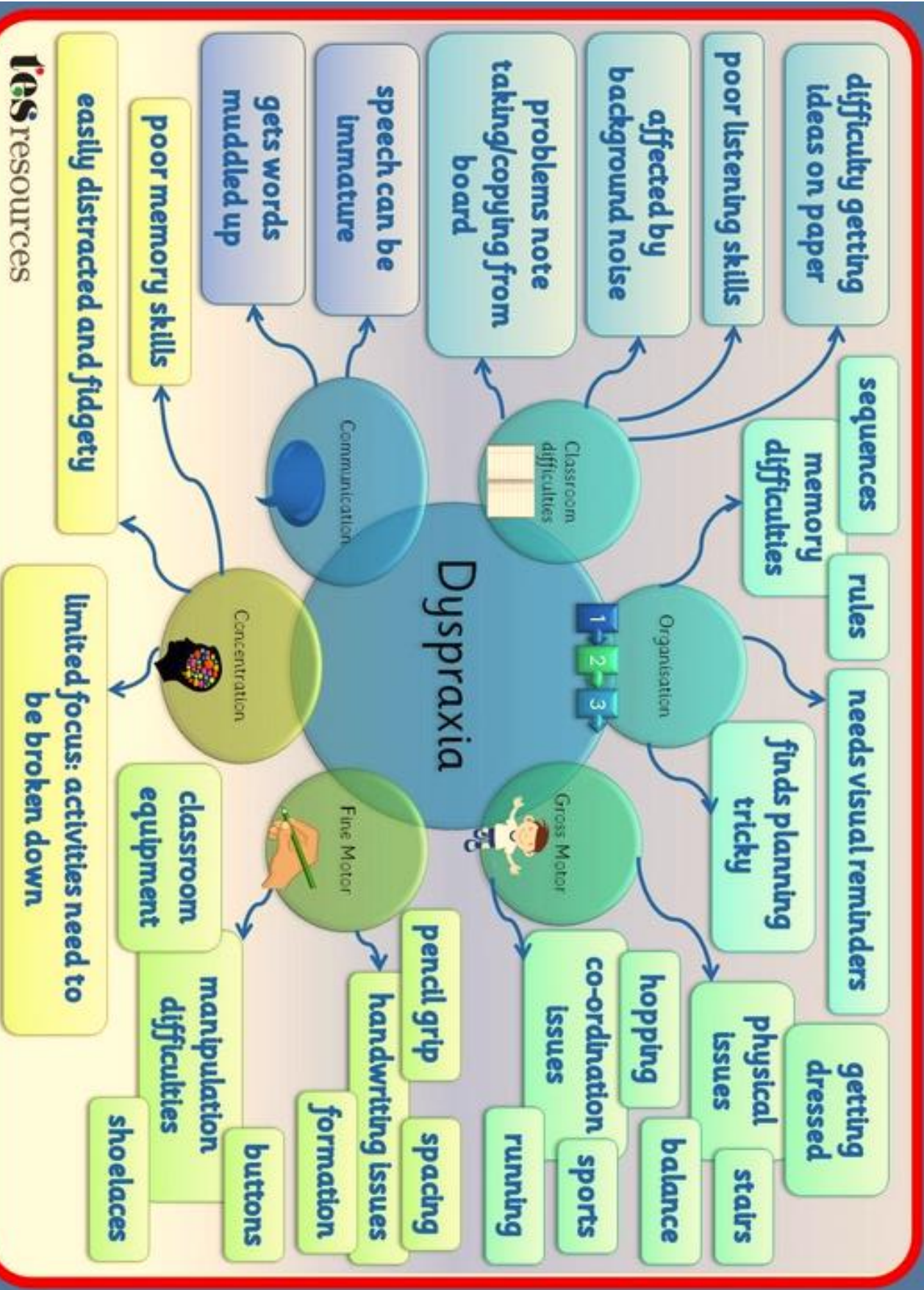




Sensory Barriers

(including Dyspraxia)

