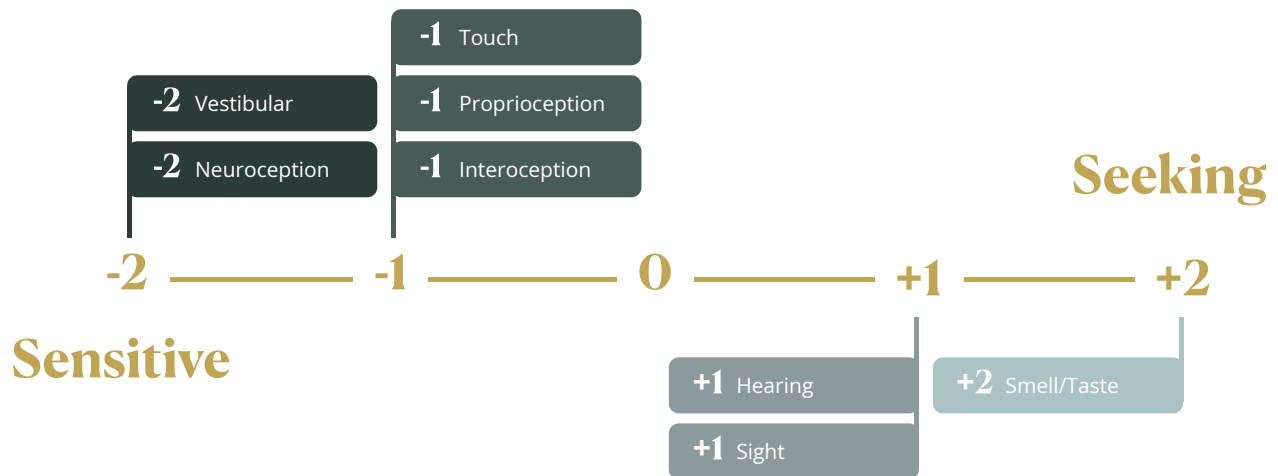




Overview

Looks Seeking but the system needs less stimulation

This child's nervous system takes in a lot from the world around them. Busy or high-energy environments can feel overwhelming, and when that happens, they may look like they need more movement or activity to cope. Underneath, their system is actually asking for less stimulation and more support to settle, reset, and feel safe again. Quieter moments, predictability, and intentional regulation can make a big difference. Reducing stimuli can be more regulating than adding movement in.



Your Connection Results

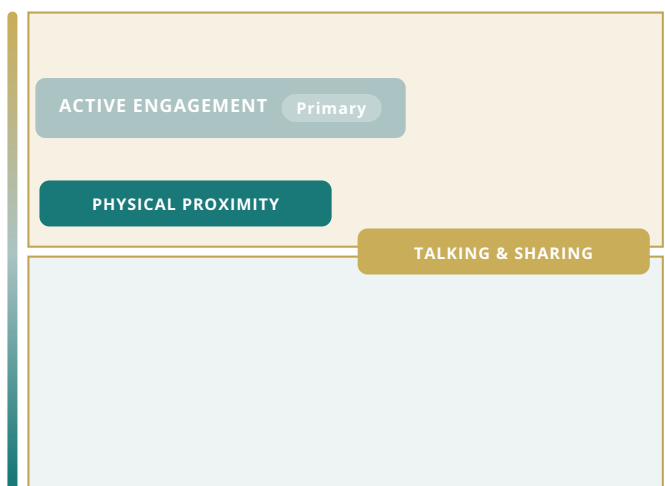
All children ages 5–8 need meaningful connection to feel safe, regulated, and supported, even as independence increases.

The words Low, Moderate, and High do not describe whether a child needs connection. They describe how frequently and intensely connection supports regulation, and how quickly regulation changes when connection is present or absent.

- **Low** means connection is often effective in brief, predictable moments.
- **Moderate** means connection is needed regularly across the day.
- **High** means connection is needed frequently and consistently to support regulation.

