

# Too Loud, Too Bright and the seams on my socks hurt – Understanding, Including and Affirming those with sensory processing challenges.

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Contact for copy of slides

<https://sligolibrary.ie/sense-ability/>



# Common Experiences

- I can't go in there to eat as it smells wrong
- I can't wear that it hurts me
- I can't wear that it feels all wrong
- That colour/pattern makes me feel sick
- It's too loud I can't think
- It's too loud it hurts and I can't cope
- Please let me move it makes me feel comfortable
- People are moving unpredictably and it hurts my head
- Its too bright in here

# I have Sensory Processing Disorder

I don't like to  
brush my teeth

I can be sensitive  
to loud sounds

I don't like to brush,  
wash or cut my hair

I don't like bright lights

Some smells really bother me

I like to smell people  
and objects sometimes

I am a picky eater

I don't like tags on my clothes

I can be clumsy and fall  
over things sometimes

I don't like to wear clothes

I have poor gross motor skills

I enjoy being squeezed,  
I like pressure

Sometimes I don't  
like to be touched

I don't want my hands dirty

I have poor fine motor skills

I like wearing the  
same clothes

I get overstimulated and meltdown

I lose my balance

I get fearful and anxious sometimes

I crave fast spinning

I overreact to minor scrapes and cuts

Poor body awareness

I cling to adults I trust

I sometimes walk on my toes







SPDPS



Sense-Ability

# The **ZONES** of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

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# Think about what should go in your sensory kit

## Sensory Differences

**Visual**  
(sight)



**Olfactory**  
(smell)



**Gustatory**  
(taste)



**Vestibular**  
(balance)



**Auditory**  
(hearing)



**Tactile**  
(touch)



**Proprioception**  
(body awareness)



Smith-Myles, B; Cook, KT; Miller, N; Rinner, L; and Robins L. (2000) *Asperger Syndrome and sensory issues: Practical solutions for making sense of the world*. Shawnee Mission, KS: Autism Asperger Publishing Company. Used with permission by Autism Asperger Publishing Company.



Sense-Ability

# How would you feel?



© PA

# What do you do?

You're sitting for a really long time listening to a very boring person talking in a monotone with low lights in a really warm room.



# The Different Sensory Issues

## Sensory Registration:

This is the degree to which the person misses some forms of sensory input.

## Sensory Seeking:

The degree to which a person seeks sensory input.

People who are under-responsive to certain types of sensory information tend to 'crave it'.

## Sensory Sensitivity:

This is the degree to which a person notices and is bothered by some forms of sensory input.

## Sensory Avoiding:

This is the degree to which the person attempts to avoid sensory input. People will tend to avoid sensation they are sensitive to

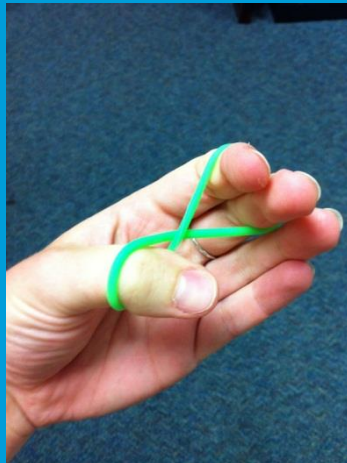
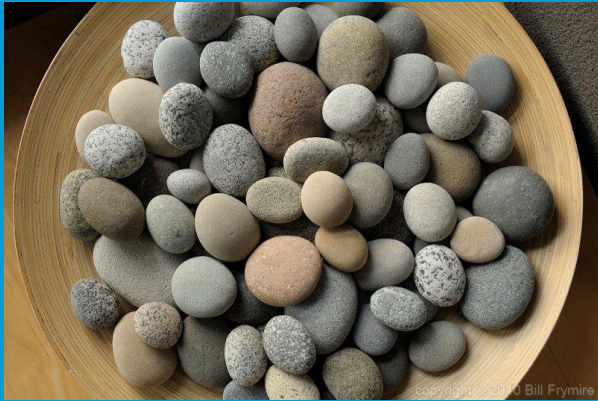




Sense-Ability

# Tactile System - Touch

- For tactile defensive people light touch is irritating and heavy touch is calming
- Deep touch/pressure, Calms and organizes and can help the person learn and think
- Respect the person's clothing preferences as far as possible
- The person may benefit from a Fidget 'toy'
- Cut tags off clothes if they are annoying and wash clothes in familiar detergent



