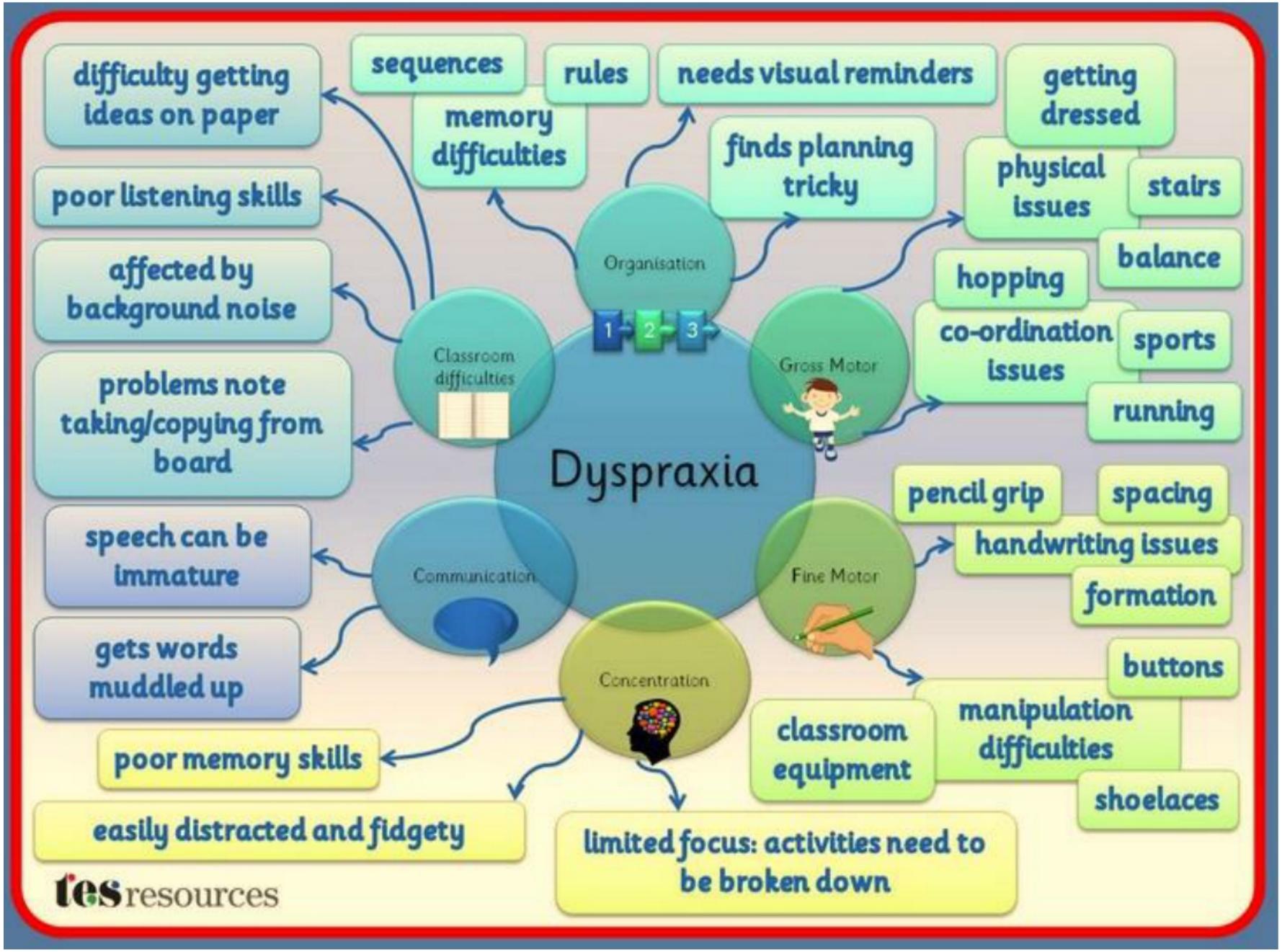
LONGSANDS ACADEMY
Astrea Academy Trust
INSPIRING BEYOND MEASURE

Sensory Barriers

(including Dyspraxia)

Information Booklet


Dyspraxia
Organisation
1
2
3
Classroom difficulties
Gross Motor
Communication
Fine Motor
Concentration
difficulty getting ideas on paper
sequences
rules
needs visual reminders
getting dressed
memory difficulties
finds planning tricky
physical issues
stairs
balance
poor listening skills
hopping
affected by background noise
co-ordination issues
sports
running
problems note taking/copying from board
pencil grip
spacing
handwriting issues
formation
speech can be immature
gets words muddled up
buttons
manipulation difficulties
classroom equipment
shoelaces
poor memory skills
easily distracted and fidgety
limited focus: activities need to be broken down
tes resources

DYSPRAXIA

PHYSICAL
Fine motor skills
Gross motor skills
Balance
Co-ordination

SPATIAL AWARENESS
Judging distances
Knowing where we are in relation to other people/objects

SPEECH & LANGUAGE
Pronouncing certain words
Stuttering
Words muddled up
Organising sequence of sentence
Controlling volume + tone of speech

SENSORY
Over/under-sensitive to: touch, temperature, noise, smell, taste, pain, light.

