



**‘SENSORY NEEDS’ PRACTITIONER ACCREDITED TRAINING:
INCLUDING SENSORY CIRCUITS**

Presented by

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- Emma
- Teacher for 19 Years, 14 as Autism Specific Teacher
- Med In Autism
- NAS Moderator
- ASD Consultant Slough

ABOUT US

- Beth
- SPD and ASC Educational consultant
- Specialist Holistic Teacher and developed an specialist sensory alternative provision
- Advanced Qualification in Autism and Sensory Processing Disorders
- Therapist



TRAINING OUTCOMES & TIMINGS

Part 1

Housekeeping

An understanding of Sensory Processing Difficulties (SPD) and how it presents in individuals

Sensory integration and how sensory seeking and sensory avoiding behaviour presents itself and the complex relationship they can have

Break

Part 2 The Senses & SPD

To understand the different senses, and the key terms used to describe the condition

How to recognise signs of sensory distress within individuals and how to respond in these situations

Part 3 Sensory Profiling

To gather data or profile children's SPD needs and write a Sensory Diet taking into account the data trends gathered

Lunch

Part 4- Sensory Diet

The theory behind sensory diet and how to plan your own sessions, assess and group children according to individual needs

Part 5 Sensory Circuits

The theory behind sensory circuits and how to plan your own sessions, assess and group children according to individual needs

Health and safety information in carrying out 'Sensory Circuits' as a planned intervention

Break

Part 6 Other Considerations

Additional specific sensory issues that need to be considered whilst profiling and designing interventions

Part 7 Practicalities and Implications

Practicalities of setting up an intervention and the role of a 'sensory needs' practitioner in your setting

The 'role' of a sensory needs practitioner and good practice

Conclusions

Signposting & Next Steps

INTRODUCTION

Who are you and what do you want out of
the training today?



EVERYBODY HAS SENSORY NEEDS...

People will actively seek and/or avoid sensory experiences:

Dry rough towels on the line

Squeaky balloons

Nails on a blackboard

Knives on plates

Blanket comforter

Smell of Suncream





ACTIVITY



Avoid or seek?



A DAY IN THE LIFE OF

‘Can you make it to the end?’

Provided by the NAS

WHAT IS SENSORY INTEGRATION?

- Normal neurological process of organising sensation for use in everyday life
- If there is a problem with the way a child processes this sensory information then this can result in delays in development and can be extremely uncomfortable for the child
- This can make it really challenging for the individual to remain focused



What is SPD?

- SPD (formerly called Sensory Integration Disorder) is a condition where the brain and nervous system have trouble processing or integrating stimulus. SPD is a neurophysiological condition in which sensory input – either from the environment or from one's body- is poorly detected or interpreted and (or) to which atypical responses are observed.

Describe Sensory Processing Disorder

“a neurological disorder that is like a virtual traffic jam in the brain. The information from all eight senses is misinterpreted which causes a child (person) to often act inappropriately.”

**October is
Sensory
Awareness
month**





NOT JUST ASD!

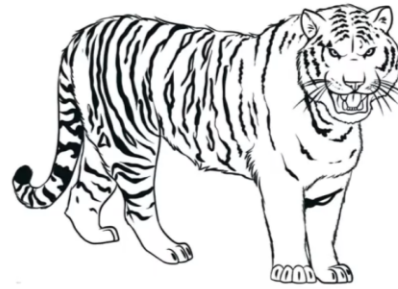
Other children without a diagnosis of ASD can have sensory processing integration difficulties

Cerebral Palsy, Fragile X Syndrome, visual difficulties, Down Syndrome, ADHD

But what does SPD look like?

- Your brain is designed to do 2 things- keeping yourself safe and to learn
- Our natural primitive “fight or flight” instinct is what keeps us safe
- In order to learn the brain will take in information from all the senses and process this information for us to learn from

The Job of the Brain



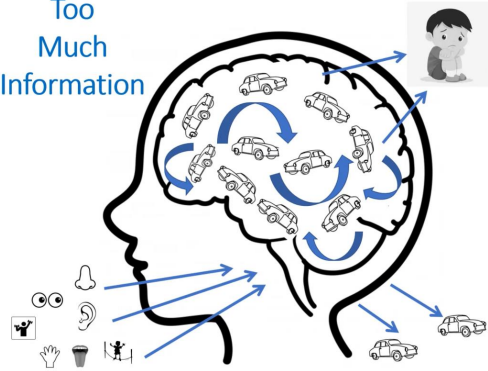
1st – Keep us safe!

2nd – To learn

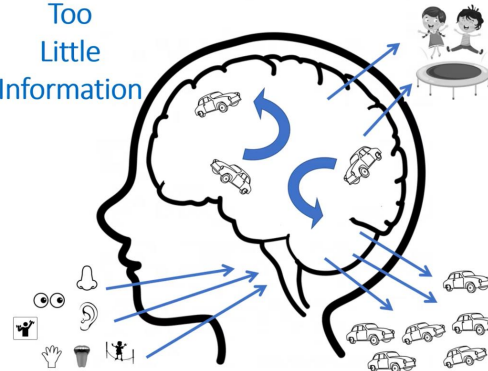


In order to do this the brain needs a range of appropriate sensory information.

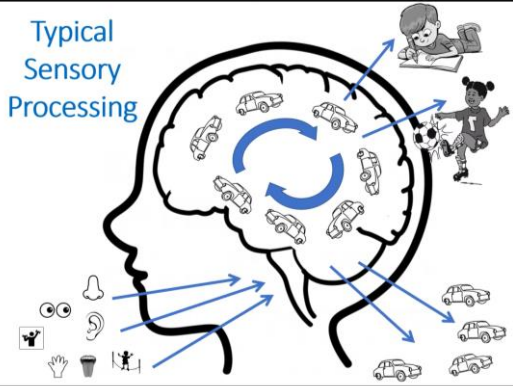
Too
Much
Information



Too
Little
Information

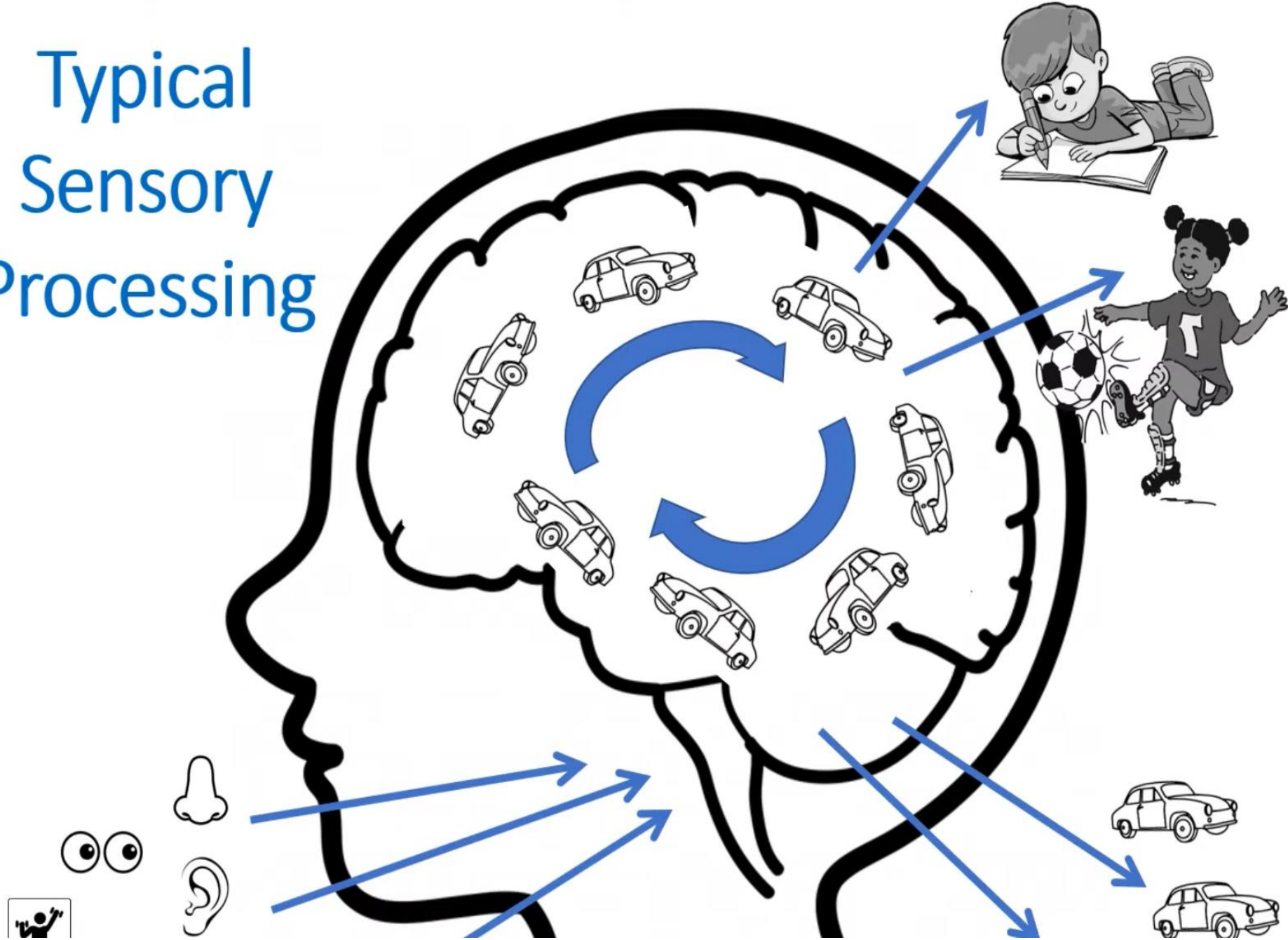


Typical
Sensory
Processing



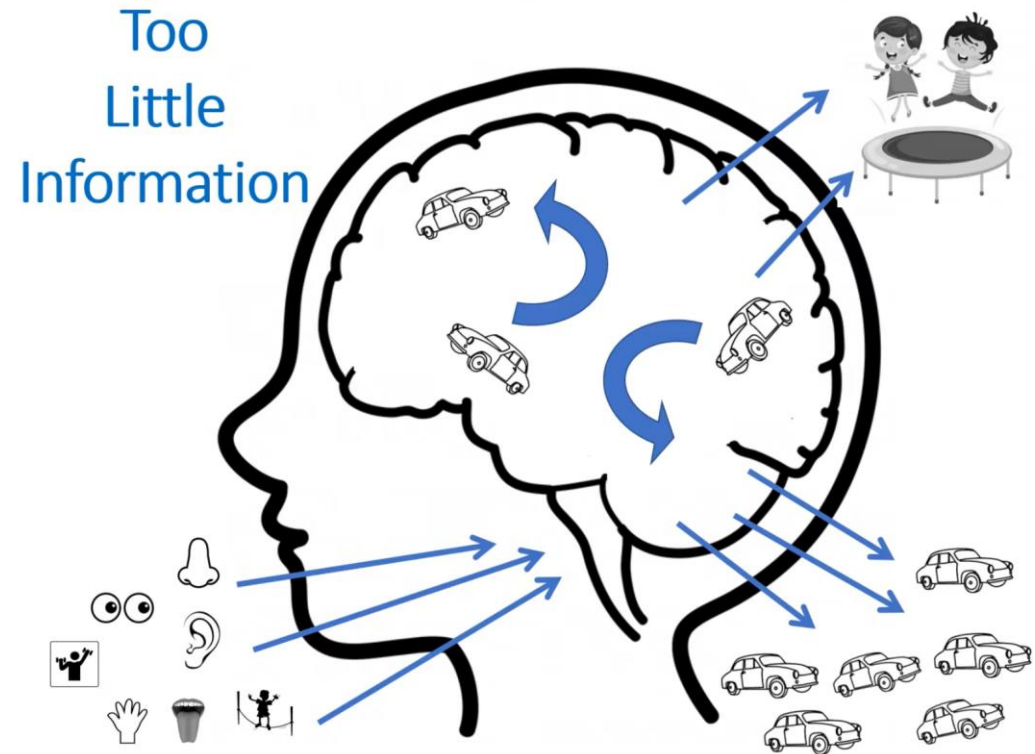
The brain takes in information, filters out unnecessary information and keeps what it needs to know

Typical Sensory Processing



Too Little

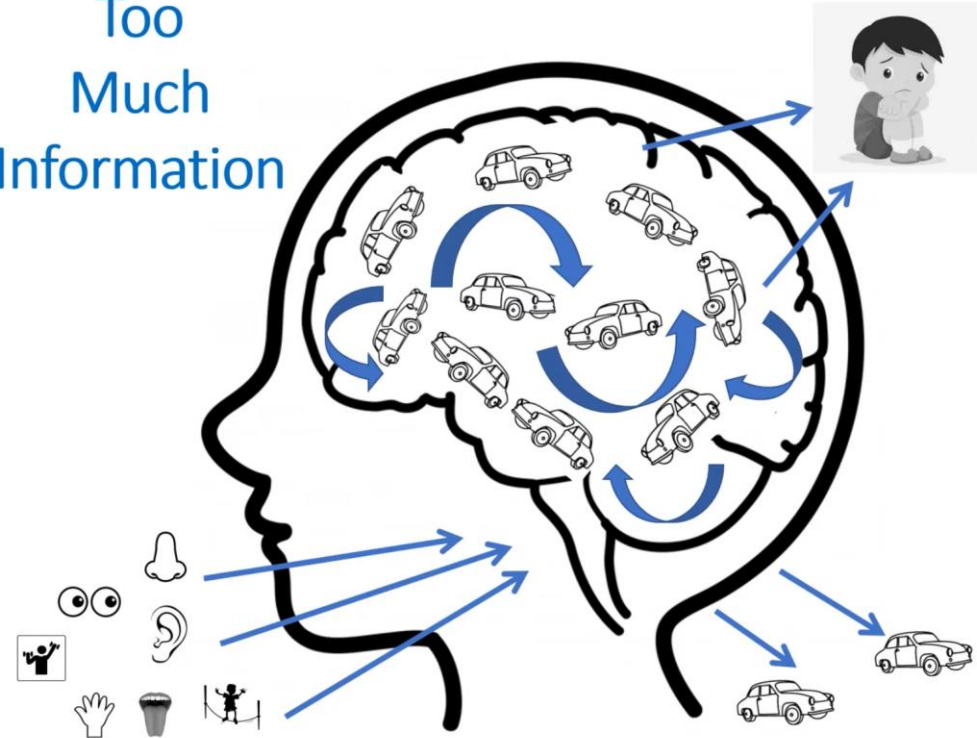
- Sometimes the brain filters out too much information
- This means the brain is under stimulated and this can cause someone to lethargic and sluggish



