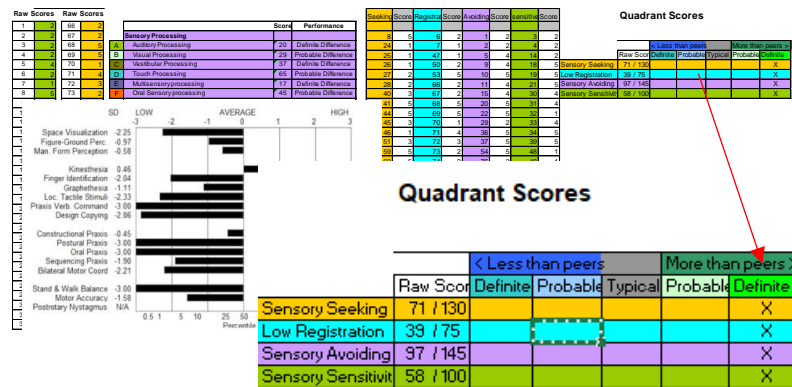
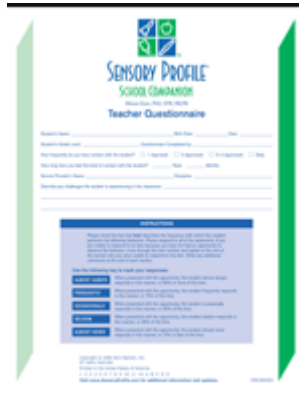


Occupational Therapy -Best Practice for Sensory Integration

Assessment of sensory challenges

Ensure a sensory assessment has been completed by an Occupational Therapist to identify the learner's sensory challenges for either the home or for the education environment.




Individualised Sensory Activities Programme

Complete an individualised continuation pack including the current Sensory programme. Identify sensory activities, provide guidance and support to enable the learner to engage and learn.

Occupational Therapy:
Sensory activities

Student:
OT:



Try to complete a couple of activities each day incorporating all areas each day.

Below is a space for you to list which activities ***** enjoyed or didn't engage well with to help with replicating the fun and most engaging activities another time.

Engaged well/enjoyed	Didn't engage well/difficult

Self-regulation & Sensory Integration

Self-Regulation

What do we mean by self-regulation? For our purposes, we mean the way in which regulate our emotions, our levels of arousal, stress levels and levels of attention so we can carry out the things we need and want to do in our daily life. Self-regulation sits within our central nervous system and it includes both our ability to consciously & automatically regulate our emotions, stress response, alertness and attention. It's a conscious element of self-regulation which means we can learn strategies to improve

anged that these systems also support development of emotional stability because being unable to properly engage with the environment would be a frustrating, overwhelming or disturbing experience. The auditory and visual systems are also important. If an individual's auditory or visual threshold is too low, they are more likely to focus on these sensations and find it difficult to pay attention and focus on other stimuli, impacting on their ability to focus and engage with the social world.

Sometimes, our level of arousal can be very high; for example, when we are feeling worked, angry, stressed or excited. Other times, our level of arousal is too low, such as when we are feeling sad or tired. When our level of arousal is too high or low this can impact on our ability to do daily tasks. We need our level of arousal to be just right for our activities to be successful. It's important to know our individual level of arousal for