Information Booklet



DYSPRAXIA

PHYSICAL

Fine motor skills
Gross motor skills
Balance
Co-ordination

SPATIAL AWARENESS

Judging distances
Knowing where we are in relation to other people/objects

SPEECH & LANGUAGE

Pronouncing certain words
Stuttering
Words muddled up
Organising sequence of sentence
Controlling volume + tone of speech

SOCIAL

Eye contact
Literal thinking
When to interject
Repeat ourselves
Background noise

SENSORY

Over/under-sensitive to: touch, temperature, noise, smell, taste, pain, light.

ORGANISATION

Doesn't come naturally
Forgetting things - memory

THOUGHT PROCESSING

Slower
Lots of thoughts at once - sleep difficulty 'shutting down' brain

SENSE OF

DIRECTION

Getting lost easily
Difficulty telling left + right apart

MEMORY

Short term memory
Long lists of instructions

EYE

MOVEMENT

Tracking
Relocating

EMOTION

Easily stressed + frustrated
New routines

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Dyspraxia Awareness

Week 2015

I have Dyspraxia!

That Means I Might...

Need more help on the
playground

Have difficulties coordinating
motor movements

Have difficulties manipulating
pegs, cards, beads, etc.

Repeat familiar and preferred
activities over
and over

Clumsy

Be reluctant to join
ongoing play with peers

Take longer to
complete a task

Get easily distracted

Avoid novel tasks

Struggle completing
self care tasks

Have difficulties with
sequencing and
organizing



Information and Strategies for Children with Dyspraxia

Dyspraxia

Dyspraxia is also known as Developmental Coordination Disorder (DCD). It has been described as a “difficulty getting our bodies to do what we want when we want them to do it”, a difficulty that can be considered significant when it interferes with the normal range of activities expected of a child of their age. Dyspraxia can adversely affect speech and language, fine motor control and gross motor coordination.

What to look out for:

- The pupil may have handwriting difficulties.
- They may show difficulties with using tools, utensils and cutlery.
- They may also not be able to run in a straight line, struggle with kicking, running, hopping and they could regularly bump into people.
- The pupil may have a poor attention span and get easily distracted in class which could lead to them disturbing others.
- The pupil may have difficulty understanding concepts such as 'in', 'on' and 'in front of'.
- They are poorly organised.
- The pupil will find it difficult to follow instructions.
- They can struggle with explaining their needs or answering a question.
- They may have difficulty with some social skills such as keeping friends, judging how to behave in company and struggle with the concept of personal belongings.
- The pupil may struggle with change and understanding how others feel.

Strategies:

- Give the pupil as much encouragement as possible.
- Be aware that protracted handwritten work may cause frustration.
- Ensure that the pupil's pen and pencil grip is comfortable.
- Consider alternatives to writing such as word processors, speech to text software, scribe.
- Teach touch typing.
- Provide a non-slip mat to go under books.
- Allow extra time to complete tasks.
- Do not provide too many verbal or visual instructions at once.
- Give step by step instructions and check they are understood.

- If necessary, place simple written instructions on the pupil's desk.
- Sit the pupil near the board.
- Use checklists and story planners.
- Provide diagrams to label rather than asking the pupil to draw them.
- Position student away from distractions in the classroom.
- Provide handouts where possible.
- Encourage the use of mind-maps, spider diagrams and lists.
- Use lined paper with margins.
- In Mathematics, use squared paper.
- In Physical Education, a new skill may have to be fully demonstrated before the pupil can perform the task.
- Provide some social skills training.
- Encourage pupils to take part in extra-curricular activities that they enjoy.
- Provide written reminders for routines.
- Provide a mini laminated timetable.
- Encourage the pupil to make an equipment timetable to list what is needed each day.
- Allow extra time for the pupil to pack up at the end of the lesson.
- Provide specialist equipment to make practical activities more inclusive. Look at things like ridged rulers or looped scissors.
- Give homework at the start of the lessons so the pupil has chance to make a clear note of it.
- Work with parents to set up a system at home for a homework routine.
- Suggest time limits for homework.

