

Understanding My Child's Sensory Preferences

Handout for Parents and Caregivers

How our body learns and responds to the world around us

Everyday, our bodies take in lots of information through our senses. This helps us understand what's happening around us, make choices, and stay safe.

Our senses are like little messengers, they send signals to our brain, which then tells us how to move, feel, or react. For example, when we hear a loud bang, we might jump or cover our ears. When we feel a soft blanket, we might feel calm. Our brain and body work together all the time to help us do things like play, eat, get dressed, and stay focused.

Everyone's senses are unique. Some children might notice things very deeply, while others might notice them less. Both are completely okay!

This booklet will help you learn more about your child's sensory preferences – the things that help them feel calm, focused, and ready to take part in everyday activities.

Our body, Our Senses

Did you know we have eight senses? Most people know about five — but there are three more that are just as important.

Here are our 8 senses:

- **Hearing (Auditory)** – Helps us notice sounds like music, voices, or alarms.
- **Sight (Visual)** – Helps us see colours, shapes, and movement.
- **Smell** – Helps us notice things like food, flowers, or smoke.
- **Taste** – Helps us enjoy food and know if something tastes nice or yucky.
- **Touch** – Helps us feel textures, pressure, hot and cold, and pain.
- **Movement (Vestibular)** – Helps us with balance, feeling steady, and knowing if we are moving fast or slow.
- **Body Awareness (Proprioception)** – Helps us know where our body parts are and how hard to push, pull, or lift.
- **Internal Sense (Interoception)** – Helps us notice what's happening inside our body, like if we are hungry, tired, need the toilet, or feeling worried.

What Are Sensory Preferences?

Noticing what helps your child feel calm, happy, or in control

Every child is wonderfully unique. Some children love noisy places and bright lights, while others prefer quiet corners and soft sounds. Some enjoy moving and fidgeting, while others find still and quiet activities more comforting.

These differences are called sensory preferences. They help us understand what each child enjoys, what might feel uncomfortable, and what helps them feel just right.

Think about it like a “sensory cup.”

- If the cup is too empty, a child might feel tired, bored, or fidgety and need to seek more sensory information to ‘fill up their cup’
- If the cup is too full, they might feel overwhelmed, upset, or want to take a break.
- When the cup feels just right, your child is more able to play, learn, and join in.

Here are some examples:

- A child who loves spinning or jumping might be filling their movement cup.
- A child who covers their ears when it’s noisy might be sensitive to noise and their hearing cup is now overflowing
- A child who chews on things might have a slow filling body awareness cup and be chewing to help feel calm or focused in their body.
- A child who doesn’t notice they’re hungry or need the toilet has a slow filling interception cup, and might find early warning signs, like a rumbling tummy or fuller bladder feeling harder to notice.

There is no right or wrong way to experience the world. Your child’s brain is doing its best to understand and respond in the way that feels right for them.

Possible Responses to Sensory Information

Dr Winnie Dunn talks about four ways children might respond to sensory information

Registration (Sometimes called “Under-Responsive”):

Your child might notice some things more slowly or less than others. They may seem calm or unaware of sounds, touches, or movements that others notice easily. Their sensory cup is big and fills slowly. They don’t notice sensory input right away.

Seeking:

Your child looks for extra sensory input. They may touch, move, or make noise more than others because their brain needs more information. Their sensory cup feels empty. They need lots of sensory input to feel “just right.”

Sensitivity:

Your child notices many sensations and can feel bothered or upset more easily by sounds, lights, or touches that others don’t mind. Their sensory cup is small and fills up quickly. They are very aware of what’s happening around them.

Avoiding:

Your child tries to move away from some sensations because they feel too strong or uncomfortable. Their sensory cup fills quickly, so they try to stay away from certain sensory experiences.

When you learn about and understand your child’s sensory cup — and how they respond to sensory input — it helps you;

- Notice what might be overwhelming or not enough for them
- Support them before they feel upset or overwhelmed
- Create a daily rhythm that helps them feel calm and connected

What Happens If There Is Too Much or Too Little Sensory Input?

- **Too Much = Over stimulated:**
Your child might feel overwhelmed. This can make them feel scared, upset, angry, or want to shut down. It’s like their brain is getting too many messages at once and can’t keep up. This often happens with Sensitivity or Avoiding.
- **Too Little = Under stimulated:**
Your child might not notice things or seem “out of it.” They may move a lot, make noise, or seek strong feelings to help their brain feel “just right.” This links to Registration or Seeking.

