FREE GUIDE:

Gifts That "Get" Them

How to Talk About Sensory Gifts This Holiday Season



START HERE

Before you *start*



If you've ever watched your kid open a gift while you smiled politely and quietly wondered how long that light-up toy would last in your house... hi. You're in the right place.

You know your kid. You know the singing toy is going under the couch within the hour, the sweater with the scratchy tag isn't getting worn, and the swing everyone's excited about has nowhere safe to hang.

You also love the people buying the gifts. You don't want to hurt anyone's feelings, look ungrateful, or start a whole thing over a toy.

Both of those can be true at once. This guide is here to help you hold both.



This guide is for the part before the shopping starts, when a short, kind heads-up can save everyone some trouble.

WHAT'S INSIDE

- A page for when speaking up feels rude 04
- Prompts for describing what your kid actually likes 06
- A gift card to fill in, screenshot and send 08
- A "yes list," so relatives have somewhere to start 11
- Messages to copy for text, email and the group chat 13
- Ideas for making the opening itself easier 15
- Replies for the comments you're already expecting 18
- What to do when a gift doesn't work out 20
- Thank-yous that don't put your kid on the spot 22

If you only have ten minutes: fill out the card, pick a message, and send both before people start shopping. The rest can wait until you need it.

A FEW QUICK NOTES

Words, disclaimers & brain *science*

On words: I use "sensory-sensitive" for kids who get overwhelmed by certain sounds, textures, lights or smells, and "sensory-seeking" for kids who want more: more movement, more squeezing, more noise they make themselves. Most kids are some of both, and it can change by the day. Plenty of kids with ADHD fit in here too. Use whatever words fit your family.

Before we start: I'm a parent, not a licensed therapist, educator or clinician. What's here comes from my own experience and from reading what OTs and researchers have to say. It isn't a diagnosis or a treatment plan. If sensory stuff is making everyday life really hard, an occupational therapist is worth talking to. The researchers and authors I mention aren't affiliated with this guide and haven't endorsed it.

A little of the why behind this guide

A few ideas from people who study kids' brains and bodies shaped a lot of what's here:

1. **Hard moments often start in the body.** Psychologist Mona Delahooke (*Beyond Behaviors*, *Brain-Body Parenting*) writes about a lot of tough behavior as a stress response. A kid who bolts from the room when a toy starts singing is usually reacting to how the sound feels, and that reaction happens fast.

2. **Kids do well if they can.** That's psychologist Ross Greene's phrase. When a kid is struggling, it's usually because the moment is asking more than they can manage right then.

3. **Everyone has a limit.** Psychiatrist Dan Siegel calls it the "window of tolerance": the range where a kid can still think, play and talk to people. Too much noise, too many people or too many surprises can push them past it, into a meltdown or a shutdown. The right gift, and a calmer opening, can keep them in that range longer.

You'll see short **"the science bit"** notes along the way. Read them for yourself, or pass them to the relative who always wants to know *why*.

A PERMISSION PAGE

"They meant well. Shouldn't I just *be grateful?"*

Someone spent time choosing a gift for your child. They were excited to give it. You know it came from a loving place.

So asking them to check with you first, or explaining why something won't work, can feel uncomfortable. Especially when you're already imagining the response:

"It's just a toy."

"You're being too particular."

"Can't you just say thank you?"

> ***You can appreciate the person and still have concerns about the gift. Those aren't opposites.***

You know which sounds send your child out of the room. Which fabrics stay unworn. Whether there's somewhere to safely use the swing someone wants to buy.

You're also the one who helps when the noise becomes too much, the surprise feels upsetting, or your child feels pressured to play with something they're uncomfortable touching.

That knowledge deserves a place in the conversation.

THE SCIENCE BIT

This kind of sensitivity is really common. Duke researcher Kimberly Carpenter notes that roughly 1 in 5 kids are extra-sensitive to things like sound and touch, including lots of kids with no diagnosis at all. Mentioning it to family is just sharing something true about your kid.

