



**Sensory
Processing
Share and Show
Card Set**



Show



Share



Show



Show



Show



Show



Share

The Sector Capacity Building Program is funded by NSW Government Department of Education as part of the Disability and Inclusion Program

This card set contains 38 cards

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MOVEMENT PROCESSING
(involving the proprioceptive, vestibular and tactile senses)

Ben enjoys spending a large amount of time being up high on outdoor equipment.
Show how you could engage him in other forms of play whilst considering his sensory preferences.

MOVEMENT PROCESSING
(involving the proprioceptive, vestibular and tactile senses)

Sarah finds it difficult to enter play with peers during outdoor play.
Share what sensory factors could be contributing to this?

MOVEMENT PROCESSING
(involving the proprioceptive, vestibular and tactile senses)

Oscar enjoys playing in the soft, calming corner with books and quiet activities.
Show how you could support his interactions with others.

MOVEMENT PROCESSING
(involving the proprioceptive, vestibular and tactile senses)

Adina prefers to run and engage in loud movement games when she is playing outdoors.
Show how you could help her to be calm and to engage with others.

MOVEMENT PROCESSING
(involving the proprioceptive, vestibular and tactile senses)

Ethan throws toys and other objects and appears to enjoy the feeling of throwing things.
Show how you could support him to engage in similar gross motor play to meet his sensory needs safely.

MOVEMENT PROCESSING
(involving the proprioceptive, vestibular and tactile senses)

Lim enjoys crashing into other children as well as soft furnishings.
Show how you could model an alternative behaviour that meets his sensory needs.

TACTILE PROCESSING

Lily prefers the sandpit at the exclusion of other experiences.
Share how you could support her to broaden her play choices.



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TACTILE PROCESSING

Mei loves touching other children and different textures.

Show how you could meet her sensory needs whilst encouraging functional play.

TACTILE PROCESSING

Marco avoids sensory group activities such as slime but will observe from a distance.

Show how you could support his social participation through intentional teaching.

TACTILE PROCESSING

Basma often mouths toys and other materials. You see her mouthing a soft ball.

Show how you could encourage her to broaden her play skills using the ball.

TACTILE PROCESSING

Elias becomes very upset when he becomes dirty.

Show how you could help him to calm himself when this occurs.

VISUAL PROCESSING

Jacinta squints and covers her eyes when outside.

Share how you could support her to increase her participation in outdoor play.

VISUAL PROCESSING

George enjoys lying on the floor, watching spinning objects in front of his eyes.

Share what specific toys and experiences you could offer that would meet the same sensory need.

VISUAL PROCESSING

Anastasia prefers open space and is often unsettled when she first transitions indoors.

Share how you could modify the environment to support her visual sensory processing needs.

GUSTATORY / OLFACTORY PROCESSING

You notice that some children become restless when offered meals.

Share some sensory factors that may contribute to challenges around this routine.



Share



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GUSTATORY / OLAFACTORY PROCESSING

Max becomes distressed when offered certain foods.
Share what you could do to understand his food preferences.

GUSTATORY / OLAFACTORY PROCESSING

Kate likes to eat playdough.
Show how you could support her sensory preferences and skill development with playdough.

AUDITORY PROCESSING

Joshua avoids group music time, preferring to watch from afar and covering his ears.
Share how you could support his participation in group times.

AUDITORY PROCESSING

Giulia becomes distressed during music times.
Show what you could do to prepare her for music time and support her sensory needs.

AUDITORY PROCESSING

Matteo seems to miss educators' verbal cues at transition times.
Show how you could support his understanding of transitions.

AUDITORY PROCESSING

You notice that in extended indoor play times, some children often become distressed.
Share what changes you could make to the environment to provide a quieter learning space?

MULTI-SENSORY PROCESSING

Prashant has a very restricted range of interests and has difficulty transitioning from the tricycles to engage in any other activities.
Show how you could support him to broaden his play skills.

MULTI-SENSORY PROCESSING

Darius cries during each transition.
Show how you could support his understanding of the daily routine and prepare for what is happening next.



Show



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MULTI-SENSORY PROCESSING

Handa becomes very excited at group music time and will often run around the room.

Show how you could support her to participate.

MULTI-SENSORY PROCESSING

Liam appears exhausted by rest time, however, finds it difficult to relax and rest.

Show what sensory input you could offer to support him to calm himself.

MULTI-SENSORY PROCESSING

Mia frequently asks how long each part of the day will last.

Show how you could support her understanding of the daily routine.

MULTI-SENSORY PROCESSING

You notice that some children find it difficult to become calm after being physically active.

Share some changes to the indoor spaces you could make to support children to become calm.

EMOTIONAL REGULATION

Adam becomes distressed when any visitors enter the preschool.

Share how you could prepare children for changes to their routine.

EMOTIONAL REGULATION

Holly continually asks for her mother throughout the day, despite being shown a visual routine.

Show what sensory supports you could provide to help calm and reassure her.

EMOTIONAL REGULATION

Harrison often seeks food throughout the day and becomes agitated when educators redirect him.

Share what you could do to support his sensory needs.

EMOTIONAL REGULATION

May often pulls peers' hair whilst laughing.

Share how you could find out what this behaviour is communicating.



Show



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EMOTIONAL REGULATION

Jack, with a known history of trauma, is overly affectionate with adults at preschool, including visitors.

Show how you could model appropriate greetings.

EMOTIONAL REGULATION

There is disagreement amongst educators about whether Amy's behaviour is sensory or driven by connection-seeking.

Share what questions you could ask to try to determine the function of Amy's behaviour.

TEAM REFLECTION AND COLLABORATION

Ryan's emotional outbursts often include aggressive behaviour towards children and adults.

Share how you can reframe his behaviour so the team do not take his actions personally.

TEAM REFLECTION AND COLLABORATION

Mahmoud presents with challenging behaviour and follows a particular educator for most of the day.

Share how all educators could build a relationship with this child.

TEAM REFLECTION AND COLLABORATION

The director has noticed certain educators preferring to work with particular children.

Share how you could ensure all educators develop relationships and engage with all children.

TEAM REFLECTION AND COLLABORATION

Leilani's parents pack a very restricted lunch each day, causing some educators to question her parents' choices.

Share how educators could reflect on their own beliefs and values when working in partnership with this family?