

Making SENSE...

Thank you for allowing us to share the “Sensory” information with you. This is such an extensive topic, so please think of this portion as the “Starter” on the menu...

Please see the additional notes and resource list.

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Roanoke County School System

Overview

- 1. The Sensory World
- 2. Basic Brain Function
 - Nervous System
 - The Cell
- 3. Recognizing Sensory Integration Disorder (SID) /Processing Disorder (SPD)
- 4. A Sensory Profile
- 5. A Sensory Diet
- 6. Implementation/Documentation/Data and Precautions
(why , what, when, where, why, how; evaluate)
- 7.The Whole Trained Team (Parent Involvement)
- 8.Resource
 - Books
 - Videos
 - Websites

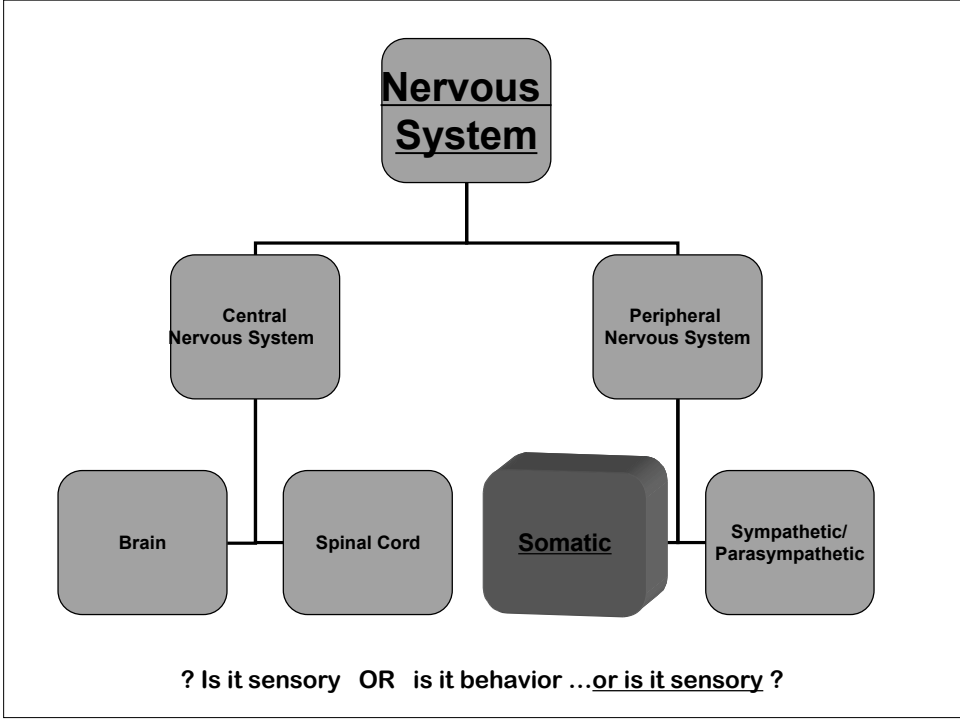
Sensory Processing/Integration (SI)

- SI is a neurological process – it the ability for a person to be able to “sense” information from the environment, receive / register, screen and filter this information, interpret, organize and integrate it to be able to respond with appropriate behavior , meaningful participation and to be able to function (“fight or flight”, on task attention/focus, decision making, social appropriateness...).
- Dr. Jean Ayers (1979), defined sensory integration as “the organization of sensation for use.”
- It is a constant, ongoing, dynamic process that starts developing before birth and occurs continuously -- even during deep sleep.
- This Process helps us understand and make SENSE of our world and *then* ...
- EACH person is different and we have different individual needs: experiencing the same sensations in different ways! (our needs and responses to different foods, music, touch, movement...).

Caution: Using SI Approach involves the Nervous System –
be extremely careful and know what you’re doing!

Sensory Systems

- | | |
|----------------------------|------------------|
| ➤ 1.Sight | = Visual |
| ➤ 2.Sound | = Auditory |
| ➤ 3.Smell | = Olfactory |
| ➤ 4.Taste | = Gustatory |
| ➤ 5.Touch | = Tactile |
| ➤ 6.Movement | = Vestibular |
| ➤ 7.Muscle and joint input | = Proprioceptive |



WHO I AM ...

➤ **The Pyramid of development...**

<u>Visual</u>	<u>Auditory</u>	<u>Olfactory</u>	<u>Gustatory</u>	<u>Tactile</u>	<u>Vestibular</u>	<u>Proprioceptive</u>

A Sensory Profile / Checklist

- A Team Approach (especially the parents and teacher) is used to analyze the behavior and responses of each child (in a variety of settings), with the use of a checklist or profile - to help determine the cues/needs/preferences/ and develop an appropriate individualized intervention plan (a sensory diet).
- www.sensory-processing-disorder.com
- <http://www.sinetwork.org/aboutspd/index.html>

The Sensory Diet:

This should be developed by a Team, in conjunction with the Occupational Therapist (who should be trained in SID/SPD), according to the needs determined by the Sensory Profile.

This is a personalized plan, set-up for each child who may need to participate in scheduled sensory activities. These activities are selected for the purpose of increasing the sensory processing of the brain (either calming or alerting) and enhancing performance.