# Deep Pressure for the tactile system is calming



Have a bean bag to sink into with a weighted blanket or toy over the person

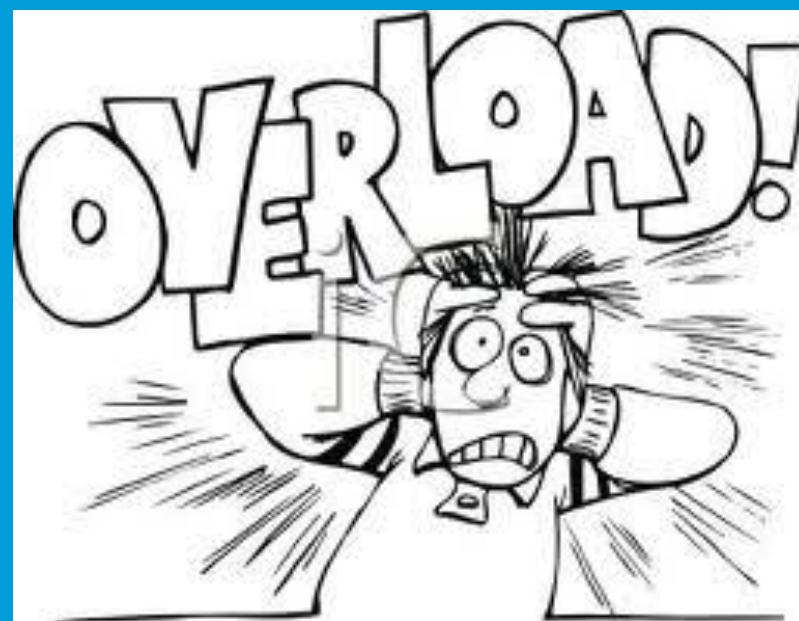




Sense-Ability

# Do Not:

Push a person beyond what they are comfortable with it can cause over-activity, distress and in extreme situations shut down.



# Proprioception – Heavy input to the joints and muscles

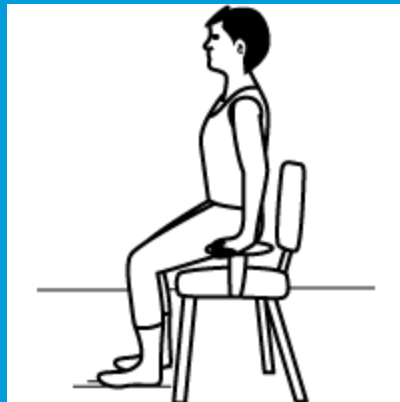
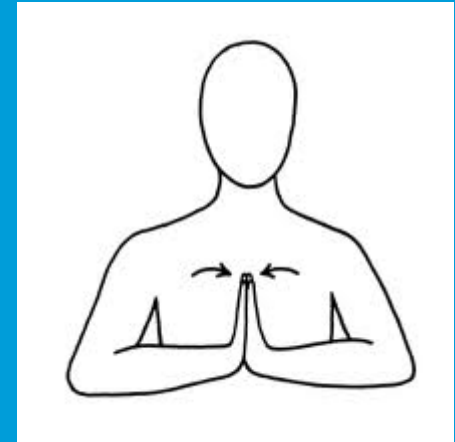
- This is the essential ‘go to’ tool for calming and helping the person regulate
- “Heavy work” activities - The larger the joint, the more proprioceptive input
  - For toe walking try heavy boots



# Proprioceptive Input



# Quick Proprioceptive movement breaks:





# Vestibular System

- The vestibular system refers to structures within the inner ear (the semi-circular canals)
- These structures detect movement and changes in the position of the head.
- Movement can change an individual's attention, and alertness in the shortest period of time





# If Hyper-sensitive

- Fearful reactions to ordinary movement activities
- Apprehensive walking or crawling on uneven or unstable surfaces
  - Appear clumsy
- Want their feet on the ground!

# Our movement seekers – vestibular and proprioceptive

- Seeker: Actively seek and demonstrate a need for intense movement experiences (whirling, jumping, spinning, spinning objects, pacing)
- Bumping and crashing – proprioceptive seeker.
- However they can become over-excited if spinning too much so
  - Needs monitoring
  - “Cap-off” vigorous vestibular activity with proprioception (“heavy work” or compression)