WORTH REMEMBERING

A few things you're *allowed* to remember

1. **Being for sale doesn't make something a good fit.** A "sensory" label, great reviews or another kid's love for it doesn't tell you how *your* kid will experience it.
2. **Your kid can appreciate a gift without being able to use it.** They don't have to wear something uncomfortable, put up with a sound that hurts, or act excited to prove the giver matters to them.
3. **You don't have to wait for a hard moment before speaking up.** Sharing what you already know gives people a much better shot at choosing something your kid will love.
4. **Someone might feel a little disappointed.** That can be uncomfortable without meaning you were unkind. You can acknowledge their feelings and still keep the request.

When you feel yourself overexplaining

Try keeping it to **appreciation, one relevant detail, and a useful suggestion:**



TRY THIS

"Thank you for thinking of her. Unexpected toy sounds are really hard for her, so please check with us before buying anything with sound. I can send you a few things she'd love."

You don't need to explain your child's entire sensory history to ask for a quieter toy.

You're not being difficult. You're helping someone who loves your kid understand them a little better.

STEP ONE

Tell them what your kid *actually* enjoys

01

It's hard to shop for a kid you can't picture. The more specific you are, the easier it is for someone to get it right, and the fewer times you'll have to say "please don't."

I'd skip the word "sensory" when you can. It covers everything from a $3 fidget to a 4-foot crash pad, so it doesn't tell anyone much. Describe *your* kid instead.

CIRCLE ANYTHING THAT SOUNDS LIKE YOUR KID

How they move	jumping · crashing into cushions · spinning · climbing · swinging · hanging upside down · rolling · rocking
What their hands love	squeezing · building · sorting · lining things up · taking things apart · kneading · drawing
How they handle sound	love music they pick · love making noise themselves · prefer quiet · hum or sing to themselves
What feels good to wear	soft clothes · no tags · one specific fabric · tight and snug · loose and floaty
How they play	replays favorites · collects · watches before trying · likes figuring things out alone · loves doing things with someone
What they're into right now	the character, animal, vehicle, show or topic that comes up 400 times a day

Fill in the blanks

Right now, _____ is really into _____.

They light up when they get to _____.

They tend to avoid _____.

A gift that would make them really happy is _____.

STEP ONE, CONTINUED

The simple *formula*



Here's how that sounds:

what they enjoy · what makes it hard · specific ideas

"He's obsessed with building right now and could spend hours with magnetic tiles. Toys that make noise on their own usually get put away fast. More tiles, a tile ramp set or a building book would be a total win."

"She lives for jumping and crashing into the couch cushions. Clothes with stiff seams or tags tend to stay in the drawer. A big floor cushion, soft leggings or a membership to the trampoline park would make her whole month."

A message like this describes your actual kid, gives the person something specific to look for, and still leaves them room to pick something themselves. Most people like having that bit of choice.

THE SCIENCE BIT

The occupational therapists at Kennedy Krieger Institute list this as their first gift tip: start with what the child is into, and ask the parent if you're not sure. They also suggest buying for where a kid is developmentally rather than the age on the box, and choosing games a kid can do well at without competing, like puzzles, matching games and building sets. So asking first is pretty standard advice.

STEP TWO

Fill out the *gift card*

This is the one you'll send, so the people shopping aren't left guessing. Fill in the rows that feel useful, leave the rest blank, and send a screenshot.

[Child's name]'s *gift card*

A few things that help when you're picking out a gift for them. Thank you for asking!

	THINGS TO THINK ABOUT	WHAT WE'VE NOTICED
Sound	Sounds that start on their own, how loud it gets, an off switch or volume control	
Lights	Flashing or very bright lights, and whether they can be turned off	
Touch & fabric	Seams, tags, wool, stiff or scratchy fabric, sticky or gritty textures	
Scent	Scented markers, slime, playdough, bath products, lotions	
Messy play	Slime, kinetic sand, paint, glitter: a favorite, fine now and then, or a no thanks	
Movement	What they love doing (jumping, spinning, swinging, climbing) and where there's room for it	
Setup & space	How much putting together or adult help it needs, and where it would live	

STEP TWO, CONTINUED

The quick *facts*

Clothing size _____

Shoe size _____

Favorite colors _____

Into right now _____

Already has and loves
(more is welcome!) _____

We have plenty of _____

!