SENSORY BINS

How They Support Brain Development



 **Movement Matters®**



Brain Stem

What it controls: alertness, sleep regulation, breathing, heart rate, swallowing, reflexes

Sensory Bin: play engages the parasympathetic nervous system which decreases blood pressure, heart rate, improves immunity, and supports learning.



Cerebellum

What it controls: balance, coordination, attention, rhythm, proprioception, vestibular system.

Sensory Bin: supports hand-eye coordination, engages attention, strengthens proprioception and supports increased depth perception.



Occipital Lobe

What it controls: the visual system, visual information, sight (letters, shapes, sizes, numbers).

Sensory Bin: supports visual tracking and processing of items. Helps support learning of various sizes, shapes, and recognition of numbers.



Temporal Lobe

What it controls: speech, auditory processing, hearing, behaviors, emotions, memory

Sensory Bin: supports auditory processing of sounds, integrating the senses supports the development of emotional control skills.



Parietal Lobe

What it controls: sensory information, proprioception

Sensory bin: helps develop the parietal lobe which can help with clothing discomfort, food sensitivity, tactile integration, and smell.



Frontal Lobe

What it controls: abstract thinking, problem solving, reasoning, motor function, expressive language

Sensory Bin: supports language and communication development, motor coordination, & abstract thinking.

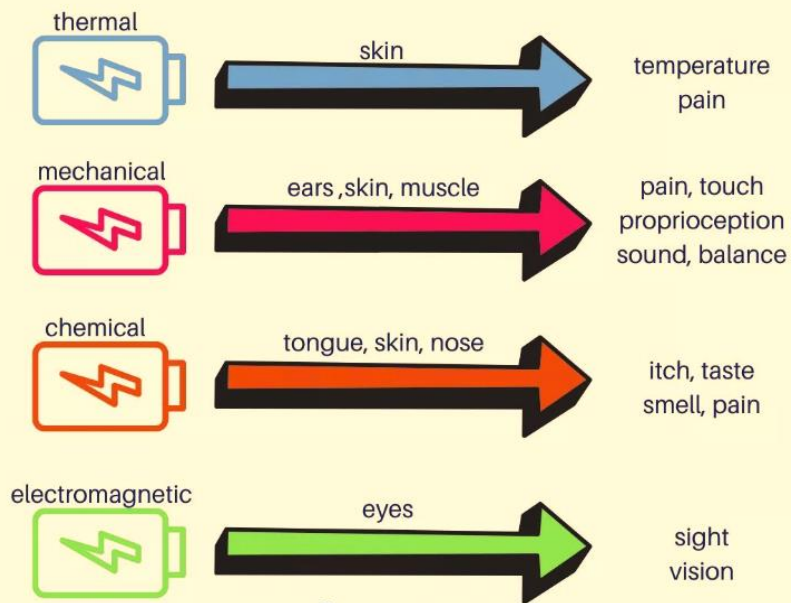


Overall

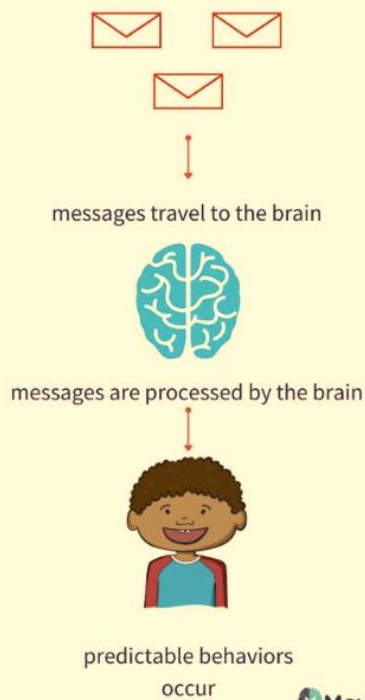
Sensory bins support sensory integration which help to increase neurological connections in the brain. This can lead to improved processing, more emotional control abilities, improved focus & concentration, and decreased stress and anxiety.