None of these results indicate a concern. They describe what helps this child feel safest, most settled, and best supported right now.

High Intensity



Low Intensity

Tactile

Your sense of touch, how your body experiences things like clothing, textures, temperature, and physical contact.

Summary

- Prefers predictable, gentle touch from familiar people
- Can tolerate mess briefly but wants to clean up quickly
- Still mindful of tags and seams

Touch is tolerated best when it is predictable and initiated by familiar adults. You may notice that this child can manage brief periods of messy hands during meals, art, or play, but may quickly ask to wipe their hands or change clothes afterward. Certain fabrics, snug or restrictive clothing, unexpected touch, or surprise hugs can cause discomfort, though reactions are usually manageable when the child is prepared and supported.



Ways you can support this person

For this child, touch is most manageable when it is predictable, child-directed, and consistent. Familiar routines, trusted caregivers, and known materials help build comfort. Let the child know what touch is coming before it happens, especially during transitions, care routines, or group activities. Offer simple choices to increase their sense of control. Keep wipes or towels accessible during meals, art, or sensory activities so the child can reset quickly.

Tips & Accommodations

- Soft, tag-free clothing
- Comfortable, breathable layers that can be adjusted
- Easy access to wipes or towels in classrooms and at home
- Verbal or visual warnings before touch-based routines
- Opportunities to remove shoes, jackets, or extra layers when appropriate and safe



Auditory

How your brain takes in and responds to sound, including volume, tone, background noise, and how much sound feels comfortable.

Ways you can support this person

Auditory input can be a helpful tool for regulation and engagement. Incorporate singing, rhythmic play, and familiar music into daily routines, transitions, or learning activities. Predictable sounds and caregiver or teacher voices can support connection, focus, and emotional regulation throughout the day.

Tips & Accommodations

- Sound machine with white noise or soft music
- Music or sound-based books
- Songs or rhythms used consistently for transitions

Summary

- Enjoys music, rhythm, predictable sound
- Background noise may be regulating

Sound is often engaging or soothing for this child. You may notice them calming when they hear a familiar voice, settling with gentle music, or humming, singing, or echoing sounds during play or routines. Predictable sounds may support focus, emotional regulation, and smoother transitions, especially during activities like homework, bedtime routines, or getting ready for the day.

Visual

How your brain takes in and responds to what you see, including light, movement, clutter, colors, and visual distractions.

Summary

- Enjoys color, movement, visual novelty in moderation
- Drawn to visually engaging tools (lava lamps, bubble timers)

This child enjoys visual stimulation in moderate doses. You may notice interest in movement, color, or novelty such as bubbles, board games, simple animations, or visual puzzles. Engagement tends to stay flexible, with the child able to shift attention, follow adult guidance, and transition without becoming overwhelmed.



Ways you can support this person

Visual input can support curiosity and engagement. Offer simple, familiar visuals and rotate materials to keep interest without overload. Present a few choices at a time rather than many. Support transitions by showing what's coming next, using visual cues, or moving together toward the next activity rather than rushing.

Tips & Accommodations

- Board games or puzzles with clear visuals
- Books with engaging but uncluttered illustrations
- Simple visual timers or schedules



Ways you can support this person

Provide safe, appropriate opportunities for strong sensory input. Offer developmentally appropriate crunchy or chewy foods, flavored snacks, and cooking activities with clear routines and expectations. Pair sensory-rich foods with structure so seeking stays regulating rather than overwhelming.

Tips & Accommodations

- Food-based play or cooking projects
- Scented soap play or other sensory materials

Smell/Taste

Your sense of smell and taste, including how strongly you respond to scents, flavors, textures, and the overall bodily experience of food and smells.

Summary

- Seeks strong smells and intense flavors
- Drawn to candles, lotions, essential oils
- May crave bold or spicy foods for regulation

Strong taste and smell input is actively sought. You may notice a preference for crunchy, chewy, or strongly flavored foods, strong flavors, or repeated engagement with scented items. This child may use taste and smell input to help regulate, focus, or stay engaged throughout the day.