PLEASE CHECK WITH US FIRST

These can be great gifts. They just need a quick conversation first:

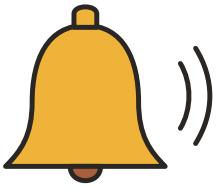
Large movement equipment	Swings, trampolines, climbing frames, anything that mounts to a ceiling, wall or doorframe
Strongly scented things	Scented craft supplies, bath bombs, candles, perfumed lotions
Sounds or lights	Toys with sounds or lights that can't be turned off
Anything big	Big price, big footprint or big commitment (yes, that includes pets)

Tip: keep the card short. Three or four filled-in rows get read. A full page usually doesn't. You can update it next year, or whenever their favorites change.



THE SCIENCE BIT

Why these rows *matter*



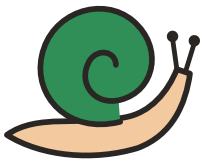
Why surprise sounds come up so much.

Carpenter's research points out that kids who are sensitive to sounds they can't predict can end up on edge, waiting for the next one. Some lab studies of autistic kids have also found a stronger startle to everyday volumes, not just loud ones. Whatever your kid's profile, it's often the surprise that's hard, like the toy that suddenly talks when someone bumps it. That's why an off switch matters so much.



Why clothing is more than tags.

Occupational therapists describe some kids feeling certain textures much more strongly than other people do, sometimes to the point that it hurts. The usual suspects: sock seams, tags, stiff or scratchy fabric, elastic edges, tight necklines and sleeves that land right on the wrist. Many OTs suggest washing new clothes a few times first, with unscented detergent.



Why pushing usually backfires.

Kids can get more comfortable with new textures and sounds over time, and some OTs even use textured or noisy toys on purpose to help with that. But it happens on the kid's timeline, with them in charge of how close they get. When a kid is pressured to wear or touch something that already makes them anxious, they often avoid it even more.

STEP THREE

Give them a "yes list"

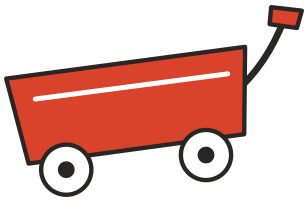
03

Most relatives aren't trying to get it wrong. They just need somewhere to start. A list of things that work is a lot nicer to get than a list of things to avoid, and they still get the fun of choosing.

Copy the ideas that fit your kid, add your own, and send them along with the card.

For kids who need to move

- A crash pad, big floor cushion or beanbag they're allowed to fling themselves onto
- Balance board, stepping stones or a wobble cushion
- Stretchy, pull-y things: resistance bands, a body sock, a tug-of-war rope
- Things to push, pull and carry: a kid-size wagon, real garden tools, a snow shovel their size
- Chewy or crunchy snacks they already love (parent-approved only)
- A mini trampoline or indoor swing *(check with us first, see the card)*



A quick safety note: check age ratings and choking warnings, and plan on an adult nearby for movement gear, ropes, body socks and real tools. Big things like trampolines and swings need proper setup and space. Food gifts should only be ones the parent has okayed, with allergies and choking in mind.

THE SCIENCE BIT

A lot of these are what OTs call "heavy work": pushing, pulling, carrying, squeezing and crashing into things. Many OTs use it, and lots of families notice their kid seems more settled afterward. Research on a lot of sensory products is still thin, and some popular fidgets haven't been studied much at all. So watch your own kid. If the crash pad gets used every day, that tells you more than any review.

STEP THREE, CONTINUED

For kids who get overwhelmed easily

- Quiet, open-ended toys: blocks, magnetic tiles, wooden figures, train track, unscented art supplies
- Clothes in the fabric or brand they already live in (a second pair of the favorite pajamas is a real gift)
- A cozy hideout: play tent, canopy, oversized pillow or a beanbag
- Books about whatever they're into right now
- Noise-reducing headphones *(ask about size and fit first)*

For pretty much any kid

More of a favorite.
The next set, the expansion pack or an identical backup. Repeating the same thing is often half the fun.

Experiences.
A zoo, museum, pool or trampoline park membership (quiet-hour sessions are a bonus), a class, or a day out together.

Things that get used up.
Art supplies, favorite snacks, puzzles, books. Nothing extra to store.

