

WORKBOOK

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Knowing our 8 sensory systems

Because its important you know about our
internal sensory systems as well as the external
ones

Be the change you want to see



Why and how?

This workbook is to be used in conjunction with the online training course - Knowing our 8 sensory systems, Module 3.

Sensory Processing Differences

I'm sure you would of come across children who have been described as having sensory needs. Well we all have them, because we are all receiving sensory input all of the time, but what if that input gets muddled up, what if the ability to process and know what to do with the input impacts our response and the behaviours that follow? For many of our neurodivergent children, inn fact 95% of them, will have sensory processing differences and its really important that we understand why and how best to support our children.

This workbook and accompanying course can either be completed individually to support your own CPD, or used by a SENCo/manager/SLT to deliver as a training or coaching session for the team. This workbook and course can be completed on its own, or as part of the series, that will further deepen knowledge and understanding. Reflect and review current practices and use the notes pages to write and plan your next steps for implementing what you learn.



Questions

This symbol outlines a question or two for you/your team to answer after hearing the my input on the presentation. Be honest in answering the questions and mark next to your answers the ones you feel you need to explore further to deepen your understanding



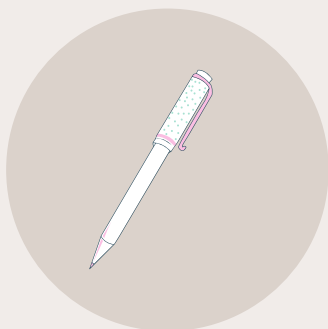
Reflections

On the pages with this symbol, this is a chance for you/your team, to reflect on current understanding, practices and processes in your setting. You can also mark which ones need further consideration or maybe an action plan created for change.



Commitment

This is your chance to make those first steps towards shifting your thinking. Note down on these pages anything you take away that you want to implement immediately, or things that you/your team are going to commit too, following on from your learning.



My notes

There are also pages for you/your team to make additional notes as you go through the presentation to support you as you learn and grow through this course.

*Sensory processing is the organisation
of the sensations for use*

Jean Ayres



Question time

Presentation, slide 7



Have you heard of those extra ones before?
What do you think these senses are for, what do they do?
What do they help us with?

Proprioception

Vestibular

Interoception

Reflection time

Presentation, slide 11



Have you seen any of these sensory systems in action in some of your children?
Have you noticed a behaviour that might indicate a sensory need not being met?

Question time

Presentation, slide 15



Have a think about the sensory system that needs some support and would the child benefit from that sensory system being activated, or have an opportunity to calm and decompress?

If a child is.....

**What sensory system needs
activating or calming?**

Running around and
jumping

Placing everything in their
mouth

Pulling and stroking
children's hair

Sitting in a corner
distressed

Spinning around in circles

Placing their hands over
their ears



*Neurodiversity means that my brain is
beautiful, and yours is too*

Extras. just for you

Presentation, slide 23

BONUS

The proprioceptive sense provides information about where body parts are and what they are doing, it is a vital aspect of motor control. A well-developed proprioception allows the individual to determine their body's position in space as well as to regulate the direction and amount of force to use when moving. The proprioception system is detected through sensory receptors in the muscles and the joints and is stimulated when a child experiences pressure or moves their limbs to push, pull, lift or hang.

While engaging in activities that offer proprioceptive input, a child may also show improved attention and a more regulated arousal level. This is beneficial for learning, playing, socialising, and completing daily activities. Some children have the need of more sensory input to be in a 'just right' state and stay calm at the right times, supporting the nervous system and for self regulation.

Proprioceptive input tends to have a calming and organising outcome on the body, in particular, when children are overexcited/ overstimulated/ overwhelmed/ hyperactive or tired.

A sensory diet to support the development of the proprioceptive sense:

- Deep compression across the shoulders, arms and legs
- Using a gym stretch band around the legs – walking and jumping with this on
- Obstacle course that allows for jumping
- Crawling through tunnels
- Providing crunchy foods
- Animal walks – bear & crab walks
- Use of a weighted blanket or weighted lap toy
- Drumming – this could include wooden spoons on a bean bag
- Firm malleable activities such as dough or clay
- Being rolled up tightly in a duvet cover or blanket.
- Squeezing stress balls, hand toys and play dough.
- Pressing hands/feet together or pushing with hands against the wall (arms straight). Use small bubble wrap paper, pop the bubbles with thumb and fingers.
- Kicking a ball or pulling, pushing, rolling heavy objects

Extras. just for you

Presentation, slide 23

BONUS

*Our sense of movement and balance is called our **Vestibular sense**.*

The vestibular receptors are located in the inner ear and supports co-ordination and a sense of balance as well as supporting our awareness of our body position.

“Children who are over-responsive to vestibular input may not enjoy playing in ways which cause them to move fast or that involves unpredictable body movements, this may result in them feeling scared if their balance is challenged or is unpredictable. Children who are under-responsive to vestibular input may look floppy or sedentary and they may seek out lots of movement to counteract this”. Sensory processing hub.

