

Too Loud, Too Bright and the seams on my socks hurt – Understanding, Including and Affirming those with sensory processing challenges.

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Contact for copy of slides

<https://sligolibrary.ie/sense-ability/>



Common Experiences

- I can't go in there to eat as it smells wrong
- I can't wear that it hurts me
- I can't wear that it feels all wrong
- That colour/pattern makes me feel sick
- It's too loud I can't think
- It's too loud it hurts and I can't cope
- Please let me move it makes me feel comfortable
- People are moving unpredictably and it hurts my head
- Its too bright in here

I have Sensory Processing Disorder

I don't like to brush my teeth

I can be sensitive to loud sounds

I don't like to brush, wash or cut my hair

I don't like bright lights

Some smells really bother me

I like to smell people and objects sometimes

I am a picky eater

I don't like tags on my clothes

I can be clumsy and fall over things sometimes

I don't like to wear clothes

I have poor gross motor skills

I enjoy being squeezed, I like pressure

Sometimes I don't like to be touched

I don't want my hands dirty

I like wearing the same clothes

I have poor fine motor skills

I lose my balance

I get overstimulated and meltdown

I crave fast spinning

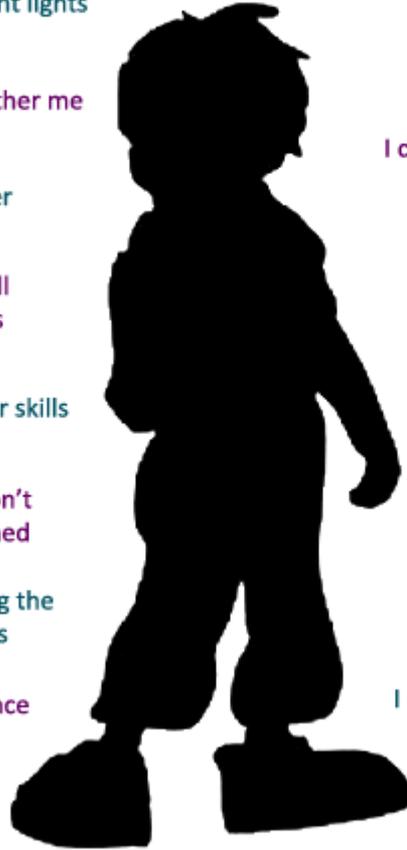
I get fearful and anxious sometimes

Poor body awareness

I overreact to minor scrapes and cuts

I cling to adults I trust

I sometimes walk on my toes



SPDPS



Sense-Ability

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

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Think about what should go in your sensory kit

Sensory Differences

Visual
(sight)



Olfactory
(smell)



Gustatory
(taste)



Vestibular
(balance)



Auditory
(hearing)



Tactile
(touch)



Proprioception
(body awareness)



Smith-Myles, B; Cook, KT; Miller, N; Rinner, L; and Robins L. (2000) *Asperger Syndrome and sensory issues: Practical solutions for making sense of the world*. Shawnee Mission, KS: Autism Asperger Publishing Company. Used with permission by Autism Asperger Publishing Company.



Sense-Ability

How would you feel?



© PA

What do you do?

You're sitting for a really long time listening to a very boring person talking in a monotone with low lights in a really warm room.



The Different Sensory Issues

Sensory Registration:

This is the degree to which the person misses some forms of sensory input.

Sensory Seeking:

The degree to which a person seeks sensory input.

People who are under-responsive to certain types of sensory information tend to 'crave it'.

Sensory Sensitivity:

This is the degree to which a person notices and is bothered by some forms of sensory input.

