



My Desensitization Plan

Assessment	Check all that apply
Reaction to equipment being presented	<input type="checkbox"/> Immediately began crying and would not allow it to be put on.
	<input type="checkbox"/> Allowed to be put on but pulled them out within seconds.
	<input type="checkbox"/> Allowed to put on and didn't notice when distracted.
	<input type="checkbox"/> Allowed to put on but then took them out to get attention.
	<input type="checkbox"/> Was fine with them on when at school or at home, but not both.
Fit	<input type="checkbox"/> Doesn't seem to fit well.
	<input type="checkbox"/> Fits well.
Sensory	<input type="checkbox"/> Overly sensitive to sound.
	<input type="checkbox"/> Overly sensitive to sight or brightness.
	<input type="checkbox"/> Anxious with air pressure.

How will I proactively plan for success? (check all that apply)
<input type="checkbox"/> Use a social story to share information about the new equipment
<input type="checkbox"/> Video modeling
<input type="checkbox"/> Tag team with another caregiver if my anxiety is too high when introducing equipment
<input type="checkbox"/> Share with other caregivers what the experience is like without equipment
<input type="checkbox"/> Share a written plan with all caregivers
<input type="checkbox"/> Ignore when equipment is pulled off and praise when equipment is being used appropriately



- Decide how long I think my child can successfully tolerate equipment use. Build on those successes
- Start by only practicing during quiet, calm times at home
- Start by only practicing during quiet, calm times at school
- Take equipment off during transitions from one place to another
- Engage in sensory regulating activities before practice sessions
- Speak to my OT about sensory regulating activities
- My child's current developmental strengths are: _____

- Use adult directed choices
- I will find a time when I feel I can manage the practices consistently

How will I let my child know when we will practice? (check all that apply)

- Keep practice sessions at the same time every day.
When will we practice? _____
- Use first-then language to tell them "first practice, then preferred activity."
- Use a visual schedule to show when practice will be.

How long will I have my child practice?

When will my child know that they are done practicing?

- Visual timer
- End of a show



Completely filled token board

How will I motivate or reward my child for practicing?

Verbal praise

Give adult-directed choices to help give a sense of control

Access to preferred activity while practicing

Access to preferred activity after practicing

Point out benefits

Find and share examples of other people that wear the same equipment. It can be helpful to include people that they know personally and people they see in media

Connect my child with others who use similar equipment

Teach them to be more independent with their equipment

What will I use as a motivator?

Examples:

Immediate
Pick what to have for breakfast
Watch favorite YouTube video
Computer time
Chore "excuse" note
Special activity with a chosen person

**Tip: Get them involved in the process! The more invested they are in the rewards, the better the outcome!*





How will I know that I can increase the amount of time to practice (check all that apply)

- Not trying to take them out even when time is up
- No distress
- Distracted with other things and does not notice they are in

How will I respond to problems I encounter?

<input type="checkbox"/> If they take the equipment off too soon	<input type="checkbox"/> Reduce expectations the next time you practice, knowing that you want to build on success <input type="checkbox"/> Practice only when I can give my undivided attention <input type="checkbox"/> Say “first practice, then _____”, and put them back on.
<input type="checkbox"/> If they do not seem bothered by the equipment	<input type="checkbox"/> When the timer goes off, say “You’re _____ are great! Would you like to wear _____ for 5 more minutes or 10 more minutes? Praise for success and allow for continuation. If you notice even a small amount of distress, end on a good note.
<input type="checkbox"/> If the equipment doesn’t fit well	<input type="checkbox"/> Talk to my medical provider to make adjustments as soon as possible
<input type="checkbox"/> If your child is anxious	<input type="checkbox"/> Use a visual timer or something concrete to let them know when the practice will be over. Next session, start with a little less time.
<input type="checkbox"/> If they take them out and look at you for a reaction	<input type="checkbox"/> Remove the motivator if paired with usage. <input type="checkbox"/> Ignore for a moment, replace them and give lots of attention