# Activities that can help

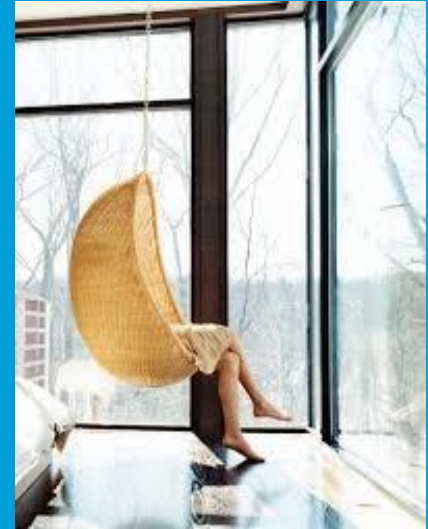
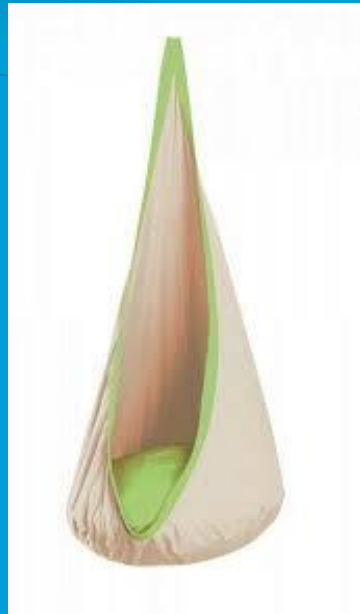


## Seeker/Avoider/Overwhelmed

- Linear, Calm, Slow, Controlled movement

## Sensory seeker:

- Movement Breaks
- Tools for home – peanut rolls, trampettes, exercise bikes, wobble cushion for the table, fidgets



# Auditory



- The person may hear background sound that you can 'tune out' and be bothered by it e.g. hum of a light or a noisy radiator.
- Rooms with an echo like a gym hall can be very difficult
- Whenever possible, people with SPD should be forewarned about bells, announcements, fire drills etc.
- Concerts, church services, theatres or cinemas
- Reduce background noise e.g. play calming music such as Mozart in the headphones.
- Chewing will also help.
- Check that the person has processed what you have said

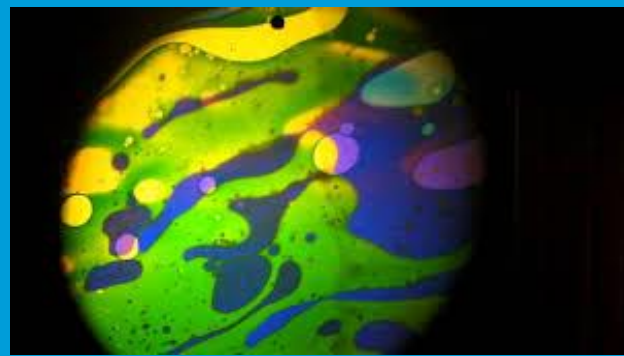
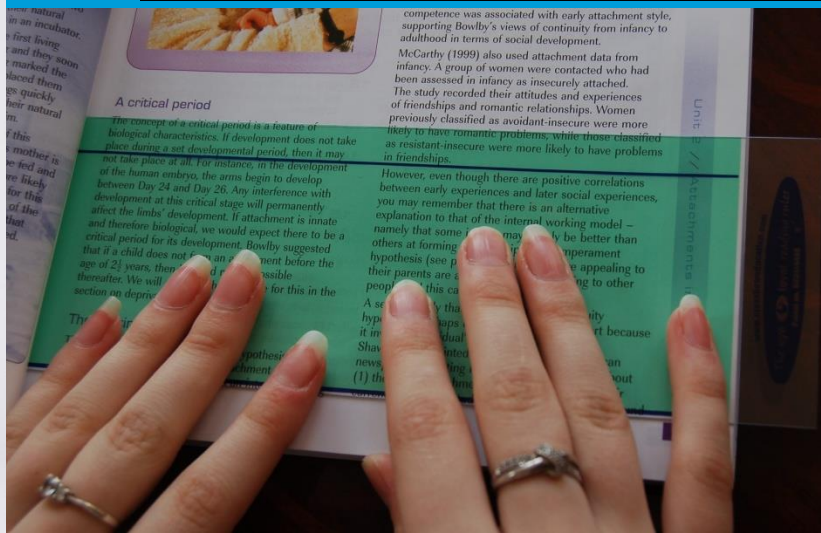
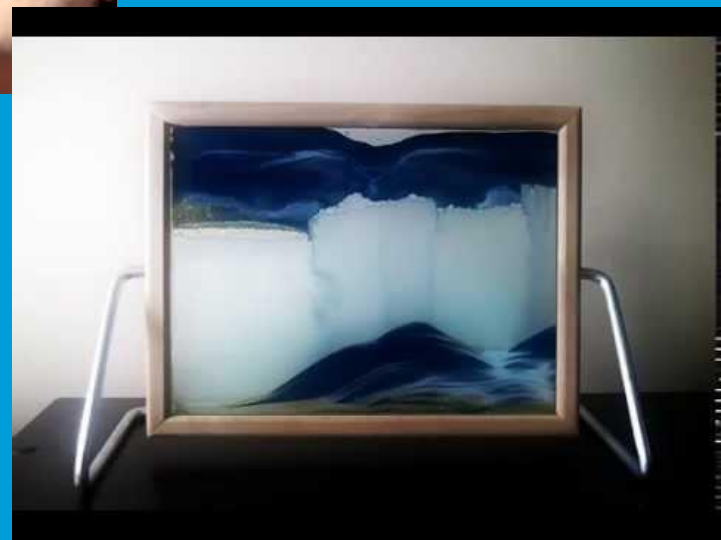
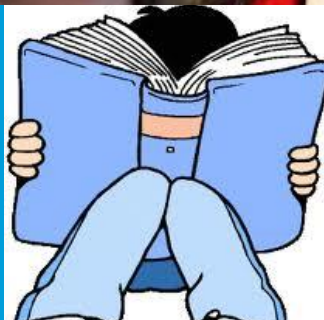
# What can help?



