

Webinar 2 Sensory Processing: Using sensory strategies to support regulation

Webinar by Children & young People's OT Services



AIMS OF THE SESSION

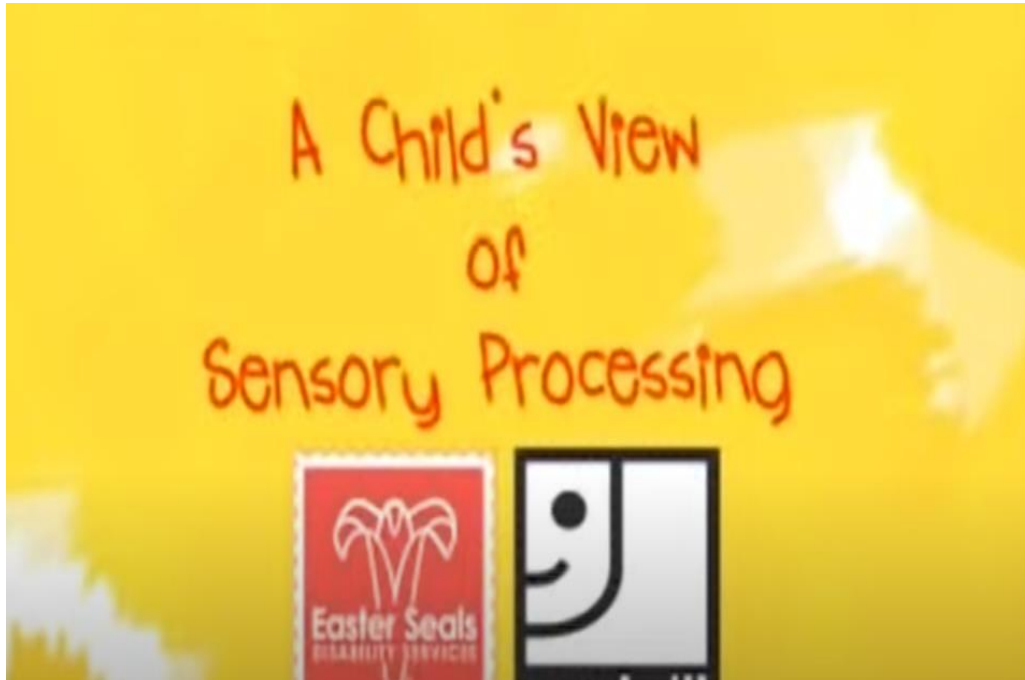
By the end of the webinar:

- Understand that sensory behaviours are a form of regulation
- Be able to identify sensory activities to support co regulation and self regulation
- To be able to complete a Sensory Strategy Plan
- To know where to get further support

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Take some time to watch the video to refresh your understanding of sensory processing difficulties

[A CHILD'S VIEW OF SENSORY PROCESSING - YOUTUBE](#)

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My Sensory Regulation Strategies

Name:	
School:	
Class:	
DOB:	
Date:	

These are my "Feel Good Activities" that help me feel safe and calm? Make sure I get to do these throughout the day to support me to stay regulated.

Make me feel safe and secure in my environment by:

Below is my timetable of vestibular and proprioceptive activities to help support my regulation. It is important I get this input throughout the day to keep me regulated.

Use strategies in my Regulation Chart if you see me become dysregulated. We may have to do these activities together and co regulate until I can do them by myself.

	How do I know I am in this zone?	How others might know I am in this zone?	What strategies to do when I am in this zone?
Fight, Flight, Freeze, Confusion			
Over Alert			
Calm, Alert, Rest and Digest			
Under Alert/ Sleep			

Please keep adding or adapting as this will change over time and different environments. Please access our website for additional strategies and recommendations or to book an appointment with us to discuss your programme in more detail.

www.buckshealthcare.nhs.uk/cyp/therapy/occupational-therapy/

Behaviour is Communication

What we see: Behaviour

What we don't see

Emotions

- Anger
- Sadness
- Fear
- Happiness

Self-regulation

Social skills

Hunger

Need for connection

Self-esteem

Sense of safety

Sense of belonging

Sense of security

Attachment

Developmental level

Sensory needs

Sleep

All Behaviour is a Communication

- [Behaviour is communication / #02 – YouTube](#)
- [Behavior is Communication - YouTube](#)

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What are sensory behaviours and what are they telling us?

