

# Sensorimotor Planning Worksheet

← Calming

Rousing →

	Taste/Smell	Oral Motor	Tactile	Vestibular/ Movement	Posture or Head Orientation	Visual	Auditory
← Calming	Sweet/ Vanilla	Suck/Blow	*Joint and muscle activity (Heavy work) Cool to neutral temp's	*Joint and muscle activity (Heavy work)	Vertical	Light/Dark colors	Vibration consistent background sound Soft Sounds
	Salt/Brine	Bite/Crunch	Deep pressure Moderate temp's	Linear movement (swinging or rocking)	Horizontal	Form (boundaries)	Rhythmical Music Sing-song speech
	Sour/Citrus Spice	Chew	Touch pressure Moderate temp's	Oscillation (bouncing)	Not in a straight plane (diagonal or crooked)	Place (a location change has occurred)	Vocalization/ speech sounds
Rousing →	Bitter/ Smoke	Lick	Light touch Unexpected touch Extreme temp's	Rotary movement (spinning or partial rotation)	Upside down or tilted backwards in space	Movement through time and space - produces changing visual inputs	Loud noises/crowds  Language

\*Joint and muscle activity or "heavy work" (proprioception) is generally calming to children in "high" or an escalated state. It is rousing/alerting to children who are feeling lethargic or are in a "low" state.

Heavy work is a good first input to try, if you are not sure what central nervous state a child is in.

**RHYTHMIC INPUT OVER TIME – Decreases arousal level (calms)**  
**ARRHYTHMIC (erratic) INPUT OVER TIME – Increases arousal level**

**Optimal Function = Regulated = Medium = Equilibrium = Stasis**  
 (Different words for the same central nervous state.)

The optimal functioning range, regulation, or a "medium" state is achieved by the right combination of inputs (the types of inputs used + the rhythm of the inputs + the frequency of the inputs + the duration and intensity of the inputs) by providing sensory diet of specially selected activities done throughout the day which are tailored to meet the individual child's needs. Occupational Therapists with continuing education/experience in sensory processing are experts in helping to guide the selection of these activities.

<b>"TOO HIGH" - use calming activities (choose from activities more towards the top and to the left on the table)</b>
<b>"MEDIUM"</b>
<b>"TOO LOW" - use rousing activities (choose activities more towards the bottom and right on the table)</b>

Based on the figure from: Patricia Oetter, MA, OTR, FAOTA, 1991, as presented in "How Does Your Engine Run?"

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