

My Sensory Detective Profile

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Notice environmental barriers and choose individualized sensory supports.

Sounds, light, textures and smells can feel different to different people. Your preferences are not wrong. You may use a fictional place and share only what you choose.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Survey a place

Choose a classroom or imaginary room. Describe a comfortable feature and a distracting or overwhelming feature.

Optional choices · choose any, none or your own _____

☐ Competing sounds	☐ Glare or flicker	☐ Strong smells	☐ Tactile discomfort	☐ Visual clutter
☐ Crowding				

Comfortable feature

--

Barrier I notice

--

My Sensory Detective Profile

Match a support

Choose a change that could reduce the barrier without forcing you to tolerate it.

Barrier and chosen change

--

Adult who could arrange it

--

Optional deeper thinking · Grades 6–8

Audit how two environments affect access and propose changes that retain meaningful learning participation.

--

My Sensory Detective Profile

Create a break-and-return card

Write or select a message for a break, then choose how returning could work.

Optional choices · choose any, none or your own

☐ Quiet space ☐ Different seat ☐ Processing time ☐ Adult check-in ☐ Smaller first step

My break request or signal

My return-to-learning choice

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

My Sensory Detective Profile

Accessibility & alternative responses

Offer sensory descriptions instead of requiring direct exposure. No sensory experiment is mandatory; accept pointing, AAC and private discussion.

Teacher facilitation

Observe environments, not presumed diagnoses. Provide supports without forcing exposure or withholding them as rewards. If distress is high, reduce demands and connect with a trusted adult.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.