the path of ENERGY TO SENSATION

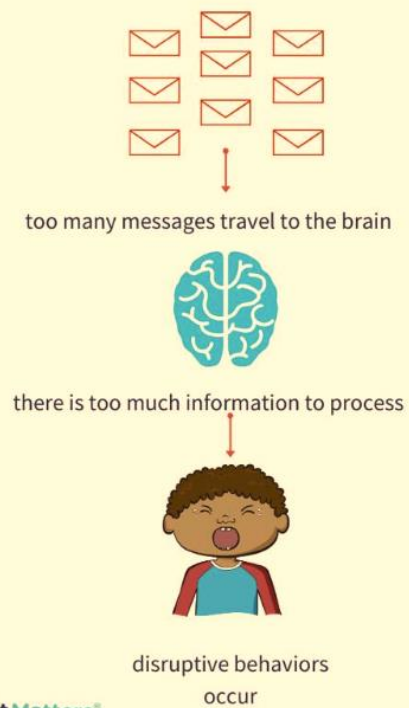
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Sensory Processing



Sensory Overload



How behavior can be affected by **SENSORY PROCESSING**

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First the sensory system sends information to the brain



then the brain decides what to do



usually it sends an appropriate motor response



this processing can be affected by trauma, neurological conditions and more




this can cause emotional or behavioral challenges



sometimes the brain doesn't know what to do



Empathy, compassion, understanding, and therapeutic interventions can support the development of their neurological system.

 **Movement Matters**[®]

SENSORY PROCESSING

challenges can look like...

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I didn't hear you

It is hard to control my emotions

Sorry I ran into you again

I have trouble sitting still



There are too many people

I can't fall asleep

Don't leave me alone

I don't want to eat that

I struggle with aggression

I am too hot (or cold)

These clothes are itchy

Everything is too loud

I struggle with

SENSORY PROCESSING

My neurological system is more sensitive

I may be sensitive to different types of clothing, food, noise, or lights

I may react too much (or not enough) to different situations

It can be hard for me to control my emotions

It can be hard for me to focus & pay attention

I am not a bad kid

My behavior is not the fault of my parents

Movement Matters

steps to support

SENSORY FOOD BEHAVIORS

@movementmatters

Sensitivities

gags at the sight, smell, or texture of food

prefers only specific food textures

struggles with messy meals or messy play time

strongly prefers certain colors, textures, or flavors

stashes food in their cheeks

overstuffs their mouth

Activities

don't pressure taste, instead focus on exploring new foods with play

use new foods to play with & encourage blowing bubbles

use oral sensory tools like an electric toothbrush

explore sequential feeding therapy

schedule a consult with a speech language pathologist and/or occupational therapist



TACTILE BEHAVIORS

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Typical

can tolerate walking on different surfaces (sand, grass, etc)

can tolerate clothing textures

comfortable changing clothes or diapers

can handle a range of food textures & temperatures

tolerates hygiene well (bathing, hair brushing, etc)

comfortable cuddling

Atypical

becomes distressed by certain textures, or footwear

avoids certain clothing types

shows signs of stress when changing clothing or diapers

frequently refuses food based on texture or temperature

avoids or becomes upset with hygiene activities

resists hugging or cuddling



Sensory Triggers for Kids



unexpected
situations



uncomfortable
clothing



too much
noise



too many
people



transitions



new
situations

OCCUPATIONAL THERAPIST

HOW CAN THEY HELP?



handwriting



fine motor



gross motor



assistive devices



attention



balance & coordination

OCCUPATIONAL THERAPIST

HOW CAN THEY HELP?



Developmental
Delays



Learning
Challenges



Behavior
Struggles



Injuries or
Trauma



Sensory
Processing



Visual
Coordination