Fight, Flight, Freeze, or Calm

When children feel overwhelmed or unsafe, their brain goes into survival mode:

- **Fight:** They might shout, hit, or throw things.
- **Flight:** They might run away or try to escape.
- **Freeze:** They may go quiet, stop moving, or seem like they aren’t listening.
- **Calm:** When supported well, children feel safe and relaxed.

These are not bad behaviours. They show how your child tries to stay safe. Understanding your child’s sensory needs can help you support them before they feel overwhelmed.

What’s the Difference Between a Meltdown and a Tantrum?

Understanding this can help you respond in the way your child needs most.

Tantrum (Behavioural)

A tantrum usually happens when a child wants something (like a toy or attention) and doesn’t get it.

- The child is still in control, even if upset.
- They may look at you to see your reaction.
- The behaviour often stops if their need is met or if they realise it won’t work.
- Tantrums are part of learning about boundaries and expressing frustration.

Meltdown (Sensory or Emotional Overload)

A meltdown is not a choice. It happens when a child's brain and body feel overwhelmed by sensory input or strong feelings.

- Too much noise, light, touch, movement, or emotions can cause a meltdown.
- The child is not in control — they are in distress.
- They may cry, scream, run away, hit, or shut down.
- It doesn't stop just because you say "no" or ignore it.
- It often gets worse if you speak or interact with them.

Meltdowns show your child's sensory system is overloaded — they need safety, support, and time to calm down.

How Do Sensory Responses Link to Behaviour and Emotions?

Children who are 'sensitive' or 'avoiding' sensory stimuli may be more likely to have meltdowns because they get overwhelmed by too much sensory information.

Children with 'low registration' or are 'seeking' sensory input may also have meltdowns if their body and brain doesn't get enough input or gets it in unexpected ways.

If your child can't calm down quickly, seems panicked or spaced out, or doesn't respond to comfort or redirection, it's likely a meltdown, not a tantrum.

Every child is different. This booklet is a starting point to help you notice what your child may need and how to support them. Understanding sensory preferences can help you help your child feel more calm, safe, and ready to enjoy daily life.

Sensory Behaviour Tracker (Example)

Use this tracker to observe and record your child's sensory behaviours over a few days or weeks. Look for patterns — do they seek certain types of input? Are there times of day or activities that feel harder for them?

How to Use:

- Watch your child during everyday routines (e.g. getting dressed, mealtimes, play, transitions).
- Tick the sensory type and jot down short notes about what happened and how your child reacted. Here is an example of a completed tracker to help guide you.

Date	Time of Day	Activity	Behaviour	Senses	Type (tick)	Notes
02/06	Morning	Getting Dressed	Refused clothes Jumper – scratchy wool	touch	<input type="checkbox"/> Balanced <input type="checkbox"/> Registering <input type="checkbox"/> Seeking <input type="checkbox"/> Avoiding	Cried, ran away, pulled PJ's back on.
04/06	Evening	Garden play	Jumped on trampoline Very excited, fight with brother, didn't settle at bedtime.	Movement	<input type="checkbox"/> Balanced <input type="checkbox"/> Registering <input type="checkbox"/> Seeking <input type="checkbox"/> Avoiding	Needed extra time, away from brother to settle.
09/06	Evening	Meal time	Got upset when pasta sauce poured over pasta- refused to eat	Taste Touch Vision	<input type="checkbox"/> Balanced <input type="checkbox"/> Registering <input type="checkbox"/> Seeking <input type="checkbox"/> Avoiding	Had to remake pasta and serve sauce on the side for dipping. Upset, took a long time to settle.

Sensory Behaviour Tracker (Caregiver to Complete)

Use this tracker to observe and record your child's sensory behaviours over a few days or weeks. Look for patterns — do they seek certain types of input? Are there times of day or activities that feel harder for them?

How to Use:

- Watch your child during everyday routines (e.g. getting dressed, mealtimes, play, transitions).
- Tick the sensory type and jot down short notes about what happened and how your child reacted.

Date	Time of Day	Activity	Behaviour	Senses	Type (tick)	Notes
					<input type="checkbox"/> Balanced <input type="checkbox"/> Registering <input type="checkbox"/> Seeking <input type="checkbox"/> Avoiding	
					<input type="checkbox"/> Balanced <input type="checkbox"/> Registering <input type="checkbox"/> Seeking <input type="checkbox"/> Avoiding	
					<input type="checkbox"/> Balanced <input type="checkbox"/> Registering <input type="checkbox"/> Seeking <input type="checkbox"/> Avoiding	
					<input type="checkbox"/> Balanced <input type="checkbox"/> Registering <input type="checkbox"/> Seeking <input type="checkbox"/> Avoiding	
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					<input type="checkbox"/> Balanced <input type="checkbox"/> Registering <input type="checkbox"/> Seeking <input type="checkbox"/> Avoiding	
					<input type="checkbox"/> Balanced <input type="checkbox"/> Registering <input type="checkbox"/> Seeking <input type="checkbox"/> Avoiding	

Sensory Profile Caregivers Checklist

The purpose of this checklist is to help you gain more understanding as to your child's sensory preferences.

First, here is a reminder of each sense and why it is important in your child's learning and development.

Sense	How this sense helps my child learn and develop
Hearing – The Auditory Sense	Hearing helps us notice sounds — quiet or loud, near or far. It plays a big role in understanding speech, enjoying music, and feeling safe in our surroundings.
Sight - The Visual sense	Sight helps us see colour, shape, light, and movement. It helps us learn, play, and understand what's happening around us.
Smell –The Olfactory sense	Our sense of smell helps us notice what's yummy, yucky, strong, or soft. Smell can bring comfort (like a favourite scent) or discomfort (like a strong cleaning product).
Taste –The Gustatory Sense	Taste helps us enjoy food and notice flavours like sweet, sour, salty, bitter, or spicy. It's closely linked with our sense of smell and touch (texture).
Touch – The Tactile Sense	Touch helps us feel textures, temperature, pressure, and pain — through skin and inside the mouth (e.g. food textures). It plays a big part in how safe and comfortable we feel.
Movement – The Vestibular sense	This sense helps us with balance and knowing if we're moving fast or slow, spinning or still. It also helps us feel steady and safe when we move.
Body awareness – The Proprioceptive Sense	This sense helps us know where our body parts are, how they move, and how much force to use. It helps with balance, coordination, and safe body use.
Internal awareness- The Interoceptive Sense	This sense helps us notice what's happening inside our body — like hunger, thirst, needing the toilet, or feeling hot, cold, or tired.

Children's Occupational Therapy Service
 Joining in with sensory preferences
 Parent/ Caregiver Questionnaire

CHILD'S NAME:	D.O.B/ CHI:
COMPLETED BY:	RELATIONSHIP TO CHILD:
TEL NO:	DATE:
SCHOOL	CLASS

<u>Current Concerns</u>	<u>Comments</u>
what are your top three concerns for your child?	
At this time what is your child having most difficulty with?	
Are you currently using any strategies that are working or have worked in the past?	
What are your child's first signs that they are feeling uncomfortable, distressed, overwhelmed?	
Any Concerns around dressing?	
Any concerns around mealtimes?	
Any Concerns around toileting?	
Any Concerns around washing & grooming	
Any Concerns around tooth brushing?	
Any Concerns around hair brushing/cutting	
Any concerns around nail cutting?	
Any concerns around sleep and routine?	
Any concerns around community outings?	

Colour or highlight the behaviours that match your child's common responses to sensory information. You may see patterns that point to their sensory preference.

Hearing Sense	Balanced	Low Registration	Seeking	Sensitive/ Avoiding
	Notices important sounds and responds	Might not notice or respond to sounds or voices	Likes loud noises	Notices every sound & comments on them (e.g. dripping tap).
	Enjoys music and stories	Often needs instructions repeated	Makes noise, often for fun	Is upset by unexpected noise; covers ears, runs away
	Responds to their name and familiar voices	Seems to be 'not listening' sometimes.	Talks sings and hums often	Prefers quiet spaces; may move away from noise.
	Can focus with background noise	Can have difficulty noticing new noises or verbal instructions	Can cope with multiple noises on at once e.g. t.v. and video game	Is distracted by background noise – interrupts focus
Visual Sense	Balanced	Low Registration	Seeking	Sensitive/ Avoiding
	Notices visual details and responds easily	Misses things unless they're large or bright	Seeks out lights or movement	Avoids bright or cluttered areas
	Enjoys looking at books, puzzles, or people.	May not see someone wave or drop something	Likes spinning or light-up toys.	Avoids eye contact or prefers side-sitting
	Can focus visually for a while	Doesn't always notice what's happening	Likes fast-moving or flashing visuals.	Avoids busy visual displays or bright rooms.
	Notices subtle changes in their environment.	May seem distracted visually or noted to day dream	Watches things intensely or repeatedly.	Covers eyes or turns away from visual input
Smell Sense	Balanced	Low Registration	Seeking	Sensitive/ Avoiding
	Calmly notices nice or unpleasant smells.	Doesn't seem to notice smells others react to.	Smells people, food, or objects often.	Gags / gets upset easily when smelling things.
	Notices smells when entering a room	May not react even to strong scents	Loves strong or unusual smells.	Avoids certain smells
			Craves strong scents and smells.	Doesn't get used to a smell, keeps smelling it

Taste Sense	Balanced	Low Registration	Seeking	Sensitive/ Avoiding
	Tries a range of different foods	Doesn't notice bold or spicy flavours.	Craves strong flavours or spicy food.	Avoids certain foods or needs food prepared a certain way
	Eats a balanced, varied diet	Comments that food is "boring" or "tasteless"	Adds sauces, spice, or crunch to food	Gags, spits out, or refuses some textures or flavours.
Touch Sense	Balanced	Low Registration	Seeking	Sensitive/ Avoiding
	Enjoys hugs and contact	May not notice light touch or messy hands or food on face	Touches everything; enjoys messy play	Pulls away from touch, dislikes grooming
	Not challenged by messy play	Seems unaware of bumps or temperature.	Loves tight hugs or squeezing	Easily bothered by tags, seams, or light touch.
	Able to wear a range of clothing textures	May not react to hot/cold or pain quickly or as expected.	Often fiddles or touches people or objects	Avoids messy play and certain textures.
	Coping well with grooming (e.g. haircuts).	Needs reminders about dirt on hands or face.	Seeks out tactile input during play	Doesn't enjoy brushing, washing, or hair care.
	Will eat a range of food textures	Can't tell the difference between objects by touch alone	Adds variety to food textures	Gags at some food textures (e.g. soggy).
Movement Sense	Balanced	Low Registration	Seeking	Sensitive/ Avoiding
	Enjoys both moving and quiet play	Doesn't notice movement changes or responds slowly	Always on the go – runs, spins, jumps	Gets dizzy easily or uncomfortable when moving
	Balances well during play.	Seems slow to adjust to moving things (e.g. bikes, stairs).	Loves rough-and-tumble games and spinning	May get overwhelmed or scared during movement play
	Can sit still when needed.	Doesn't notice changes in speed	Craves movement — climbing, jumping, twirling	Dislikes elevators, swings, or climbing
Body Awarene	Balanced	Low Registration	Seeking	Sensitive/ Avoiding
	Movements and pressure are smooth and	Seems floppy/ clumsy, doesn't respond quickly to	Pushes hard and crashes into things. Finds it hard to stop	May say things "hurt" that seem gentle.

	'right' for the task.	changes in body position	and stand still, can bump into things.	
	Uses the right amount of force for the task	Doesn't notice where their body is in space, can hold hands and arms in awkward positions	Loves tight hugs, rough play, but can get a bit rough with others	Avoids carrying, jumping, climbing and running activities.
Body Awareness Sense	Balanced	Low Registration	Seeking	Sensitive/Avoiding
	Holds tools and pencils with control.	Trips or bumps into things. Is heavy footed and lacks a spring to their step	Is heavy handed and can use excessive force e.g. breaks toys, bangs cups on table, breaks pencil tips.	Seems unsure of body position, can appear cautious when moving on/off objects.
	Has good balance and saving reactions	Is heavy footed and lacks a spring to their step	Finds it hard to do an activity without looking at their hands	Has a very light and faint pencil pressure.
	Can navigate around others and obstacles	Doesn't notice when someone is in their personal space.	Enjoys heavy work like brushing, raking, carrying objects	May avoid activities which challenge body position e.g. sitting up without back support.
	/	Can fail to move hands and body out of the way and can be trodden or sat upon	Chews excessively on non-food items e.g. clothing, pens	/
	Balanced	Low Registration	Seeking	Sensitive/Avoiding
Internal Sense	Notices and responds to hunger, tiredness, or discomfort	Forgets to eat, drink, or use the toilet.	Talks a lot about body feelings (e.g. "I'm hungry again!").	Worries about feeling unwell or body changes
	Uses the toilet on time	May have toileting accidents due to going 'too late' and not responding in time	Over-focused on body sensations	Tries to avoid or shut out body sensations
	Names feelings like tired, hungry, or sore.	Doesn't say when they feel hot, cold, or in pain	Constantly checks or talks about body state.	Becomes anxious over small discomforts.
	/	Forgets to eat or drink	/	Dislikes noticing pain, hunger, or body signals
	/	Doesn't notice feelings building within	/	Can become overwhelmed and overtaken by emotion