Sensory Avoiding:

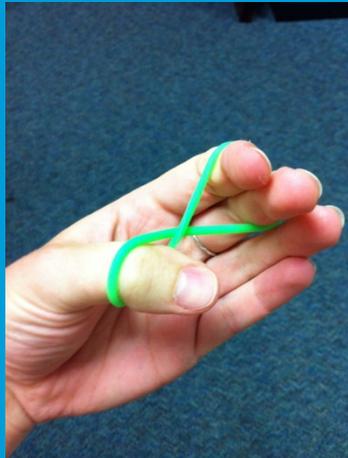
This is the degree to which the person attempts to avoid sensory input. People will tend to avoid sensation they are sensitive to



Sense-Ability

Tactile System - Touch

- For tactile defensive people light touch is irritating and heavy touch is calming
- Deep touch/pressure, Calms and organizes and can help the person learn and think
- Respect the person's clothing preferences as far as possible
- The person may benefit from a Fidget 'toy'
- Cut tags off clothes if they are annoying and wash clothes in familiar detergent



Deep Pressure for the tactile system is calming



Have a bean bag to sink into with a weighted blanket or toy over the person

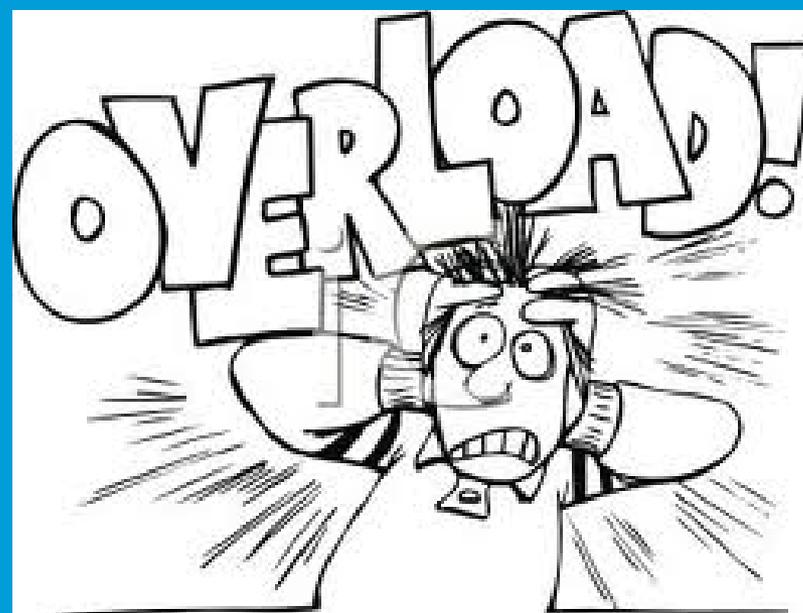




Sense-Ability

Do Not:

Push a person beyond what they are comfortable with it can cause over-activity, distress and in extreme situations shut down.



Proprioception – Heavy input to the joints and muscles

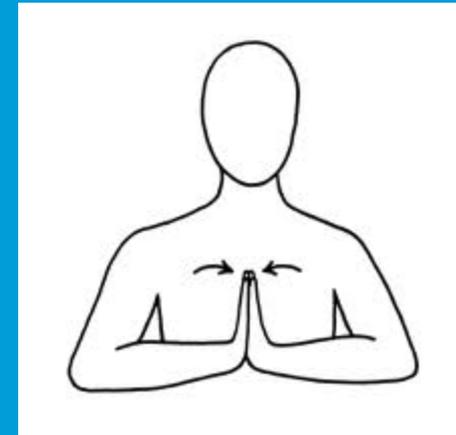
- This is the essential ‘go to’ tool for calming and helping the person regulate
- “Heavy work” activities - The larger the joint, the more proprioceptive input
 - For toe walking try heavy boots



Proprioceptive Input



Quick Proprioceptive movement breaks:





Vestibular System

- The vestibular system refers to structures within the inner ear (the semi-circular canals)
- These structures detect movement and changes in the position of the head.
- Movement can change an individual's attention, and alertness in the shortest period of time



If Hyper-sensitive

- Fearful reactions to ordinary movement activities
- Apprehensive walking or crawling on uneven or unstable surfaces
 - Appear clumsy
- Want their feet on the ground!