# Vision



- Glare can be very difficult – e.g. the glare on a white board
- Lights can feel too bright
- Shopping malls too white and too bright
- Contrasting colours so specific patterns may cause nausea
- May require Irlen filters for reading etc.
- May need transition lenses or cap with visor on sunny days (or even indoors if light is distressing).
- Visually calming tools can be helpful





# Mouth



## Alerting

- Crunching dry cereal, chips, crackers, popcorn, nuts, carrots, pretzels, celery, apples and sour sweets. Eating sour or spicy foods.

## ORGANIZING – getting just right

- Chewing granola or fruit bars, dried fruit, gums, bagels – resistive, chew tubes, “chewelry”, Blow Toys, bubbles.

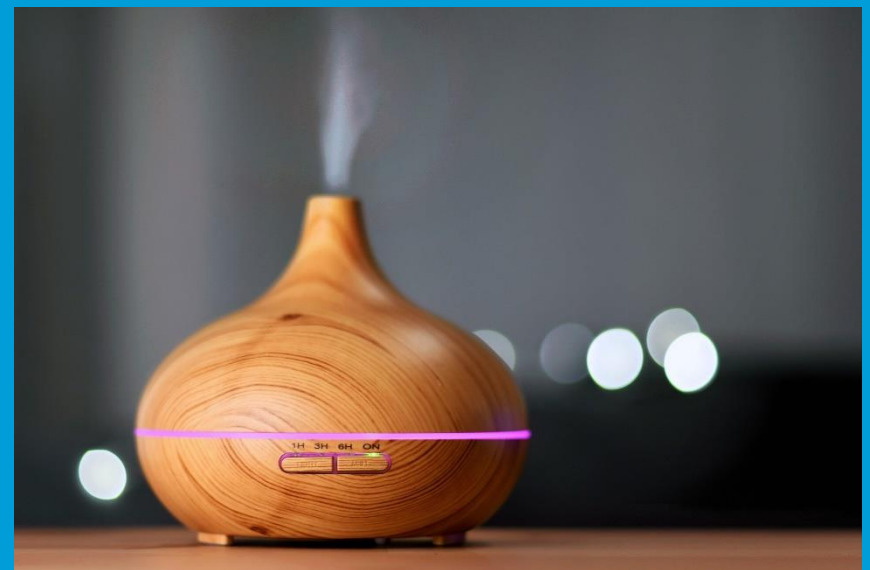
## CALMING

- Eat, suck, chew thick liquids or soft substances , sucking hard sweets.
- Water bottles/sport bottles –have to be the variety that requires child to suck