Too Much

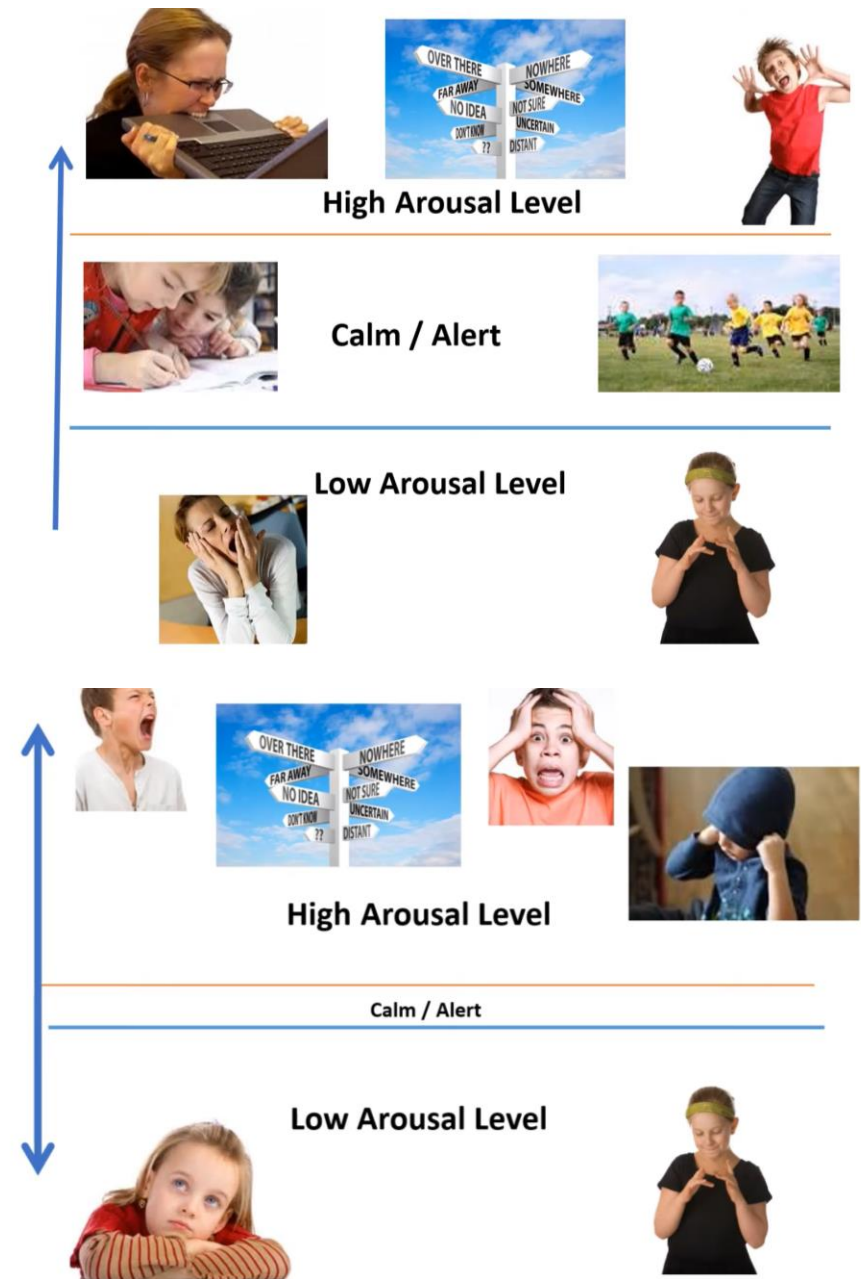
- Sometimes the brain doesn't filter out enough information
- This results in the brain being over stimulated and can result in confusion, upset, frustration and the brain "shutting down" to cope

Too
Much
Information



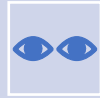
A Fine Line...

- Most people can stay in a constant balanced state of calm and alert, only going into high arousal when needed (for example playing a sport, having an argument, keeping yourself safe) and low arousal when needed (falling asleep at night)
- People with SPD often struggle to stay in the calm and/or alert status and will spend more time in the low and/or high level of arousal



Sensory Processing

What if it was a computer?



Eyes- 10,000,00 bits per second



Ears- 100, 000 bits per second



Nose- 100,000 bits per second



Mouth- 1,000 bits per second



Body- 1, 000, 000 bits per second



Sensory input=
11 million bits/sec

Attention=
70 bits/sec.... Max!



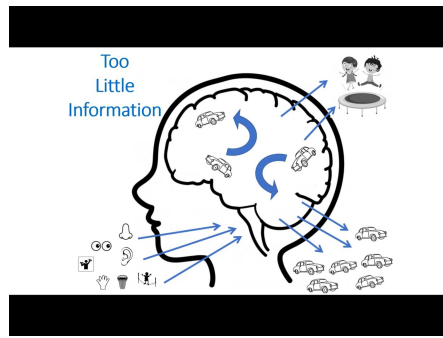
PART 2

The Senses & SPD

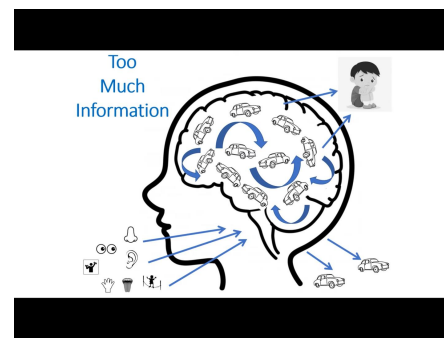
TACTILE PROCESSING



- The tactile system is responsible for processing touch information from the body
- The body sends tactile information to the somatosensory cortex through neural pathways to the spinal cord, the brain stem, and the thalamus
- The tactile system is extremely important in SPD. Many individuals with the disorder have tactile symptoms such as tactile defensiveness or under-responsivity to touch and pain. The touch system is one of the three foundational systems used in sensory integration treatment

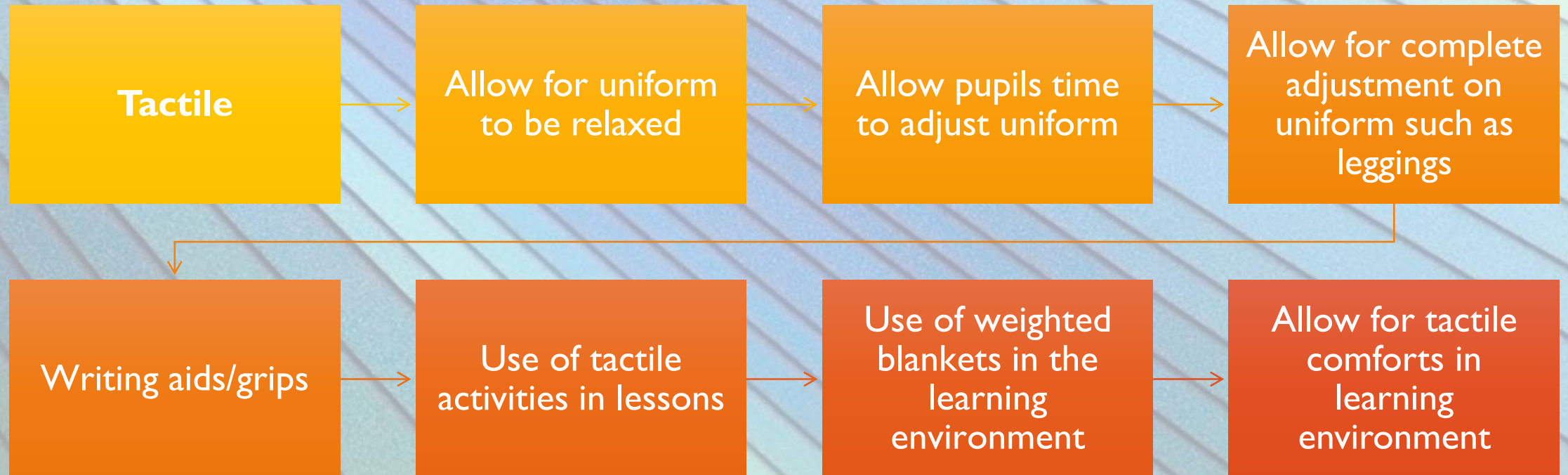


TACTILE



Too Little	Too Much
Touches objects repeatedly	Avoids wearing items of clothes
Needs to feel everything	Avoids wearing footwear
Seeks unpleasant textures (Poo)	Flinches when someone is near
Seeks dangerous materials	Acts as if they are hurt with the slightest touch
Pulls hairs/skin	Avoids messy experiences

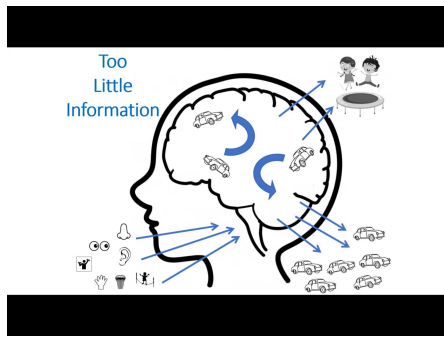
WHAT CAN WE DO?



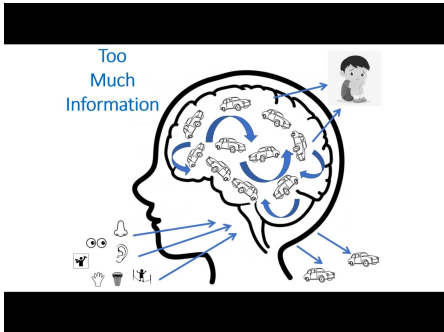
VISUAL PROCESSING



- The primary visual area of the brain is the occipital lobe. Projections are received from the retina where different types of information are encoded
- Types of visual information include: colour, shape, orientation and motion. From the ventral stream information is processed to tell you what objects are
- People with SPD can often have hyper sensitivity or underactive processing of this information, with the brain either filtering out too much or too little information



VISUAL



Too Little	Too Much
Seeks fast moving , bright aminationns	Likes to be in the dark
Looks into bight lights	Gets distracted by movement
Seeks sunlight	Struggles to look at one task
Gets fixated/stares	Feels pain when looking at light
Looks closely at people when they are talking/moving	Struggles to know if an object is moving or static
Flicks objects Infront of their eyes	Feels dizzy

WHAT CAN WE DO

Visual

Reduce lighting in the classroom

Reduce use of smartboard

Reduce information on slideshows/worksheets (break it down) and reduce movement

Use of visual aids such as timetable, overlay and now/next

Reduce display board information and information in the classroom

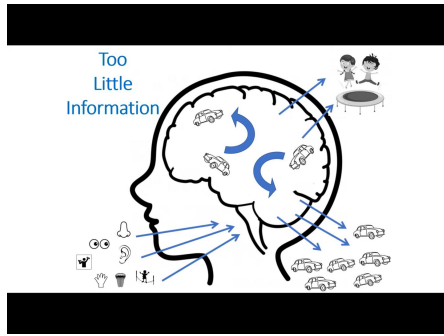
Be conscious of clothing and accessories

Sunglasses/ desk dividers

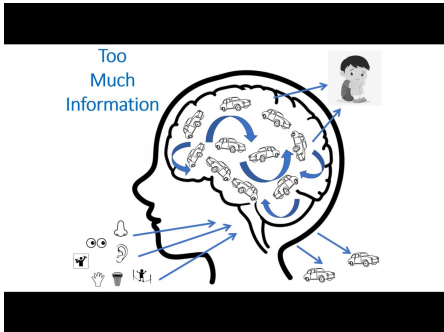
AUDITORY PROCESSING



- The auditory system is responsible for hearing
- Specific sound frequencies can be mapped precisely onto the primary auditory cortex
- People who have SPD have filtering difficulties, sometimes allowing too much noise (often shown by people putting their hands over their ears) or too little (people can seem to be ignoring you) or be unable to categorise importance and priority of sounds meaning they focus on a background noise rather than the primary sound



AUDITORY



Too Little	Too Much
Enjoys “unpleasant” sounds	Ear defenders!
Bangs items	Makes noises (hum, click, scream)
Places head on objects that produce noise	Avoids noisy situations
Puts fingers in and out of the ears	Likes familiar noises
Like reparative sounds/themes	

