**Sensory Diet Planning Worksheet: Example**

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| **Activity / Time of Day** | **Presentation Identified** | **Sensory Activity Offered** | **Outcome** |
| Getting up in the morning | Bad mood / irritable / will not follow instructions | Low arousal environment  Visual timetables |  |
| Going to School | Anxiety / upset / overwhelmed | Heavy push / pull work  Fidget items  Visual schedule / timer  Belongings organised night before |  |
| Focussing in classroom | Distractable/struggling to focus or sit still | Use of a wobble cushion  Fidget items  Movement Breaks |  |
| Focussing in classroom | Engaged / calm / alert and responsive to learning | Why? Was the setting calm? Has the child got input from another source already? What helped and why? |  |
| School End & Home Time | Overstimulated/upset/ exhausted | Time in sensory space  Fidget items  Push / pull activity |  |
| Meal times | Cannot sit still | Opportunities for movement before  Use of a wobble cushion |  |
| Bath/ Shower | Struggles with noise / lighting in bathroom | Softer lighting  Bath run before coming up to bed  Extra blankets / towels in bathroom to reduce Noise |  |
| Bedtime | Cannot fall asleep / seeking lots of movement before bed | Low arousal environment / soft lighting  White noise  Reading / listening to music |  |

**Sensory Diet Planning Worksheet:**

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| **Activity / Time of Day** | **Presentation / Challenge Identified** | **Sensory Activity Offered** | **Outcome** |
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**My Views: My day**

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| **Activity** | **What do I feel**? | **What might help me?** |
| Getting ready in the morning |  |  |
| Having my Breakfast |  |  |
| Going to School |  |  |
| In the classroom |  |  |
| Lunchtime / playtime |  |  |
| Afternoon in school |  |  |
| Coming / arriving home |  |  |
| Tea time |  |  |
| Evening |  |  |
| Bedtime |  |  |