Can you give some examples of the sensory behaviours you see in your children?

What are these behaviours trying to tell us?

Sensory Behaviour checklist for school and classroom









Name:	DOB:
Date completed:	Class:
School:	Completed by:

What is Sensory Processing?

Sensory processing is what makes it possible for a CYP to use the sensory input he/she is receiving from their body and environment in a functional, adaptive manner. Effective sensory processing is necessary for almost every activity a CYP performs. We must be able to integrate the information we receive from all our senses to understand our surroundings successfully.

A CYP with sensory processing concerns has difficulty using sensory input from his/her eyes (vision), ears (sound), skin (touch), nose (smell), mouth (taste), muscles and body joints (body awareness), and inner ear (balance & position of body in space).

To find out more about the senses please attend understanding sensory processing and supporting sensory processing school/nursery prior to using this resource.
<https://www.buckshhealthcare.nhs.uk/cyp/>

<p>Touch What your skin feels (texture, temperature, etc.) from either something touching you or you touching an object.</p> 	<p>Sound The sound waves that your ears receive, including different pitches and frequencies.</p> 
<p>Taste The organs that your taste buds receive signals from (tongue, lips, mouth, throat, etc.)</p> 	<p>Vestibular What contributes your sense of balance and spatial orientation or coordination of your head and body.</p> 
<p>Vision The vision and depth perception signals that your eyes receive from your surroundings.</p> 	<p>Proprioception The system that focuses on the body's muscle and joint movements.</p> 
<p>Smell The scents and aromas that your nose picks up from the objects around you.</p> 	<p>Interoception What gives you signals of your internal organs, such as hunger, pain, sensation, etc.</p> 

Sensory processing organises the sensations from one's own body and the world around us. For some children, their sensory integration does not develop as it should and may affect their sight, hearing, smell, touch, taste or spatial awareness. Children can experience hypersensitivity (excessive and undesirable reactions) or hyposensitivity (under-responsive and difficulty in processing responses) to stimuli. This checklist aims to identify sensory processing issues. It is not a diagnostic tool and professional advice should be sought. Also bear in mind the child's age, developmental stage and ability. **Highlight all that apply.**

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What is regulation?

Regulation is the ability to be calm/alert enough for a given task. You are able to participate and feel safe in your body and in your environment.

When children are unable to regulate their sensory information they become **dysregulated**. We know children are dysregulated by their behaviour.

Children will engage in sensory activities to remain regulated and stay “safe” – they need to engage in these behaviours and in almost all circumstances they need to be encouraged.

We will only stop sensory based behaviours if they are causing a harm to the child or to someone else.

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4 states of regulation



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Sensory is only part of the picture.....

Reasons why my child may not be regulated:

- Sensory modulation responding to the environment
- Emotional regulation
- Trauma response
- Anxiety response – often to an environment or task that is overwhelming (ASD, Anxiety, ADHD)
- Response to over whelming demands - education
- Response to medication
- Developmentally appropriate for child's age or stage of development

