









Name:

Date:

Time:

<p>AUDITORY</p> 	<p>VISUAL</p> 
<p>TACTILE</p> 	<p>SMELL & TASTE</p> 
<p>VESTIBULAR (GRAVITY)</p> 	<p>PROPRIOCEPTIVE (BODY MAP)</p> 
<p>INTEROCEPTION (PHYSICAL NEEDS)</p> 	<p>CHANGE IN ENVIRONMENT, STAFF OR ROUTINE</p> 
<p>COMMUNICATION ATTEMPTS (ACTIONS, EMOTION, VOCALIZATION, AAC, ETC.)</p>	

Remember sensory overload is accumulative. Document triggers from throughout the day. Even details you perceive to be inconsequential may be relevant.

AUDITORY: Close your eyes and notice any sounds you hear (even if very faint.)

VISUAL: Notice visual environment, lighting, visible movement, etc.

TACTILE: Observe reaction to textures, clothing, wetness, proximity to touch & other people.

SMELL & TASTE: Respect food restrictions due to taste, smell or texture. Notice other smells.

VESTIBULAR: Students seek or avoid input from jumping, spinning, or climbing.

PROPRIOCEPTIVE: Students may seek input by tip toes, flapping, tapping, or chewing.

INTEROCEPTION: Notice signs of physical needs (hunger, sickness, hot/cold, tired, etc.)