We may see children:

- Spinning
- Rocking
- Have a preference to a swing
- Poor balance and posture
- Liking being upside down
- Moving their bodies a lot when sitting down

A sensory diet to support the development of the vestibular sense:

- Rolling over a large exercise ball
- Spinning opportunities
- Movements that include different shaping of the body
- Walking on uneven surfaces
- Use of a trampoline
- Yoga moves
- Sensory cushions to sit or stand on
- Slides
- Crawling through tunnels
- Somersaults or roly poly's
- Rolling down a hill
- Skipping

Extras. just for you

BONUS

Presentation, slide 23

Neurodivergence and **oral sensory input** are linked through sensory processing differences. It involves chewing on things to alleviate anxiety and stress and for regulation. Oral sensory seeking is when you feel the need to chew, suck, or hold an object in your mouth. Chewing and stimming help with body awareness. It's a method of self-soothing behaviour and can occur in children and adults. Some of the things that influence oral stimming include:

- task demands
- physical and mental states, including energy levels and well-being
- the need to concentrate
- distracting thoughts
- overwhelming or new surroundings
- intense emotions
- anxiety and stress

·Try to determine what the child is seeking – crunch, chewing, cold, spicy, sweet, intense flavours

·Give them a safe outlet to chew – chewlery can help and created for this purpose

·Consider use of a dummy (if young enough) to support the need for sensory input

·Determine the 'why', see if there are any clear patterns or triggers for when the chewing occurs or the need increases – you can use a TRUST form to determine a pattern

Incorporate other mouthing activities throughout the day:

·Brushing teeth – including the vibration from an electric toothbrush

·Blow whistles

·Blowing bubbles

·Paint blowing or games with pom poms and straws.

·Making animal sounds with exaggerated mouth movement

Seeking further professional support

Presentation, slide 23

BONUS

Please reach out to outside professional's if you feel a child's health or wellbeing is at risk due to oral sensory seeking behaviours

Health visitors
General Practitioner
Occupational Therapist

Below are some further links for information and support strategies to support oral seeking behaviours

- [Trust Form | Aperion](#)
- [Chewelry Chew Necklace for kids or adults who need bite chew or fidget – 4 The New You](#)
- [Understanding and managing pica](#)
- [10 Tips for Kids Who Need to Chew - An Oral Sensory Diet - ARK Products, LLC](#)
- Consider a referral to an OT to provide clear strategies for a sensory diet if its felt that the needs of the child can not be met with the additional accommodations and adaptations
- Seek guidance from a paediatrician if a child continues to eat non-food items as this could indicate PICA and need a specialist professional
- Check out guidance on how to carry out a gum massage, this can support the need for oral seeking behaviours

My sensory profile

Presentation, slide 23

BONUS

Name		Age	
SEND diagnosis (if applicable)		Current support in place	
Additional support needs identified.			
What I like to do			
What I don't like to do			
I have sensory avoidance strategies: this is how I show them.			
I have sensory seeking strategies; this is how I show them.			
These are the triggers that cause me anxiety and stress.			
This is how I react and respond when I'm dysregulated.			
When I'm dysregulated, this is what I need to support me back to a state of calm.			
Once I feel calm, I like to.....			
If the adult with me needs support, to support me, the code word is.....			



Commitment

Slide 24: pause the training presentation for a moment. From what you have learnt so far, what are the three commitments you/your team are going to make to move forward in your journey to becoming neurodiversity affirming?

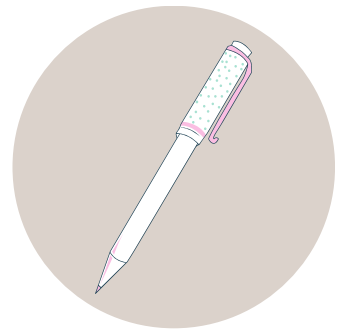
Commitment 1

Commitment 2

Commitment 3

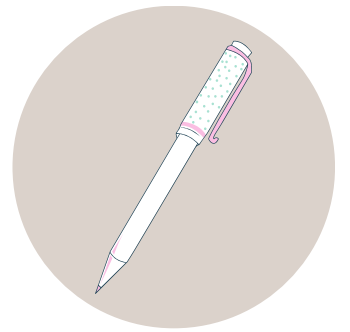
Notes page

Use these pages to make any additional notes as you watch the presentation



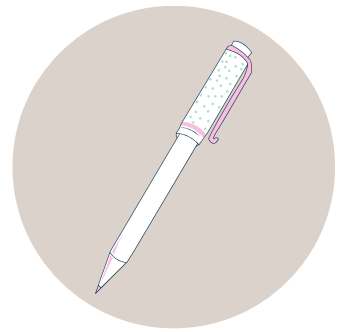
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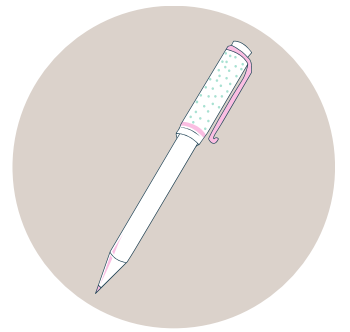
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Notes page

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Hey! It's Cheryl here

Thank you so much for taking the time to commit to learning more about this important area. I'm hoping that my passion and dedication to supporting all educators to shift their thinking and practices for our neurodivergent children, came across. Also that you feel able to start your journey with this too.

Please do get in touch, either for follow up questions, or to give feedback or comment on any aspect of the course, I'd love to hear it. Equally I'd love to hear the impact this training has had on your practices and the children in your setting.

If you like the course, share my details with your friends and colleagues to start their journey to becoming a neurodiversity affirming educator. Come and find me over on Instagram and Facebook @aperion_training and do tag me in any posts that reflect your commitment to this training.

If this has really wet your appetite and you want to know and learn more, then check out my other courses, you can find these at www.aperiontraining.co.uk

LET'S KEEP IN TOUCH

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