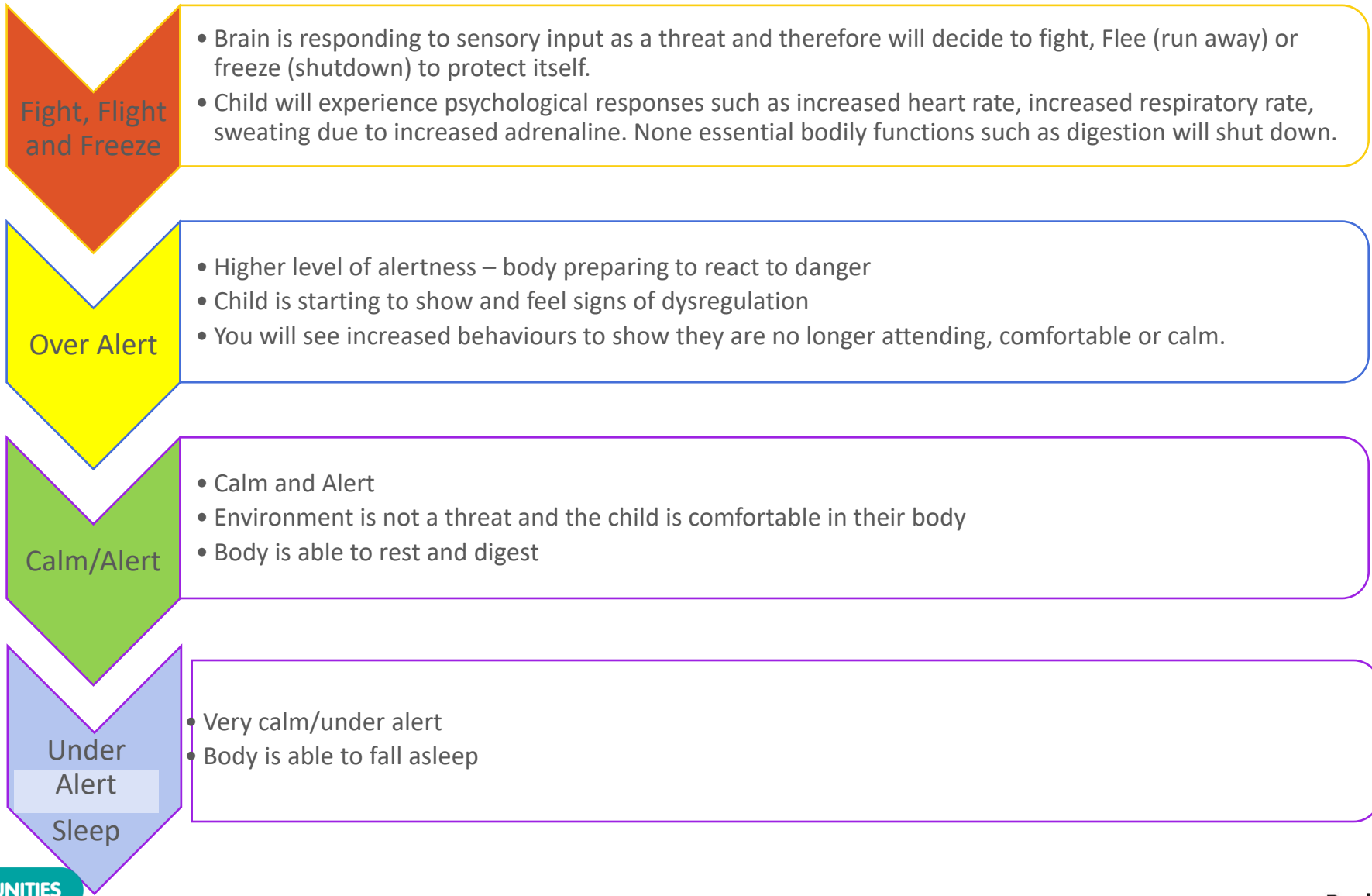
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Fight, Flight
and Freeze



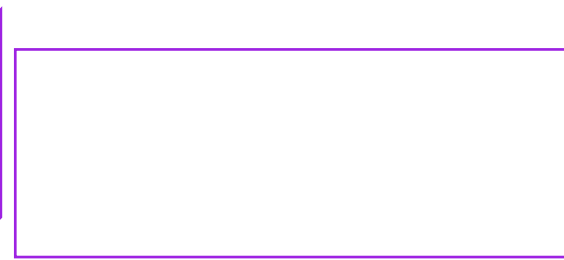
Over Alert



Calm/Alert



Under Alert
Sleep



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Children with sensory modulation difficulties may have difficulty with regulation as they have different thresholds for sensory input

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Sensory checklist for school and classroom.

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A CYP with sensory processing concerns has difficulty using sensory input from his/her eyes (vision), ears (sound), skin (touch), nose (smell), mouth (taste), muscles and body joints (body awareness), and inner ear (balance & position of body in space).

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<p>Hands What your skin feels (touch, temperature, pressure, vibration, etc.) Can you feel something touching you or you scratching an itch?</p>	<p>Ear The sound waves that you hear (music, speech, sirens, etc.)</p>
<p>Taste The regions that you use to eat (mouth, throat, etc.) How do you know when you're hungry?</p>	<p>Body The system that tells you where you are in space and how you're moving.</p>
<p>Vision The system that allows you to see things around you.</p>	<p>Nose The system that allows you to smell things around you.</p>
<p>Smell The system that allows you to smell things around you.</p>	<p>Balance The system that allows you to know where you are in space and how you're moving.</p>

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Calm/Alert



- The brain wants to be in the green zone.
- When the brain is moved from the green zone we will do different behaviours to try and get the sensory input they need to move back into the green zone.
- Some children are aware of this and are able to select the right behaviours/activities at the right time to regulate themselves – **self regulation**
- We all do this – we may take a walk, have a hot drink, chew our pen, fidget in our chair

- Some children will not be able to recognise when they are dysregulated or can not choose the right activities to help regulate them
- These children need support to **co regulate**.
- Co regulation is where the adults working with the child need to identify behaviours a child is showing us and respond to them.

