

65TH CONFERENCE ON EXCEPTIONAL CHILDREN



**GRADUATION:
The Measure of Tomorrow**

Creating sensory environments for children with Autism, SPD and ADHD

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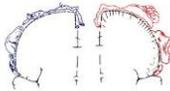
Creating Sensory Environments

- The big question:
What is sensory integration or S.I ?
- Dr. Jean Ayres and her pioneering work on sensory integration
- How does the developing brain organize, interpret and integrate sensory information?

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Creating Sensory Environments

- Sensory Modulation
- The Seven Senses!
- Interoception

Identification of sensory difficulties in the classroom:

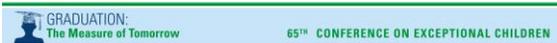
Issue Signs and Symptoms
 Oversensitive
 Under sensitive
 Craving

Common Sensory Processing Challenges:

Poor sensory modulation

1. Oversensitivity
2. Under sensitivity
3. Craving

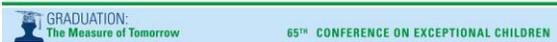
Lets look at examples from all seven senses and Interoception.



Sensory Processing Disorder

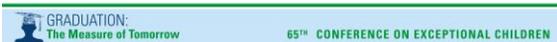
- Type One: Sensory Modulation Disorder
- Type Two: Sensory Based Motor Disorder
- Type Three: Sensory Discrimination Disorder

- Manifested as:
- Over Responsiveness
- Under Responsiveness
- Sensory Seeking
- How to identify the three types and intervention based on observed behaviors
- How to create sensory environments



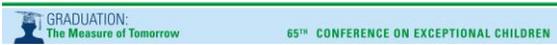
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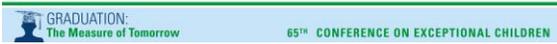
- The sensory profile
- The sensory processing measure
- Classroom based behavioral observations
- Pre School Sensory Scan for Educators
- Adapting the environment to meet specific sensory needs during instruction, at circle time and at home



Creating Sensory Environments

The SENSORY SLEUTH!!!!
Using information from Various evaluations to modify and adapt the environment: At home, throughout the school and in the clinic

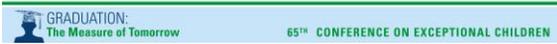
- Some common sensory strategies at home, in the school and in the clinic.
- Touch Activities
 - Movement and Balance
 - Body Position and Stretch
 - Visual activities
 - Hearing activities
 - Smelling and Tasting
 - Oral Motor
 - Motor Planning
 - Bilateral Activities



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- It's child's play!!!
- The importance of play to self-regulation, social skills and learning.
- Self Care:
- Feeding Issues and sensory solutions
- Supporting oral sensory organization throughout the day
- Pre Academics: Using movement, technology and sensory strategies to support pre academics in the early childhood classroom





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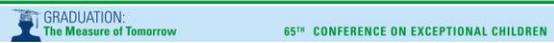


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- Show me the evidence?
- Engaging in evidence based practice.
- Current research supporting the use of sensory intervention based strategies, adaptations and modifications at school, at home and in the clinic.

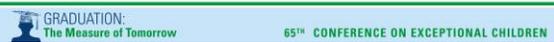
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- Putting all the sensory pieces together:
- Group Discussion and Case Study Review
- Case Study One: Jamie is five years old, placed in a general education kindergarten. No formal diagnosis, undergoing testing by the school team.
- Is out of his seat, poor to no eye contact, speech limited to jargon and phrases from the TV, likes to run, likes tight hugs, stares at the smart board, likes to work on Lego. Poor attention and focus, unable to engage in play with others. Smells food, licks non food items, covers his ears in the Gym and in the lunch room and will scream.



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- Case Study Two: Ben is three, attends an early childhood classroom. Loves the I pad, very little expressive language, close to age appropriate receptive language, picky eater. Unable to play with others, can spend hours on the swing in the play ground, is impulsive and loves to spin. Does not like to get his hands messy, have his hair cut or go to the dentist. Does not sleep well at night. Bumps other children and jumps on the sofa at home.



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- Group Discussion:
- Brain storm to apply concepts presented in this course to children at home and in the classroom.
- Questions and Answers:



