestling and deep pressure, light touch sends him "up the wall". He is really scared of feathers. Buzzing insects also cause him a problem but we are not sure what's behind it. Too long inside is not good. Fluorescent light might be a problem - not sure.

### Photo



### Positive Sensory Programme

It really helps if Chris does 'heavy work' activities. They increase his concentration and enable him to maximise on task time. Examples:

- Chris places chairs on desks at the end of the day and takes them down at the beginning.
- Helps the Janitor empty bins and mopping floors
- Carries the Book Library (crates of books) around the classrooms

Chris should have access to 2, twenty minute periods of sport/exercise per day.

### Sensory Support

Environmental control...

Chris needs access to 'safe' spaces like underneath the gym mat. Make sure the electric bug zapper is switched on in the classroom. Use natural light wherever possible. Avoid using light touch to prompt Chris. Chris has a specially weighted chair.

Individual support...

Chris is working with the school psychologist to help him deal with his fear of feathers.

### Other

Chris has had one possible 'epileptic' occurrence. Doctors are waiting to see if it happens again.

Short activities are best! i.e. 10-15 minutes max. (He can keep sports up for much longer however!)