

ISSAQUAH SCHOOL DISTRICT

Para Professional PD Bundle
Topic: Sensory Processing
Length: 2 hours

TOPIC INTRO

In this bundle you will learn what sensory processing is, how to identify sensory processing issues, what sensory processing looks and feel like from a child's perspective, and finally you learn about what a sensory diet is and how you can help students in your program obtain sensory needs through sensory diet activities .

Bundle Resources

Youtube: A Childs view of Sensory processing (10 minutes)

Article:#1: Sensory Processing Issues Explained (20 Minutes)

Article#2 : School Success kit for Kids with Sensory Processing Issues (10 Minute)

Power point and Fast Facts (25Minutes)

Podcast: Sensory Processing Disorder (35 Minutes)

Article #3: How a sensory diet can help your child (20 minutes)

YouTube

[Click Here](#)

To watch

Article #1

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To Read

Podcast

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To Listen

Power Point

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Article #2

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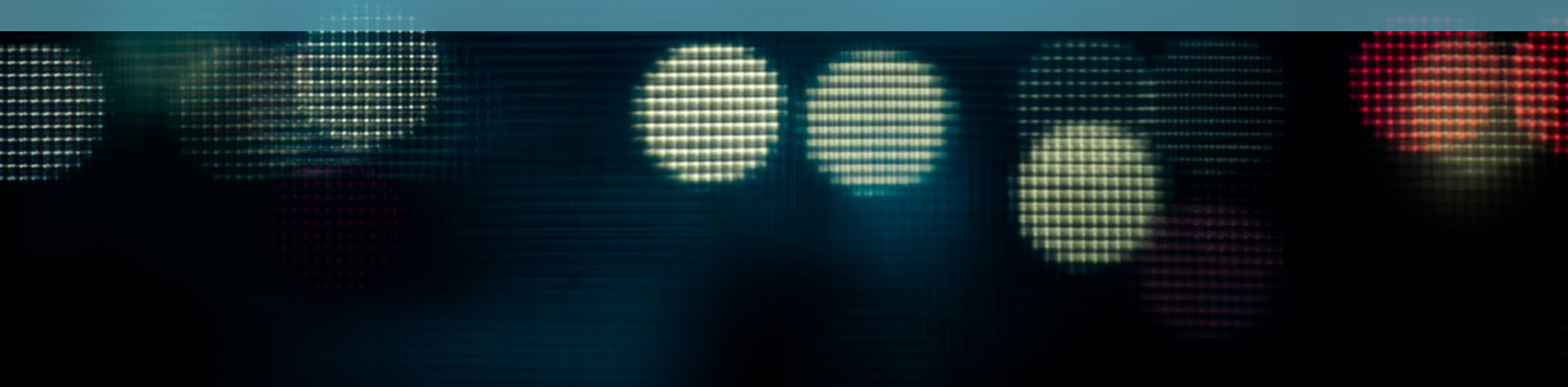
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Article #3

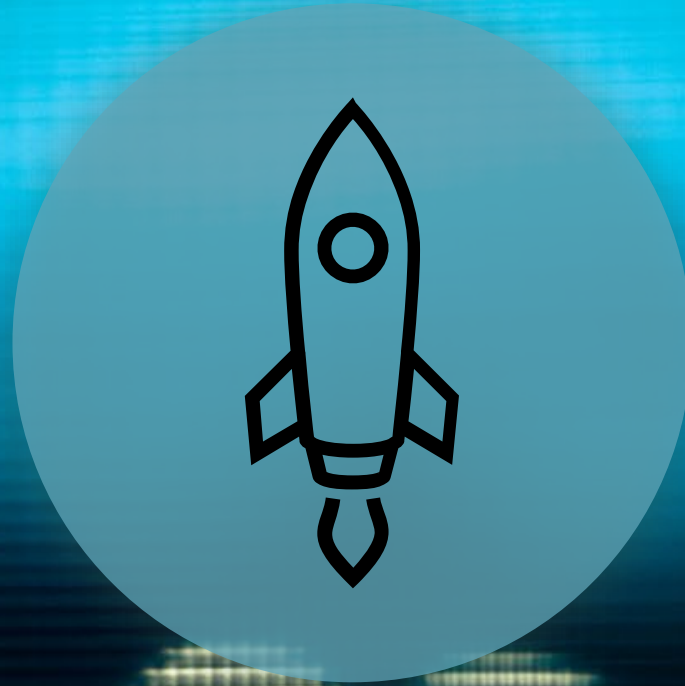
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To Read

Sensory Processing Disorder



What is Sensory Processing Disorder?



Is a condition in which the brain has trouble receiving and responding to information that comes in through the senses.

Sensory Processing Disorders:

ARE

ARE NOT



Difficulty in organizing information from the senses.



Just Kids being “too Sensitive”



Input from sights, sounds, smells, touch. Also input related to balance and movement



A sign that kids need more discipline. (Find the cause of the meltdown)



A common Co-occurrence: Sensory issues are often found in kids with ADHD and Autism Spectrum.



Always Consistent. Sensory input changes from day to day.

The Seven Sensory Systems

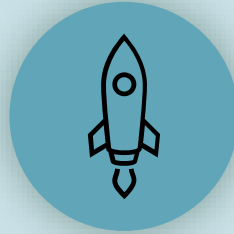
We have 7 different sensory systems that our brain must integrate in order to interact appropriately with our environment. These sensory systems include: proprioception (muscle-joint awareness), vestibular (orientation in space), tactile (touch), auditory (sound), visual (sight), gustatory (taste), and olfactory (smell). Our brain works hard to integrate all of those sensations without becoming too overwhelmed, distracted, or disengaged

Even things that don't seem "sensory" actually are. Take handwriting, for example. In order to write, your brain must integrate a huge amount of sensory information: to remain upright in the chair (proprioceptive sense), to hold the pencil with an appropriate grasp using the appropriate force (tactile and proprioceptive senses), to form the letters appropriately with adequate spacing (visual and vestibular senses), to sustain endurance throughout the activity (vestibular and proprioceptive senses), to filter out distracting input (auditory senses).

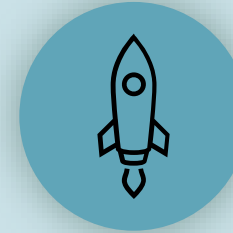
Everybody processes sensory input differently and requires different amounts of sensory input to respond to the demands of the environment, maintain an appropriate level of engagement, and perform activities efficiently. Many of the ways we do this are functional and integrated into our everyday lives without second thought. For example, someone who is bored in a meeting might swivel her chair back and forth to help her pay attention better; someone who is nervous might calm her sensory system by chewing on gum.

OVER RESPONSIVE:

Avoids touching messy textures, rigid with types of clothing worn



**TACTILE
(touch)**

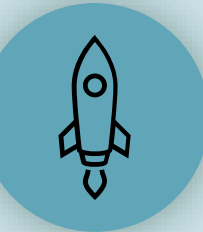
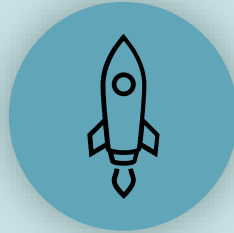


UNDER RESPONSIVE:

Does not notice when hands are messy, does not notice when clothes are twisted.

DISCRIMINATION:

Constantly runs hands through a certain texture, Puts non food items in mouth.

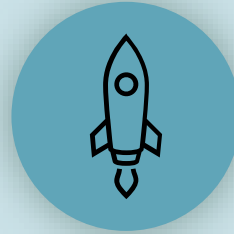


CRAVING:

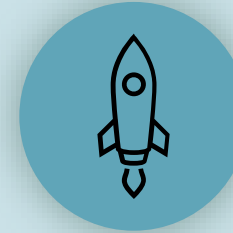
Seeks out experiences to touch things, Consistently fidgets with an object.

OVER RESPONSIVE:

Avoids being in a room with bright lights, difficulty focusing on a busy disordered picture such as I spy.



Visual

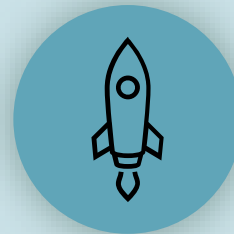
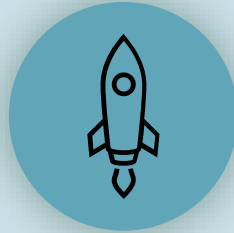


UNDER RESPONSIVE:

Complains eyes are tired when looking at a book. Difficulty focusing on a still image.

DISCRIMINATION:

Confuses the letters “d” and “b” frequently. Difficulty finding a specified object in a busy/complex picture.