WHAT CAN WE DO

Auditory

Reduce use of ear defenders

Allow for aids such as headphones with pupil's choice of sound/music or desk boards

Quite time for transitions

Quiet space

Be conscious and mindful of noise

Relaxing music

Reduce your voice and have quiet breaks in the lesson

GUSTATORY/TASTE



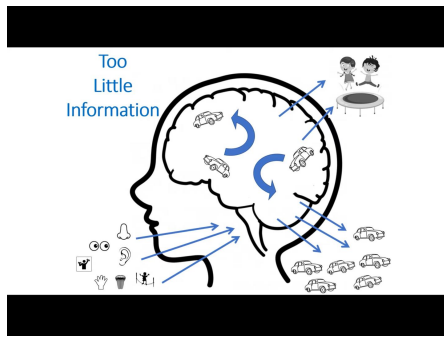
- The sense of taste is very closely linked to the sense of smell
- It can be an overwhelming sense and one that an individual can really struggle with
- Overly sensitive children can avoid certain foods that other typical children eat and can be upset by certain tastes and smells
- Extreme versions of this can result in a diagnosis of Avoidant Restrictive Food Intake Disorder (ARFID) This condition is when children avoid and restrict food, not as part of a dieting regime but due to sensory needs. This is a diagnosable medical condition
- Children who are under sensitive can crave foods with strong tastes and smells



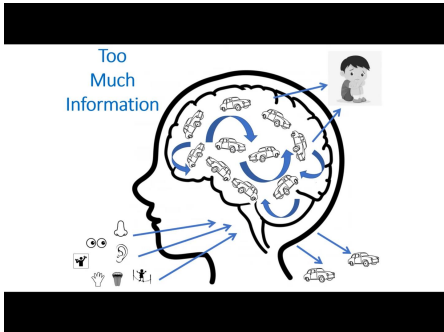
OLFACTORY/SMELL



- Smell travels directly to the centre of the brain that controls our emotions, memory and learning
- Smell is closely linked to our sense of taste, think about how bland foods taste when we do not have a sense of smell (i.e. due to illness)
- Our brains are wired to respond appropriately to certain smells, for example 'I smell burning so I need to seek out what is happening' etc



OLFACTORY



Too Little	Too Much
Seeks strong flavors	Avoids food items
Seeks hard, crunchy, fizzy, salty, sugary food	Avoids areas with particular smells
Eats none food items	Become dysregulated at certain times of day/year
Mouths items	Gags easily
Bites	Avoids being near a certain person
Seeks strong, unpleasant smells (poo)	Has “safe” foods
Sniffs fingers, hair, people	Has “safe” smells

WHAT CAN WE DO?

Olfactory

Be conscious of
your smell

Smells around the
corridors

Smells in the
classroom

Use of preferred
smells (smell
jars/smelly
tissues)

Allow for
lunchtime
differentiation

Allow expository
experiences



VESTIBULAR



- This sense is how the body handles movement. It is located in the inner ears
- This is probably the most fundamental of all our senses as it gives us physical and emotional security when moving in spaces, as our bodies automatically adjust to stop us falling
- The vestibular system reduces the confusion about conflicting visual information. If a young person hangs upside down then the vestibular sense confirms for the young person that their world hasn't turned upside down
- This sense can also stabilise the visual field, for example a rugby player can run at the same time as looking at the target of the goal posts

PROPRIOCEPTION

- This is a sub-conscious sense that gives us body awareness. It tells us where our arms and legs are in space without having to look at them
- Along with vestibular this sense allows us to keep a certain shape, such as sitting on a chair without falling
- It is the sense which makes us assess the amount of force needed to move things and can impact on how our muscles react to different stimuli
- Proprioception is thought to be the sense which can calm and override other systems so is a beneficial activity to do



WHAT CAN WE DO

Proprioception

Seating adaptations
(wobble cushions,
resistance bands)

Movement within
the lesson

Activities to
develop sense of
force

Heavy work

Weighted items

Tight squeeze/
deep pressure

Change positions
regularly

The Eighth Sense

In Sensory Processing Disorder the interoceptive Sense can wreak havoc on a child's wellbeing and mental as well as physical health



INTEROCEPTION

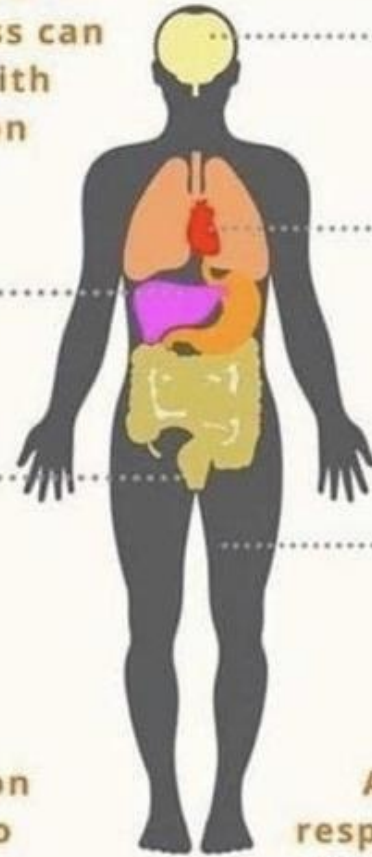
THE EIGHTH SENSE: KNOWING WHAT IS GOING ON INSIDE YOUR BODY

Evidence suggests poor interoception awareness can lead to difficulties with emotional regulation

Overeating or forgetting to eat, not feeling thirsty or feeling thirsty too frequently

Not feeling the urge to urinate or feeling an intense urge to urinate frequently

Disrupted interoception awareness can lead to autistic meltdowns



Inability to recognize signs of getting tired or fatigue

Not noticing increased heart or breathing rate or noticing it to the point it becomes distracting or overwhelming

Unusually high tolerance or sensitivity to pain, may not notice if cold or overheated

A person can be over-responsive to one particular internal signal and under-responsive to another



INTEROCEPTION



The interoceptive system has special nerve receptors which are located throughout our bodies including the internal organs, bones, muscles and skin. These receptors send information to the brain

The brain interprets this information and uses it to tell us how we feel. The interoceptive system helps our bodies stay in a state of optimal balance, which is known as **homeostasis**

People with good interoceptive processing skills can respond quickly to the input. They receive and maintain their body in a state of balance. For example, when they feel cold, they put on a jumper and when they feel dehydrated, they have a drink to restore the balance in their bodies

In addition to controlling all these sensory inputs, the Interoceptive system is also responsible for helping us to control our emotions. For example, if you can feel yourself getting tense from anger, you know to slow down and take a few deep breaths. Being able to read your own physical signs and emotional states, directly impacts our ability to read another person's physical and emotional state

People who struggle with the interoceptive sense may have trouble knowing when they feel hungry, full, hot, cold, or thirsty

For children with sensory processing issues, the brain may have trouble making sense of that information. They may not be able to tell when they're feeling pain or when their bladder is full. An itch may feel like pain or pain may feel ticklish.

- People may also struggle with recognising emotions because of this- for instance, may not “feel” fear because they don't recognize that their muscles are tense, their breathing is shallow, and their heart is racing.



Senses and Integration

https://youtu.be/1_luj8dr9oY



Activity

A DAY IN THE LIFE OF...

Can you write down all the senses that the girl in the video is having difficulty with





**WHAT
SENSES
DID SHE
STRUGGLE
WITH?**


- Textures of clothes - only likes soft clothes without tags (tactile)
- Grip - cannot use fine motor and co-ordination skills to zip up the zip (vestibular)
- Food textures and tastes- only likes plain toast and doesn't like small seeds in strawberries (gustatory)
- Sound and movement - cannot concentrate in the class (auditory and visual)
- Sounds and smells - the lunchroom causing anxiety and smells making her feel physically sick (auditory and olfactory)
- Sounds - little brother crying causing distractions for homework (auditory)
- Settling down to sleep - cannot get comfortable in bed and mind is too busy to sleep (proprioception, interoception, auditory, visual, tactile)



SIGNS OF SENSORY DISTRESS

- Calls out in class
- Fidgets and finds it difficult to keep still
- Lethargic and dreamy
- Poor co-ordination and balance
- Looks overwhelmed by typical situations or activities
- Actively avoiding or seeking activities or social integration
- Reacts in non-typical manner to certain situations e.g. a child with hyper sensitivity to the tactile sense would get a paper cut and be screaming uncontrollably

Visual	Auditory	Proprioception	Taste	Smell	Tactile
Reduce lighting in the classroom	Reduce use of ear defenders	Seating adaptations (wobble cushions, resistance bands)	Don't put time limits on eating	Be conscious of your smell	Allow for uniform to be relaxed
Reduce use of smartboard	Allow for aids such as headphones with pupil's choice of sound/music or desk boards	Movement within the lesson	Allow pupils to eat in a quiet, safe space	Smells around the corridors	Allow pupils time to adjust uniform
Reduce information on slideshows/worksheets (break it down) and reduce movement	Quiet time for transitions	Activities to develop sense of force	Don't be the restrictors- allow pupils to have the opportunity to try new foods	Smells in the classroom	Allow for complete adjustment on uniform such as leggings
Use of visual aids such as timetable, overlay and now/next	Quiet space	Heavy work	Be aware of smells on you	Use of preferred smells (smell jars/smelly tissues)	Writing aids/grips
Reduce display board information and information in the classroom	Be conscious and mindful of noise	Weighted items	Diffusers or smelly tissues	Allow for lunchtime differentiation	Use of tactile activities in lessons
Be conscious of clothing and accessories	Relaxing music	Tight squeeze/ deep pressure	Be aware of smells in your environment and timings	Allow expository experiences	Use of weighted blankets in the learning environment
Sunglasses/ desk dividers	Reduce your voice and have quiet breaks in the lesson	Change positions regularly	Remember- the smell is the most overlooked sense		Allow for tactile comforts in learning environment



What can
we do to
help?

Sensory
Interventions



Sensory Profiling

PART 3

What is a Sensory Profile?

- Now we have identified the specific difficulties that children are having, we need to create a sensory profile which will highlight the areas that need to be focused and where input is needed

NO:	Behaviours	Was True	True	False	Not Sure	Comments
VISUAL						
V1.	Squints, covers eyes, or complains about classroom lighting, bright lights, sunshine etc					
V2.	Prefers to be in the dark					
V3.	Is attracted to bright lights and shiny objects					
V4.	Becomes frustrated when trying to find objects in competing backgrounds eg. trying to find a toy in a toy box, or trying to find a particular sock in a drawer.					
V5.	Has difficulty putting puzzles together (as compared to same age child)					
V6.	Stares intensely at people and objects					
V7.	Spins or flicks objects in front of eyes.					
V8.	Can be startled when being approached suddenly					
V9.	Is very cautious when going down stairs or stepping off a kerb when crossing the road (tends to feel their way with their feet). Or steps over a join between two different floor coverings eg. When carpet joins kitchen lino.					
V10.	Is easily distracted by nearby visual stimuli eg. pictures, items on walls, windows or other people moving around.					

How to use the sensory checklist to create a sensory profile

1. Go through each sense box and tick if the statement is either true, not true, was true or not sure
2. Add any comments in the comment box as this may aid you to choose which box to tick

NO:	Behaviours	Was True	True	False	Not Sure	Comments
VISUAL						
V1.	Squints, covers eyes, or complains about classroom lighting, bright lights, sunshine etc					
V2.	Prefers to be in the dark					
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V4.	Becomes frustrated when trying to find objects in competing backgrounds eg, trying to find a toy in a toy box, or trying to find a particular sock in a drawer.					
V5.	Has difficulty putting puzzles together (as compared to same age child)					
V6.	Stares intensely at people and objects					
V7.	Spins or flicks objects in front of eyes.					
V8.	Can be startled when being approached suddenly					
V9.	Is very cautious when going down stairs or stepping off a kerb when crossing the road (tends to feel their way with their feet). Or steps over a join between two different floor coverings eg. When carpet joins kitchen lino.					
V10.	Is easily distracted by nearby visual stimuli eg, pictures, items on walls, windows or other people moving around.					

3. Colour in each section on the profile sheet as to how many “True” comments are ticked on the checklist

4. For example if there are 6 true comments ticked for Visual, you would colour in all the boxes up to 6, and this creates a bar chart

These results will help you identify which sensory interventions the person needs

CHILD'S NAME:	D.O.B/ CHI:
COMPLETED BY:	RELATIONSHIP TO CHILD:
THERAPIST'S NAME:	
DATE:	

	VISUAL	AUDITORY	TACTILE	SMELL/TASTE	BODY AWARENESS	VESTIBULAR/BALANCE
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						

Or use the website...

Has difficulty putting puzzles together (as compared to same age child)

Stares intensely at people and objects.

Spins or flicks objects in front of eyes.

Can be startled when being approached suddenly

Is very cautious when going down stairs or stepping off a kerb when crossing the road (tends to feel their way with their feet). Or steps over a join between two different floor coverings eg. When carpet joins kitchen lino.

Is easily distracted by nearby visual stimuli eg, pictures, items on walls, windows or other people moving around.