SOCIAL
Eye contact
Literal thinking
When to interject
Repeat ourselves
Background noise

CONCENTRATION
Daydreaming
Concentrating for long periods of time
Background noise

ORGANISATION
Doesn't come naturally
Forgetting things - memory

THOUGHT PROCESSING
Slower
Lots of thoughts at once - sleep difficulty 'shutting down' brain

SENSE OF DIRECTION
Getting lost easily
Difficulty telling left + right apart

MEMORY
Short term memory
Long lists of instructions

EYE MOVEMENT
Tracking
Relocating

EMOTION
Easily stressed + frustrated
New routines

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Dyspraxia Awareness Week 2015

I have Dyspraxia!
That Means I Might...

Need more help on the playground

Have difficulties coordinating motor movements

Have difficulties manipulating pegs,cards, beads, etc.

Repeat familiar and preferred activities over and over

Clumsy

Be reluctant to join ongoing play with peers

Take longer to complete a task

Avoid novel tasks

Get easily distracted

Have difficulties with sequencing and organizing

Struggle completing self care tasks

ot PLAN

Information and Strategies for Children with Dyspraxia

Dyspraxia

Dyspraxia is also known as Developmental Coordination Disorder (DCD). It has been described as a "difficulty getting our bodies to do what we want when we want them to do it", a difficulty that can be considered significant when it interferes with the normal range of activities expected of a child of their age. Dyspraxia can adversely affect speech and language, fine motor control and gross motor coordination.

What to look out for:

- The pupil may have handwriting difficulties.
- They may show difficulties with using tools, utensils and cutlery.
- They may also not be able to run in a straight line, struggle with kicking, running, hopping and they could regularly bump into people.
- The pupil may have a poor attention span and get easily distracted in class which could lead to them disturbing others.
- The pupil may have difficulty understanding concepts such as 'in', 'on' and 'in front of'.
- They are poorly organised.
- The pupil will find it difficult to follow instructions.
- They can struggle with explaining their needs or answering a question.
- They may have difficulty with some social skills such as keeping friends, judging how to behave in company and struggle with the concept of personal belongings.
- The pupil may struggle with change and understanding how others feel.

Strategies:

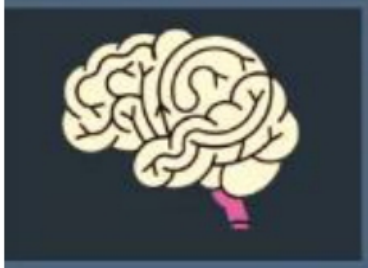
- Give the pupil as much encouragement as possible.
- Be aware that protracted handwritten work may cause frustration.
- Ensure that the pupil's pen and pencil grip is comfortable.
- Consider alternatives to writing such as word processors, speech to text software, scribe.
- Teach touch typing.
- Provide a non-slip mat to go under books.
- Allow extra time to complete tasks.
- Do not provide too many verbal or visual instructions at once.
- Give step by step instructions and check they are understood.

- If necessary, place simple written instructions on the pupil's desk.
- Sit the pupil near the board.
- Use checklists and story planners.
- Provide diagrams to label rather than asking the pupil to draw them.
- Position student away from distractions in the classroom.
- Provide handouts where possible.
- Encourage the use of mind-maps, spider diagrams and lists.
- Use lined paper with margins.
- In Mathematics, use squared paper.
- In Physical Education, a new skill may have to be fully demonstrated before the pupil can perform the task.
- Provide some socials skills training.
- Encourage pupils to take part in extra-curricular activities that they enjoy.
- Provide written reminders for routines.
- Provide a mini laminated timetable.
- Encourage the pupil to make an equipment timetable to list what is needed each day.
- Allow extra time for the pupil to pack up at the end of the lesson.
- Provide specialist equipment to make practical activities more inclusive. Look at things like ridged rulers or looped scissors.
- Give homework at the start of the lessons so the pupil has chance to make a clear note of it.
- Work with parents to set up a system at home for a homework routine.
- Suggest time limits for homework.