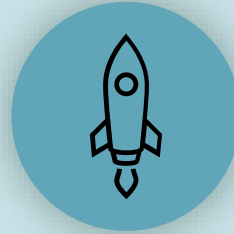


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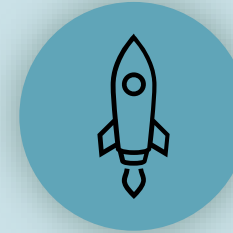
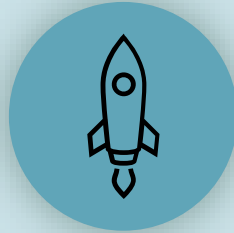
Stands in front of the mirror or reflective surfaces for long period of time. Spins wheels, fans, or self and intently watches.

OVER RESPONSIVE:

Covers ears in noisy environments, makes noises to drown out other loud noises

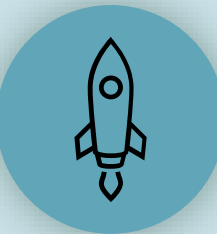


Auditory



UNDER RESPONSIVE:

Does not respond to name being called.



CRAVING:

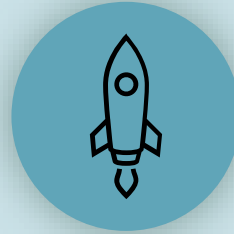
Requests music that is fast or loud, makes noises in quiet environment.

DISCRIMINATION:

Has a hard time differentiating words think and thing. Poor ability to adjust the volume of voice.

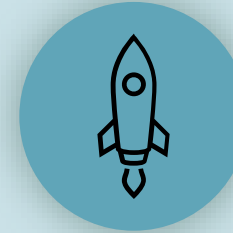
OVER RESPONSIVE:

Unable to sit for long periods of time due to discomfort, avoids jumping or bouncing activities.

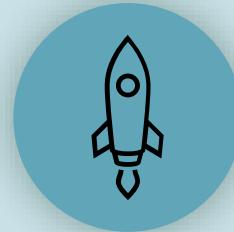


UNDER RESPONSIVE:

Slouches when sitting in a chair or on the floor, sits in one position for long periods of time



Proprioceptive (body position)

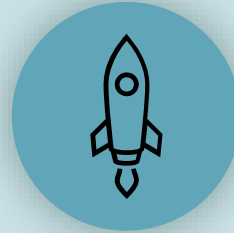


CRAVING:

Seems to always be jumping or bouncing, crashes into couch cushions, or other soft structures.

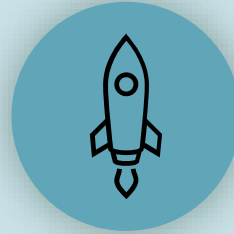
DISCRIMINATION:

Falls or bumps into objects, does not use the right amount of force to push/pull/grasp.

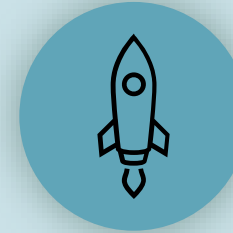


OVER RESPONSIVE:

Refuse the swing slide and spinning, anxious when climbing or when feet leave the ground.

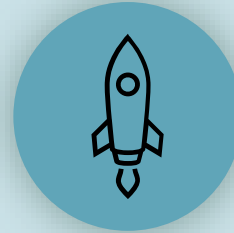


Vestibular (balance, spatial awareness)



UNDER RESPONSIVE:

Does not get dizzy when spinning, wakes up with intense movement

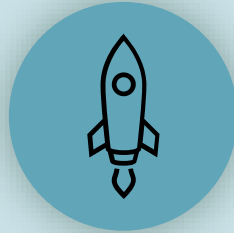


CRAVING:

Enjoys climbing or jumping from tall heights, constantly spinning, climbing, rolling, running ect.

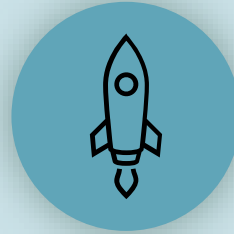
DISCRIMINATION:

Does not adjust posture when on a swing to prevent falling off, trips when walking up the stairs or falls when climbing.