Sensory Preferences Checklist- Understanding your Child’s Profile

This checklist is not a diagnosis. It’s a **starting point** — helping you understand and support your child’s unique sensory world with compassion and curiosity. You’ve been learning about your child’s senses and ticking off what feels right for each one. Now, it’s time to step back and look at the whole picture. This helps you understand how your child experiences the world — their sensory profile — and how to support them in ways that feel right for them.

If you find it helpful use the information collected within the checklist to summarise your findings here. Colour in your child’s most typical response.

1. Look at Each Sense One by One

For each of the 8 senses, ask yourself:

- Does my child seem **balanced**, or do they lean more towards **low registration, seeking** or **sensitive/ avoiding**?
- Children often show a mix — for example, they might **seek movement** but **avoid loud noises**.

2. Think about How Often You Notice Each Response

- If your child seems **mostly balanced** in a sense, that’s great!
- If they **don’t seem to notice** things (low registration), they might need extra help to “wake up” that sense.
- If they are **always looking for more** (seeking), they may need lots of chances to move, touch, or explore.
- If they are **easily overwhelmed** (sensitive) or **try to avoid** certain sensations, a calm, predictable environment can help.

3. Its Okay to Have Different Responses in Different Senses

Your child’s profile may be a mix — and that’s completely normal:

- They might **seek touch** but be **sensitive to sounds**.
- They may be **balanced with taste**, but **avoid fast movement**.
This pattern is unique to your child and can change over time.

Balanced	Low Registration	Seeking	Sensitive/Avoiding
Hearing Seeing Smell	Hearing Seeing Smell	Hearing Seeing Smell	Hearing Seeing Smell

Taste Touch Movement Body Awareness Internal	Taste Touch Movement Body Awareness Internal	Taste Touch Movement Body Awareness Internal	Taste Touch Movement Body Awareness Internal
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Now that you've coloured in or highlighted your child's typical response, take a look at what patterns stand out:

- Does your child **seek** certain types of input
- Do they **avoid** or feel overwhelmed by some input
- Do they sometimes **miss** sensory messages
- Which senses seem to need the most support?
- What helps your child feel calm, focused, or safe?
- Are there times of day when things are harder or easier?
- What environments help them thrive?

What Does This Mean for Everyday Life?

- Which senses seem most tricky for your child?
- Are there certain **activities** (like dressing, eating, or schoolwork) that are harder because of their sensory needs?
- Are there times or places where they feel **calmer or more confident**?
These clues help you figure out what support might help most.

Understanding your child's sensory response is the first step. Once you know whether their sensory cup fills quickly or slowly, you can shape the environment around them to help them feel calm, connected, and able to take part in everyday life. Here are some guiding principles to support you;

Guiding Principles for Supporting Your Child's Sensory Needs – Low Registration

Low Registration

The slow-filling cup – may not notice sensory input or respond right away. Your child may seem dreamy, slow to react, or miss things that others notice.

Guiding Principles:

- Make input more noticeable – brighten, repeat, or exaggerate.
- Add movement, visuals, or sound to help them tune in.
- Use upbeat, clear instructions and consistent routines.
- Give extra time for them to notice and respond.

Low Registration:

Hearing - Get their attention with visual or gentle touch cues. Say their name clearly and face them when speaking.

Visual - Use brighter colours, moving visuals, or larger objects to attract attention.

Smell – Point out smells and name them during activities like cooking or outdoors walks.

Taste - Try stronger flavours, crunchy foods, and smaller portions to pace eating.

Touch - Use more obvious touch to help them notice (e.g. firm rather than light), and check in about pain, mess, or discomfort

Movement – Use music, rhythm, and verbal reminders during movement activities.

