



Embedding a Sensory Approach in SEN Schools: It's Not Just a Fidget Toy

Nadine Stacey

BSc (Hons) Occupational Therapy

Post Graduate Certificate in Sensory Integration

Aoife Garvey

BSc (Hons) Occupational Therapy

Paediatric Occupational Therapists

Back Ground Information



Regulation/attention and emotional well-being

- Zones of Regulation
- Sensory regulation provision
- Ayres Sensory Integration® therapy
- Swing Room sessions/ programmes
- Interoception awareness programmes
- Assistance with Yoga programmes

Play and leisure

- Creativity
- Messy Play
- Wheelchair skills
- Smart moves programme
- Fun with Food
- Hand function

Sensory Processing

- Zones of Regulation
- Interoception awareness programmes
- Sequential Oral Sensory (SOS)® Feeding/Fun with Food
- Ayres Sensory Integration®/motor programmes
- Swing Room programmes
- Tactile / messy play/ hand groups
- Therapeutic Listening/ Quick Shifts
- Visual attention and perception activities
- Sensory strategy advice/ sensory diet

Access to learning

- Fine motor skills
- Handwriting/typing skills
- Mark making
- Visual perception
- Seating
- Zones of Regulation

Self-care

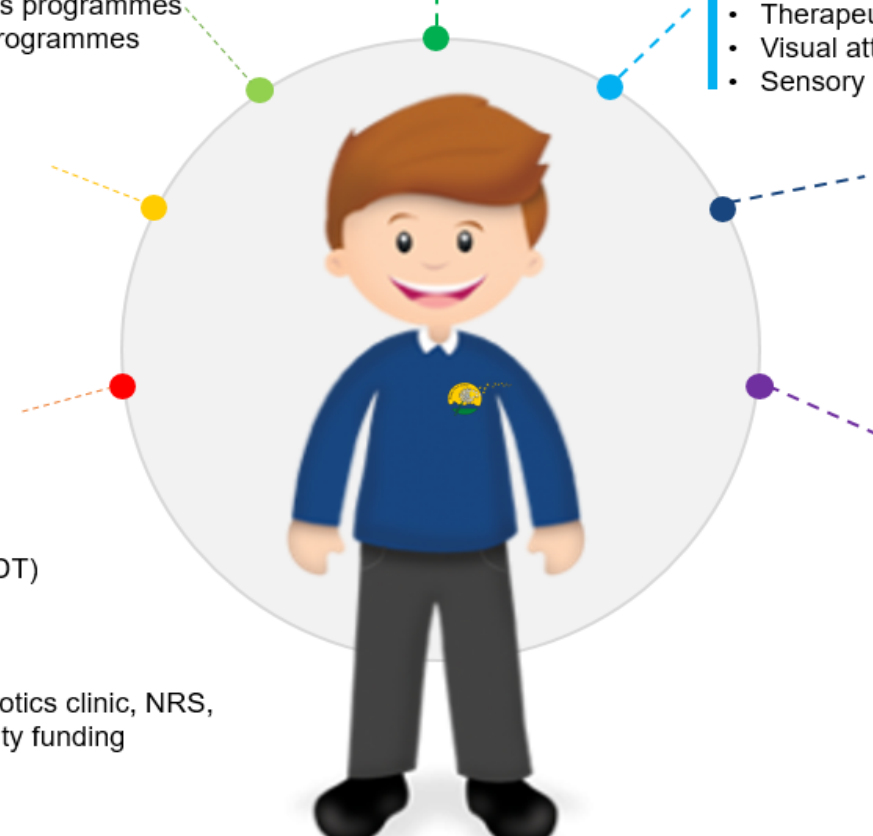
- Dressing groups/programmes
- Eating and drinking independence skills: self-feeding programmes, equipment provision/recommendation, oral motor skills, liaison with SALT
- Food preparation
- Toileting

Relationships and Social Interaction

- Staff and parent training
- SCERTS
- Attendance at Annual Reviews
- Internal Multi-Disciplinary Team (MDT)
- Supporting families
- OT students placements
- Clinical supervision
- Liaison with external agencies: orthotics clinic, NRS, community OT, reps, housing, charity funding
- CPD at PACE
- SEN clinical excellence network