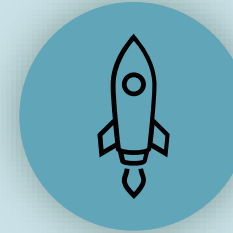
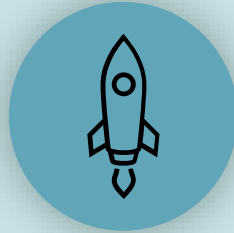


OVER RESPONSIVE:

Eats limited number of food textures. Eats bland foods.

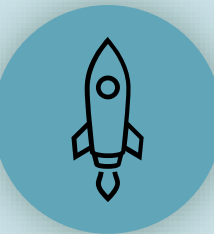


Taste/Smell



UNDER RESPONSIVE:

Prefers tangy, spicy, or sour foods, doesn't seem to notice colors.



CRAVING:

Overstuffs mouth, smells perfumes/colognes on other people.

DISCRIMINATION:

Overstuffs mouth

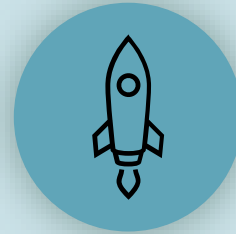
Prefers foods that are consistent textures (not mixed)

TYPE OF DYSPRAXIA	DEFINITION	MANIFESTATION
IDEATION	<ul style="list-style-type: none"> • Coming up with an idea of how a toy might be used or what the goal of an activity might be 	<ul style="list-style-type: none"> • Have a difficult time making decisions, seem disinterested in new toys, want to always play the same game, tend to ask "what do I do with this?"
MOTOR PLANNING	<ul style="list-style-type: none"> • Figuring out an organized plan for how to move your body in order to accomplish an idea 	<ul style="list-style-type: none"> • Dive head-first, avoid new situations, perform tasks inefficiently, seem unorganized, use self-talk, tend to ask "How am I supposed to do this?" or "What can I do to make this work?"
EXECUTION	<ul style="list-style-type: none"> • Carrying out the motor plan with appropriate strength, positioning, and muscle movement 	<ul style="list-style-type: none"> • Use too much or too little force, seem uncoordinated, require a lot of practice to master a skill

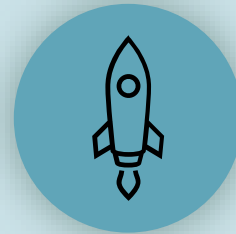
Sensory- Based Motor Disorders

Sensory-Based Motor Disorders occur when there is a disintegration of tactile, proprioceptive, and vestibular input. With postural instability, a child does not have the strength or endurance to sit upright without leaning on something (or someone), lying down, slouching, or changing positions. This inherently impacts the ability to focus at school or remain stable enough to write. Examples of dyspraxia are provided in the following table.

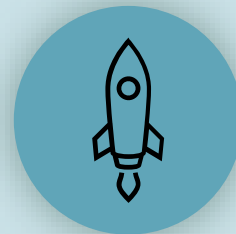
**Don't question the
behavior, ask these
questions instead**



Do other professionals
have the same
concerns?



What do you think is the
students type of sensory
challenge



How are the sensory
challenges impacting the
child's participation?

Brainstorm



Think of a student who may be exhibiting behaviors that are speaking in terms of sensory issues.

Do other professionals have the same concerns?

What can you do to support the student?

What do you think is the student's type of sensory challenge?

SENSORY MELTDOWNS VS. TANTRUMS

When we see a child flailing, crying, kicking, and screaming, our first reaction can be to judge the child or even the parent. But there may be a lot going on behind the outward behavior you see. It can be helpful to learn to recognize the difference between a classic tantrum and a sensory meltdown.

TANTRUMS

Short description: A behavioral reaction based on the child not getting something they want or need.

- The child is seeking attention or a specific reaction.
- The child asked for or demanded something prior to their reaction.
- The child is still aware of their surroundings and others.
- The tantrum may end abruptly, particularly if the child gets the outcome they desired.
- Behavior is purposeful and meant to manipulate the situation or person.
- Tantrums are a choice.

SENSORY MELTDOWN

Short description: A biological reaction to feeling overwhelmed by a situation, environment, or sensory input.

- The child is not concerned about your reaction to the behavior.
- The child is usually not asking for or demanding anything before the reaction.
- The child is not in control and does not appear to be aware of their surroundings or others.
- Meltdowns can last longer and the child can need more time to fully recover afterwards.
- The behavior is a biological response.
- Meltdowns are not a choice.

ALL BEHAVIOR IS COMMUNICATION.