Vestibular

Your sense of balance and movement, or how your body feels with spinning, climbing, or sitting still. This sense helps us all stand, sit, and move.

Summary

- Avoids swings, spinning, heights, upside-down movement
- Gets dizzy or motion sick easily

Movement can feel disorienting or unsafe for this child, especially when it is fast, unexpected, or involves changes in head position. Activities such as swings, spinning, climbing, slides, sports, assemblies, or quick transitions may lead to hesitation, freezing, body tension, avoidance, or emotional distress. The child may resist activities that involve being off the ground, moving backward, or losing visual control of their surroundings. This child may get motion sickness or feel dizzy often.



Sensitive

Seeking

Ways you can support this person

Prioritize predictability and choice in movement. Explain what's coming before transitions or physical activities. Offer options whenever possible (walk instead of run, step-by-step instead of jumping, sitting out briefly and rejoining when ready). Build movement gradually, starting with slow, upright, and grounded activities before introducing faster or more complex ones. Use clear start and stop cues, visual markers, and consistent routines.

Tips & Accommodations

- Prep for transitions with clear timing cues ("In 2 minutes we'll line up")
- Let them control speed when possible (walking instead of being rushed)
- Build in grounding pauses before and after big movement (sit, breathe, feet planted)



Sensitive

Seeking

Ways you can support this person

Keep physical contact brief, light, and predictable. Allow the child to initiate touch and offer comfort through proximity or a gentle hand on the back rather than sustained pressure. When physical support is needed, narrate clearly and check in often. Sitting nearby, moving together, or engaging in cooperative play without body pressure supports regulation while respecting the child's comfort level.

Tips & Accommodations

- Visual or verbal reminders around personal space
- Flexible seating or floor options that allow space
- Explicit permission-based language around touch

Proprioceptive

Your sense of body awareness, how you know where your body is in space and how much force to use when moving.

Summary

- Prefers gentle input
- Enjoys helping but avoids heavy lifting
- Needs clear personal space boundaries

Light pressure is usually tolerated, while heavier pressure or resistance feels uncomfortable. You may notice comfort with brief hugs, gentle touch, or light physical support, but longer hugs, tight squeezing, or resistance-based play can lead to disengagement, irritability, or moving away.

Interoceptive

Internal body signals — how you notice hunger, thirst, temperature, pain, and other sensations inside your body.

Summary

- Notices internal cues
- Benefits from adult support naming what's happening
- Strong foundation for emotional literacy

Internal cues such as hunger, tiredness, or discomfort are noticed, but the child benefits from adult support to interpret and respond to them. You may observe subtle changes in mood, energy, or tolerance before the need is clear. With adult help naming the sensation and offering support early, the child is often able to stay regulated and avoid escalation.

-2 — -1 — 0 — +1 — +2

Sensitive

Seeking

Ways you can support this person

Name what you're noticing and offer a next step before the child escalates. Simple reflections help build awareness. Gently label what you're noticing and offer support early. Helping the child connect sensations to needs builds awareness and self-regulation over time.

Tips & Accommodations

- Visual cues or checklists for body needs (eat, drink, rest, bathroom)
- Dolls or play scenarios to explore internal sensations
- Adult modeling and narration of body cues throughout the day

-2 — -1 — 0 — +1 — +2

Sensitive

Seeking

Ways you can support this person

Adult regulation is the primary support. Focus on regulating yourself first, especially during caregiving routines, transitions, or moments of challenge. Slow your voice, soften your facial expression, and move your body with intention. If you notice yourself feeling rushed, frustrated, or dysregulated, pause briefly before engaging. Small shifts such as taking a breath, lowering your voice, kneeling to the child's level, or naming what you're doing can help this child's nervous system feel safer.

