



Sensory notebook of:

To help me be ready and open to learning

Sensory notebook

ABOUT THE PROGRAM

Goals

1. **Help** the child become aware of their surroundings, explore what they like, and notice what types of sensory input make them feel good.
2. Help the adult use the information to **support** the child's alertness and adjust the environment to reduce challenging sensory-related behaviours.
3. **Make it easier** for the child to settle into a new living environment.

Guidelines

1. **Observe** how the child reacts in everyday situations.
2. **Write down** which activities help the child feel calm and which ones make them more alert.
3. **Use toys** or objects to help the child interact with their body and surroundings.



Take your time,
as the child may respond more
slowly and at their own pace.
You'll need to be **creative,**
patient and **observant.**



Examples of activities or toys that can help you observe the child

	Sight Light-up ball, sensory hourglass, glitter tube or glitter storm, fiber optic lights, sensory bubble tube, playing with a flashlight in the dark, disco ball. Others: _____
	Mouth Chewy toys, party horn or noisemaker, blowing bubbles or a pinwheel, blowing on cotton balls, drinking through a straw, eating crunchy snacks. Others: _____
	Hearing Musical instruments, listening to music or sounds around them, noise-reducing headphones. Others: _____
	Smell Playdough, scented markers, smelling different food smells, smelling perfumes or scents. Others: _____
	Touch Stress ball, therapy putty (e.g., TheraPutty), fidget toys (e.g., Tangle), stretchy animals, sensory bin, crafts, playdough, cooking, exploring different fabric textures. Others: _____
	Muscle actions (proprioception) Hand massage, rolling a ball over the body, handheld massager, big hugs, heavy tasks (pushing, pulling, lifting), weighted stuffed animals, walking a pet. Others: _____
	Movement actions (vestibular) Swinging, bouncing on a ball, trampoline, roller board, songs with gestures, dancing, obstacle course. Others: _____

	 What the child likes	 What the child does not like
Sight 		
Taste 		
Hearing 		
Smell 		

	 What the child likes	 What the child does not like
Touch 		
Proprioception (muscles)  explanations: page 2		
Vestibular (movement)  explanations: page 2		





Which sense does the child use most often in daily life?

Examples of activities related to that sense:

What are the child's specific interests?



Other particularities:



These activities wake the child up and help keep their attention and stay concentrated:

1. _____
2. _____
3. _____
4. _____
5. _____

These activities help the child calm down and relax:

1. _____
2. _____
3. _____
4. _____
5. _____

These activities are too stimulating and should be done in moderation:

1. _____
2. _____
3. _____
4. _____
5. _____



Other helpful strategies:

- _____
- _____
- _____

The child's sensory routine

Times of the day	Activities or strategies used
Morning routine	
Before leaving the house	
When arriving at school/daycare	
Recess (outdoor games)	
After recess (after outdoor time)	
During free play	
During quiet time (nap or rest)	
During snack/meal times	
Before leaving school/daycare	
Returning home	
Evening	
Bedtime routine	



Other pertinent information

The child is:		
☐ Verbal	☐ Non-verbal	
The child uses on a daily basis:		
☐ Pictures/pictograms	☐ Timer	
☐ Social scenarios	☐ Sensory tools/materials	
☐ Adapted materials	☐ Reward systems	
Please specify: _____ _____		
Has the child ever been assessed or followed by a specialist in:		
☐ Occupational therapy	Date: _____	
☐ Audiology	Date: _____	
☐ Optometry	Date: _____	
☐ Nutrition	Date: _____	
☐ Speech therapy	Date: _____	
Others: _____ _____		
Diagnosis(es):		
☐ ASD (Autism Spectrum Disorder)	☐ At-risk for ASD	☐ GDD (Global Development Delay)
Others: _____ _____		



Notes:

This notebook was completed by:

Professional

Contact information:

Date: _____