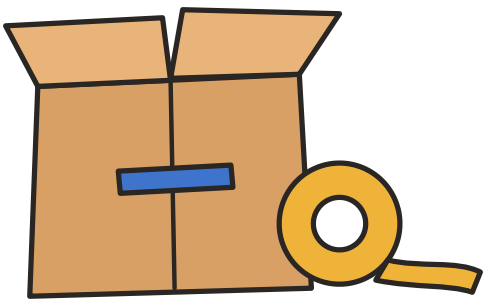
Time.
A bike ride with Grandpa or a pancake breakfast with Aunt Jess can beat any toy.

Or a contribution to something bigger the family is already planning.

THE SCIENCE BIT

If your kid wants the same thing again, that's often the whole appeal. Researchers studying autistic kids have connected sensory sensitivity and anxiety with a stronger preference for sameness, and familiar things seem to help kids cope when life feels unpredictable. A second copy of a favorite might be exactly what they'd pick.

Some of the best gifts look boring in the box. A roll of painter's tape and a big cardboard box have kept plenty of kids busy longer than a $90 toy.



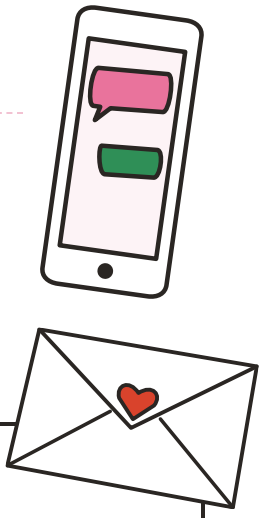
STEP FOUR

Copy, tweak, *send*

You don't need to write this from scratch at 11pm. Pick one, swap in your details, and send it.

THE QUICK TEXT

"Hi! Thinking ahead to [holiday/birthday]. [Name] is SO into [interest] right now. Toys with surprise sounds or flashing lights are really hard for them, so could you check with us before buying anything like that? I made a little card with sizes and favorites, sending it now. Thank you for always thinking of them!"



THE LONGER EMAIL

Subject: A few gift ideas for [Name]

Hi [Name],

A few people have asked what [child] might like this year, so I put together a little card with sizes, favorites and what they're into right now. It's attached!

One thing that really helps: [child] finds [surprise noises / flashing lights / certain fabrics] really overwhelming, so we've learned to steer clear of those. Anything with an off switch, or anything from the "yes list," is perfect.

And if you have your heart set on something big, like a swing or a trampoline, just give me a heads-up first so we can figure out where it would go.

Thank you for loving [child] the way you do. They're lucky to have you.

STEP FOUR, CONTINUED

More messages *to send*

THE FAMILY GROUP CHAT

"Hi everyone! A few of you have asked about gift ideas for [Name], so here's everything in one place. Card with sizes and favorites is below. The short version: they love [interest] and [interest], and toys with loud surprise sounds tend to end up in the closet. Thank you all so much!"

A note on privacy: group chats get forwarded. Share only what you're comfortable with lots of people knowing, and stick to what helps with gifts. If your kid is old enough to have an opinion, ask them what they're okay with you sharing.

FOR THE RELATIVE WHO'S A LITTLE HARDER TO TALK TO

> *"I know you love picking out gifts for her, and I never want to take that away from you. I just want her to really enjoy what you choose. Could we chat about a couple of ideas before you buy? I think you'll find something she'll be obsessed with."*

FOR SOMEONE WHO'S ALREADY BOUGHT SOMETHING

> *"Oh, that's so thoughtful of you! Would you mind sending me the link? I just want to check how loud it is. He's been really sensitive to sound lately and I want him to actually get to enjoy it."*

Tip: send one-on-one messages to the people you're most nervous about. The group chat works for everyone else.

THE BIG MOMENT

The gift can be right. The opening can *still be hard.*

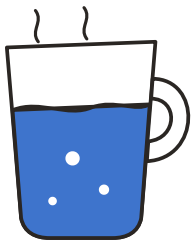
Sometimes the gift is perfect and the moment still goes sideways. Opening presents is loud, crowded and full of people watching, which is a lot for many kids, even the ones who are excited.

