Individuals with sensory processing disorders, or sensory integration dysfunction, often have a combination of responses to sensory input. Depending on the type of input, some are sensory seekers, some are sensory avoiders, some have difficulty with motor output, and some have difficulty with discriminating input. Sensory Seekers respond similarly to those who are under-responsive to sensory input. They seek out extra opportunities for input to meet their individual needs.

Sensory seekers crave input. They may:

- Climb and jump on everything
- Take unnecessary risks with play
- Have self-stimulatory behaviors like rocking or flapping
- Make extra noises or seek out noises
- Taste, lick, and eat unusual objects, amounts of food, flavors of food, or seek out extreme temperatures in food and drink
- Touch objects repetitively or hold onto objects

**Strategies for sensory seekers in the classroom**

Sensory-seekers need intense input to meet their need and reduce the time they spend in sensory seeking behavior. Always consult with your OT and remember to consider a child’s individual needs when choosing activities with the goal of organizing behavior for improved learning.

Consider setting up classroom sensory bins that can be taken to a student's desk or play area, to assist in sensory regulation. Include activities for each system. These could be labeled with visuals and/or words on each bin. Examples are attached.
Sensory Bin Ideas

Taste/Oral Motor: gum, hard and chewy snacks or candies, bubbles, and a variety of straws to drink from.

Smell/Olfactory: scented items, such as erasers or stickers or cotton balls with scented oils in smaller containers.

Sound/Auditory: music or sound effect machines with headphones to use during breaks. Use different types of music and sounds.

Pressure/Proprioception: weighted lap blankets, therapy tubing or bands, and stretch/exercise cards or posters for students to complete.

Movement/Vestibular: include choices of opportunities for supervised swinging and playground exploration or classroom activities, explore seating options, allow pacing or supervised walking breaks during scheduled times.

Touch/Tactile: tactile boxes, fidgets, stress or squishy textured balls, and other textured items.

Seeing/Visual: Picture activities, colored lights, kaleidoscopes, brightly colored objects, and word search puzzles.

Secretary share\articles\Sensory\SensorySeekers