Intervention:

The therapist can get the attention of the child by reducing the predictabilities and breaking routines.
For example:
Change therapy settings.

Bystander: The child has a high stimuli threshold for visual input.
Although the child does not search by himself for stimuli

Reacts non-active

Seeker: The child has a high stimuli threshold for visual input. Is searching for stimuli in order to satisfy his

needs.

Visual

Positive reaction

Intervention:

Use activities and tasks which satisfy the visual needs, a seeker can indicate what he needs. For example:
Use toys with light reflection

Reacts active

Child

Sensor:/Avoider:

The child has a low stimuli threshold for visual input. Is sensitive for visual input and can be easily sensory overloaded when is threshold is reached.

Negative reaction

Intervention:

Understand the threshold of the child. Take it seriously if the child shows discomfort with some visual stimuli, do not continue or avoid this visual stimuli, otherwise the child can be easily sensory overloaded.

Intervention:

The therapist can get the attention of the child by reducing the predictabilities and breaking routines. For example: surprise the child by using different pitches while speaking.

Reacts non-active

Bystander: The child has a high stimuli threshold for auditory input. Although the child does not search by himself for stimuli.

Positive reaction

Seeker: The child has a high stimuli threshold for auditory input. Is searching for stimuli in order to satisfy his needs.

Intervention:

Reacts active

Use activities and tasks which satisfy the auditory needs, a seeker can indicate what he needs. For example: Use toys which make sounds.

Sensor:/Avoider:

Negative reaction

Auditory

The child has a low stimuli threshold for auditory input. Is sensitive for auditory input and can be easily sensory overloaded when is threshold is reached.

Intervention:

Understand the threshold of the child. Take it seriously if the child shows discomfort with some auditory stimuli, do not continue or avoid this auditory stimuli, otherwise the child can be easily sensory overloaded.