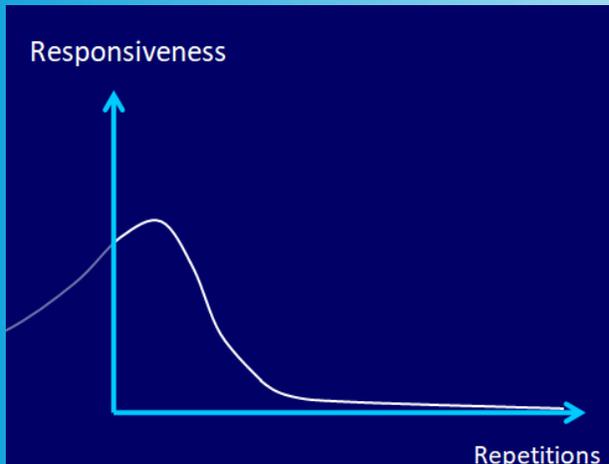


Counter intuitive initial responses.

A low level of response to a new sensory activity is not necessarily a bad thing!

Similarly a high level of response to a new sensory activity is not necessarily a good thing!

Take a peak at the inside of this leaflet and the graph below to work out why. If you would like more explanation get in touch with Jo Grace on social media Facebook/Twitter/LinkedIn links to these profiles can be found under the contact tab at www.TheSensoryProjects.co.uk or email on sensorystory@gmail.com



The Sensory Projects run on the principle that with the right knowledge and a little creativity inexpensive items can become effective tools for sensory inclusion.

Through the work of all the Projects founder **Joanna Grace** is seeking to contribute to a future where people are understood in spite of their differences.

To learn more about the projects, and to access free resources and information about bespoke sensory training visit

www.TheSensoryProjects.co.uk

Joanna's books: **Sensory Stories for Children and Teens** and **Sensory-being for Sensory Beings** are available on amazon, with more titles due for publication in 2018.

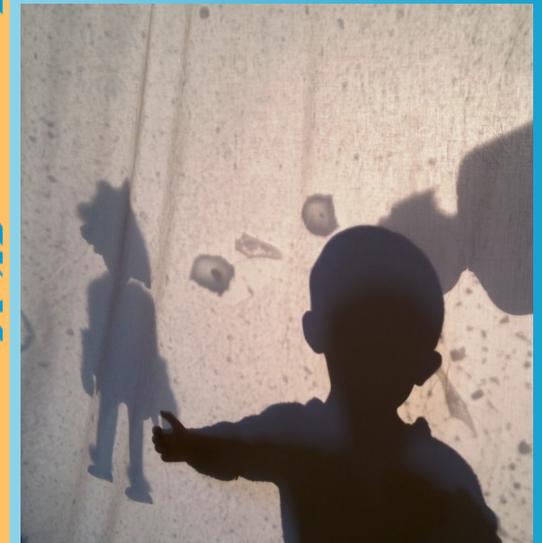


The Sensory Projects

Joanna Grace

www.TheSensoryProjects.co.uk

Recording sensory adventures

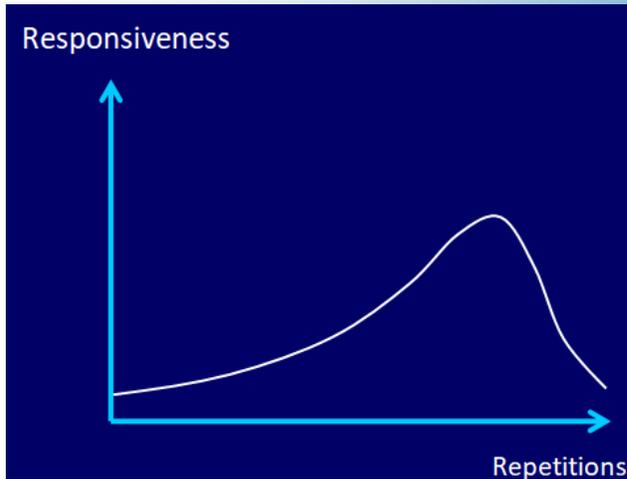


@Jo3Grace

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Recording sensory adventures



This graph shows a very typical response curve to sensory engagement activities. Curves like this are found in response to a wide range of sensory engagement work, including sensory rooms and sensory stories.

Essentially when you start out with well pitched sensory activity you should see a few responses, as you repeat the activity these responses will steadily increase, and eventually the person you are sharing the activity with will begin to get bored and responses will drop off.

Knowing where you are on this curve is key to judging when to move on from an activity and when to go for more repeats.

A super simple way to record sensory responses from The Sensory Projects

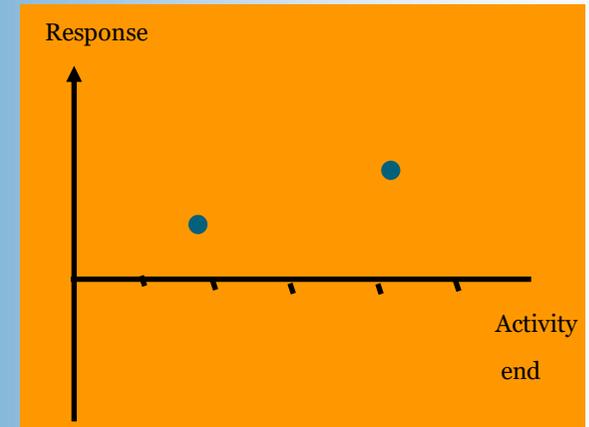
Draw yourself a simple graph, the y axis will denote the level of response,. A big positive response would be marked high on the axis, a big negative response would be marked low on this axis,.

The x axis corresponds to the duration of the activity, for example in a sensory story each section of the x axis will relate to one line of the story.

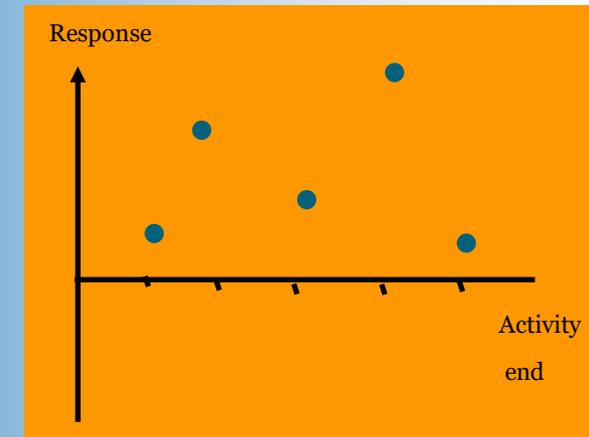
Simply have this graph to hand as you share the sensory activity and when you see a response mark it on the graph. Do this each time you do the activity using a fresh graph each time.

The pictures opposite show the sort of progress you might see over repeated sharings of an activity.

There are many ways you can use graphs like this, for example to reveal sensory preferences, or to map progress towards particular targets, for information about how to do this see **Sensory Stories for Children and Teens**—published by Jessica Kingsley or get in touch with Joanna Grace directly via social media or email. Contact details via www.TheSensoryProjects.co.uk.



The graph above is typical of one you might see when you first do an activity, with just a couple of relatively low level responses.



The graph above is typical of one you might see when the activity has been repeated a few times.

What would a graph with no marks at the start of the activity, but lots at the end tell you about that child?