What can make it a lot

- Several people talking at once while they open
- Musical toys all being switched on at the same time
- Ripping paper, crinkly packaging, plastic ties and a floor covered in mess
- Everyone watching and waiting for a reaction
- Being rushed on to the next gift when they want to look at this one
- Something new and unfamiliar, or a surprise they didn't see coming

THE SCIENCE BIT

Siegel's window of tolerance works a bit like a cup. Every voice, crinkle of paper, flashing light and "what do you say?" adds a little. Gift opening fills it fast, and when it spills over you might see a meltdown, wild silliness, or a kid who goes quiet and disappears. Knowing what's coming helps a lot of kids, so even small heads-ups, like "we'll open three presents, then have lunch," leave a bit more room.



THE BIG MOMENT, CONTINUED

Pick what would *help* your kid

- [ ] Fewer people in the room
- [ ] One gift at a time, with breaks in between
- [ ] Opening at home, or somewhere familiar
- [ ] Batteries already in and packaging already off (or batteries *out* for the noisy ones, stored well out of reach)
- [ ] Telling them what's inside ahead of time
- [ ] Opening later, privately, or spread over a few days
- [ ] A quiet spot they can go to whenever they need it
- [ ] Headphones within reach
- [ ] A trash bag ready so the wrapping disappears fast
- [ ] Letting them hand gifts to you to open, or skip opening altogether



Two more tips from the Kennedy Krieger OTs: use **easy-open wrapping**, like gift bags or stick-on bows instead of a whole roll of tape, and **space the gifts out** so your kid can actually play with each one before the next.

A HEADS-UP YOU CAN GIVE RELATIVES AHEAD OF TIME

"One small thing: opening presents with everyone watching can get overwhelming for him. If he goes quiet or wanders off, he's not being rude, he just needs a minute. He'll probably be playing with it later when things calm down."

FOR DEMAND-SENSITIVE KIDS

When the opening feels *like a test*

If your kid tenses up the minute they feel watched or expected to do something, opening presents can feel like a test. A few small changes take some of that pressure off:

1. **Less directing.** Skip "Open this one next!" and let them choose, or not.
2. **No performing.** Nobody needs to "show Grandma how it works" or "say thank you" on cue.
3. **Comment instead of asking.** "Grandma picked the blue one" lands softer than "Do you love it?"
4. **Let gifts sit out.** Lots of kids warm up to something when nobody's watching.



THE SCIENCE BIT

The PDA Society and PDA North America both recommend keeping demands and stimulation low: suggesting instead of instructing, offering choices, and keeping your voice calm. "I wonder what's in this one" lands differently than "Open it!" They describe the demand itself as what sets off the stress, rather than a kid being defiant. PDA isn't in the major diagnostic manuals yet, though families and some UK clinical bodies increasingly recognize it, and formal research on these strategies is still early. Many families find them helpful, and they're easy to try with any kid who digs in when pushed.

WHAT TO SAY BACK

When someone says...

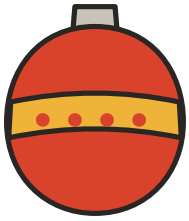
You don't have to defend your kid or win the conversation. One kind sentence and a change of subject is usually enough. Here's what you might say:

WHEN SOMEONE SAYS	WHAT'S REALLY GOING ON	YOU COULD SAY
"But they love loud noises!"	A sound they make themselves can feel totally different from a surprise sound they can't control.	*"He does when he's the one making it! It's the surprise sounds that get him. Anything with an off switch is perfect."*
"It's a sensory toy."	The label doesn't tell us whether *this* kid will enjoy it.	*"Ha, 'sensory' covers a lot! She's more of a squeezing and building kid, so that one might be a bit much."*
"They already have one like that."	Familiar things and repetition are often part of what they enjoy.	*"Honestly, that's a win. He loves doing the same thing over and over. Another one would be great."*
"They haven't even tried it."	Some kids need time to look, watch or come back to it without pressure.	*"She likes to check things out first. Give it a bit, she usually comes back to it on her own."*
"They don't look excited."	Their face in the moment doesn't show whether they appreciate the gift.	*"That's her taking-it-all-in face. I promise it's sinking in."*
"A swing would be perfect!"	Movement equipment has to fit the kid, the space and the install.	*"He'd LOVE one! Can we look at it together first? We just need to figure out where it can safely go."*