Posture, movement and body awareness

- Body awareness/ Interoception groups
- Mat Man/ Body Scheme
- Sensory motor programmes
- Visual perception
- Wheelchair skills/ clinic
- SMILE powered platform drive
- Seating and postural management
- Upper limb advice/stretch programmes
- Lycra assessment/ advice
- Assistance with Yoga programmes

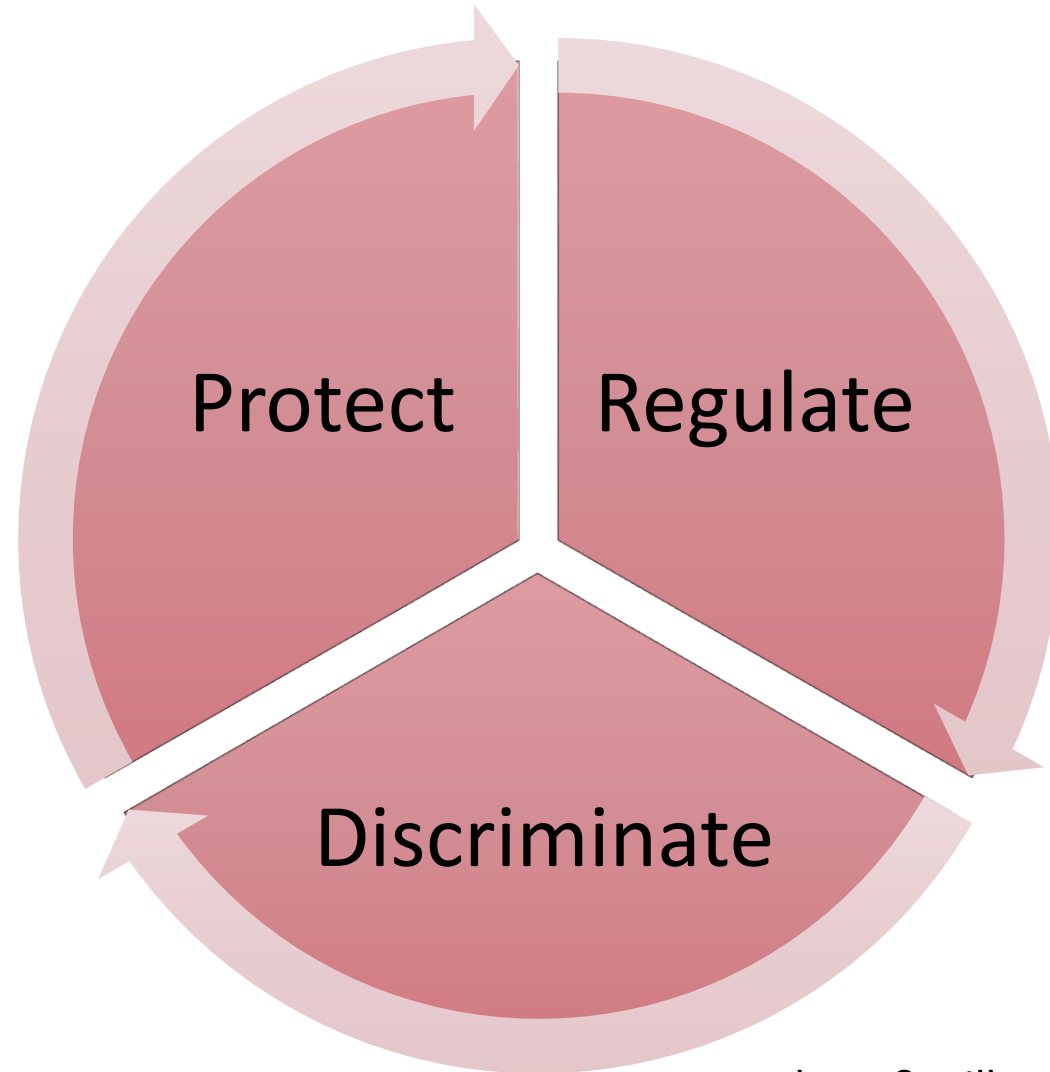


Objectives



- Guiding Principles
- Illustrate Examples
- Process & tips for success









What sensation does for us?