It can be likened to an enriching “meal” plan to help nourish the child’s sensory system to enhance behavior and performance i.e. socialization, schoolwork...

The sensory experiences/opportunities should be built into the day (re-evaluated to suit the child’s sensory needs/cues).

The Sensory Diet:-

REMEMBER:

A child with SID or SPD already faces enormous challenges
(we must respect them and be cautious with input)

*** **Defensiveness** (refer to the Wilbarger Protocol)

Hypervigilant -- fight or flight

Modulation < < N > > >>

Under/hyper responsiveness
Sensory Seeking and/or Avoidant

Processing

Integration

The Sensory Diet

- **No** activities are forced on the child
- Be aware of any changes in a child i.e. heart / breathing rate, upset stomach, nausea, skin color (pale/flushed), blank face, complaint of dizziness – stop immediately
- Children who experience seizures should avoid being spun (and be aware of a child who has a shunt).
- Swinging (especially rotation) is very strong input that needs to be closely monitored (and the input/results can last for days)

SAMPLE: ACTIVITIES for _____	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Chair push-ups (recommended 10 repetitions 2 times per day)							
Donkey kicks (10 repetitions) or walking up the wall (1-2 minutes) 2 times per day	S	A	M	P	L	E	
Crab walk with back straight for 15-20 feet							
Tug of war with rope/old sheet, etc.							
Hanging from monkey bars	S	A	M	P	L	E	
Playdough, putty, clay play (roll, stretch, squeeze, poke fingers into it, find hidden objects)							
Squeeze: hand-held hole pounce, squeeze bottles, water pistols, packaging bubbles							
Stretch thick rubberbands,							
Screwing/unscrewing tops of jars, nuts and bolts							

[Main Menu](#)

ACTIVITIES	Mon	Tues	Wed	THUR	FRI	SAT	SUN
Brushing and joint compression. Recommended every (hours,...or...times per day)							
Proprioceptive activities-joint compressions (following brushing routine), bouncing, rolling ... up in mat or rolling ball up and down body while lying on ground, heavy work, monkey bar play	S	A	M	P	L	E	
Vestibular activities- swinging in linear fashion while sitting, prone in net swing or supine in blanket. Prone inverted rocking over therapy ball (especially effective for elongating effect of brushing and joint compressions and used for calming)							
Oral motor- sucking, blowing, chewing, crunching							
Tactile input- play with rice, shaving cream, glue, finger paints, etc.							

Resources

Books

- **SenseAbilities** (Maryann Colby Trott)
- **Sensory Integration** (Michael C. Abraham)
- **The Out-of Sync Child** (Carol Stock Kranowitz)
- **Is It Sensory or Is It Behavior?** (Carolyn Murray-Slutsky and by Betty A Paris)
- **The Out-of-Sync Child : Recognizing and Coping With Sensory Integration Dysfunction** (Carol Stock Kranowitz)
- **The Out-Of-Sync Child Has Fun: Activities for Kids With Sensory Integration Dysfunction** (Carol Stock Kranowitz)
- **Parenting a Child with Sensory Processing Disorder** (Christopher Auer and Susan Blumberg)
- **Understanding Sensory Dysfunction: Learning, Development And Sensory Dysfunction In Autism Spectrum Disorders ADHD, Learning Disabilities and Bipolar Disorder** (Polly Godwin Emmons, Liz McKendry Anderson)
- **Raising a Sensory Smart Child: The Definitive Handbook for Helping Your Child with Sensory Integration Issues** (Lindsey Biel, Nancy Peske)
- **Building Bridges through Sensory Integration** (Ellen Yack, Paula Aquilla, Shirley Sutton)
- **Sensory Secrets: How to Jump-Start Learning in Children** (by Catherine Schneider)
- **Answers to Questions Teachers Ask About Sensory Integration** (Carol Stock Kranowitz, Deanna Iris Sava, Elizabeth Haber, Lynn Balzer-Martin, Stacey Szklut)
- **101 Activities for Kids in Tight Spaces : At the Doctor's Office, on Car, Train, and Plane Trips, Home Sick in Bed . .** (Carol S. Kranowitz)
- **Too Loud, Too Bright, Too Fast, Too Tight: What to Do If You Are Sensory Defensive in an Overstimulating World** (Sharon Heller)

Resources (continued)

• Websites

- <http://faculty.washington.edu/chudler/functional.html>
 - SPD Network :-
<http://www.sinetwork.org/aboutspd/defining.html>
 - "...a researcher and pioneer of this field, coined the term Sensory Integration Dysfunction. She used the term throughout her professional career (1954-1988) to describe atypical social, emotional, motor, and functional patterns of behavior that were related to poor processing of sensory stimuli."
 - KID POWER:-
<http://www.kid-power.org/sid.html>
- Making Sense of Sensory Integration: Introduction to SI**
http://sinetwork.org/about_spd
- <http://specialchildren.about.com/od/sensoryintegration/>
<http://specialchildren.about.com/od/sensoryintegration/>
- http://en.wikipedia.org/wiki/Sensory_Integration_Dysfunction

**“If we can really understand the
problem, the answer will come out
of it, because the answer is not separate from
the problem.”**

-Krishnamurti-