Body Awareness – Obstacle courses, heavy work (e.g. helping carry groceries), movement songs

Internal sense - Set reminders for meals, drinks, and toilet time. Use visual supports or timers.

Guiding Principles for Supporting Your Child's Sensory Needs – Seeking

A slow-filling cup – craves lots of input to feel “just right”. Your child may be busy, noisy, or constantly exploring.

Guiding Principles:

- Offer safe, regular sensory input throughout the day (e.g. movement, touch, chewing).
- Build sensory activities into everyday routines.
- Teach when and where it's okay to seek (e.g. “Jump on the trampoline, not the couch!”).
- Keep them active and engaged to support focus and comfort.

Seeking

Hearing Offer rhythmic activities like drumming, tapping games, or headphones with music.

Visual - Use bubble tubes, glitter jars, spinning or light-up toys.

Smell – Use scented play-dough, scratch-and-sniff books, essential oil rollers (child-safe)

Taste -Try chewy snacks, bold flavours, crunchy foods, flavourful dips.

Touch - Offer fidget toys, messy play, baking, rough-and-tumble games, and firm hugs.

Movement - Trampolines, scooters, spinning chairs, dancing, climbing frames.

Body Awareness - Rough-and-tumble play, pushing/pulling games, wall push-ups, weighted toys or blankets.

Internal Sense Use simple body charts, label feelings, provide gentle reassurance.

Guiding Principles for Supporting Your Child's Sensory Needs – Sensitive/ Avoiding

Sensitive - Fast-filling cup – notices everything and may feel overwhelmed, anxious, scared. Your child may cover their ears, startle easily, or avoid textures or crowded spaces.

Avoiding - Also a fast-filling cup – works hard to stay away from strong input) Your child may resist activities, run away, or say “No!” to everyday tasks.

Guiding Principles: Sensitive

- Reduce background input – aim for calmer, quieter spaces.
- Prepare them for sensory events (e.g. loud noises or busy places).
- Offer choices and control (e.g. “Do you want the soft hoodie or the t-shirt?”).
- Use gentle pacing and breaks to help them feel safe.

Guiding Principles: Avoiding

- Create predictable routines they can rely on.
- Limit intense input – choose soft fabrics, gentle lights, and calm voices.
- Let them say “no” when possible – offer alternatives to join in.
- Take one small step at a time and celebrate every success.

Sensitive/ Avoiding

Hearing - Create quiet zones, use noise-reducing headphones, and prepare your child before loud events.

Visual - Offer hats, sunglasses, gentle lighting, and calm visual environments.

Smell - Use unscented products, avoid strong perfumes or cleaning agents, and allow space during smelly tasks (e.g. cooking).

Taste - Offer familiar foods, keep textures predictable, avoid pressure at mealtimes.

Touch Use soft fabrics, deep pressure (not light touch), tools for messy play, and gentle grooming routines.

Movement Start with slow movement, hold hands on swings, offer safe and predictable movement play.

Body Awareness - Soft clothing, gentle movements, allow personal space, avoid unexpected touch.

Internal Sense - Use regular routines and soft check-ins (e.g. “Do you feel full?”), keep body cues predictable.

No matter your child’s sensory type, remember:

Connection comes before correction.

You can adjust their environment, not the child.

You are the expert in your child — and you’re not alone.

Use What You Know to Help Your Child Shine

- Use the **ideas and tips** from each sense section to guide your support.
- Try **small changes** in routines or environments (e.g. dimming lights, offering fidget toys, building in movement breaks).
- **Watch your child’s responses** and adjust as needed.
- Celebrate the little wins — they all matter!

Keep Learning and Growing Together

Your child’s sensory needs might change over time — and that’s okay! These changes can happen for many reasons:

- **Growing and learning:** As your child’s brain and body develop, their sensory preferences can shift.
- **Feeling tired or unwell:** Sensory responses may be stronger or weaker when your child is sick, tired, or upset.
- **New experiences:** Trying new things can feel exciting or overwhelming. It might take time to adjust.
- **Big changes or stress:** Moving house, changing schools, or new routines can affect how a child feels and responds.
- **Support and practice:** Occupational therapy, consistent routines, and encouraging experiences can help a child feel more confident with different sensations.

Remember you’re doing an amazing job noticing and responding to your child’s unique way of experiencing the world. This guide is here to support you as you help them feel calm, confident, and ready to explore.