Notes:

Back Next



MAKING
SENSE

Home

RESOURCES

Documents

Lesson Plans

USER MANAGEMENT

List Users

Add New User



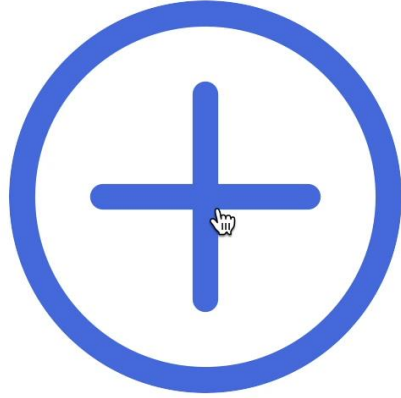
Logout

My Pupils

Bruce Springsteen

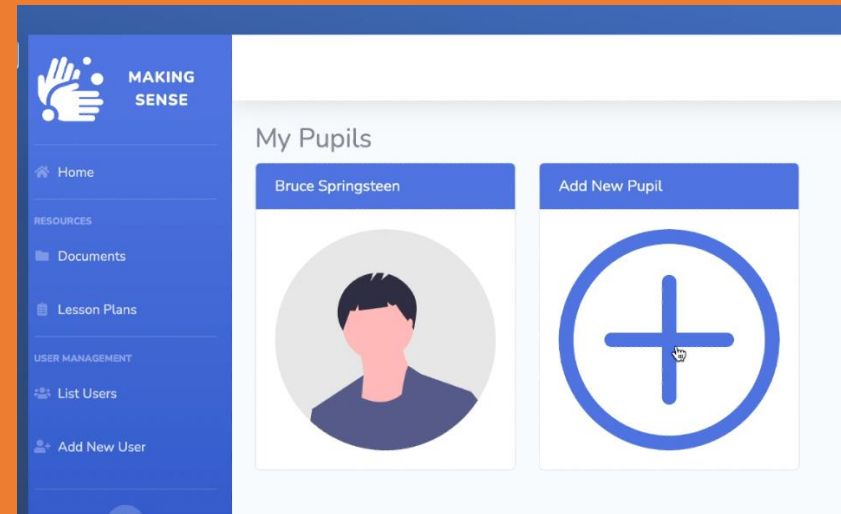


Add New Pupil



Lets do a Sensory Profile

- Logging on- Makingsenseaward.co.uk/sign-up
 - Create your user page
 - Add pupil
 - Click new assessment
 - Follow the instructions
- and click the statements that are true
- Click submit



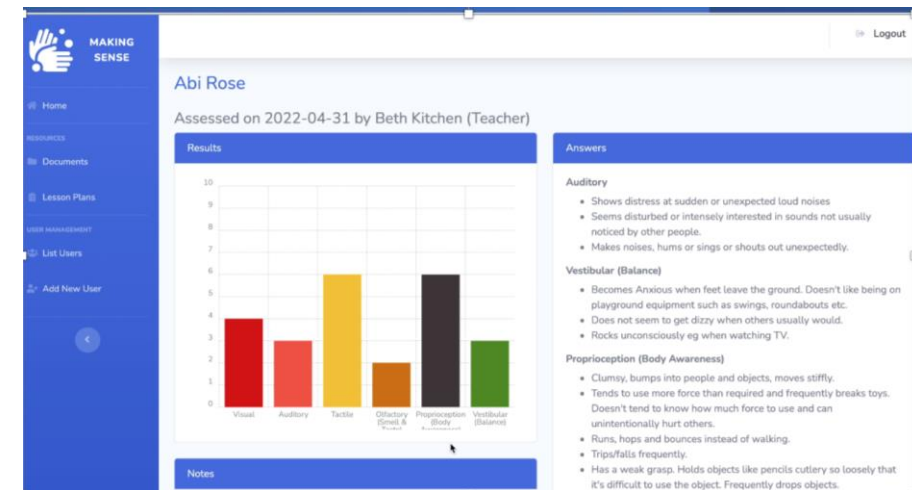
what do the results mean?

- You may get a result like this, where it shows that there are 2 sensory systems that need input and interventions
- For this person, you would focus more on the tactile and proception systems when planning activities and sensory circuits

Scoring the Sensory Checklist

CHILD'S NAME:	D.O.B/ CHI:
COMPLETED BY:	RELATIONSHIP TO CHILD:
THERAPIST'S NAME:	
DATE:	

	VISUAL	AUDITORY	TACTILE	SMELL/TASTE	BODY AWARENESS	VESTIBULAR/BALANCE
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						



What if the results don't show any specific systems?

- You may get a result, like the one below, which means all the systems need input
- If you get a result like this, the first sense you would focus on is properception (body awareness) as this will pull in all the other senses and will also aid relaxation and calmness
- Activities like pressure, pushing, pulling and stretching are all good properception system inputs

CHILD'S NAME:	D.O.B/ CHI:
COMPLETED BY:	RELATIONSHIP TO CHILD:
THERAPIST'S NAME:	
DATE:	

	VISUAL	AUDITORY	TACTILE	SMELL/TASTE	BODY AWARENESS	VESTIBULAR/BALANCE
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						

PART
4 SENSORY
DIET



What interventions can we do now?

Introduce a daily sensory diet

A sensory diet is very similar to a food diet, but involves our senses

Instead of a balanced diet of protein, carbohydrates, vegetables, oils, vitamins, etc; it is a balanced diet of touch, movement, visual input, auditory input, olfactory input and oral input

Just like a food diet, individuals may struggle processing one or more particular sense. Therefore encouraging and exposing the individual to a varied sensory diet, can improve the processing of that sense

TACTILE SENSORY DIET ACTIVITIES:

- Finger Paint
- Craft projects (with wet glue, feathers, etc.)
- Foam Soap or Shaving Cream
- Sand play
- Floam
- Relax in a bean bag chair
- Cornstarch and water mixture
- Play dough or clay
- Swaddle/Bear Hugs
- Skin massage with or without lotion
- Pop bubbles with fingers
- Cook with an adult (touching food)
- Bake with an adult (rolling or kneading dough with hands)
- Crawl through a tunnel
- Sensory bin with dry rice, beans, corn, lentils, or other materials
- Get inside a sleeping bag
- Jump in a pile of leaves
- Walk bare foot in sand, grass, or leaves
- Water Play
- Touch and feel books
- Relax in a soft, fluffy, warm blanket (from the clothes dryer)
- Draw or print on a sand tray
- Play in sink or tub of water
- Creep or crawl over textured surfaces
- Use a rechargeable/battery operated toothbrush that vibrates
- Use a hand massager
- Heavy rub down with towel
- Vibrating pen
- Kinetic Sand
- Brushing Protocol
- Joint Compressions
- Jump on crash pad
- Weighted Blank
- Weighted Vest
- Weighted Lap Pad
- Make a "Sandwich" or "Burrito" = Roll child up in a blanket keeping face and head exposed. Firmly, yet gently roll a ball on child's legs and back. Or, press with your hands.

GUSTATORY SENSORY DIET ACTIVITIES:

* Some of these textures will present a choking hazard for some children.

* Only offer textures that a child can safely bite, chew, and swallow.

* Be aware of food allergies and diet restrictions. Only offer food that can be safely consumed.

- Explore textures- smooth, lumpy, crunchy, chewy
- Explore tastes- sweet, sour, salty, spicy, bitter
- Explore temperature- warm, cool, cold
- Chew Gum
- Suck on an orange
- Lick or suck on a lemon
- Lick a lollipop
- Crunch on a cold pickle
- Crunch on a pretzel
- Suck apple sauce through a straw
- Suck a milkshake through a narrow straw
- Use cookie cutters to make cheese slice creations and eat
- Make funny shaped sandwiches and eat
- Use flavored lip balms
- Scratch and Sniff stickers
- Popsicles

AUDITORY SENSORY DIET ACTIVITIES:

- Singing
- Blow whistles
- Play a kazoo
- Listening to music
- Bang a drum
- Musical Instruments: rhythms sticks, tambourine, piano, bells, cymbals, triangle, etc.
- Play sound Bingo game
- Listen and Name – identify things by sound only
- Rain Stick
- Sound Machine
- Noise Cancelling Headphones
- White noise machine
- Listen to Nature (beach, rain, etc.)
- Aquarium
- Water Fountain
- BOP it
- Sound Puzzles
- Quiet Retreat

OLFACTORY SENSORY DIET ACTIVITIES:

- Use scented markers and crayons
- Use herbs and spices in craft projects
- Smell essential oils:
 - Calming: Vanilla and Lavender may be calming
 - Alerting: Peppermint and Citrus may be alerting
- Diffuser Oils Bracelet or Necklace
- Smell flowers
- Blindfold smelling game
- Use flavored lip balms
- Scratch and Sniff stickers
- Scented Bubbles
- Scented dough
- Scented lotions

VISUAL SENSORY DIET ACTIVITIES:

- Hoberman Sphere = collapsing and expanding
- Kaleidoscope
- Finger Lights
- Glow Sticks
- Liquid Timer
- Lava Lamp, Mobiles, Bubble Lamps
- Fish Tank
- Light Projector
- Sensory Bottles or Jars
- Play "I Spy"
- Play "flashlight tag"
- Mazes, Dot-to-Dot
- Light Table
- Bubbles
- Colored Light Bulbs
- High Quality Sunglasses for outdoors
- Tinted Lenses for indoors if sensitive to glare
- Wide brim Hat or Visor
- Leave out 5-10 toys at a time to avoid visual overload
- Reconsider complicated prints and patterns on clothing, walls, etc.
- Avoid fluorescent bulbs
- "Safe Space" with minimal visuals
- Dim lights for calming and relaxation

VESTIBULAR

THE VESTIBULAR SENSE DETECTS MOVEMENT THROUGH SENSORY RECEPTORS IN THE INNER EAR.



This sense tells a child when he/she is moving, and the direction and speed of that movement. Vestibular activities and input help children develop their posture, balance, and coordination. This sense provides us with gravitational security; the feeling that we can maintain a position without falling. When we move our heads, fluid in our inner ears moves and shifts, providing information about the position of our body and head in space.

Difficulty with vestibular processing can result in a child who needs to move constantly to feel satisfied or a child who is fearful of movement because it makes them feel insecure or unbalanced. It can also result in difficulty coordinating and planning motor tasks.

These activities may help calm a given child, or may alert or energize a child. Each child is unique.

Gently encourage your child to participate; never force or coerce him/her.

Consult with your child's therapist for specific recommendations regarding which activities are suitable for his/her age and individual needs.

VESTIBULAR SENSORY DIET ACTIVITIES:

- Use a scooter board
- Swing on a hammock
- Swing on a tire swing
- Merry Go Round
- Trampoline
- Slides
- Rocking Chair
- Dance (wiggle, spin, sway, twirl, shake)
- Jumping jacks
- Animal Walks
- Sledding
- Skating
- Swimming
- Ride a bike or other wheeled vehicle
- Spin (sit n' spin)
- Therapy ball ("airplane")
- Roll on the floor or down a hill
- Roll along a wall while standing
- Roll in a barrel
- Ride a rocking horse
- Crawling or creeping
- Jumping over obstacles or rope
- Bounce or rock while on a ball
- Place an inflated cushion on chair for movement
- Hoppity Hop Ball
- Sit on T-Stool
- Somersault
- Hang upside down from playground equipment
- Play "Head, Shoulders, Knees and Toes"
- Cartwheels
- Scooter board on a ramp

PROPRIOCEPTION

THE SENSE THAT HELPS A CHILD WITH BODY AWARENESS IS KNOWN AS PROPRIOCEPTION.



Intact proprioception allows a child to determine his/her body's position in space and regulate the direction and amount of force to use when moving. This sense is detected through sensory receptors in the joints and muscles.

The proprioceptive sense is stimulated when a child experiences pressure or moves his/her limbs to push, pull, lift or hang. While engaging in activities that offer proprioceptive input, a child may also show improved attention and a more regulated arousal level. This is beneficial for learning, playing, socializing, and completing daily tasks.

These activities may help calm a given child, or may alert or energize a child. Each child is unique.

Gently encourage your child to participate; never force or coerce him/her.

Consult with your child's therapist for specific recommendations regarding which activities are suitable for his/her age and individual needs.