Our movement seekers – vestibular and proprioceptive

- Seeker: Actively seek and demonstrate a need for intense movement experiences (whirling, jumping, spinning, spinning objects, pacing)
- Bumping and crashing – proprioceptive seeker.
- However they can become over-excited if spinning too much so
 - Needs monitoring
 - “Cap-off” vigorous vestibular activity with proprioception (“heavy work” or compression)

Activities that can help



Seeker/Avoider/Overwhelmed

- Linear, Calm, Slow, Controlled movement

Sensory seeker:

- Movement Breaks
- Tools for home – peanut rolls, trampettes, exercise bikes, wobble cushion for the table, fidgets



Auditory



- The person may hear background sound that you can 'tune out' and be bothered by it e.g. hum of a light or a noisy radiator.
- Rooms with an echo like a gym hall can be very difficult
- Whenever possible, people with SPD should be forewarned about bells, announcements, fire drills etc.
- Concerts, church services, theatres or cinemas
- Reduce background noise e.g. play calming music such as Mozart in the headphones.
- Chewing will also help.
- Check that the person has processed what you have said

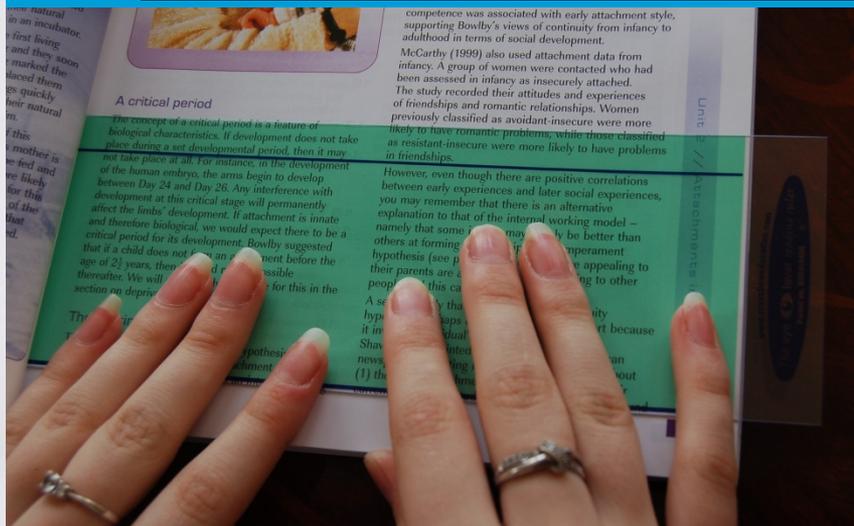
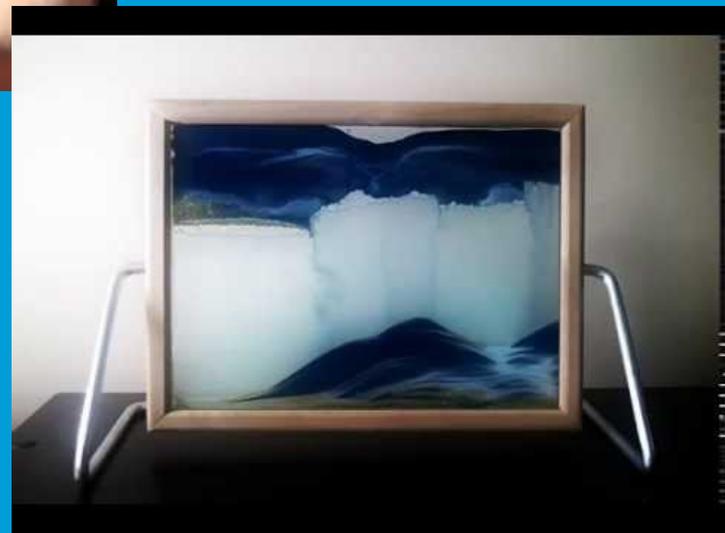
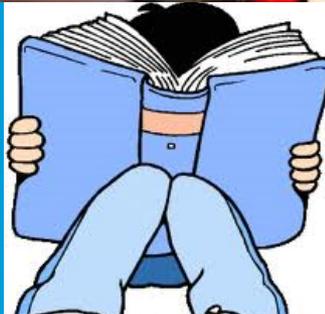
What can help?