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My Sensory Regulation Strategies

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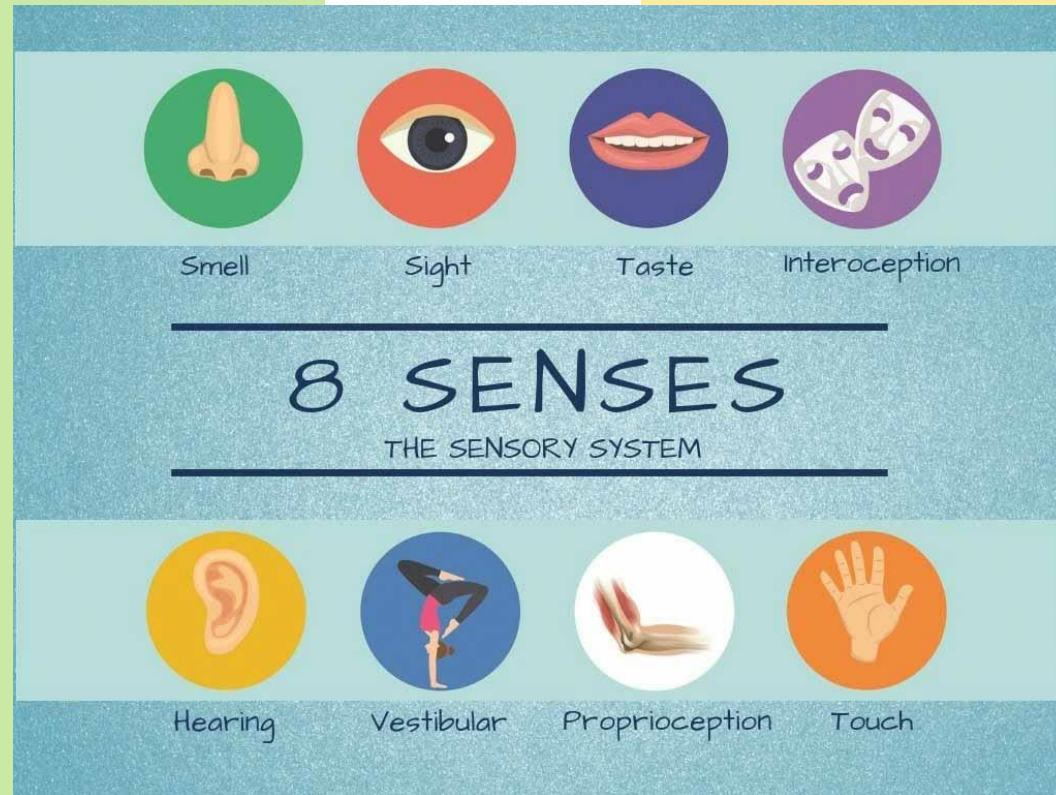
PROACTIVE STRATEGIES

Use strategies in my Regulation Chart if you see me become dysregulated. We may have to do these activities together and co regulate until I can do them by myself.

	How do I know I am in this zone?	How others might know I am in this zone?	What strategies to do when I am in this zone?
Fight, Flight, Freeze, Confusion			
Over Alert			
Calm, Alert, Rest and Digest			REACTIVE STRATEGIES
Under Alert/ Sleep			

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We can use our senses to support with regulation. Different senses have different impact on the brain.