PROPRIOCEPTION SENSORY DIET ACTIVITIES:

- Make a "Sandwich" or "Burrito" = Roll child up in a blanket keeping face and head exposed. Firmly, yet gently roll a ball on child's legs and back. Or, press with your hands.
- Pull a wagon or heavy objects
- Push a wagon or heavy objects
- Carry heavy objects
- Wear a weighted back pack (filled with toys or books)
- Jump up and down on the floor
- Trampoline
- Play jump rope
- Use a child size hammer - golf tees into firm foam
- Wall push-ups, floor push-ups, or chair push-ups
- Bear hugs
- Climb under sofa cushions
- Hang from monkey bars
- Play hopscotch
- Vacuum
- Sweep
- Put heavy groceries away
- Shovel snow, dirt, sand, etc.
- Use play dough, kinetic sand, or clay- roll, pound and knead
- Rake leaves
- Climb on playground equipment
- Hike up a hill
- Play tug of war
- Eat crunchy food or ice chips
- Walk backwards
- Make & throw snowballs
- Play catch with a weighted/heavy ball
- Move furniture
- Fall into a bean bag chair
- Swim
- Practice Animal Walks (crab, bear, snake, etc.)
- Wheel-barrow walk
- Use your arms to roll a large ball up and down the wall
- Bite on a chewy
- Use therapy putty for hands
- March in place
- Yoga Poses
- Weighted Blanket
- Wear a weighted and/or pressure vest
- Stacking Chairs
- Resistance/Exercise Bands
- Jumping Jacks
- Foot Fidgets (Stretchy Bands across chair legs)

<u>Tactile (touch)</u>	<u>Movement (vestibular)</u>	<u>Oral motor</u>	<u>Heavy Work (proprioception)</u>	<u>Visual, auditory and olfactory</u>
Silly putty	Run, jump, march, dance or walk	Eating crunchy food (carrots sticks , apples, pretzels)	Carry a full laundry basket	Play a musical instrument (even if you can't play one!)
Sand and water play	Climbing stairs	Blowing a whistle	Take out the rubbish	Bang on pots and pans
Squishy textures	Ride bike, scooter, or 3 wheeled scooters	Blowing bubbles	Pushing the shopping trolley	Wear sunglasses
Finger paint	Play catch	Brushing teeth with a vibrating toothbrush	Pushing the vacuum cleaner	Wear headphones
Shaving foam	Swing on a swing	Blowing bubbles in water or blowing a ping pong ball on water with a straw	Work with a therapy ball	Listen to your favourite music
Play-dough	Hop up and down	Eat sour or spicy snacks	Carry the shopping or wear a weighted rucksack	Look at picture books
Foam, slime and magic sand	Push-ups	Use s straw to drink thick liquid (Milkshake)	Move and re-arrange books and toys	Lower or brighten lights or adjust blinds
Kneading bread or pizza dough	Climb and slide	Apply scented lip balm	Rake leaves or dig	Use calming sensory visual or auditory bottles
Massage hands and arms	Bouncing on a therapy ball	Use a chew toy	Knead bread or play-dough	Turn on white noise (white noise machine, fan, vacuum)
Writing with a vibrating pen	Jumping jacks or snow angels	Chew on a gummy snack	Yoga	Sniff scented tissues or lip balm

Day to day sensory diet ideas

Sensory
Diet
Example

<u>Time</u>	<u>Activity</u>
7am	Trampoline for 10 mins or run around the garden 10 times
7.10am	Drink a thick smoothie through a straw
7.20 am	Warm bath with scented bath bombs
7.40 am	Get dressed
7.50am	Breakfast – crunchy cereal with cold milk
8.10 am	Read a touch and feel book
8.20 am	Tight hug in a blanket
8.30 am	Walk to school with a weighted rucksack
8.45 am	Straight into school playground play circuit
9.00 am	Sort the books out for the teacher during registration
9.10 am	Massage
9.20 am	Classwork time (with a weighted blanket and chew toy)

sensory diet in the curriculum

Activity	Step by Step	Resources	Sensory Input	✓ A C H I E V E D	✓ R E C O R D E D
<p>Activity 1- The Blow Fish</p> <p>To develop pupils' descriptive vocabulary</p> <p>To develop oral strength</p> <p>To develop pupils, turn-taking skills</p> <p>I can explore and describe different shape and textured objects</p>	<ul style="list-style-type: none"> Set out a number of ball with different size and textures Read page starting "Puffy the Puffer fish..." allowing pupils to feel, roll, squeeze the balls Ask which ball they think would be Puffy Either adult, or child, blows bubbles- trying to make big bubbles, small bubbles, round bubbles...and square bubbles! 	<ul style="list-style-type: none"> Different sized balls Different textured balls Bubbles Barry the Fish with fingers book 	<ul style="list-style-type: none"> ✓ Auditory ✓ Visual ✓ Proprioception ✓ Vestibular ✓ Tactile 		
<p>Activity 2- The fish fingers</p> <p>To create a fish with fingers</p> <p>I can design my own character</p> <p>I can create textures using materials</p>	<ul style="list-style-type: none"> Set out fish cut out templates and plain paper Read the page beginning "Suddenly everyone wanted to know about the amazing fish with fingers" Allow pupils to decorate the fish with sequins, foil, shreds of tissue paper On the plain paper, pupils to draw around their own hand, cut out and stick onto their fish for its fins. Add numbers or letters (A,E,I,O,U) on the tips of the fingers 	<ul style="list-style-type: none"> Fish template Plain paper Sequins/foil tissue paper/ colored foil Glue Pencil Coloured pencils 	<ul style="list-style-type: none"> ✓ Auditory ✓ Visual ✓ Proprioception ✓ Vestibular ✓ Tactile 		
<p>Activity 3- Fingers can be used for....</p>	<ul style="list-style-type: none"> Read the page beginning "finger painting..." Station 1-Using a large paper, create a ocean scene using only fingers to paint- if a child is unsure to the 	<ul style="list-style-type: none"> Large piece of paper Paints 	<ul style="list-style-type: none"> ✓ Auditory ✓ Visual ✓ Proprioception 		

English Literacy- Barry the Fish with Fingers

NCL PSTEP

Date: _____

Most Pupils Will...
Some Pupils Will...
By the end of these activities:
A Few Pupils Will...

Cross-Curricular Links

- Maths**
 - Counting
 - Shape recognition
- Science**
 - Environments
 - Force
 - Textures
- Geography**
 - Environments
 - Echo systems
- Art**
 - Designing
 - Painting
 - Cutting
- PSHE**
 - Peer relationships
 - Appropriate touch
- PE**
 - Spatial awareness
 - Turn taking
 - Force

<p>To develop fine motor skills using a range of equipment</p> <p>To develop pre-writing skills</p> <p>I can develop my fine motor strength using a different equipment</p> <p>I can create characters using a stimulus</p> <p>I can develop relationships with my peers</p>	<p>paint being on their fingers, use a small paint dabber or sponge</p> <p>Station 2- Allow pupils to cut different colored, styled, textured paper (mix of <u>left over</u> wallpaper is ideal). The cutting doesn't need to be any shape. Allow pupils to use the scissors freely with the paper. Pupils can add these to the ocean scene as seaweed</p> <p>Station 3- Making fingers into finger puppets. Using washable pens allow pupils to draw on their fingertip to create characters. Pupils who feel comfortable may create on each other's fingers. Using small googly eyes can increase the comedy in this activity</p>	<ul style="list-style-type: none"> Mixed paper Scissors Washable pens Googly eyes 	<ul style="list-style-type: none"> ✓ Vestibular ✓ Tactile 		
<p>Activity 4- But best of all tickling</p> <p>To develop trusting relationships with others and discover boundaries with personal touch</p> <p>I can explore different feelings and emotions with others</p>	<ul style="list-style-type: none"> Ensure all pupils are aware that they need to respect others, and if someone says "stop" they must stop Allow pupils to pick a tickling object (fingers, feathers, feather dusters, etc.) Explain to the pupils when you say "tickle" pupils can try and tickle each other OR when you say tickle you chase to tickle the pupils 	<ul style="list-style-type: none"> Feathers Space enough to move around 	<ul style="list-style-type: none"> ✓ Auditory ✓ Visual ✓ Proprioception ✓ Vestibular ✓ Tactile 		
<p>Activity 5 - Sensory Sea bottles</p> <p>To create a ocean themed sensory bottle</p>	<ul style="list-style-type: none"> Read the pages beginning "The fish had never had so much fun..." Pupils create a sensory bottle, using beads/ sequins/small fish objects/ "sea water" using food dye and glitter/small shells/ "seaweed" 	<ul style="list-style-type: none"> See through plastic bottles Water Content for the bottles 	<ul style="list-style-type: none"> ✓ Auditory ✓ Visual ✓ Proprioception ✓ Vestibular ✓ Tactile 		

<p>To develop fine motor skills using a range of equipment</p> <p>To develop pre-writing skills</p> <p>I can develop my fine motor strength using a different equipment</p> <p>I can create characters using a stimulus</p> <p>I can develop relationships with my peers</p>	<p>paint being on their fingers, use a small paint dabber or sponge</p> <p>Station 2- Allow pupils to cut different colored, styled, textured paper (mix of <u>left over</u> wallpaper is ideal). The cutting doesn't need to be any shape. Allow pupils to use the scissors freely with the paper. Pupils can add these to the ocean scene as seaweed</p> <p>Station 3- Making fingers into finger puppets. Using washable pens allow pupils to draw on their fingertip to create characters. Pupils who feel comfortable may create on each other's fingers. Using small googly eyes can increase the comedy in this activity</p>	<ul style="list-style-type: none"> Mixed paper Scissors Washable pens Googly eyes 	<ul style="list-style-type: none"> ✓ Vestibular ✓ Tactile 		
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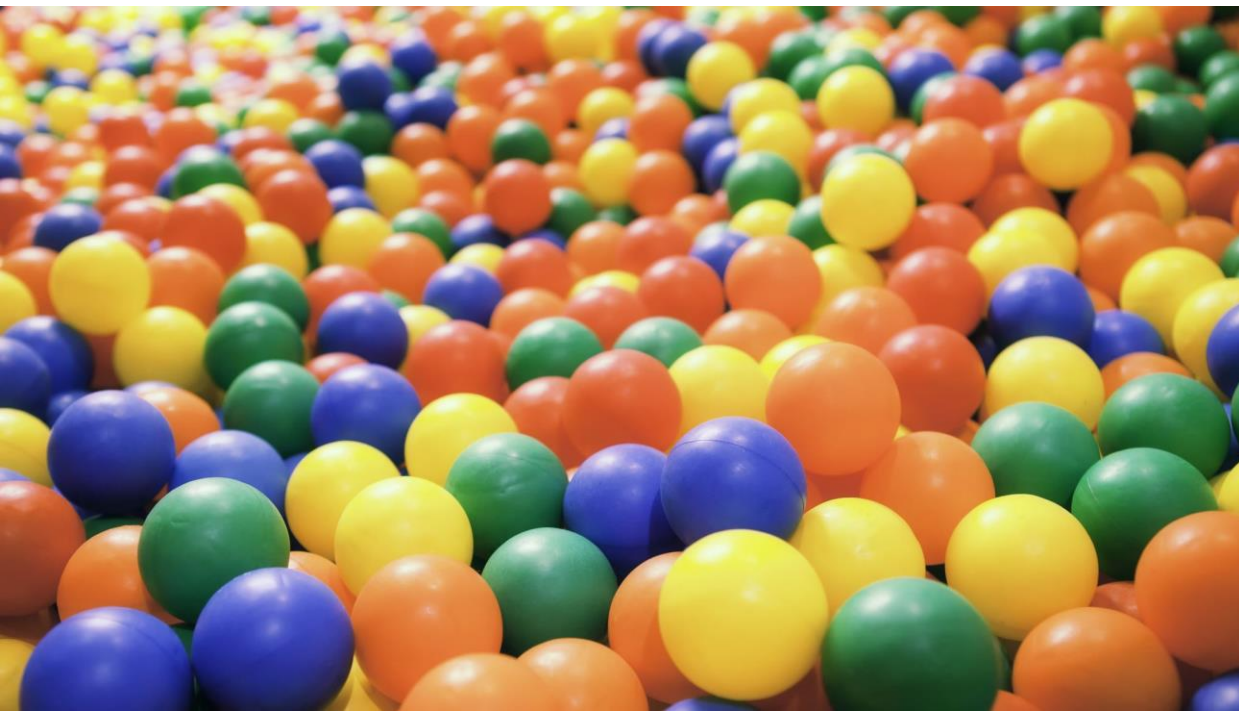
Part 5: Sensory Circuits





SENSORY CIRCUITS: AN INTRODUCTION

- A sensory circuit is a short and snappy sensory motor skill programme that helps to set children up for a school day or to help self-regulate them
 - The circuit also encourages the development of the child's sensory processing skills. Many children can benefit from attending a Sensory Circuit, even for a short period of time.
 - By recording and observing the behaviours that you see in a child, you will be able to recognise patterns but also see what the concentration and focus is afterwards.



Sensory Circuits: A Background

Our understanding of sensory integration was initially developed in the late 60s and 70s by Jean Ayres, an occupational therapist and psychologist with an understanding of neuroscience, working in the United States of America

Jean Ayres was interested in explaining how difficulties with receiving and processing sensory information from one's body and environment, could relate to difficulties at school or using one's body to engage in everyday life

Jean Ayres developed a theory about what happens when sensory integration does not develop well. She developed a way of assessing these difficulties and a way of treating them. She carried out research to further develop and understand sensory integration and she treated many children with sensory integration difficulties

Since then a number of occupational therapists have continued her work. With new brain imaging techniques, much of what Ayres postulated has been supported



3 STAGES OF A SENSORY CIRCUIT

- Alert – repetitive actions such as up and down and side to side
- Organising - processing many inputs all at once and mainly includes co-ordination and balance
- Calming - to end the circuit in a calm and controlled manner

ALERTING EXAMPLES

Bouncing up and down on a
therapy ball

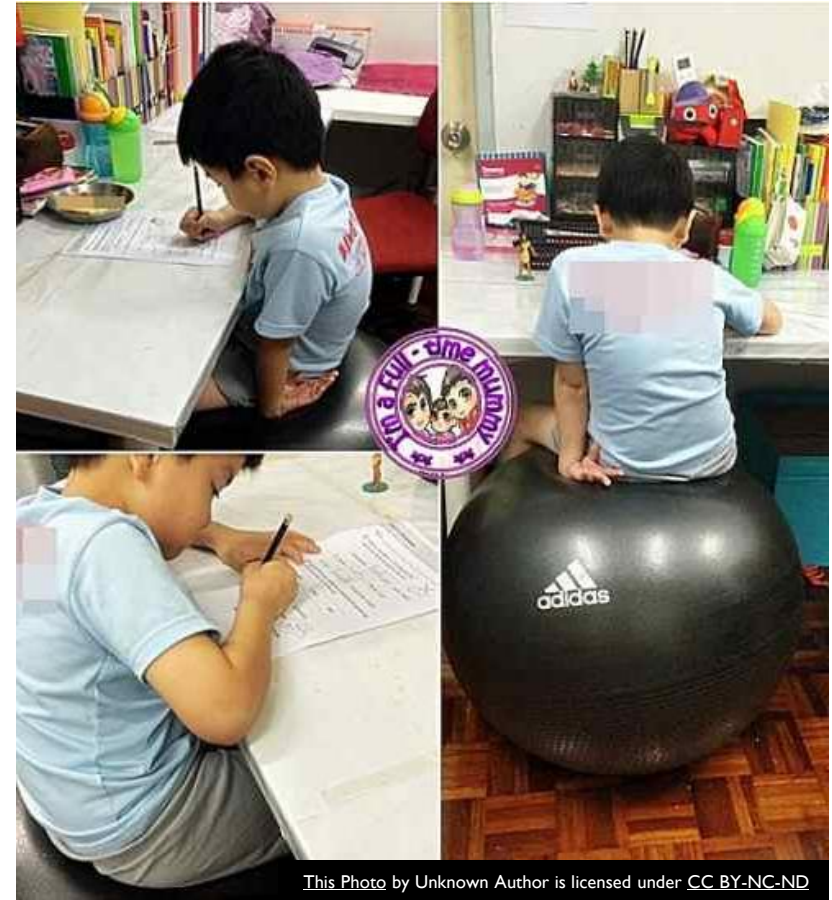
Upbeat music with a strong beat

Vibrations on the arms, hands or
back

Swinging back and forth

Jumping on a mini-trampoline

Side steps



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ALERTING EXAMPLES

Use two fingers on both sides of the spine, to give a light upward stroke 3-5 times.