Vision



- Glare can be very difficult – e.g. the glare on a white board
- Lights can feel too bright
- Shopping malls too white and too bright
- Contrasting colours so specific patterns may cause nausea
- May require Irlen filters for reading etc.
- May need transition lenses or cap with visor on sunny days (or even indoors if light is distressing).
- Visually calming tools can be helpful



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A critical period

The concept of a critical period is a feature of biological characteristics. If development does not take place during a set developmental period, then it may not take place at all. For instance, in the development of the human embryo, the arms begin to develop between Day 24 and Day 28. Any interference with development at this critical stage will permanently affect the limbs' development. If attachment is innate and therefore biological, we would expect there to be a critical period for its development. Bowlby suggested that if a child does not form an attachment before the age of 2 1/2 years, then it is difficult, if not impossible thereafter. We will explore the evidence for this in the section on deprivation.

competence was associated with early attachment style, supporting Bowlby's views of continuity from infancy to adulthood in terms of social development.

McCarthy (1999) also used attachment data from infancy. A group of women were contacted who had been assessed in infancy as insecurely attached. The study recorded their attitudes and experiences of friendships and romantic relationships. Women previously classified as avoidant-insecure were more likely to have romantic problems, while those classified as resistant-insecure were more likely to have problems in friendships.

However, even though there are positive correlations between early experiences and later social experiences, you may remember that there is an alternative explanation to that of the internal working model - namely that some people may be better than others at forming attachments. If this hypothesis (see p. 10) is correct, then it is appealing to their parents are a significant factor in this case.

A second hypothesis is that people who are naturally more socially competent are more likely to be better than others at forming attachments. If this hypothesis is correct, then it is appealing to their parents are a significant factor in this case.

Unit 3 // Attachment

Mouth



Alerting

- Crunching dry cereal, chips, crackers, popcorn, nuts, carrots, pretzels, celery, apples and sour sweets. Eating sour or spicy foods.

ORGANIZING – getting just right

- Chewing granola or fruit bars, dried fruit, gums, bagels – resistive, chew tubes, “chewelry”, Blow Toys, bubbles.

CALMING

- Eat, suck, chew thick liquids or soft substances , sucking hard sweets.
- Water bottles/sport bottles –have to be the variety that requires child to suck

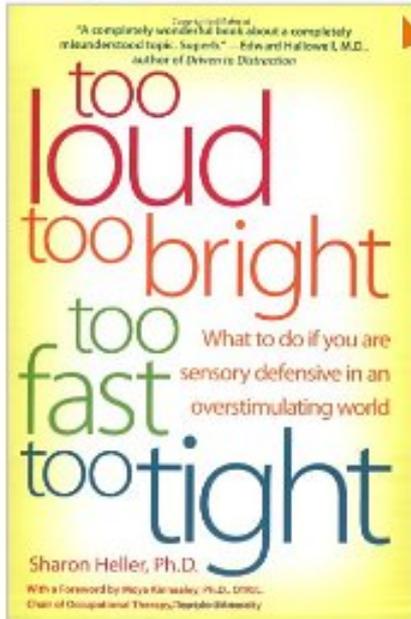


Smells – Be Careful

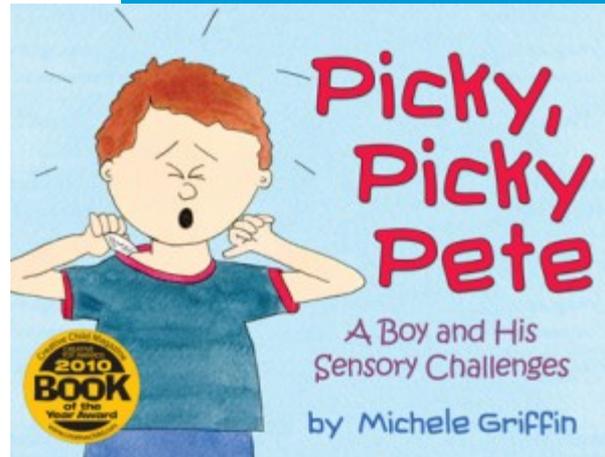
- Respect the person's preferences as far as possible
- Try burning different essential oils in a burner to see what works for the person
- Can help to have a smell to block other smells out