SENSORY BINS

How They Support Brain Development

Movement Matters®



Brain Stem

What it controls: alertness, sleep regulation, breathing, heart rate, swallowing, reflexes

Sensory Bin: play engages the parasympathetic nervous system which decreases blood pressure, heart rate, improves immunity, and supports learning.

Cerebellum

What it controls: balance, coordination, attention, rhythm, proprioception, vestibular system.

Sensory Bin: supports hand-eye coordination, engages attention, strengthens proprioception and supports increased depth perception.

Occipital Lobe

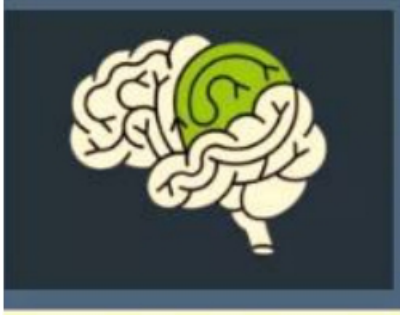
What it controls: the visual system, visual information, sight (letters, shapes, sizes, numbers).

Sensory Bin: supports visual tracking and processing of items. Helps support learning of various sizes, shapes, and recognition of numbers.

Temporal Lobe

What it controls: speech, auditory processing, hearing, behaviors, emotions, memory

Sensory Bin: supports auditory processing of sounds,
integrating the senses supports the development of



Parietal Lobe

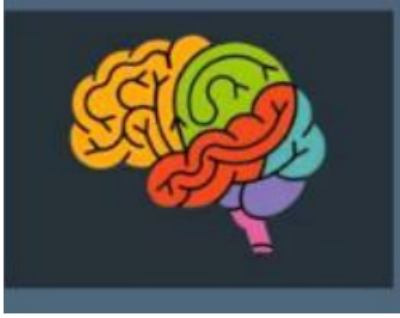
What it controls: sensory information, proprioception

Sensory bin: helps develop the parietal lobe which can help with clothing discomfort, food sensitivity, tactile integration, and smell.

Frontal Lobe

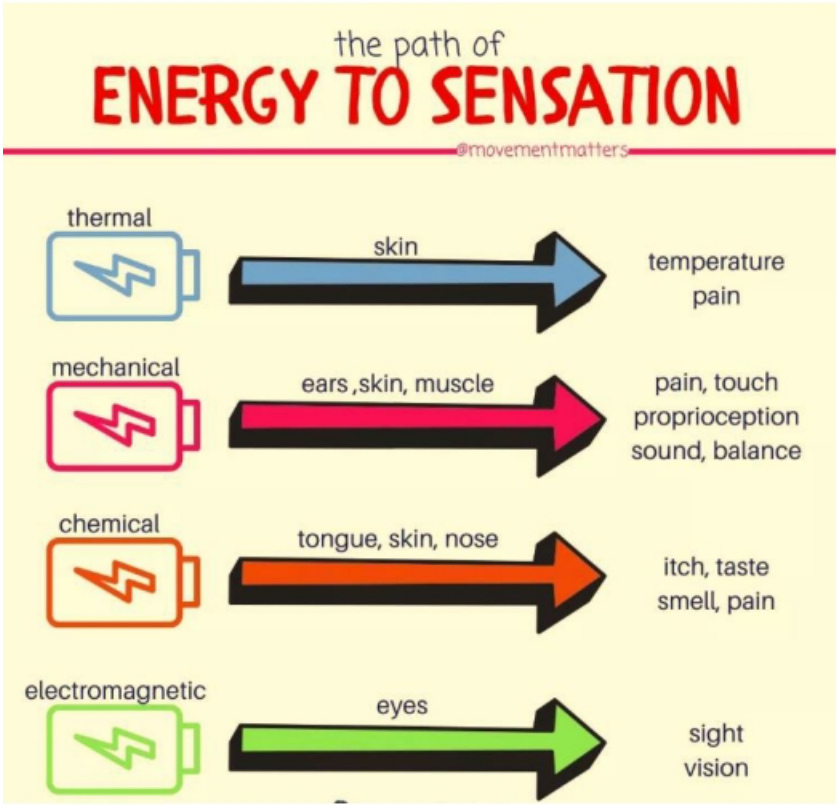
What it controls: abstract thinking, problem solving, reasoning, motor function, expressive language