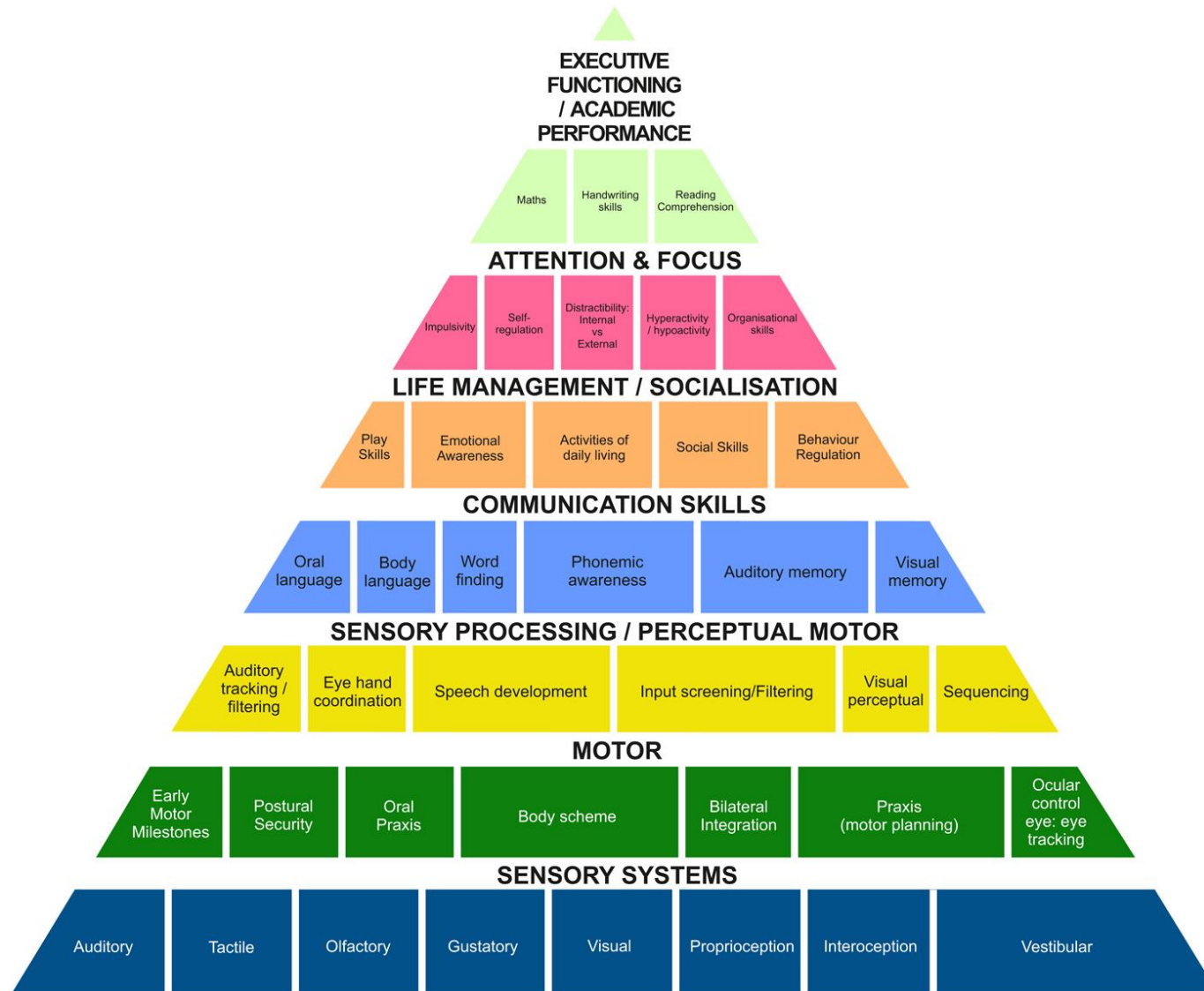
The 8 Sensory Systems



The Sensory Systems

| | | | |
|---|---|---|---|
| Tactile  | Touch response to shape, size, texture and temperature | Gustatory  | Taste (salty, spicy, bitter, sweet and sour) |
| Auditory  | Hearing in terms of loudness, direction, interpretation | Vestibular  | Position and movement in relation to gravity |
| Visual  | Seeing in terms of brightness, shapes, interpretation | Proprioception  | Joint and muscle sensation (pressure and force) |
| Olfactory  | Smells (pleasant, unpleasant, dangerous) | Interoception  | Sensation originating in the body; the physiological 'feelings' of the body parts (pain, temp, itch, hunger, thirst, stomach ache...) |

