## Intervention: Intervention: Intervention: Intervention: Intervention: Intervention: Use activities and Understand the threshold of The therapist can get Use activities and The therapist can get Understand the threshold tasks which satisfy the child. Take it seriously if the attention of the the attention of the tasks which satisfy of the child. Take it the olfactory needs, the child shows discomfort child by reducing the the gustatory needs, child by reducing the seriously if the child a seeker can indicate a seeker can indicate with some gustatory stimuli, predictabilities and predictabilities and shows discomfort with what he needs. For what he needs. For do not continue or avoid this breaking routines. breaking routines. For some olfactory stimuli, example: Let him example: Use toys gustatory stimuli, otherwise For example: Give example: do not continue or avoid smell when he wants the child can be easily with different Do not disturb the therapy outside. this olfactory stimuli, sensory overloaded. structures to press movements with his otherwise the child can against his lips. mouth, let him touch be easily sensory Seeker: The child Bystander: The child his lips. overloaded has a high stimuli Sensor:/Avoider: The child has a high stimuli threshold for has a low stimuli threshold for threshold for Seeker: The child olfactory input. Is Sensor:/Avoider: The **Bystander**: The gustatory input. Is sensitive olfactory input. has a high stimuli for gustatory input and can be searching for child has a high child has a low stimuli Although the child stimuli in order threshold for stimuli threshold for easily sensory overloaded threshold for olfactory does not search by to satisfy his when is threshold is reached. gustatory input. gustatory input. Is input. Is sensitive for himself for stimuli. Although the child searching for needs. olfactory input and can stimuli in order to does not search by be easily sensory **Negative reaction** Reacts non-active Positive reaction himself for stimuli. satisfy his needs. overloaded when is threshold is reached. Reacts non-active Reacts active Positive reaction **Negative reaction** Reacts active Child Olfactory Gustatory **Tactile** Negative reaction Reacts non-active Positive reaction Reacts active Intervention: Sensor:/Avoider: The Intervention: Seeker: The child Intervention: Understand the threshold of Bystander: The child has a low stimuli The therapist can get Use activities and tasks which has a high stimuli the child. Take it seriously if child has a high threshold for tactile the attention of the satisfy the tactile needs, a the child shows discomfort stimuli threshold threshold for input. Is sensitive for child by reducing the seeker can indicate what he with some tactile stimuli, do for tactile input. tactile input. Is tactile input and can predictabilities and needs. For example: Give the not continue or avoid this searching for Although the child be easily sensory breaking routines. For child the possibility to play with tactile stimuli, otherwise the does not search by stimuli in order to overloaded when is example: Touch the toys of different structures. child can be easily sensory himself for stimuli. satisfy his needs. threshold is reached. child unexpectedly overloaded.