

Name of the Story:

Intended child (or children):

- 1. Introduction to the targeted experience**

- 2. Identification of the potential negative sensory input during that experience**

- 3. Acknowledgement that the experience can be unpleasant/uncomfortable**

- 4. Strategies that can prepare the child for the experience**

- 5. Outlining the steps of the experience and the strategies to be used during the experience**

- 6. Strategies at the conclusion of the experience**

- 7. Ending the story on a positive note**

Comments:

Marr & Battin, May 19, 2020

The Sensory Story Checklist

<i>Determine the occupation/activity for which a Sensory Story is needed:</i>		
	<i>Y es</i>	<i>N o</i>
<i>Is this an <u>activity</u> with a regular routine entailing the child's active participation i.e. going bowling(+) vs. sharing(-).</i>		
<i>Are there unpleasant sensations associated with that activity that hinder the child's participation?</i>		
<i>Is the situation one that warrants a Sensory Story as opposed to a social story?</i>		
<i>Step One: Is the reader introduced to the targeted experience?</i>		
<i>Step Two: Are the potential negative sensory input during that experience identified?</i>		
<i>Step Three: Is there an acknowledgement that the experience can be unpleasant/uncomfortable?</i>		
<i>Step Four: Are there at least two strategies to prepare the child for the experience?</i>		
<i>Step Five: Are the steps of the experience outlined with at least 2 strategies to be used during the experience?</i>		
<i>Step Six: Are there at least two strategies at the conclusion of the experience?</i>		
<i>Step Seven: Does the story end on a positive note?</i>		
<i>Is the story written at a reading level that is appropriate for the child?</i>		
<i>Is the story brief yet inclusive?</i>		
<i>Does the story emphasis suggestive rather than directive sentences?</i>		
<i>Are there environmental modifications that can limit the unpleasant environmental stimuli?</i>		
<i>Are there any activity modifications that can assist the child in the situation?</i>		

<i>Are the intended results of the strategies identified for the child (i.e. that helps me to be calm)</i>		
<i>Are Steps 1-3 written in the third person?</i>		
<i>Are Steps 4-7 written in the first person? (Note: group Sensory Stories should all be written in the third person)</i>		
<i>For Group Sensory Stories, are <u>options</u> for sensory strategies and environmental modifications embedded into the text?</i>		
<i>For Group Sensory Stories, does the Sensory Story address the needs of children with several forms of sensory processing disorder?</i>		
<i>Have you included a means for illustrations that depict the activity and clarify it for the child?</i>		

Marr & Nackley, 2007