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**Fight, Flight,
Freeze,
Confusion**

Calming Senses



Calming, Alerting and Regulating

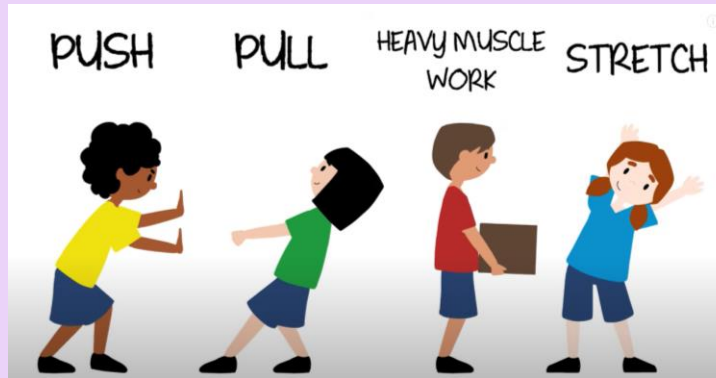


Alerting Senses



Over Alert

**Calm, Alert,
Rest and
Digest**



**Under Alert/
Sleep**



Proprioceptive Input Activities

Yoga	chewing gum
Leap frog	carrying the groceries
Wheel barrel walks	jumping board
crab walk	bear hug
gorilla jumps	swimming
Stretching	gardening
somersaults	rolling a medicine ball
jumping	tug of war
rolling	pushing & pulling a wagon
HIIT exercise	squeezing a stress ball
crunchy snacks	weighted blanket
drinking a milkshake with a straw	deep pressure massage
chewable fidgets	re-arranging the furniture
oral massager	resistance items like a body sock
pillow fights	Ankles weights/lap pads
scooter board rides	Play with clay / putty
monkey bars	swinging
jumping on a crash pad	sports

lets
EXTRAORDINARY
TOOLS FOR RAISING AN EXTRAORDINARY PERSON

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PROPRIOCEPTION

Activities that involve the joints and muscles working against resistance – Heavy Work

Push

Pull

Lift

Carry

Stretch

Oral motor – Chew!

Needs to be active and completed by the child



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MAKE YOUR CHILD DO CHORES!



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MINDFULNESS, DEEP BREATHING AND YOGA



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CHEWING IS A CALMING PROPRIOCEPTIVE ACTIVITY



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Oral Motor Activities for Kids

<http://www.andnextcomesL.com>

SNACK TIME

- Eat hard foods (carrots, apple, etc.)
- Eat chewy foods (celery, beef jerky, dried fruit, etc.)
- Eat crunchy foods (nuts, crackers, dry cereal, etc.)
- Drink a frozen drink like a slush or slurpee
- Drink through a narrow and/or twisty straw
- Drink a thick liquid through a straw (milkshake, applesauce, etc.)
- Make an edible necklace with cereal or candy
- Chew gum
- Eat foods with strong flavors
- Suck on hard candies
- Eat cold foods like popsicles or ice cream

PLAY TIME

- Blow cheeks
- Blow bubbles
- Stick out your tongue
- Blow bubbles in water using a straw
- Play straw games (e.g., use a straw to blow a pom pom across the table)
- Blow a whistle, harmonica, or other instruments
- Blow out candles
- Vibrating toothbrush
- Lick stamps
- Roll tongue into a circle
- Chew toys
- Whistle or hum a song
- Blow up balloons



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- [SENSORY MINIS - PROPRIOCEPTION – YouTube](#)
- [Brain Highways: The Proprioceptive System - YouTube](#)
- [★ 10 Easy Proprioceptive Activities: For Home, School, and Therapy ★ - YouTube](#)
- [Top 5 Proprioceptive Activities and Why We Love Them – YouTube](#)
- [Proprioception – YouTube](#)
- [Top 10 Oral Motor Exercises and Why We Love Them – YouTube](#)
- [Therapy Tip of the Week - Heavy Work Activities to Regulate Children - YouTube](#)

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Supporting the green zone: attention and concentration and the vestibular system



In order to learn we need to move!

Need for frequent movement opportunities – these should happen before a child loses concentration.

[The REAL reason children fidget — and what we can do about it | Angela Hanscom | TEDxPortsmouth – YouTube](#)

[Flexible Seating at Poplar Tree Elementary School - YouTube](#)

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Linear predictable movement is calming



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Deep touch/pressure is calming



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SAFE USE OF WEIGHTED BLANKETS

- Head and neck should not be covered
- Vital signs must be observable at all times
- Not be rolling in the blanket – placed over them
- Must be able to remove the blanket by themselves
- Supervised at all times
- Never used as a restraint
- As light as possible to achieve desired results with no more than 10% of body weight
- 20 minutes at a time
- Consult with an Occupational therapy if you are considering use, especially at night.

