



Managing Your Child's Sensory Needs at Home

Greenwich ASD Outreach Service

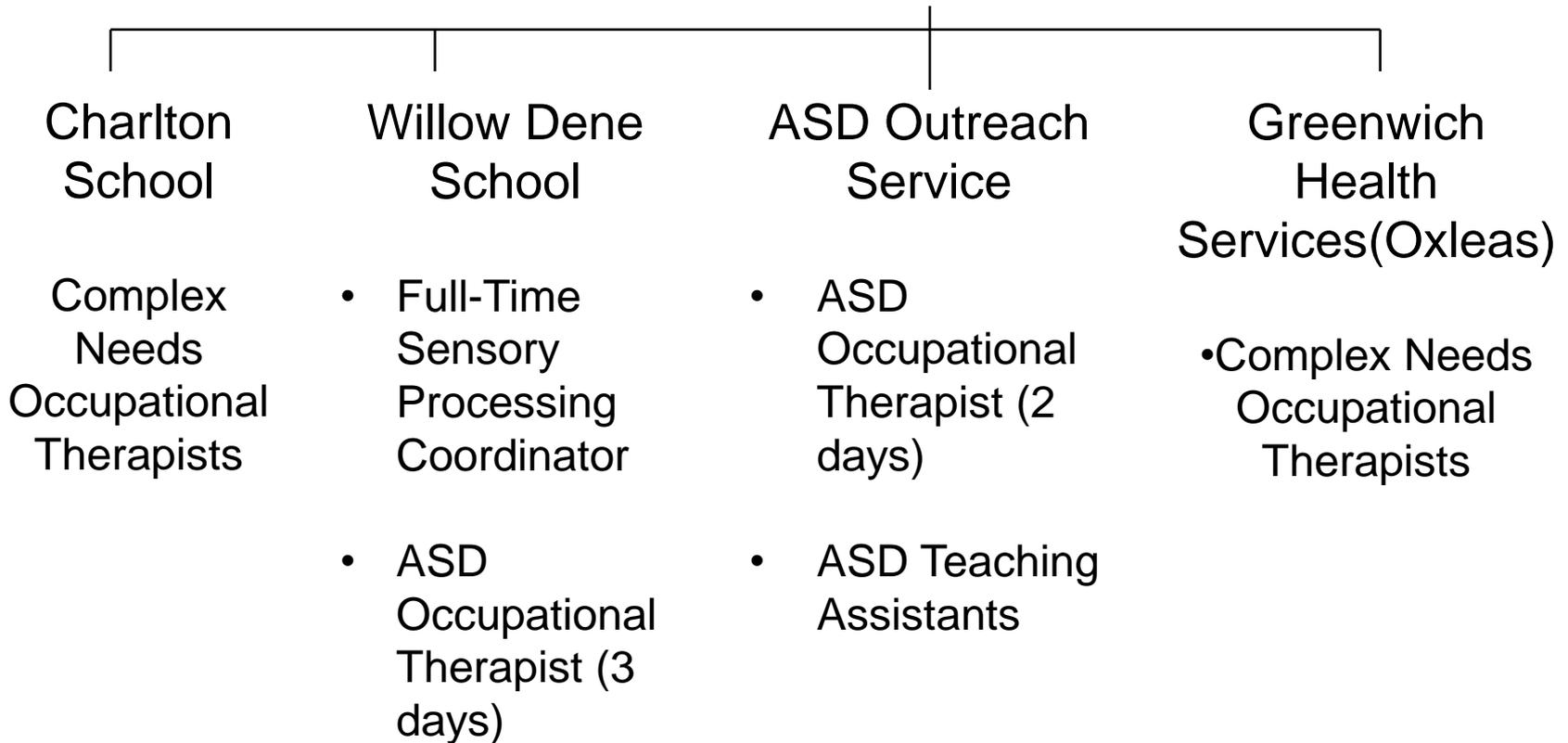
Presented by:

Roz Weeks – Outreach Speech and Language Therapist/
Manager

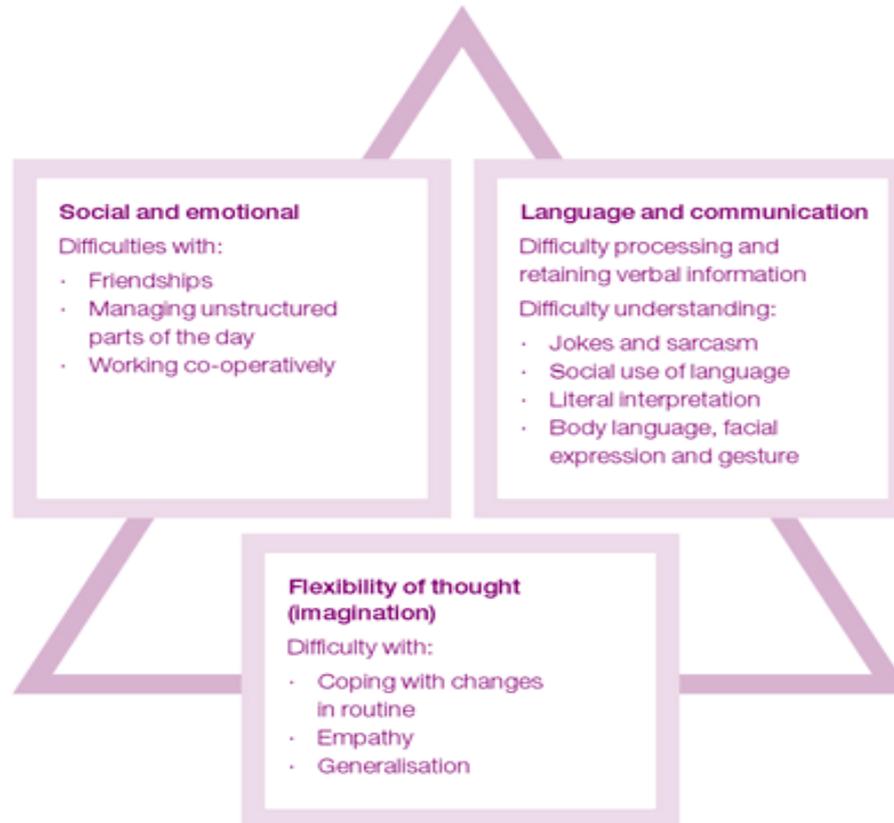
Sue Smith – Outreach Occupational Therapist

11th October 2012

Greenwich Services for Children with Sensory Processing Difficulties



Triad of Impairment



Aims of Today's Session

For families to have a greater understanding of:

- The senses
- Sensory Integration
- Sensory Processing difficulties and its effects
- Sensory approaches and strategies
- The Impact on family life
- Your child's sensory needs and 'unlocking the key'

Group Warm-up Activity

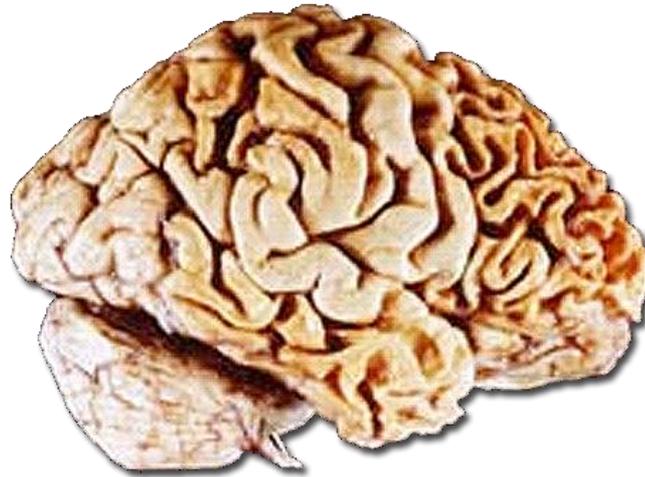
‘Talking Mats’

Senses

- Concept of Sensory Integration
- The senses
- The sensory systems

Sensory Integration

- Ayres, 1979 stated:
 - “sensory integration is the organisation of sensation for use”. It involves turning sensation into perception.



Senses

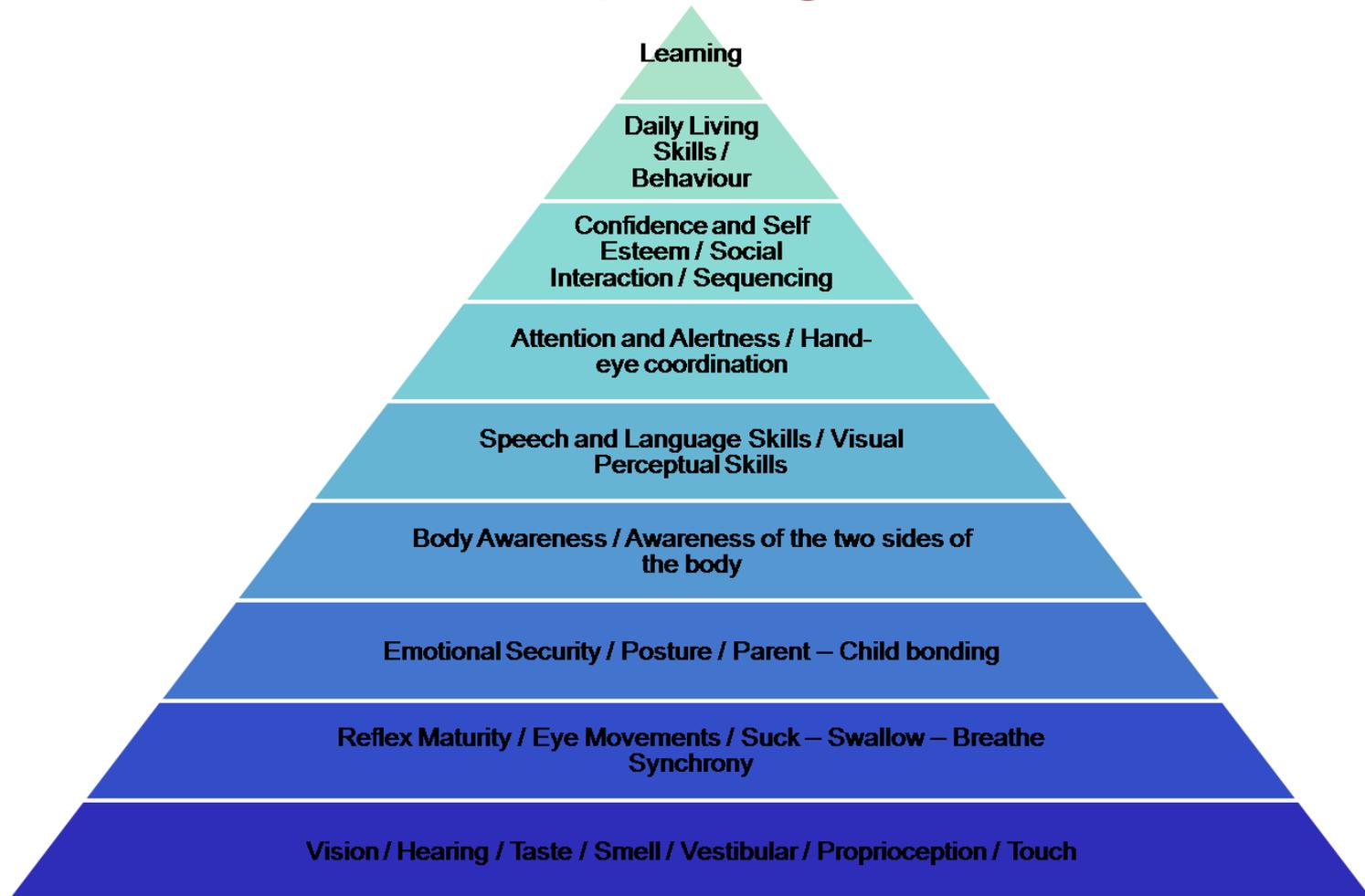


**Information processed
by the brain**



**Output (Behaviour,
Communication,
Movement etc)**

Sensory Integration



The Eight Main Senses

1. Touch (Tactile System))



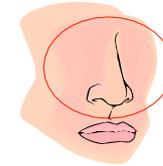
Skin

2. Taste (Gustatory System)



Tongue

3. Smell (Olfactory System)



Nose

4. Sight (Visual System)



Eyes

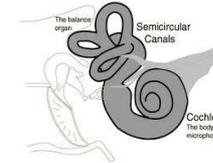
The Eight Main Senses (cont.)

5. Hearing (Auditory System)



Ear

6. Balance and Spatial Awareness (Vestibular System)



Inner Ear

7. Body Awareness and Movement (Proprioceptive System)



Joints
and
Muscles

8. Internal (Interoceptive System)



Organs

The Tactile System

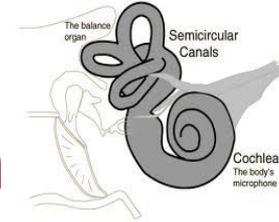


Our sense of touch

The system allows us to:

- Feel hot/cold, sharp/dull/, rough/smooth.
- Find and discriminate objects (feeling around in your handbag)
- Detect pain and pressure

The Vestibular System



This system allows us to:

- Coordinate the movement of the eyes, head and body through space and movement
- Balance, swing on a swing, coordinate the two sides of our body and catch ourselves when we stumble

The Proprioceptive System



This system uses unconscious information from muscles and joints to give awareness of body position and body movement. It allows us to know:

- That our body is skewed when sitting on a chair
- That our body is skewed when we lie flat on the floor
- How to hold and use a pencil
- How to bounce a basketball

The Interoceptive System

- This system uses unconscious information from our organs to give us awareness of internal body functions and needs: It detects such sensation as:
 - Thirst
 - Hungry
 - Stomach Ache

Thought Exercise: Running

- Prepare ourselves
- Stand upright
- One step after another
- Speed and Pace
- Obstacles
- Bumpy surface
- Knowing when we have pushed ourselves but not over exerted ourselves



Sensory Activity

Logan

Take a Break



Sensory Processing Difficulties

- Acceptable behavioural responses
- An explanation of sensory difficulties
 - neurological threshold and behavioural response
- Signs and symptoms
- The Impact

Behavioural Responses

ACTIVITY

HOW MANY OF YOU

Relationship between Neurological Threshold and Behavioural Responses

Printed from Dunn, W., The Impact of sensory processing difficulties on the daily lives of young children and their families.