WHAT TO SAY BACK, CONTINUED

WHEN SOMEONE SAYS	WHAT'S REALLY GOING ON	YOU COULD SAY
"It's just a toy."	They may feel a little judged, even though this isn't about them.	*"I know it seems like a small thing. I just really want her to get to enjoy what you picked."*
"You're being too particular."	From the outside, knowing your kid well can look like fussiness.	*"Maybe! I've just learned what works for him, and I'd love your gift to be one of those things."*
"Kids just need to get used to things."	Pushing usually makes kids avoid things longer.	*"She does get used to things, just at her own pace. Giving her space gets her there faster."*
"My kids loved it!"	Every kid experiences things differently.	*"That's so fun! He's a little different, his thing right now is ___."*
"Can't they just say thank you?"	Saying it on cue can be really hard for some kids, especially ones who push back on being asked.	*"She'll get there in her own way. I'll send you a photo when she's playing with it."*

If a relative only takes away one idea, make it Ross Greene's: kids do well if they can.



THE SCIENCE BIT

A kid who doesn't smile, say thanks or try the toy right away usually can't manage it in that moment. Delahooke writes about this too: kids handle things better when they feel safe.

IT HAPPENS

When a gift *misses* anyway

Even with the card, the list and the perfect text, some gifts won't work out. That's normal, and nobody did anything wrong. Here are some options that don't involve a hard conversation:

1. **The "later" shelf.** Put it away and try again in a few months. Kids change quickly, and something that's too much at 4 can be a favorite at 5.
2. **Make it work.** Take the batteries out (and store them out of reach, especially **button batteries, which are dangerous if swallowed**), put a few layers of tape over the speaker, pull out the scented parts, wash new clothes a few times or cut out the tags.
3. **Swap or return it.** Make this easier next time by mentioning, casually and ahead of time: "Gift receipts are always welcome, sizes are such a gamble with her!"
4. **Keep it at the giver's house.** "Let's keep this one at Grandma's so it's special there." Everyone wins.
5. **Pass it on.** To a cousin, a friend or a donation bin. Once a gift is given, it's yours to pass along.

THE SCIENCE BIT

The later shelf is worth using. As I mentioned in the gift card notes, kids often get more comfortable with things over time when they're the ones deciding when. Something that's too much today might be interesting by spring.



THE FOLLOW-UP QUESTION

If they ask, *"Did she like it?"*

You don't have to lie, and you don't have to give a full report. Pick whichever is true:

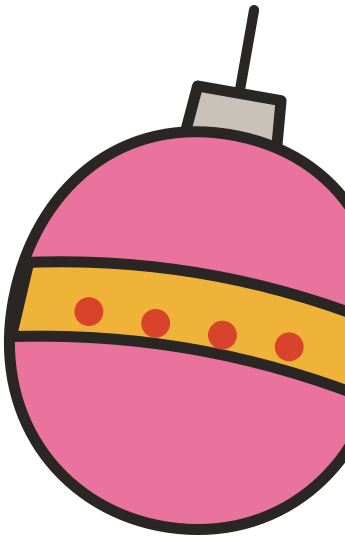
"She's been really into the [part she likes]!"

"She's still warming up to it. You know how she is with new things."

"It ended up being a bit loud for her, so we're saving it for when she's older. I really loved that you thought of her."

Not every gift has to land, and your kid doesn't have to pretend it did.

And for your kid: they don't have to love the gift to know they're loved by the person who gave it.



THANK-YOUS

Thank-yous without the *performance*



Thank-yous don't have to happen right then, out loud, with a big smile and eye contact. For a lot of kids that's the hardest version. These still let the giver know it was appreciated:

- **A photo or quick video later** of them actually using it, whenever that happens
- **A drawing, a scribble or a sticker** on a card
- **A voice note**, if talking is easier when no one's watching
- **You say it for them in the moment:** "Thank you so much, Grandma. We'll take our time with the rest."
- **Bring the gift along** next time you visit

For kids who push back on being asked: keep it indirect. Leave blank cards and markers on the table without saying anything. Or skip their part and send the photo yourself.

THE SCIENCE BIT

The PDA Society suggests praising demand-sensitive kids indirectly, by saying something near them or about them rather than to them. Thank-yous work the same way. "Grandma's going to love seeing this photo," said to the room, is a lot easier to hear than "Say thank you to Grandma."

