Welcome!

We are glad you are here.

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A Parents Guide to Understanding Sensory Integration

Sensory integration= taking in sensory info from the environment, processing it, and reacting appropriately to it.

- http://www.youtube.com/watch?v=WS55-q4fOjU

THE SENSES

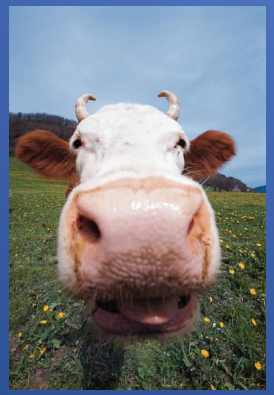
- Sight

Touch

Taste

- Sound

Smell



Tactile System

- Our body is encased by our skin, making it the largest sensory system that we have.
- Discriminative: Allows you to differentiate the texture of an object, or what the object even is. It helps you to determine where on your body you are being touched,
- Protective: Helps to keep you safe by quickly withdrawing from something that is harmful

TWO MORE SENSES

- **Proprioception**-information from the sensors in joints, ligaments, and muscles that enables the body to sense the position of body parts and muscle force used.
  - Tells us our position of our body in space. This system allows us to know what our body is doing, without visually monitoring our body parts all the time.
- **Vestibular Sense:** the sense of changes in body movement and head position. Sensations are registered in the middle ear. *Important for balance and visual perceptual skills.*
  - Primary sensory organizer: It is informs us of when we are off balance, the direction and speed of our movement.

Organizing of the Senses

- The tactile, vestibular, and proprioceptive systems begin to function very early in life, even before birth. These basic senses are closely connected to each other and form interconnection with other systems of the brain as development proceeds. The interplay among the various senses is complex, and is necessary in order for a person to interpret a situation accurately and make an appropriate response. It is this organization of the senses for use that is termed sensory integration.

Motor Planning (Praxis)

- Not only does sensory integration allow us to respond appropriately to incoming sensations, it also guides the way that we act on the environment. For example, motor planning (or praxis) is an important ability that depends on efficient sensory integration. Motor planning involves having an idea about what to do, planning an action, and finally executing the action. New actions are planned, using knowledge of past experiences and the sensations that accompany them. The tactile, proprioceptive, and vestibular senses are particularly important in providing knowledge about how the body moves and how it can be used to act on the environment. When motor planning occurs, a person is able to deal with a completely new task by organizing a new action. An example is the preschooler who, on encountering a novel child-size riding toy for the first time, is able to figure out how to get on and off without any instructions or help. Motor planning involves conscious attention to the task, while relying on stored information regarding unconscious body sensations.

So What?

- What does it feel like to have Sensory Integration Disorder?

https://www.youtube.com/watch?v=Lr4_dOorquQ

What Parents Can Do to Promote Sensory Integration in Their Child

- Recognize that it exists and consider ways in which your child can be enriched in a sensory environment.
- Recognize that every child is an individual with unique interests, responses, and needs. No one "cook book" can tell you all the right activities for your child's development.
- Sensory integration is not the same as sensory stimulation. Although it is sometimes appropriate to provide activities which involve a variety of types of sensory input, it is also important at times to reduce or block out certain types of sensory stimuli. Response to sensory input varies from child to child.

Sensory Integration

- The ability to put together and use information gathered by the different senses.
- What do you do to wake up or calm down?

Self- Regulation

The ability to attain, maintain and appropriately change ones level of arousal for a particular task or situation.

- This can be accomplished consciously, or unconsciously
- It can involve the ability to control one's impulses to STOP doing something, such as calling out an answer, or tapping a pencil.
- It can also involve the ability to DO something that is necessary and needed at the time, even though you may not WANT to do it.
- This requires the ability to delay gratification and think ahead in order to determine what the consequence may be to an action.

So, We Already Know…

Calming

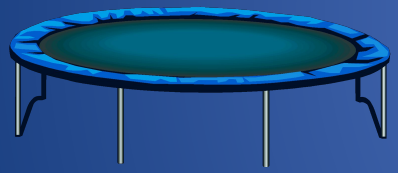
- Slow
- Gentle
- Quiet
- Dark
- Soft Movement
- Predictable
- Deep Pressure

Alerting

- Cold
- Fast Movement
- Strong Taste
- Strong Smell
- Bright
- Loud
- Unpredictable
- Tickly

Home and Class Strategies

- See Handouts
- Lets try a few



Look for Cues From your child

- Children often seek the types of sensory experience their nervous systems need. If a child appears to be looking for sensory input, whether it is touch, movement, smell, sight, or sounds, the may be a clue that a certain type of sensation is desired. If a child seeks a great deal of movement, touch, pressure, vibration, visual, or auditory stimuli, try to provide some of these sensations in normal play activities. For example, if a child seems to want a lot of hugging and firm pressure, a parent might try games like tug-o-war, neighborhood hiking with weighted backpacks, rolling games, or hide-and-seek under large pillows or foam mattresses – all activities that provide deep proprioception.

Child Directed

- The brain physiology that is involved in active movement, responses, and behavior is different than that of passive activities. Active involvement depends on the child initiating, planning, executing, or dynamically responding to an activity. A passive activity may provide sensation or movement that does not necessarily require a response. Active involvement provides the best opportunity for changes in the brain that lead to growth, learning, and better organization of behavior. When a child is actively involved, he or she has more control over the situation. Passive activities, in contrast, carry more precautions as the child may be less able to demonstrate signs of distress. Therefore, when planning new sensory and movement experiences, it is usually best to emphasize active participation on the part of the child.

“Learning is experience. Everything else is just information -Albert Einsten

Questions?

Thank you!!