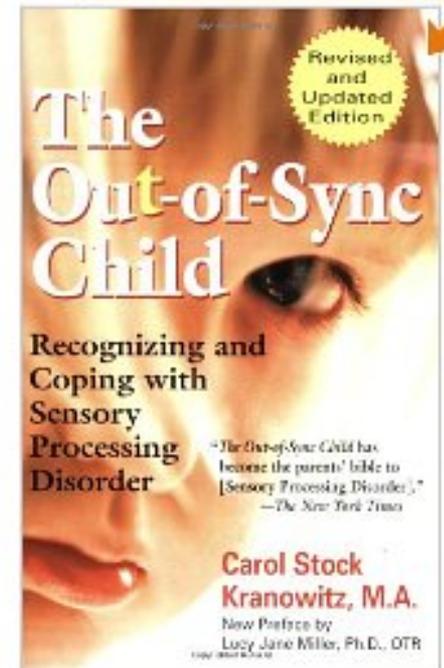
Click to **LOOK INSIDE!**



Good Books



Click to **LOOK INSIDE!**

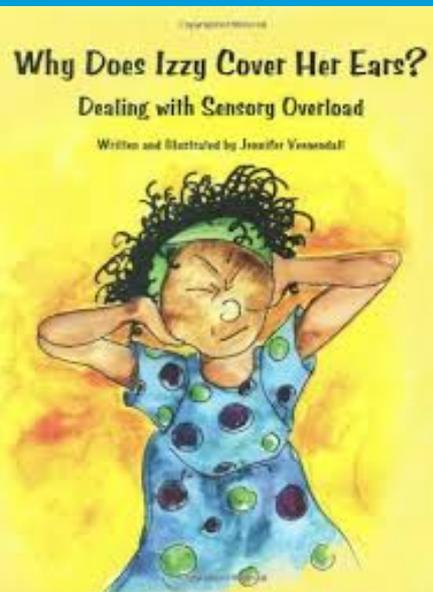


CAROL STOCK KRANOWITZ, M.A.
 Author of *The Out-of-Sync Child*

The Out-of-Sync Child Grows Up

Coping with Sensory Processing Disorder in the Adolescent and Young Adult Years

Foreword by
 LUCY JANE MILLER, Ph.D., OTR
 Author of *Sensational Kids*



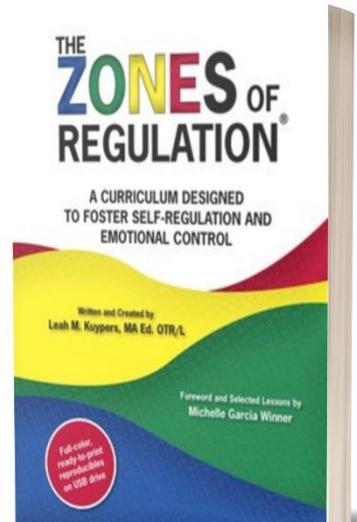
THE ZONES OF REGULATION

A CURRICULUM DESIGNED TO FOSTER SELF-REGULATION AND EMOTIONAL CONTROL

Written and Created by
 Leah M. Kuyper, MA Ed. OTR/L

Foreword and Selected Lessons by
 Michele Garcia Winner

Full color, ready to print worksheets on USB drive





Finally

Let's advocate for sensory sensitive spaces
whenever we can

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Contact for copy of slides

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