Controlled spinning (no more than 10 repetitions at a time – do not do this if there is any known heart condition or seizure history)

Jumping Jacks

Push-Ups or Wall Push-Ups

Skipping

Running back and forth



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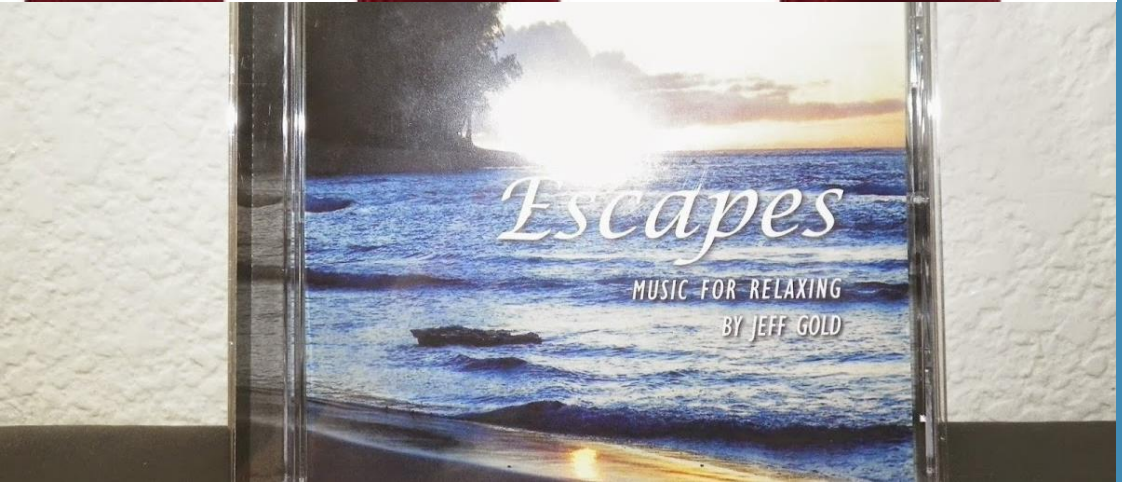


ORGANISING EXAMPLES

- Heavy work (gives input to muscles and joints and causes fatigue)
- Wall pushes with hands and feet.
- Jumping on a trampoline with an additional task
- Popcorn jumps (jumping from a squat position and then landing back in a squat position)
- Wheelbarrow walking
- Crawling through tunnels
- Obstacle course
- Sitting on a “move and sit” therapy ball
- Passing the weighted balls
- Scooter board on belly and bottom (wall push-offs) 10+ reps
- Resistance Bands
- **Relay races**



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CALMING ACTIVITIES

Rocking slowly over a ball on the belly

Turning off the lights

Swinging in a large circle with the child facing an adult (no spinning)

Laying under a heavy blanket

Soft music (spa CD)

Beanbag squeezes

Laying on the floor while an adult rolls a ball over top of the child giving some deep pressure.

Use of body sock/lycra material to wrap the child in

CALMING ACTIVITIES



Light touch/hard touch (depending on the child) – have the student brush a feather over their arms, or squeeze their arms with their hands for deep pressure

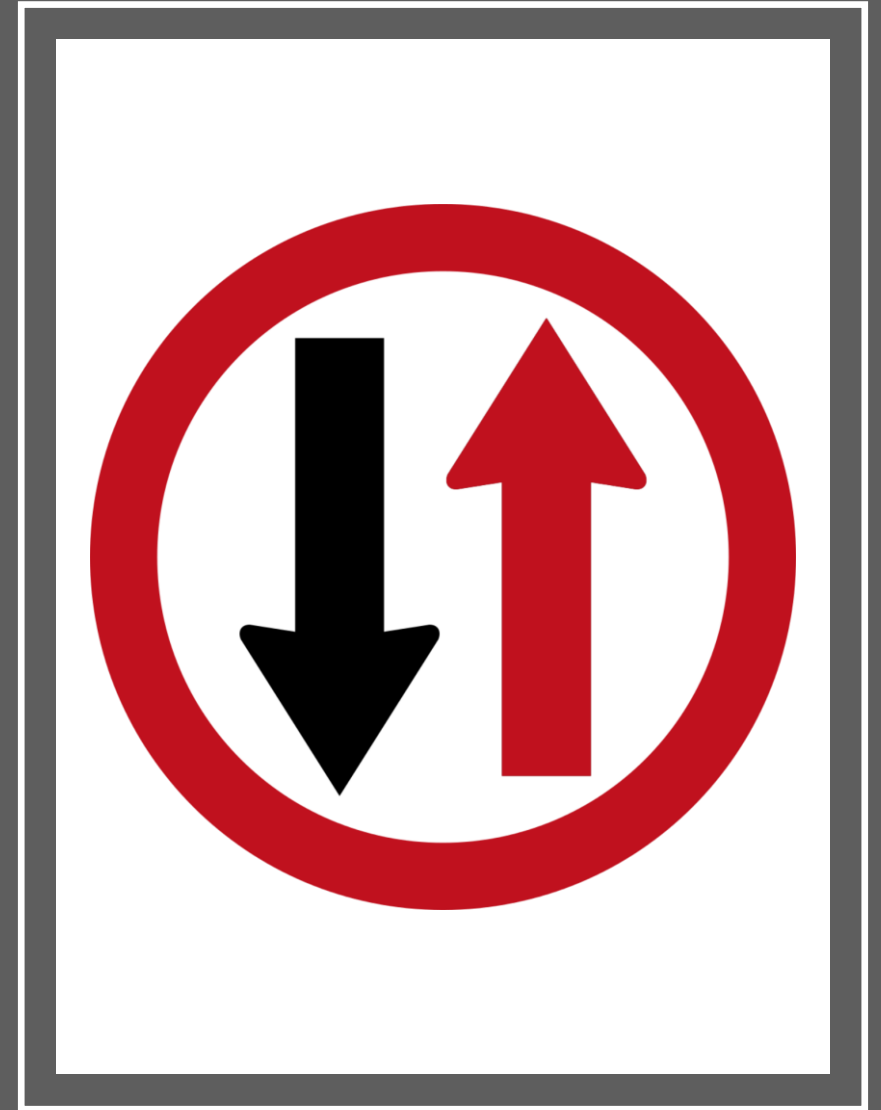
Using two fingers on both sides of the spine to give firm downward strokes 3-5 times

Hand fidgets (such as play dough, Wikki Stix®, Thera-putty, etc.)

Heavy work (moving furniture, a stack of heavy books, pulling a weighted backpack/rolling cart)

WHAT ORDER DO WE DO SENSORY CIRCUITS IN?

- Why do we do the 'alerting' section first?
- It triggers the body and the mind to wake it up and be ready
- The activities are very short and focused and gets the child in the right mindset for the next part of the circuit
- The organization section makes the child use two senses at once, making the brain concentrate and building the ability to process more than one thing at the same time. This is why it's the longest part of the circuit"
- The calming section is last as you simply, "don't want them bouncing of the walls before going to their next lesson!"





VIDEO OF SENSORY CIRCUIT

<https://www.youtube.com/watch?v=lqnnjFwxyqU>

Using the Sensory Good Practice check list, make notes on the video



SENSORY CIRCUIT IDEAS

<u>Alerting</u>	<u>Organising</u>	<u>Calming</u>
Running on the spot	Balance on a beam	Curl up in a ball
Kick like a donkey	Throwing and catching games	Gentle rocking (on a gym ball or rocking chair)
Hop like a frog	Balance on one leg like a flamingo	Quiet tent/den
Crawling through tunnels	Log roll	Yoga
Scoot board	Commando Crawl	Gentle bouncing
Push-Ups or Wall Push-Ups	Passing the weighted balls	Beanbag squeezes
Use two fingers on both sides of the spine, give a light upward stroke 3-5 times.	Scooter board on belly and bottom (wall push-offs) 10+ reps	Light touch/hard touch (depending on the child) – have the student brush a feather over their arms, or squeeze their arms with their hands for deep pressure.
Upbeat music with a strong beat	Balance along a line	Wall push
Fast movement	Blowing bubbles	Sensory bottle
Arrythmical swinging	Blowing a ping pong ball (with an end or target)	Sensory light
Walking stilts or cans	Wobble boards	Meditation

	<u>Organising</u>	<u>Calming</u>
Bouncing on a therapy ball	Heavy work (gives input to muscles and joints and causes fatigue)	Rocking slowly over a ball on the belly
Running (relay races, obstacle courses, etc)	Wall pushes with hands and feet.	Turning off the lights
Skipping	Obstacle course	Swinging in a large circle with the child facing an adult (no spinning)
Going outside	Putting up/down chairs	Laying under a heavy blanket
Jumping on a mini-trampoline	Crawling through tunnels	Soft, calming music
Swinging	Wheelbarrow walking	Use of body sock/lycra material to wrap the child in
Vibrations on the arms, hands or back	Jumping on trampoline	Hand fidgets (such as play dough, Wikki Stix®, Thera-putty, etc.)
Controlled spinning (no more than 10 repetitions at a time – do not do this if there is any known heart condition or seizure history)	Popcorn jumps (jumping from a squat position and then landing back in a squat position)	Heavy work (moving furniture, a stack of heavy books, pulling a weighted backpack/rolling cart)
Heavy work activities (moving a stack of books, re-arranging chairs, etc)	Resistance Bands	Use two fingers on both sides of the spine to give form downward strokes 3-5 times
Jumping Jacks	Sitting on “move and sit” therapy ball during classroom activities	Laying on the floor while an adult rolls a ball over top of the child giving some deep pressure.



Activity- Create a sensory circuit for Billy

- Using the sheets in your sensory circuit pack, design a sensory circuit for Billy.

“Billy is 8 years old and has been diagnosed with ASC and ADHD. On Billy’s EHCP, one of his targets is to be able to stay seated in a lesson for 15 minutes. On Billy’s sensory profiling, he mainly scored highest on vestibular and proprioception. Billy is currently under the SALT team, as his speech is very unclear.

It is the first day back after half term, and Billy has a cold task to complete in his English lesson. Billy has arrived at school and is flitting between tables in the dinner hall in breakfast club and banging the cups with a spoon. Billy has 30 minutes before registration and his English assessment. ”

Sensory needs:

- Vestibular
- Proprioception
- Auditory
- Olfactory
- Touch
- Taste
- Visual
- Introspection

Needs targets:

- Communication
- Team work
- Balance
- Relationship building
- Body Awareness
- Special awareness
- Oral strength
- Fine motor
- Gross motor
- Concentration

	<u>Organising</u> <u>(10 Min)</u>	<u>Calming</u> <u>(3-5 min)</u>
	<u>Activity:</u>	<u>Activity:</u>
	<u>Activity:</u>	<u>Activity:</u>
	<u>Activity:</u>	<u>Activity:</u>
	<u>Activity:</u>	<u>Activity:</u>

Date: 05/05/21

Time: 8.20

Group/class: Billy McDonald

Leader: Beth

Sensory needs:

- Vestibular
- Proprioception

Needs targets:

- Concentration

Looking at Billy's need to concentrate, the fact he is a sensory seeker and how active he is being, I have decided to dedicate more time in the calming section than the alerting section and rather than 2 mins on each station, a short sharp 1 mins but repeating the circuit

Alerting (3-5 min)	Organising (10 Min) 2x circuit (1 min per station) twice	Calming (3-5 min)
Activity: Bouncing on the therapy ball 1 min	Activity: Walk on the balance beam 1 min	Activity: Bean bag squeeze 1 min
Activity: Jumping Jacks 1 min	Activity: Crawl through the tunnel 1 min	Activity: Sensory bottle 1 min
Activity: Running on the spot 1 min	Activity: Arm stretch using resistance band 1 min	Activity: Rolling ball over his belly 2 mins
Activity:	Activity: Log Roll 1 min	Activity: Calming music whilst helping move the furniture away 2 mins
Activity:	Activity: Passing a weighted ball 1 min	Activity:

INTEROCEPTION AND SENSORY CIRCUITS

- With Interoception being one of the hardest senses to give therapy for improvement, it is very hard to put in activities specifically for this
- Rather than making a specific station; analysing before and after the session, as well as constant reminders throughout the session and the school day, will aid the recognition of body sensations
- For instance, before the session you may choose to take a photo and discuss what they look like, putting their hands on their chest to feel the breathing rate and heart rate, both the child and adult can then discuss and “use an amazing adjective”. You can then repeat the process after the session, comparing the photos and the amazing adjectives. Throughout the session you can remind the pupil “you are breathing quicker now” “you have gone red now” “your bladder may feel funny because you are jumping”
- With the therapy being so specific to this sense, as a practitioner this is all you can do. The individual will need specialist inputs from OT's.
- ***But as a ‘Sensory Needs’ Practitioner you can keep a record of events and refer to the OT service***





PART 6

Other Considerations

There are specific sensory issues
that can be quite serious as
standalone conditions.
As Sensory Needs Practitioners
we need to be aware of..