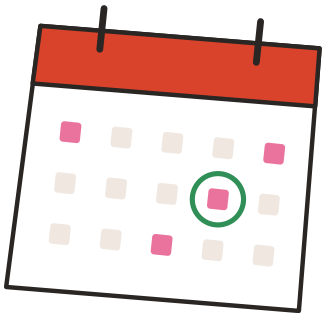
SOMETHING YOU CAN TELL RELATIVES

"She shows thanks by using things, not always by saying it right away. I'll send you a photo when she's playing with it."

A photo of them using the gift often means more to the giver than a thank-you on cue.

PUT IT ALL TOGETHER

Your *game plan*



01 3 to 4 weeks before

- [ ] Circle what your kid loves (Step 1)
- [ ] Fill out the gift card (Step 2)
- [ ] Pick 5 to 10 ideas from the yes list (Step 3)
- [ ] Send a message and the card to the people who usually buy gifts (Step 4)
- [ ] Casually ask for gift receipts

02 The week of

- [ ] Choose what will help during the opening
- [ ] Give relatives a heads-up about the opening, if it helps
- [ ] Put batteries in (or take them out), and set up a quiet spot

03 After

- [ ] Send a photo, drawing or voice note when it happens
- [ ] Put any misses on the "later" shelf, or let them go
- [ ] Update the card whenever their favorites change

Who to send it to: anyone who buys every year, new partners and in-laws, and anyone who's asked. You don't have to send it to everyone.

ONE LAST THING

You're not being difficult. You're not being ungrateful. You're being your kid's translator, helping the people who love them see what you see every day.

That's not too much to ask. And the people who love your kid are lucky to have you showing them the way.

WANT MORE HELP?

PLANNING BIG GEAR?

Someone planning a swing, trampoline or climbing frame? Before You Buy, Build, or Install goes through what to check (fit, space and installation) before anyone spends money.

See Before You Buy, Build, or Install →

THE WHOLE SEASON

Worried about more than the gifts? The Holiday Overwhelm Guide covers the gatherings, the travel and the long days.

Get the Holiday Overwhelm Guide, $23 →

Find more at **Sensory Learners Club** · See all the sensory gift lists →

WHERE THIS COMES FROM

Sources

This guide comes from my own experience as a parent and from reading occupational therapy guidance and research. I'm not a licensed therapist or clinician, and none of this is a diagnosis or a substitute for an OT or clinician who knows your child. The sources below shaped the guide; their authors aren't affiliated with it and haven't endorsed it.

01 Kennedy Krieger Institute, "Making the Holidays Special: Ideas for Families of Children with Special Needs." kennedykrieger.org

02 American Psychiatric Association, "Autism, Anxiety and Sensory Challenges" (on Kimberly Carpenter's research). psychiatry.org

03 Takahashi et al., 2014, "Hyperreactivity to weak acoustic stimuli and prolonged acoustic startle latency in children with autism spectrum disorders." pmc.ncbi.nlm.nih.gov/articles/PMC4008133

04 Wigham et al., 2014, "The Interplay Between Sensory Processing Abnormalities, Intolerance of Uncertainty, Anxiety and Restricted and Repetitive Behaviours in Autism Spectrum Disorder," *Journal of Autism and Developmental Disorders*. doi.org/10.1007/s10803-014-2248-x

05 PDA Society, "Strategies to try at home." pdasociety.org.uk

06 PDA North America, "Declarative Language and PDA." pdanorthamerica.org

07 Scott Buie, MOT, OTR/L, "Tactile Defensiveness," Child and Family Development. childandfamilydevelopment.com

08 Acorn Neurodiversity, "My child is sensitive to their clothing, what can I do?" acornneurodiversity.co.nz

09 Emerge Pediatric Therapy, "Heavy Work: Proprioceptive Input." emergepediatrictherapy.com

10 Schecter, Shah, Fruitman and Milanaik, 2017, "Fidget spinners: purported benefits, adverse effects and accepted alternatives," *Current Opinion in Pediatrics*.

11 Mona Delahooke, PhD, *Brain-Body Parenting* and *Beyond Behaviors*.

12 Ross Greene, PhD, "Kids Do Well If They Can." livesinthebalance.org

13 The Brain Charity, "The window of tolerance" (on Dan Siegel's model). thebraincharity.org.uk

© Sensory Learners Club. Free for personal use.