The Senses as a Foundation



Sensory Modulation



Our nervous systems' ability to register and integrate sensory input and then conduct an appropriate response. = **Self-Regulation**

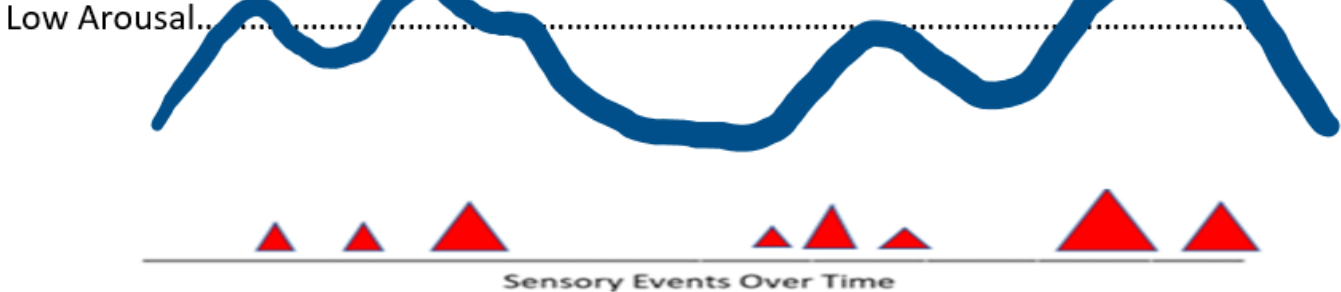
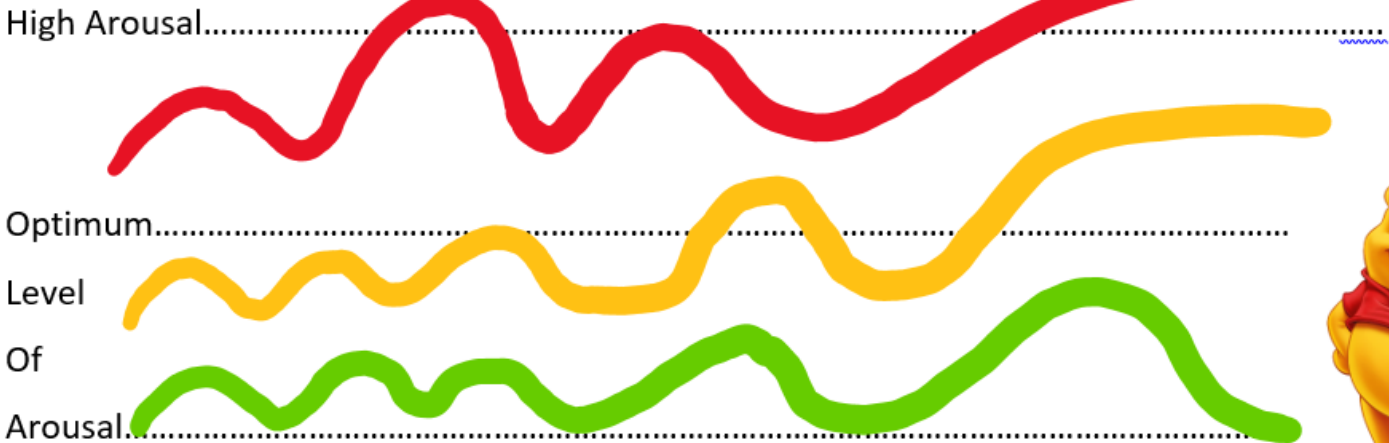
The **under-responsive** child does not seem to notice inputs from one or more sensory systems and may be very passive

The **sensory seeking** child craves excessive stimulation from one or more sensory systems

The sensory avoiding child is **over-responsive** to sensations from one or more sensory systems, this can show as passivity or aggression/force so as to avoid.

