**Sensory Diet Analysis of Findings**

 **Based on the results of the students’ Sensory Discrimination Checklist, the the student exhibits a sensory processing disorder characterized as:**

|  |  |
| --- | --- |
|  | **Over-Responsive** Needs techniques to reduce environmental stimuli.  |
|  | **Under-Responsive** Needs periodic stimulation to increase responsiveness |
|  | **Sensory Seeking** Needs frequent and intensive sensory input  |

**Based on the Sensory Discrimination Checklist, the student exhibits the greatest need in the areas of:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Tactile** |  | **Auditory** |
|  | **Oral** |  | **Vestibular** |
|  | **Olfactory** |  | **Proprioceptive** |
|  | **Vision** |  | **Interoceptive** |

**If the student is over-responsive or sensory-seeking, continue to Target Behaviors section.**

**If the student is under-responsive, provide sensory stimulation periodically based on the sensory area determined by the discrimination checklist. Adjust frequency and intensity of student’s sensory diet by observing the student’s attentiveness in class.**

**Target Behaviors: focus on 3 target behaviors to determine frequency of sensory intervention**

|  |
| --- |
| Target #1 The student **avoided** **sought** stimuli by:  |
| (description) |
| Based on reports/observations what is the frequency of seeking/avoidance behavior? (every \_\_ minutes, times per day, etc.) |
| Target # 2 The student **avoided** **sought** stimuli by:   |
| (description) |
| Based on reports/observations what is the frequency of sensory seeking behavior? (every \_\_ minutes, times per day, etc.) |
| Target #3 The student **avoided** **sought** stimuli by:   |
| (description) |
| Based on reports/observations what is the frequency of sensory seeking behavior? (every \_\_ minutes, times per day, etc.) |