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Rotation and “Start/Stop” Movement is Alerting



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Light Touch is Alerting

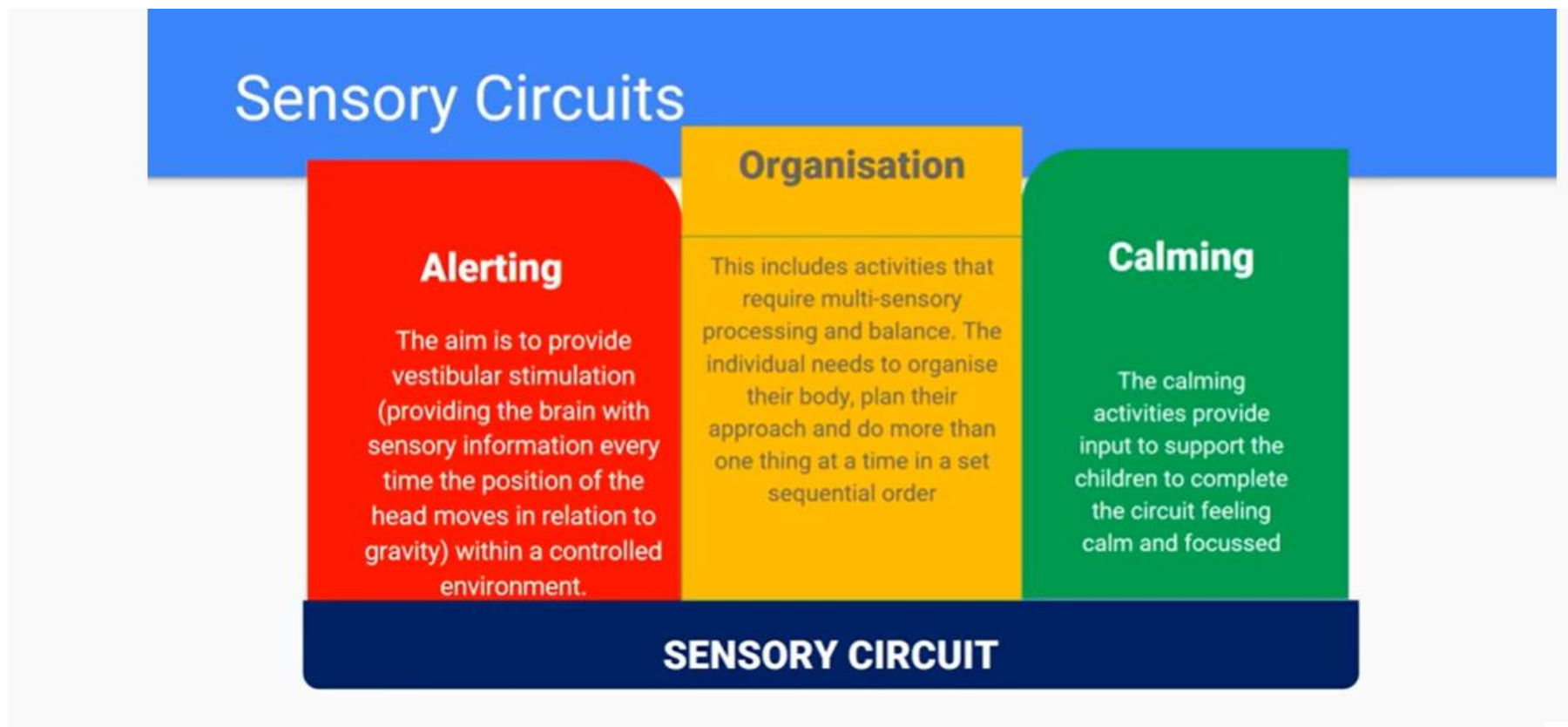


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Sensory circuits



[Sensory circuits -a beginner's guide – YouTube](#)
(0.57)

[How to sensory circuits for beginners tutorial – YouTube](#)
(1.17)

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Use strategies in my Regulation Chart if you see me become dysregulated. We may have to do these activities together and co regulate until I can do them by myself.

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Fight, Flight, Freeze, Confusion			
Over Alert			
Calm, Alert, Rest and Digest			
Under Alert/ Sleep			

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www.buckshealthcare.nhs.uk/cyp/therapy/occupational-therapy/

George is 6 years old.

