

Related Services Update

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Sensory processing in the schools, Part 2

We often fail to consider that many of our student’s sensory preferences and processing skills are not the same as ours and in effect we put some of our students at a sensory processing disadvantage without even knowing it. Other factors of course affect our students’ sensory experiences in the environment as well. For instance, other students, lighting, environmental sounds, temperatures, and even events that have happened earlier in the day need to be considered when concerned with a student’s ability to properly use information in their environment to produce appropriate responses to sensory input. To better support students’ sensory processing needs it is important for us to gather some information about the sensory preferences of the student, observe what is happening in the environment and provide supports to assist the student in either obtaining needed sensory input in an appropriate way or to lessen aversive sensory input that is distracting the student from attending to the tasks at hand. A student’s sensory preferences and processing style can be determined using the Child Sensory Profile 2 or a less formal sensory checklist.

By determining a student’s sensory processing style and providing supports in the environment, to either provide more input or decrease input that is over stimulating, we can assist students in increasing their ability to attend to structured activities. This will also decrease disruptive behaviors that may occur in attempts to either obtain or avoid sensory input.

This issue:

- Sensory processing, Part 2
- Spring conference!
- Upcoming trainings
- Current openings

Supports for the 4 processing styles and supports for those styles are as follows:

Processing Style	Supports
Low/ Poor Registration	Provide more intensity of sensory input Increase the chance that the child will notice what is going on Increase the contrast of stimuli Decrease the predictably of routines Needs support from others and the environment to get the input that they need
Sensory Seeking	Provide more opportunities to obtain appropriate sensory input in a structured way Provide more intensity and more novelty in daily sensory experiences Their behavior will typically tell us what type of input they need Incorporate needed sensory input into daily routines Avoid using sensory input as a reward for desired behavior or withholding sensory opportunities as a punishment
Sensory Avoiding	Provide more structure for activities Add supports to reduce aversive stimulation Reduce sensory experiences when possible Provide opportunities and settings for the child to take breaks It is not likely that repeated exposure will reduce sensitivity Make adjustments as needed in the environment to reduce exposure to input
Sensory Sensitive	Provide structured opportunities for sensory experiences Eliminate distractors and decrease stimuli Provide a quiet place for work Add supports to reduce distracting stimuli Provide the “just right” amount of sensory input while minimizing overwhelming extra input/ input that would be distracting

Resources:

Dunn's Model of Sensory Processing. From "The Impact of Sensory Processing Abilities on the Daily Lives of Young Children and Families: A Conceptual Model," by W. Dunn, 1997, *Infants and Young Children*, 9(4), p. 24. Copyright © 1997 by Aspen Publishers. Reprinted with permission.

https://www.teachingei.org/disabilities/primers/Sensory_Processing_Disorder.pdf

<https://childmind.org/article/how-sensory-processing-issues-affect-kids-in-school/>

<https://www.sensorysmarts.com/sensory-checklist.pdf>

Are you an administrator receiving these updates? Please make sure you are forwarding these newsletters to your related services providers.

For previous newsletters, go to: <http://sde.ok.gov/sde/newsupdates>

Spring Related Services Conference

Breaking old habits: Re-thinking service delivery in the schools

Our related services conference is scheduled for **Thursday, April 26, 2018** and will be located at the Moore-Norman Vo-Tech Center. The conference will be **FREE** to related services providers! The registration link should be available within the next two weeks. The topics have been finalized. The two morning topics will be options for service delivery (thinking outside the box) and tips for team collaboration. The afternoon will be two sessions with the options being: writing functional goals, team assessment, medical necessity, and options for RTI/MTSS. For more information, twarwick@todaystherapysolutions.com.

Upcoming Trainings & Resources

March 8 – 9, 2018 – PECS Level 1 Training, Oklahoma city, OK

For more information: <https://pecsusa.com/workshops/pecs-level-1-training-oklahoma-city-oklahoma-march-2018/>

Current Openings

Edmond Public Schools is looking to fill three full time Occupational Therapy positions for the 2018-2019 school year. Contact nancy.goosen@edmondschools.net for more information. You can complete an application online at www.edmondschools.net.

If you need technical assistance regarding related services, looking for related services providers, or are a current related services provider looking for work in the schools, contact Tara Warwick at twarwick@todaystherapysolutions.com.