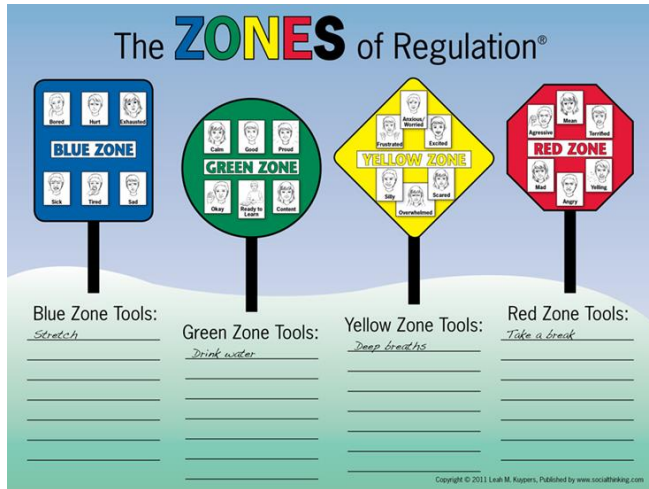


Level of arousal



Sensory Events Over Time

Zones of Regulation (Kuypers, L. 2011)



The framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.



SCERTS[®] (Prizant, B.M., et al. 2007)



Social Communication, Emotional Regulation, Transactional Supports

Mutual Regulation

I will use language strategies to request a regulating activity. (MR3.6)

When my partners:

- Are responsive to my emotions and arousal level.
- Support me with visuals and the Zones of Regulation programme.
- Direct me to choose an activity/item from a selection of visuals when I'm showing signs of dysregulation.
- Direct me to use my talker/visual communication board to say what is upsetting me.

Self-Regulation

I will use behavioural strategies modelled by partner to regulate my arousal level (SR 2.2).

When my partners:

- Help me to explore a range of sensory strategies & equipment
- Use consistent language and visuals to help me understand my arousal level
- Show me visuals to support options available.

Our Integrated Approach



- Equipment e.g. weighted backpacks, ear defenders
- Classroom space e.g. cosy corner, low stimulation environment
- Seating e.g. Zuma, ball chair, anti-gravity chair
- Sensory circuits
- Sensory diets
- Swing room
- Sensory exploration groups e.g. Zones of Regulation
- Sensory strategies e.g. tactile, massage, oral motor, etc.
- Yoga

Specialist Sensory Equipment



Choice Board



**Light,
Medium,
Heavy
Weighted
Backpacks**



Chewy



**Sensory
Toolbox**

The Classroom Environment



Sensory Seating



Sensory Circuits



1. Alerting



2. Organizing



3. Calming



Individual Sensory Tools



Specialist Swing Room



Sensory Assessment

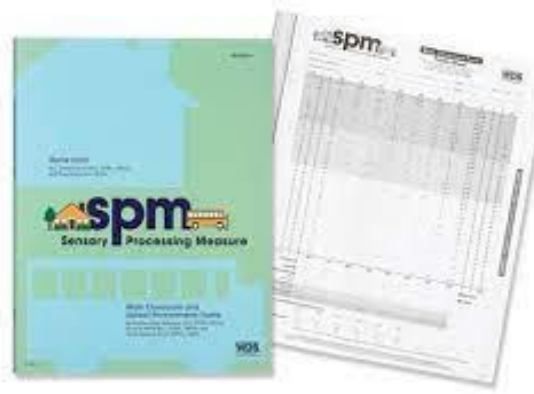


Interoceptive Awareness Questionnaire

| | | | |
|--------------------|-------------|------------|-------------------------|
| Child's Name: X | Class: X | Date: X | Form completed by: X |
|--------------------|-------------|------------|-------------------------|