Neurological Threshold	Behavioural Response	
	Acting in Accordance with Threshold	Acting to Counteract Threshold
HIGH (habituation)	Poor Registration	Sensation Seeking
LOW (sensitisation)	Sensitivity to Stimuli	Sensation Avoiding

Signs and Symptoms

- Over or under sensitive
- Unusual activity level
- Difficulties with coordination
- Delays in communication skills
- Difficulties in motor skills
- Difficulties in academic achievement
- Poor self concept
- Difficulties with executive functions
- Challenging behaviours

The Effect of Sensory Processing Difficulties

- Interferes with daily activities
- Interferes with concentration
- Negative or disruptive on others
- Cause of anxiety or distress

Approaches and Strategies

- Overriding approach
- Sound sensitivity
- Touch sensitivity
- Visual sensitivity
- Vestibular and Proprioceptive difficulties

Overriding Approach

Neurological Threshold	Behavioural Response	
	Acting in Accordance with Threshold	Acting to Counteract Threshold
HIGH (habituation)	Poor Registration	Sensation Seeking
LOW (sensitisation)	Sensitivity to Stimuli	Sensation Avoiding

Sensitivity to Sound

- Avoidance
- Gradual exposure
- Quiet space
- Workstation location
- Sound limiting technologies
- Alternative sounds
- Support



Sensitivity to Touch



- Tactile defensiveness
- Do not force
- Space
- Encourage using 'fun'
- Avoid light touches

Visual Sensitivity



- Try to limit exposure
- Fluorescent lighting
- Hair growth and hoodies can be an indicator
- Reading and writing aids

Vestibular and Proprioceptive Difficulties

- Weighted equipment
- Rebound therapy
- Activities
 - Balance
 - Individual
 - Deep pressure
 - Gravity challenging



Self Regulation

- The ability to independently implement strategies in order to manage sensory sensory difficulties.
- The Alert Programme™
 - ‘The Just Right Zone’
 - ‘Too High’
 - ‘Too Low’

Sensory Activity

Revisit Logan

Research

How Sensory Experiences of Children With or Without Autism Affect Family Occupations.

- (Sheilds Bagby et al. 2012)

- Two groups – families with typically developing children and families with a child with an autistic spectrum diagnosis.
- Study collated information about activities that they did together.
- Compared the information to highlight the differences and similarities between the two groups.

Research Overview

Study describes:

- What effect children's sensory experiences may have on family occupations.
- Similarities and differences between children with Autism and children who are typically developing.
- The effect of children's sensory experiences on family routines at home and in the community.

Similarities between the two groups:

- Identified meaningful routines
- Benefits of physical activity in 'getting out the child's energy'
- Avoid prior negative sensory experiences
- Exposing the child to stimulating sensory environments

Differences between the two groups:

- Time needed for planning an activity
- The extent to which experiences, meaning and feelings were shared
- Parents doing things as a family or going different ways so that certain members could bond with each other
- Parents' feelings
- Forming cognitive connections
- Shared experiences

Conclusions

Children's sensory experiences affected:

- What the family chose to do or not to do.
- How the family prepared.
- The extent to which experiences, meanings and feelings were shared

My Conclusion

- Prepare your child
- Plan the activity
- Consider the sensory environment
- Decide upon strategies
- Consider an exit strategy
- Reward
- Reflect
- ‘Unlock the key’ through ‘a meeting of minds’

Questions?

Feedback and Evaluation



Excellent
 Very good
 Good
 Average
 Poor

Recommended reading:

- The Out of Sync Child by Carol Stock Kranowitz (2005)
- Understanding Sensory Dysfunction by Polly Godwin Emmons and Liz McKendry Anderson (2005)
- Sensory Perceptual Issues in Autism: Different Sensory Experiences-Different Sensory Worlds by Olga Bogdashina
- Sensory Integration and the Child. 25th Ed. by A Jean Ayres (2005)

Useful websites:

- www.sensoryintegration.org.uk
- www.alertprogram.com

References:

- Sheilds Bagby, M., Dickie, V,A., & Baranek, G,T. (2012). *How sensory experiences of children with and without autism affect family occupations.*
- Ayres, J. (1979). *Sensory Integration and the Child.*