



Sensory Processing in a Musical Environment

Not every brain is wired the same and we all process information differently.

What might you expect to see in your classroom?

7 Senses	Sight (Vision)	Hearing (Auditory)	Smell (Olfactory)	Taste (Gustatory)	Touch (Tactile)	Vestibular (movement and balance)	Proprioception (body position and awareness)	Other observations
What might you expect from your students?	Squinting Staring at lights Hands covering eyes Wearing sunglasses or thick lenses Head tilting Hands in front of eyes	Covering their ears Sensitive to loud or unexpected noises Becoming upset during unstructured times Strong reaction to sounds, the volume of voice or music Jumping up from seat and yelling, or screeching	Holding objects and smelling them	Mouthing objects Drooling on clothing, mouth open	Rubbing hands on seats, clothing, or objects around them Inappropriate personal space	Rocking, banging head on seat Spinning in the area, jumping Flapping of hands Spinning an object Difficulty sitting still	Standing at their seat Head drooping, tilted to the side Poor balance, clumsy, or uncoordinated Difficulty turning left/right when walking Stomping feet on the floor when walking Reaching out to ground oneself	Repetitive behaviors Squeals, humming Startling easily Overt body gestures as a person signs to express oneself Pacing Difficulty with personal space Arms inside their shirts Visible anxiety Picking at one's skin

DIFFERENT DYNAMICS

Sensory Regulation Strategies	Assistive Technology used for communication with a support person or parent Chewing gum Hanging a rubber tube or other object around the neck to chew on Fidget toys (i.e. squishy balls to manipulate and the use of hand fidgets) Needed breaks Headphones or noise lowering earmuffs Hoodie pulled over the head Peer coaching Exit strategies Timers Visual cues like picture schedules and checklists Weighted blanket or lap pads Weighted vest Flexible alternative seating / Preferential seating location
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