WHAT IS RESTRICTED EATING?

Lots of children at some stage in their development go through 'picky eating' and seem to have restricted eating habits and in most cases, these ease over time

However, for some children a condition called Avoidant/Restrictive Food Intake disorder (ARFID) which has only recently been officially recognized by the ICD 11 (World Health Organization) published already in the DSM 5 (in the US)

ARFID is characterized by having extremely restricted eating habits, which are not related to their view of their own weight or appearance, but rather linked to other factors

Not much research has been done in this area and clinicians feel less confident in diagnosing and offering treatment in this area (Coglan & Otasowie 2019)



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WHEN RESTRICTED EATING BECOMES ARFID?

- Displays a lack of interest in food
- Can eat only a limited amount of food, which can be connected to the colour, texture, taste and/or brand
- Extreme avoidance of foods or groups of food resulting in choking, vomiting or gagging



SPECIALIST TREATMENTS

Currently ARFID is not referred to in the NICE guidelines, for treatments and guidance, as an eating disorder but does not mean there is no support or effective treatment out there

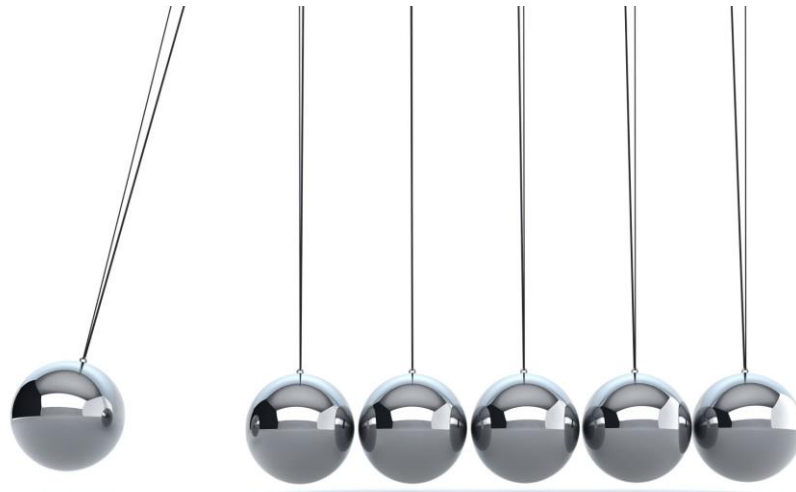
There can be a range of private practitioners, including dietitians, who can diagnose this condition. Treatments are also available via local outpatient services

Recommended treatment for this condition should be tailored to each individual specifically

www.beateatingdisorders.org.uk



Part 7- Practicalities and Implications



How do we identify these sensory difficulties in children?

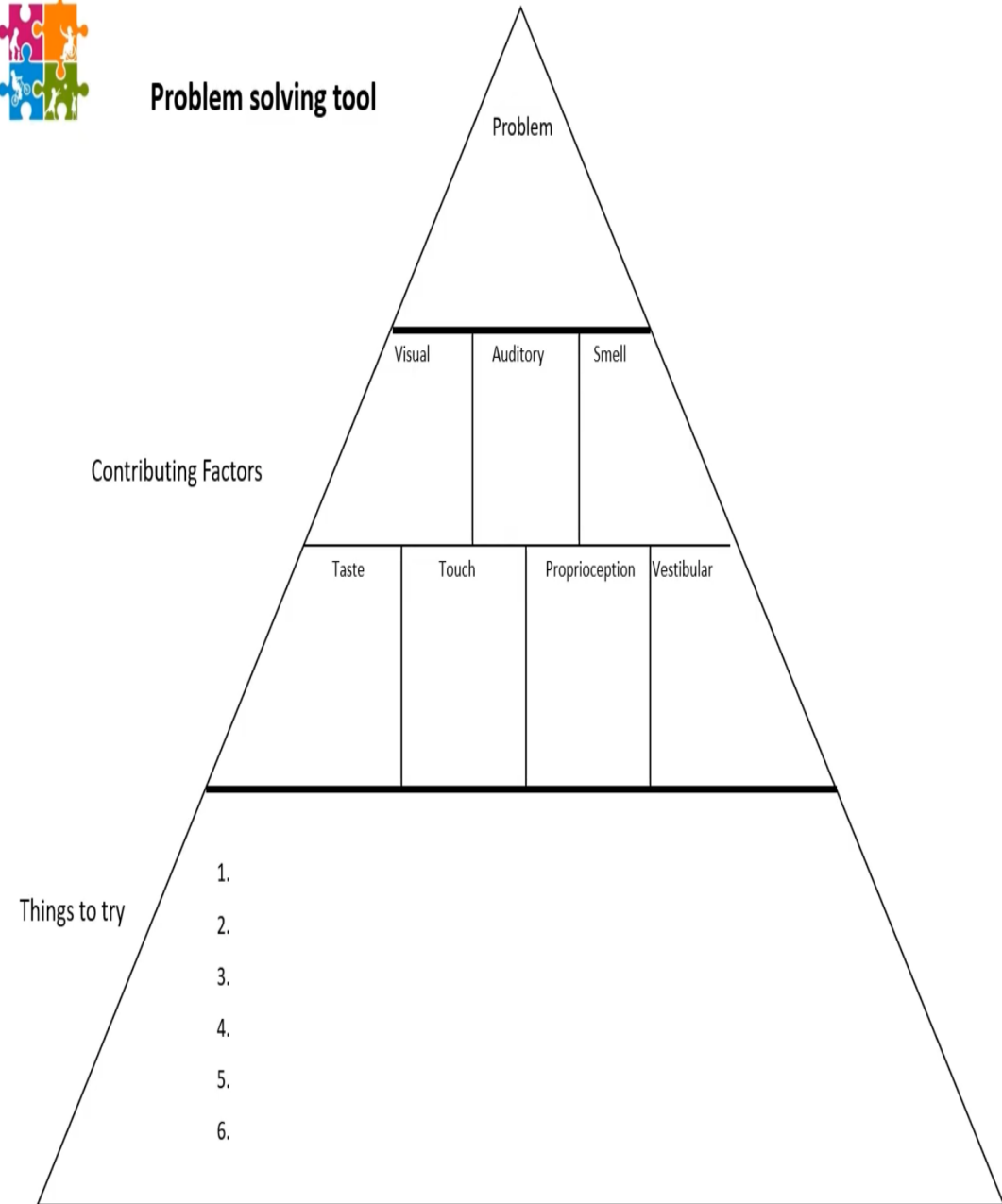
It is important that as practitioners we are identifying the correct interventions are put into place to meet the child sensory needs

As Sensory Practitioners, we need to identify the problem and try to discover the sensory processing difficulties causing the problem

Using the problem solving triangle is a great way to identify a problem and highlight which types of intervention are needed

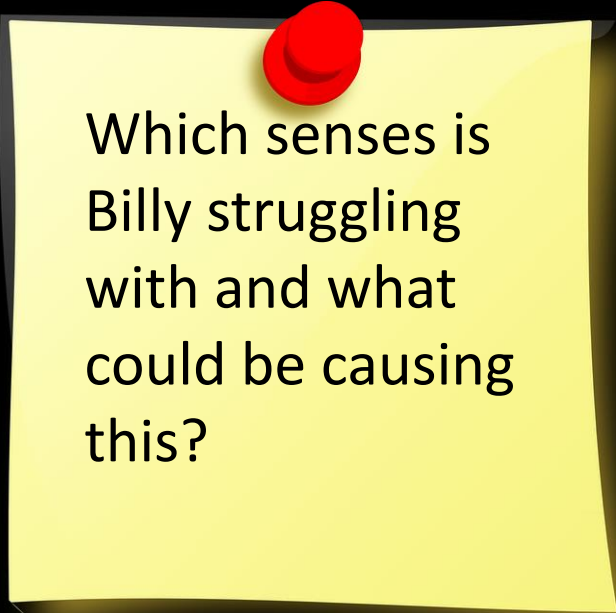


Problem solving tool



Case study - Billy

- Billy is struggling in the mornings. Billy enters the classroom from the playground and begins to stim a lot, covering his ears and kicking the chairs. Once all the children are sat down on the floor, they sing the welcome and timetable song. Staff say Billy must enjoy it because he often shouts over this, but he continues to flap his arms and has kicked other pupils in the past
- Billy seems to be calmer in the afternoons when coming in from the playground to the classroom, but staff have noticed that there are more incidents in both morning and afternoon between the months of November and February, with relatively few in the months May to July



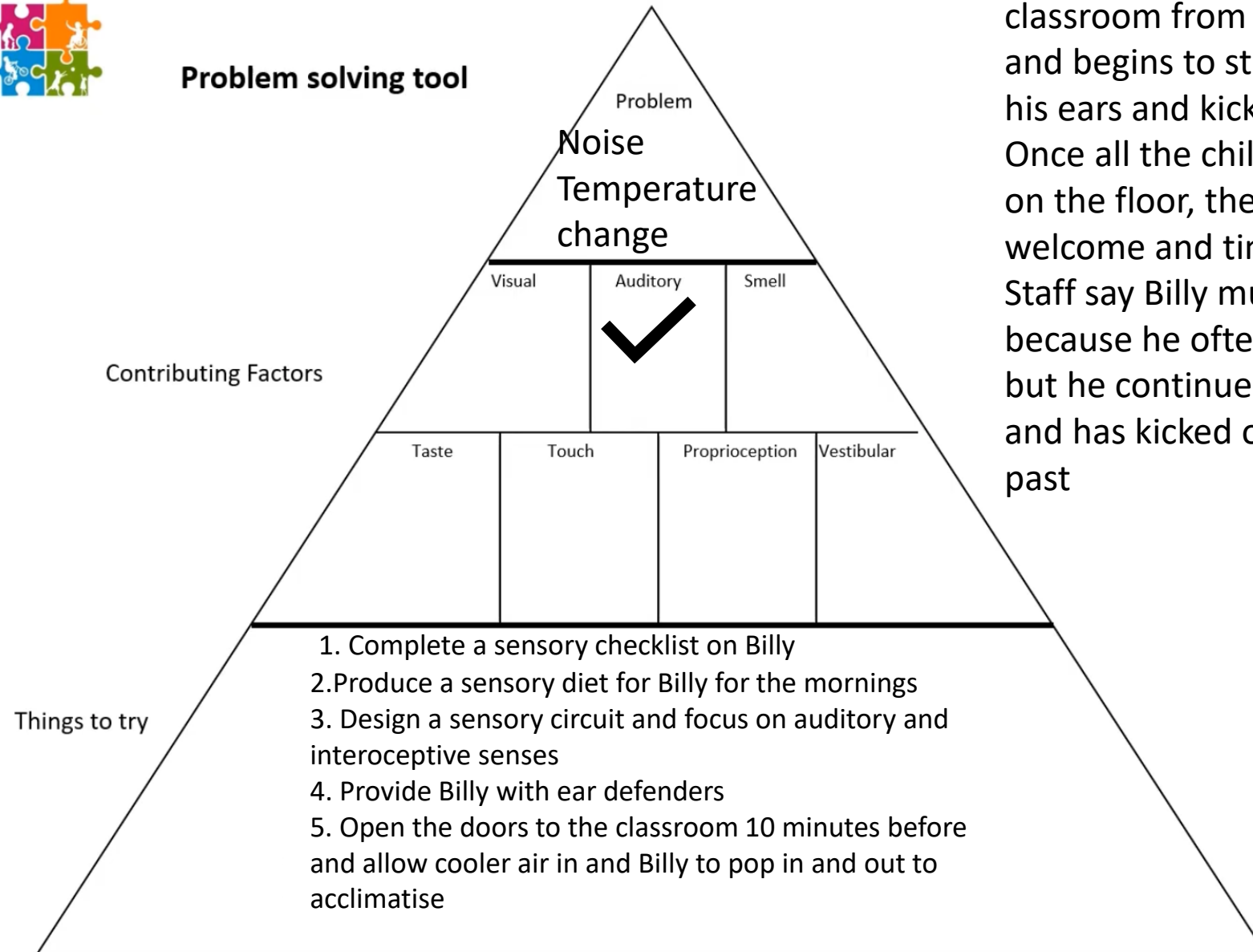
Which senses is Billy struggling with and what could be causing this?