Tips & Accommodations

- Adult self-regulation reminders or mantras ("This is not personal," "They need my calm")
- Emotion visuals (for example, the CEP Deck for Emotional Processing)
- Clear verbal reassurance such as "You are safe" or "You're not in trouble"
- Access to quieter spaces during emotionally busy or crowded moments

Neuroceptive

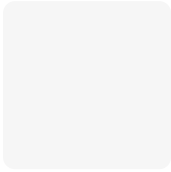
Social & emotional safety — how your nervous system reads safety cues from people and environments around you.

Summary

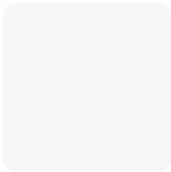
- Extremely attuned to others' emotions
- Social interactions can be draining
- Notices subtle shifts in tone, facial expression, body language
- Prone to worry about belonging and inclusion

This nervous system is highly attuned to adult tone, facial expression, body language, and emotional state. Even subtle changes such as tension, rushed movement, distracted attention, or emotional stress can be felt deeply. You may observe distress, withdrawal, or difficulty engaging in play or learning when adults are stressed, frustrated, or emotionally preoccupied, even if routines and environments remain unchanged.

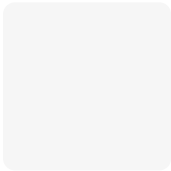
Based on your questionnaire responses, these are the tools, strategies, and accommodations that are most supportive for this unique nervous system.



SENSORY BREAK
5-8 Y PDF



ADULT REGULATION & EMOTION COACHING
5-8 Y PDF



TASK MANAGEMENT
5-8 Y PDF

1

HIGH INTENSITY + ACTIVE ENGAGEMENT

5 - 8 Years

This child connects best through longer or more frequent shared activity. They often need sustained engagement before they can move on independently, and may return for connection multiple times. For example they may ask you to play games, do crafts, or engage in other shared activities frequently throughout the day.

Real-life examples

- They regulate best when shared play or activity lasts several minutes or longer.
- They do best when shared time ends with a clear transition rather than an abrupt stop.
- Independence is easier earlier in the day and typically becomes more difficult as the day goes on.

Support in action

Plan for longer and more frequent shared moments, especially after separations, before transitions, and later in the day when regulation tends to dip. Expect that this child may need several minutes of shared play, working alongside you, or collaborating before they can truly settle into independence. Help them transition out of connection by naming the end clearly ("I'm going to finish this puzzle with you, then I'll step away while you keep going"). Offering connection proactively often prevents repeated pull-backs or emotional escalation later.

2

HIGH INTENSITY + PHYSICAL PROXIMITY

5 - 8 Years

This child depends on consistent closeness to feel safe and regulated. They may stay near you, seek physical reassurance, or return frequently for contact, especially in busy or unfamiliar environments. Transitions that require separation can be challenging for this child.

Real-life examples

- They move away to explore, then come back to check in frequently.
- They seek closeness in public or high-stimulation settings.
- They become more dysregulated when adults feel less reachable.

Support in action

Make your physical availability predictable. Sitting nearby, working within their line of sight, or offering brief grounding contact can help them stay regulated while they explore or work independently. Let the child decide when closeness is needed and when they are ready to move away again. In busy or unfamiliar settings, increase proximity ahead of time rather than waiting for signs of overwhelm. Knowing you are reachable helps them use independence more confidently.

3

HIGH INTENSITY + TALKING & SHARING

5 - 8 Years

This child relies on regular verbal connection to stay regulated, especially during transitions, problem-solving, or moments of frustration. Verbal responsiveness supports regulation throughout the day, not just during emotional moments. When verbal connection drops suddenly, regulation may drop too.

Real-life examples

- They struggle when expectations change without explanation.
- They calm more quickly when feelings are named and validated.
- They escalate when routines feel rushed or unclear.

Support in action

Use consistent language throughout the day, explain transitions before they happen, and respond when the child reaches out verbally or emotionally. This child benefits from regular verbal connection, not just quick check-ins. Naming what's happening, what's coming next, and how they're feeling helps their nervous system stay organized and reduces the likelihood that stress will build or spill over.



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