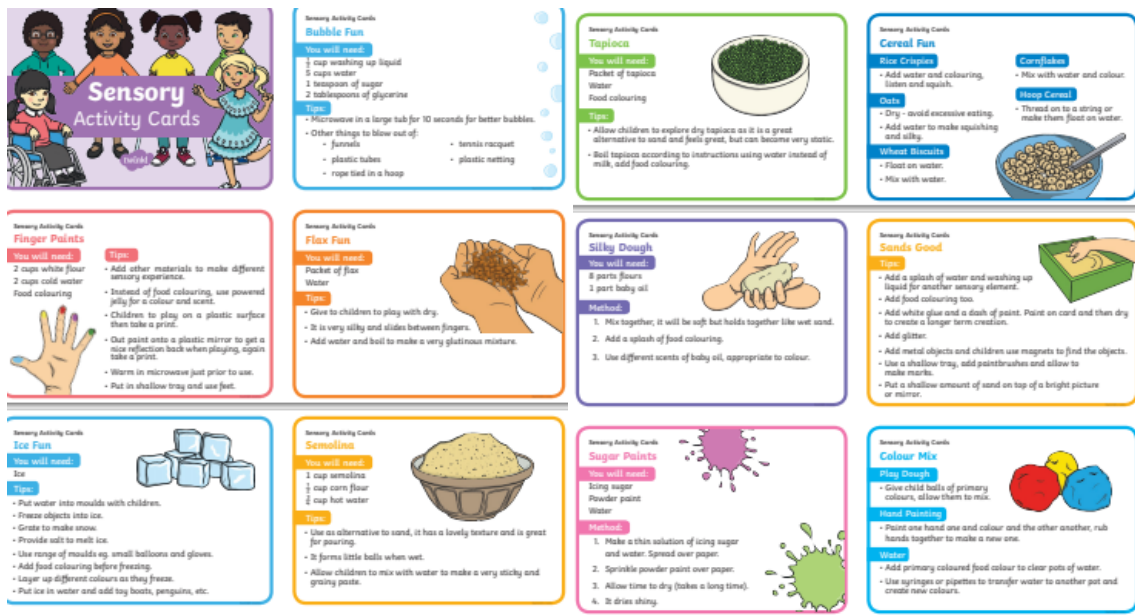
Strategies

Put strategies in place to support the learner to enable them to regulate themselves for each of the learners identified challenging areas tactile, vestibular, proprioceptive, auditory, gustatory, olfactory and visual.

Occupational Therapy -Best Practice for Sensory Integration

Resources

Look at **resources** that can be used at home or signpost low cost items that can be made or purchased on the internet e.g. Sensory direct, Amazon, sensory plus, Rompa.



The image displays a collection of 15 Sensory Activity Cards, each with a title, 'You will need' list, 'Tips', and an illustration. The activities include:

- Bubble Fun:** Requires washing up liquid, water, sugar, and glycerine. Tip: Microwave in a large tub for 10 seconds for better bubbles.
- Taplacci:** Requires dry taplacci, a packet of rice, water, and food colouring. Tip: Allow children to explore dry taplacci as it is a great alternative to sand.
- Cereal Fun:** Includes Rice Crispies, Muesli/Cornflakes, Oats, and Wheat Biscuits. Tip: Dry - avoid excessive eating.
- Finger Prints:** Requires white flour, cold water, and food colouring. Tip: Instead of food colouring, use powdered jelly for a colour and scent.
- Flax Fun:** Requires a packet of flax, water, and a bowl. Tip: Give to children to play with dry.
- Silly Dough:** Requires 8 parts flour, 1 part baby oil, and a bowl. Tip: Mix together, it will be soft but holds together like wet sand.
- Sands Good:** Requires a splash of water, washing up liquid, food colouring, white glue, and a dash of paint. Tip: Add metal objects and children use magnets to find the objects.
- Ice Fun:** Requires water, moulds, and objects to freeze. Tip: Put water into moulds with children.
- Semolina:** Requires semolina, corn flour, and hot water. Tip: Use as alternative to sand, it has a lovely texture and is great for pouring.
- Sugar Prints:** Requires icing sugar, powder paint, and water. Tip: Make a thin solution of icing sugar and water.
- Colour Mix:** Requires primary coloured play dough. Tip: Give child balls of primary colours, allow them to mix.



<https://www.sensorydirect.com/>



<https://sensoryplus.co.uk>

Environment

Look at the **environment is it controlled?** Look for potential distractions such as...

Noise - is the environment quiet, are electrical items making noises, is it raining on the conservatory roof, are people talking around the learner?

Lighting- Are the lights too bright, too dim are they flickering? Does different coloured lighting help improve what the learner can see? do the lights need to be off and a torch shined on the activity to help reduce distractions?

Smells- Is someone making a delicious smelling meal somewhere in the home or has someone just used fly spray/deoderant?

Posture & seating- is the learner comfortable? Do they need a change of position, are they sitting upright enough to see what they are doing.