**Module 4D: Using a sensory profile to personalise a learner with autism’s learning experience in the classroom.**

**Smell Sensory Issues: Positive and Protective Strategies**

Learners with autism can often be very sensitive to smell and can be distracted or made anxious if exposed to everyday odours that you might not notice or can tolerate easily.

They might also find certain smells calming!

Potential problems might be: -

• staff/student perfumes

• glue or chemicals

• cleaning materials

• chlorine smell in swimming pool area

• kitchen smells

• toilets

**Protective and positive strategies include**

• use scented play doh/similar for students who need to fiddle and find certain smells calming

• for learners easily upset/distracted by cooking smells as lunchtime approaches, is it possible to move them to a smell free learning environment?

• if toilet odours are an issue - what alternative arrangements are possible?

• ensure good ventilation in the classroom/learning space

• increase staff awareness of the impact of perfumes and deodorants

• use cold-air diffusors to introduce smells that the learner finds calming to the learning environment