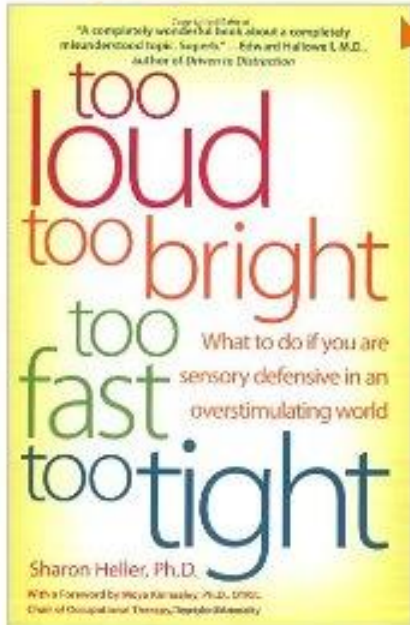


# Smells – Be Careful

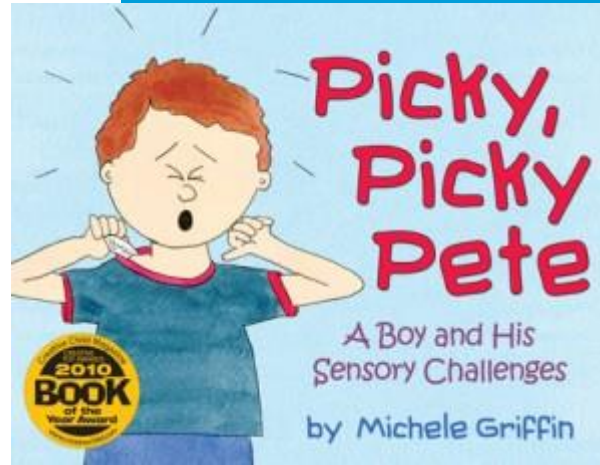
- Respect the person's preferences as far as possible
- Try burning different essential oils in a burner to see what works for the person
- Can help to have a smell to block other smells out



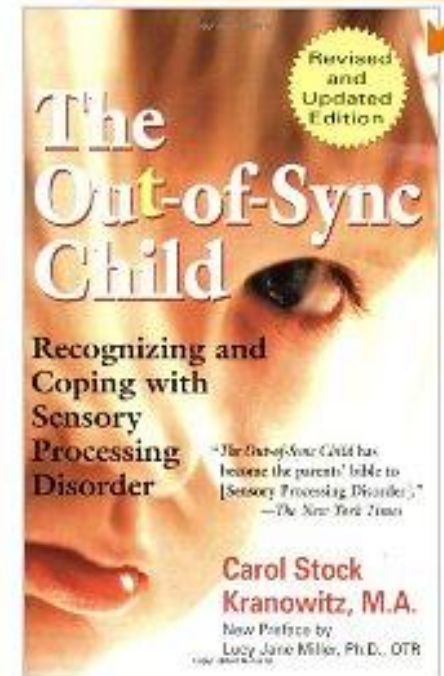
Click to **LOOK INSIDE!**



# Good Books



Click to **LOOK INSIDE!**

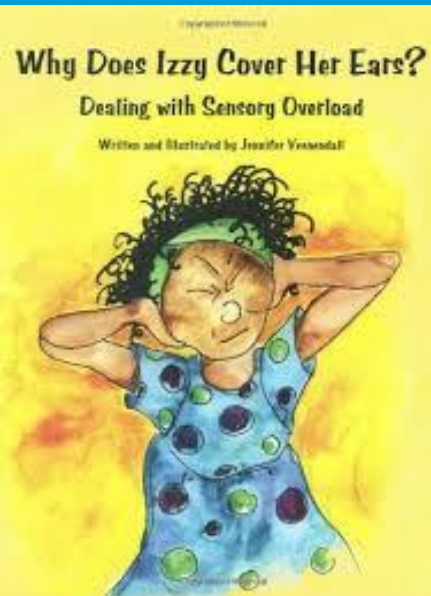


CAROL STOCK KRANOWITZ, M.A.  
 Author of *The Out-of-Sync Child*

## The Out-of-Sync Child Grows Up

Coping with Sensory Processing Disorder in the Adolescent and Young Adult Years

Foreword by  
 LUCY JANE MILLER, Ph.D., OTR  
 Author of *Sensational Kids*



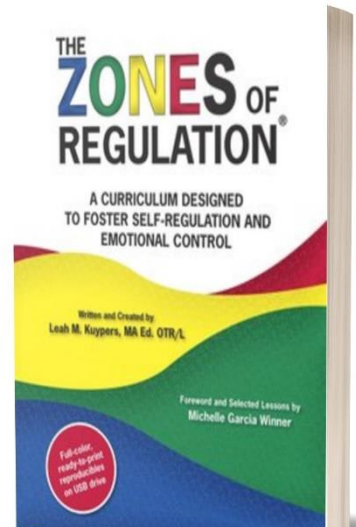
## THE ZONES OF REGULATION

A CURRICULUM DESIGNED TO FOSTER SELF-REGULATION AND EMOTIONAL CONTROL

Written and Created by  
 Leah M. Kuyper, MA Ed. OTR/L

Foreword and Selected Lessons by  
 Michele Garcia Winner

Full color, ready to print, reproducible on USB drive





# Finally

Let's advocate for sensory sensitive spaces  
whenever we can

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Contact for copy of slides

<https://sligolibrary.ie/sense-ability/>

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