He will cry when he is dropped off at school and spend most of the morning refusing to go to school.

In the classroom, when the classroom gets too noisy or he is particularly frustrated with a learning activity he will cover his ears and try and hide under the desk. If left alone he will start crying and then hitting other children and staff.

George also finds play time difficult and the period directly after play. It is during these times, when unsupervised, George's behaviour can escalate to harming others.

George will "mask" or hide his upset at school as he really wants to do well and have lots of friends. Friendships are important to him. Masking means that George is extremely tired at the end of the day (gets worse as the week goes on) and he will have outbursts at home where he will scream, cry, and hit his parents and siblings.

Therapist completed the behaviour checklist with parents and school and identified specific sensory systems George was having difficulty with. A Sensory Regulation Strategy Plan was completed to **support staff to coregulate** with George.

Sensory checklist for school and classroom.

Name:	DOB:
Date completed:	Class:
Score:	Completed by:

What is Sensory Processing?

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<http://www.buckinghamshire.nhs.uk/npa>



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My Sensory Regulation Strategies

Name:	
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These are my "Feel Good Activities" that help me feel safe and calm? Make sure I get to do these throughout the day to support me to stay regulated.

IDENTIFY FEEL GOOD ACTIVITIES

Make me feel safe and secure in my environment by:

CREATE SENSORY SAFE ENVIRONMENTS (WEBINAR 3)

Below is my timetable of vestibular and proprioceptive activities to help support my regulation. It is important I get this input throughout the day to keep me regulated.

PROACTIVE STRATEGIES

Use strategies in my Regulation Chart if you see me become dysregulated. We may have to do these activities together and co regulate until I can do them by myself.

	How do I know I am in this zone?	How others might know I am in this zone?	What strategies to do when I am in this zone?
Fight, Flight, Freeze, Confusion			1. Identify how staff and George know what zone he is in
Over Alert			
Calm, Alert, Rest and Digest			REACTIVE STRATEGIES
Under Alert/ Sleep			

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www.buckshealthcare.nhs.uk/cyp/therapy/occupational-therapy/

How do others know what zone George is in?

This is very unique to everyone. Different zones will look very different to each people.

Some behaviours may be subtle and some may be more obvious.

These need to be documented and communicate with all adults supporting your child so they are able to act promptly and correctly when they are seen.

Spend some time thinking about what each zone looks like for your child.

How does George know what zone he is in?

This is very unique to everyone. Different zones will feel very different to each people.

Use the child's language here – do not use your own!

“Tummy feels fuzzy”

“I have bees in my head”

For children who are able to identify their own zones it is important to have regular “body mapping” or “check points” to make sure they are in the right zone.



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Needs to be done by the people who know the child best and needs to be shared with all working with the child.

	How do I know I am in this zone?	How others might know I am in this zone?
Fight, Flight, Freeze, Confusion	I am confused and muddled	I will hit, kick and bite teacher s and my friends. I will throw furniture around. I will climb under the table
Over Alert	My tummy goes fuzzy	I start to get up from my seat. I start to talk loudly. I start to clench my fists and squish up my face. I will refuse to transition such as refuse to go to PE or into the lunch hall.
Calm, Alert, Rest and Digest	I feel happy and my friends like me	I am able to sit and listen to the teacher. I am able to play with my friends. I laugh, smile, joke and chat.
Under Alert/ Sleep	I yawn	I am able to fall asleep

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My Sensory Regulation Strategies

Name:	
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Class:	
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Date:	

These are my "Feel Good Activities" that help me feel safe and calm? Make sure I get to do these throughout the day to support me to stay regulated.

Action figures and spider mand
Puzzles
Counting
Riding my bike

Make me feel safe and secure in my environment by:

Letting me have my ear defenders and chewlery on my desk so I can use them when I need them.
Letting me sit with my back to the windows.

Below is my timetable of vestibular and proprioceptive activities to help support my regulation. It is important I get this input throughout the day to keep me regulated.

- When I wake up, I will jump on my trampoline before going downstairs
- I have cereal without milk
- I drink my morning milk through a straw
- I walk to school
- I stop at the park on the way to school and I go 10 minutes of monkey bars and climbing.
- On arrival at school to engage in sensory circuits
- After morning break, I need to do some press ups as the break time is too short for me to regulate.
- Snack time/lunch select crunchy foods and encourage to drink through a straw
- After Snack time I need to go my specialist yoga
- At lunch time I am allowed on the bikes for 10 minutes before I go back into class
- After school I go to swimming, judo and football.
- When I get home, I go in the garden and jump on my trampoline or ride my bike.