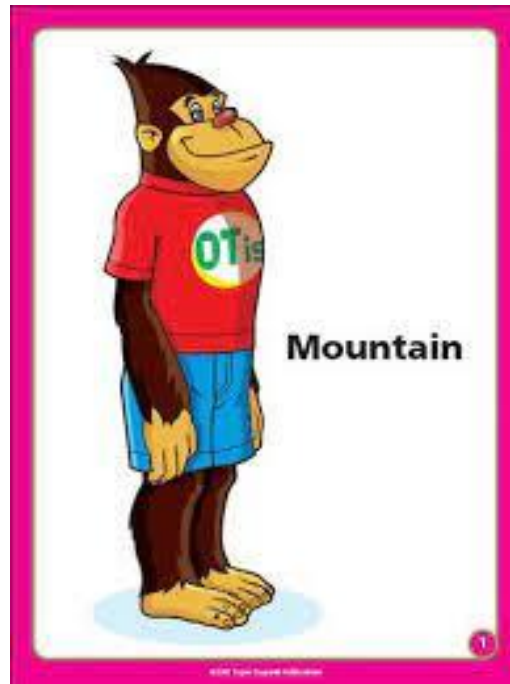
| | Always | Frequently | Occasionally | Never |
|-------------------------------|--------|------------|--------------|-------|
| I know when I feel.... | | | | |
| Hot | | ✓ | | |
| Cold | | | ✓ | |
| Hungry | ✓ | | | |
| Thirsty | | | ✓ | |
| Happy | | | ✓ | |
| Sad | | | ✓ | |
| Tired | | | | ✓ |
| Angry | | | | ✓ |
| Wet | | ✓ | | |
| Dry | | | | ✓ |
| I know when I.... | | | | |
| Need the toilet | | | ✓ | |
| Feel poorly | | | | ✓ |
| Am in pain | | | | ✓ |

Any other comments:



| Oral Motor Input | | | |
|--|--------------|-------------------|--|
| Date: | Like/Dislike | Calmed or Alerted | Other Comments/Help needed to complete |
| Finger to nose breathing | | | |
| Deep belly breathing | | | |
| Blowing bubbles | | | |
| Blowing feather | | | |
| Blowing pom-pom ball | | | |
| Blowing air through straw | | | |
| Blowing feather or pom-pom ball with straw | | | |
| Figure of eight breathing | | | |
| Six sides of breathing | | | |
| Lip Whistles | | | |

Yoga



Roly-Poly

OT's says... "Let's make our bodies into a roly-poly!"

Directions

1. Lie down on your back with your arms at your sides.
2. Lift your knees up to your chest.
3. Place your hands on your shins.
4. Lift your feet up toward your knees.

Challenge Directions

1. Roll slowly back and forth from your hip to your shoulders.

Activity Suggestions

- Activity One - Is roly-poly an (in)ner-tube cycle that rolls back into a tight ball when it feels it's in danger? Draw a picture about what it would be like if you were as small as an insect. What would your world look like? What dangers would you face?
- Activity Two - With a partner, see how many ways you can embrace in 60 seconds that start with the words "I" or "is." After your 60 seconds are up, switch and see if your partner can do more. Compete with a team and see who can get the most.

Attention!

Problem 1: If the child is unable to hold legs off the floor, place a folded towel under the child's feet.

Problem 2: If the child is unable to hold shoulders and hips off the floor, support the child under shoulders and on the elbow.

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Training



- ½ day training as part of all staff induction with regular refreshers
- Separate Zones of Regulation training
- SCERTS training
- Targeted training specific to a child's sensory needs
- Offer Pace 2 day training for staff working with complex children
- Parent training days on Zones/ sensory strategies etc.

Tips for Success



- Education is key!
- A whole school approach
- Having the OT team based within the school
- Regular monitoring and review from the OT team
- Rolling education on site for staff
- Open communication with staff, parents & wider community

Service Progression



- SOS Feeding
- Interoception
- New and emerging equipment
- Transferring the model of practice to other schools in the local area



Thank You



- Thank you to the staff and management of The Vale Federation & The Pace Centre
- Any questions?
- For further enquires:
 - nadine.stacey@thepacecentre.org
 - aoife.garvey@thepacecentre.org

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Useful Books/ Bibliography