Billy Problem Solving

Click to



Problem solving tool



classroom from the playground and begins to stim a lot, covering his ears and kicking the chairs. Once all the children are sat down on the floor, they sing the welcome and timetable song. Staff say Billy must enjoy it because he often shouts over this but he continues to flap his arms and has kicked other pupils in the past



Measuring Impact

- To measure the impact of the sensory interventions, first of all you need a baseline. These baselines can be from anyone who works or lives with the child, including the child themselves
- Each baseline should highlight where the individual maybe struggling- this may be a particular activity (such as writing), a place (such as the lunch hall), a time (such as home time) or a person/s (for example, will only play with X child)
- Once it has been highlighted, associated behaviors and the impact should be noted. For example: "This has caused Charlie to start banging his head with his hand. This has caused physical marks on Charlie's head"
- Clear objectives and outcomes should now be made with a reasonable time frame; for example "After six weeks of sensory interventions we hope that Charlie to be able to walk into the dinner hall and not bang his head with his hands"
- The same baselines should be recorded at the end of time scale given-questioning if there has been any improvement
- Using the problem-solving pyramid may help you have a clear contrast between before and after
- Many schools have their own system of measuring success for interventions which can be adapted for sensory interventions
- It is important that not only do you get the views and feedback from the adults, but also the child's feedback
- Using the sensory profiling sheets, doing one before and one after, can show where and in which senses' there is marked improvement


Child-led Feedback!

See example of the Child Assessment for individuals to fill in after completing the sensory circuit (copy in your pack)

Name: _____

Better
The same
Worse

+
•
-

 Overexcited

 Anxious

 Sleepy

 Angry

 Calm

Date	Time	I'm feeling: (circle the face that matches how you feel)	I tried: (write name of activity)	After the activity I felt: (circle all that apply)	That activity made me feel: (circle one answer)
		    		    	+ • -
		    		    	+ • -
		    		    	+ • -
		    		    	+ • -
		    		    	+ • -
		    		    	+ • -
		    		    	+ • -

RISK ASSESSMENTS AND SAFETY

Severity	Disaster	High	Medium	Minimal
Probability				
Regularly	Critical	Critical	High	Medium
Probable	Critical	High	Medium	Medium
Occasional	Critical	High	Medium	Low
Rarely	High	Medium	Medium	
Improbable	Medium	Medium	Medium	

As these activities involve practical activities and various equipment, it is important that **you follow your own setting's health and safety procedures**, which consider the use of apparatus. Usually in the same way a PE lesson happens



Identify the hazard and if it's a low/medium or high risk for the children using each piece of equipment and the adults supporting the child(ren).

Ensure the risk assessment details the precautions which are taken to reduce each identified risk

Ensure the risk assessment is updated whenever there is a change (new child or new equipment) and share risk assessment with appropriate member of SLT or Health and Safety Officer



Health & Safety



ALL ABOARD  **'Sensory Needs' Intervention Risk Assessment** 

School: _____
 Session: _____
 Date: _____
 Completed by: _____

N.B. Please use in accordance with your own setting's Health and Safety policy and ensure you have a first aid kit within a close proximity of delivering this intervention due it practical nature.

Apparatus	Potential Hazard	Risk	Who does the risk effect?	What can we to reduce the risk?	New Risk rating
Trampoline	Correct use of falling off and causing injury. Catching feet Tripping Ankle strain from incorrect jumping	M	The circuit users	Pupils taught the correct technique for bouncing Mats to be place around the trampoline Pupils jump off and get on in a slow and controlled manner	L
Moving apparatus	Muscle strain Injuries for falling/tripping up	M	The circuit users	Ensure staff are trained in moving and listing heavy equipment The apparatus is moved and put into place before the intervention starts.	L
Medical conditions	Ongoing medical conditions can cause adverse effects and certain restrictions may need to be put in place	H	Circuit users Adults moving the apparatus	Liaise and communication with the staff who work with the pupil on a daily basis to find out pre and existing medical conditions and ensure a good level of communication.	L

Key:
 L ~ low
 M ~ medium
 H ~ high

ALL ABOARD  **'Sensory Needs' Intervention Risk Assessment** 

School: _____
 Session: _____
 Date: _____
 Completed by: _____

*N.B. Please use in accordance with your own setting's Health and Safety policy and ensure you have a first aid kit within a close proximity of delivering this intervention due it practical nature.
 *** edit as you wish****

Apparatus	Potential Hazard	Risk	Who does the risk effect?	What can we to reduce the risk?	New Risk rating

Key:
 L ~ low
 M ~ medium
 H ~ high

Before carrying out practical activities we may need to carry out a risk assessment to ensure the individuals and the staff are as safe as possible and try to prevent any controllable risks or hazards. There is blank risk assessment to be edited to be used in your pack of resources. Please follow your own setting's health and safety procedures and edit the risk assessment to suit your individuals and setting.

SENSORY CIRCUITS CHECKLIST

'Sensory Circuits'

Checklist



N.B. Some of these outcomes may not be applicable in every session

Please tick when you see evidence of these positive features of 'Sensory Circuits' in action in your setting:

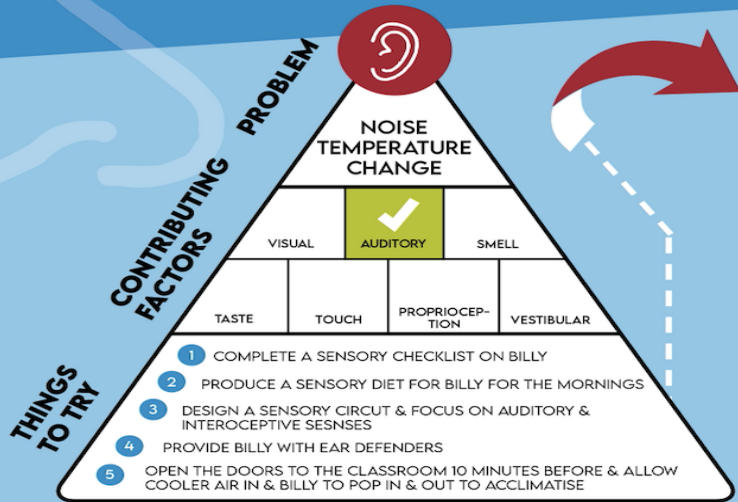
Extra notes:

Anything stand out?

Date:	Ob 1			Date:	Ob2		
	Yes	No	N/A		Yes	No	N/A
Did they..							
Welcoming the children in the session is established	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensory profile is complete for each child attending the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the apparatus set up before the children arrive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the circuit match the outcomes planned for each child in the session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good child/adult ratio (children: 1 adult minimum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of reward system and positive social skills are promoted through session (displayed in a developmentally appropriate manner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refreshments made available for the pupils after each session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of communication aids/prompts/communicative partner if needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A clock/watch or timer for adult to use in the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a risk assessment been completed and available for people to see during the session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use this checklist in your pack to ensure the quality of your sessions and also use to peer assess each other's sessions.

BILLY'S SENSORY INTERVENTIONS



Then we completed a sensory checklist to create a sensory profile

	VISUAL	AUDITORY	TACTILE	SMELL/TASTE	BODY AWARENESS	VESTIBULAR/BALANCE
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						

NAME: _____

BETTER +
THE SAME =
WORSE -

OVER EXCITED ANXIOUS SLEEPY ANGRY CALM

DATE	TIME	I'M FEELING: (CIRCLE THE FACE THAT MATCHES HOW YOU FEEL)	I TRIED: (WRITE NAME OF ACTIVITY)	AFTER THE ACTIVITY I FELT: (CIRCLE ALL THAT APPLY)	THAT ACTUALLY MADE ME FEEL: (CIRCLE ONE ANSWER)
		😊 😐 😞 😡 😴		😊 😐 😞 😡 😴	+ = -

First of all we completed a problem solving triangle to help us highlight situations and assess the sensory needs

We ask Billy to complete a feedback form, and these are done throughout

Then we created a sensory circuit for Billy

ALERTING (3-5 MIN)	ORGANISING (10 MIN) 2X CIRCUIT (1 MIN PER STATION)	CALMING (3-5 MIN)
ACTIVITY: BOUNCING ON THE THERAPY BALL 1 MIN	ACTIVITY: WALK ON THE BALANCE BEAM 1 MIN	ACTIVITY: BEAN BAG SQUEEZE 1 MIN
ACTIVITY: JUMPING JACKS 1 MIN	ACTIVITY: CRAWL THROUGH THE TUNNEL 1 MIN	ACTIVITY: SENSORY BOTTLE 1 MIN
ACTIVITY: RUNNING ON THE SPOT 1 MIN	ACTIVITY: ARM STRETCH USING RESISTANCE BAND 1 MIN	ACTIVITY: ROLLING BALL OVER HIS BELLY 2 MINS
ACTIVITY:	ACTIVITY: LOG ROLL 1 MIN	ACTIVITY: CALMING MUSIC WHILST HELPING MOVE THE FURNITURE AWAY 2 MINS
ACTIVITY:	ACTIVITY: PASSING A WEIGHTED BALL 1 MIN	ACTIVITY:

TIME	ACTIVITY
8:20AM	BREAKFAST - CRUNCHY CEREAL WITH COLD MILK
8:25AM	DRINK A THICK SMOOTHIE THROUGH A STRAW
8:30AM	BOUNCING ON THE THERAPY BALL
8:35AM	KNEADING PLAY-DOUGH
8:40AM	BOUNCE ON A THERAPY BALL
8:45AM	
8:50AM	HAND MASSAGE

	VISUAL	AUDITORY	TACTILE	SMELL/TASTE	BODY AWARENESS	VESTIBULAR/BALANCE
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						

😊 😐 😞 😡 😴

+ = -

As well as a sensory diet for Billy to complete in the morning

After a period of time, we re-do the sensory profile and feedback forms so we can compare date and see where gaps have been closed and plan the next steps

THE ROLE OF A SENSORY NEEDS PRACTITIONER

- To identify groups/individuals in need of sensory intervention
- To write sensory diets (using materials within this pack)
- To plan and carry out sensory circuits
- To assess the progress of individuals during the term and make changes to improve outcomes
- To cross reference pupils' EHCP to identify sensory interventions

MAKING SENSE WEBSITE



Making Sense

Award

Sensory Practitioner Basic

Online certificate of SPT

Complete Sensory Profile
Data base

Sensory Practitioner training
resources

10 sensory diet session
plans

10 Sensory circuit plans

Making Sense Award (Cost)

NEXT STEPS

beth@makingsenseaward.co.uk

- Or contact@bsensory.org
- Sign up to www.bsensory.org
- Please give feedback
- Follow on Facebook and Instagram
- For consultancy/ sensory advice contact myself- I am a SPD Geek!



CONCLUSION

- In conclusion, today you have learnt:
 - What is a sensory need
 - What is sensory integration
 - What is SPD
 - What is a sensory avoider and seeker
 - The senses and their jobs
 - What a sensory diet is and how to give sensory diet input in daily life
 - Signs of sensory distress
 - How to complete and analyse a sensory profile
 - Sensory circuits - activity ideas, how to set one up, how to plan
 - What good practice looks like
 - How to measure impact
 - Health and safety
 - The Role of a Sensory Circuit Practitioner

APPARATUS RESOURCES

- <https://www.tts-group.co.uk>
- <https://www.springboardsupplies.co.uk>
- <https://www.experia.co.uk>
- <https://www.rompa.com>
- <https://www.cheapdisabilityaids.co.uk> - my personal favourite
- Amazon
- Poundshops
- Arts and craft charities
- Local leisure centre/ council equipment share schemes



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ONLINE 'FREE' RESOURCES

Visual Perception Resources

- https://swft.nhs.uk/application/files/9514/6158/0965/4_visual_perception_and_memory.pdf

Sensory Diet/Circuits Resources

- <https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/sensory-processing-issues/understanding-sensory-processing-issues>
- <http://stbrigidsns.ie/wpcontent/uploads/2020/04/Sensory-Circuit-Booklet-Cavan-HSE.pdf>
- https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2017/1/31/early_years_sensory_processing_resource_pack_multiagency_final_march_2014.pdf

Sensory Assessment


- https://www.nhstaysidecdn.scot.nhs.uk/NHSTaysideWeb/idcplg?IdcService=GET_SECURE_FILE&Rendition=web&RevisionSelectionMethod=LatestReleased&noSaveAs=1&dDocName=prod_247894

Sensory activities
Tactile (touch)

(P) - Preschooler
(G) - Grade-schooler

- ▶ Use silly putty (P, G)
- ▶ Play in sandbox or with water (P)
- ▶ Use squishy or textured fidget, like a stress ball (P, G)
- ▶ Finger paint (P)
- ▶ Draw with shaving cream (P, G)

- ▶ Squish play-dough (P, G)
- ▶ Squish sensory sand, foam, or slime (P, G)
- ▶ Knead bread or pizza dough (G)
- ▶ Massage lotion on hands and arms (G)
- ▶ Write with a vibrating pen (P, G)



Alerting activities include skipping, running and jumping jacks.

Jog on the spot



Jumping Jacks



SENSORY CHECKLIST ACTION PLAN

Name of Child _____ Date of Birth _____
Completed by _____ Date of Completion _____
Review date _____

Date	Area Identified	Strategies to be implemented	Progress

REFERENCES

- Jane Horwood. Sensory Circuits – A sensory Motor Skills program for Children (2008)
- American Psychiatric Association (2013) Diagnostic and statistical manual of mental disorders. DSM-5, 5th ed. American Psychiatric Association, Arlington, VA
- Laura Coglan and John Otasowie, Avoidant/restrictive food intake disorder: what do we know so far?, *BJPsych Advances*, 10.1192/bja.2018.48, 25, 2, (90-98), (2019)



QUESTIONS



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ANY QUESTIONS?

e
Questions

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