I find transitions difficult and need proprioception to prepare for this, especially if I am transitioning into lessons I do not like such as lunch or PE. Let me have a bounce on my gym ball for 10 minutes while I am finishing my work before transitions and send me out first or last. Remember to use my visual timetable and sand timer to support with transitions. I need these with me when I move around the school (such as in forest school).

I need to have a chewlery with me at all times so I can chew if needed.

After about 15 minutes of sitting I can get distracted – after 10 minutes I need a stretch or the opportunity to either stand at my table to learn or sit on my gym ball.

Use Strategies In my Regulation Chart if you see me become dysregulated. We may have to do these activities together and co regulate until I can do them by myself.

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Fight, Flight, Freeze, Confusion	I am confused and muddled	I will hit, kick and bite teacher s and my friends. I will throw furniture around. I will climb under the table	I need to climb into my body sock in the sensory room. I may need to push against the wall or a gym ball. Keep Langu minimal. Watch I am starting to regulate again. Riding my bike outside Swinging on the swings
Over Alert	My tummy goes fuzzy	I start to get up from my seat. I start to talk loudly. I start to clench my fists and squish up my face. I will refuse to transition such as refuse to go to PE or into the lunch hall.	TheraBand stretches Encourage to use chewlery Take out for ride on the bike Let me have a stretch. Let me sit on my gym ball. Marching on the spot. Deep breathing.
Calm, Alert, Rest and Digest	I feel happy and my friends like me	I am able to sit and listen to the teacher. I am able to play with my friends. I laugh, smile, joke and chat.	After about 15 minutes of sitting I can get distracted – after 10 minutes I need a stretch or the opportunity to either stand at my table to learn or sit on my gym ball.
Under Alert/ Sleep	I yawn	I am able to fall asleep	Let me push against you while you are squashing me.

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How often and for how long?

- **You will provide sensory input, and keep providing it until the child has reached the coloured zone required for the task they are performing. This may differ from day to day depending on the child's sensory threshold that day/time.**
- Getting it right at the start of the day
- Getting it right on transition from school to home – especially in cases where **children mask**.
- Getting it right to support the child's timetable
- Top up the sensory systems throughout the day to prevent behaviours
- If it works do not stop!
- Make sure you offer enough sensory input for high threshold sensory seekers
- Rehearse activities when the child is calm so they can be used automatically when dysregulated – activities need to be automatic and pre selected for when they are in “fight/flight/freeze”

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FURTHER INFORMATION



[Educating Different Kinds of Minds | Temple Grandin | TEDxCSU - YouTube](#)

[Temple Grandin: "The Autistic Brain" – YouTube](#)

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Sensory Smart™ Self-Care Strategies

£49

(G07) Sensory Smart™ Self-Care Strategies - Live on 22 May 2023

Course

Many children, especially those with sensory challenges, struggle with self-care tasks such as brushing teeth, bathing and washing hair,...

£49



Introduction to Sensory Integration Difficulties (for Everyone)

£10.00

(G04) Introduction to Sensory Integration Difficulties (for Everyone)

Course

This 4-hour course will provide an introduction to sensory integration and processing difficulties. Find out why sensory integration i...

£10



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Course

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(P02) 7 Sensory Strategies to Manage Toileting Troubles

Course

7 Sensory Strategies to Manage Toileting Troubles

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5 Sensory Strategies to Help Your Child Dress Without Distress

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(P01) 5 Sensory Strategies to Dress without Distress

Course

5 Sensory Strategies to Dress without Distress

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www.sensoryintegrationeducation.com

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Occupational Therapy support you can access without a referral

Occupational
Therapy webinars >



Occupational
Therapy resources >



Occupational
Therapy virtual
advice sessions >



Contact our Occupational Therapy team

01296 838000

Buc-tr.cyptherapies@nhs.net

Book onto an advice line so we can make sensory plans more specific.

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We really need your feedback!!!!

<https://bht.onlinesurveys.ac.uk/lo-occupational-therapy-webinar-feedback-v2>



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