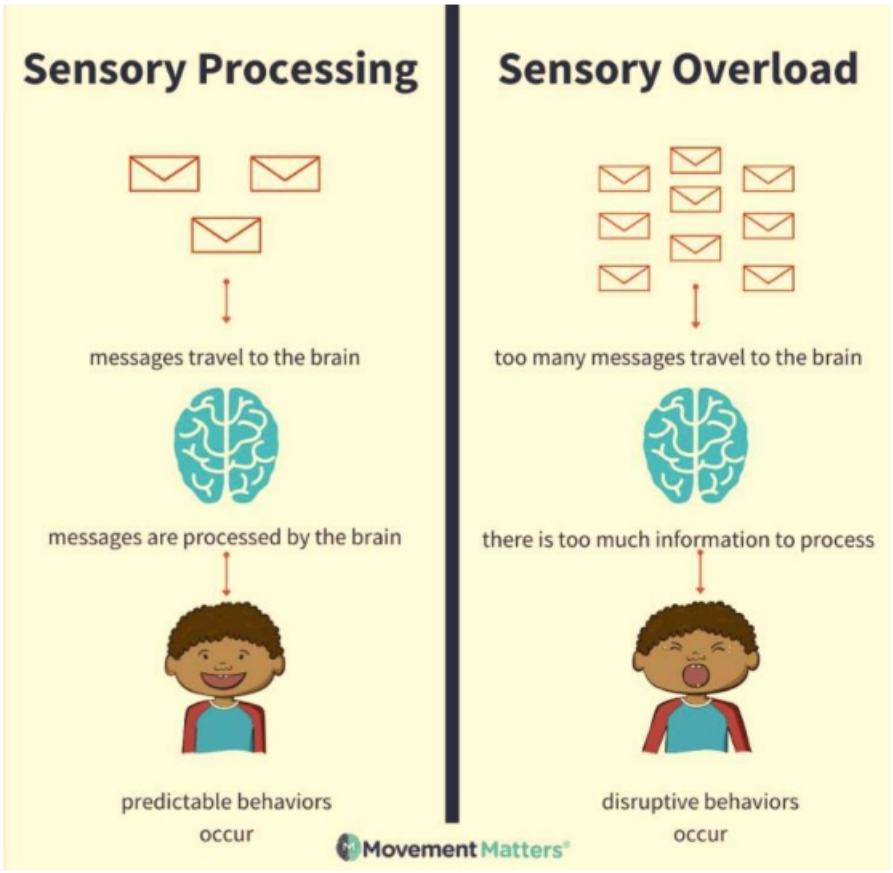
Sensory Bin: supports language and communication development, motor coordination, & abstract thinking.



Overall

Sensory bins support sensory integration which help to increase neurological connections in the brain. This can lead to improved processing, more emotional control abilities, improved focus & concentration, and decreased stress and anxiety.


the path of
ENERGY TO SENSATION
@movementmatters
thermal
skin
temperature
pain
mechanical
ears ,skin, muscle
pain, touch
proprioception
sound, balance
chemical
tongue, skin, nose
itch, taste
smell, pain
electromagnetic
eyes
sight
vision


Sensory Processing
messages travel to the brain
messages are processed by the brain
predictable behaviors
occur
Sensory Overload
too many messages travel to the brain
there is too much information to process
disruptive behaviors
occur
Movement Matters®

How behavior can be affected by

SENSORY PROCESSING

@movementmatters

First the sensory system sends information to the brain

then the brain decides what to do

usually it sends an appropriate motor response

sometimes the brain doesn't know what to do

this can cause emotional or behavioral challenges

this processing can be affected by trauma, neurological conditions and more

Empathy, compassion, understanding, and therapeutic interventions can support the development of their neurological system.

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SENSORY PROCESSING

challenges can look like...

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I didn't hear you

It is hard to control my emotions

Sorry I ran into you again

I have trouble sitting still

There are too many people

I can't fall asleep

Don't leave me alone

I don't want to eat that

I struggle with aggression

I am too hot (or cold)

These clothes are itchy

Everything is too loud

I struggle with

SENSORY PROCESSING

My neurological system is more sensitive

I may be sensitive to different types of clothing,food, noise, or lights

I may react too much (or not enough) to different situations

It can be hard for me to control my emotions

It can be hard for me to focus & pay attention

I am not a bad kid

My behavior is not the fault of my parents

Movement Matters®

steps to support

SENSORY FOOD BEHAVIORS

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Sensitivities

gags at the sight, smell, or texture of food

prefers only specific food textures

struggles with messy meals or messy play time

strongly prefers certain colors, textures, or flavors

stashes food in their cheeks

overstuffs their mouth

Activities

don't pressure taste, instead focus on exploring new foods with play

use new foods to play with & encourage blowing bubbles

use oral sensory tools like an electric toothbrush

explore sequential feeding therapy

schedule a consult with a speech language pathologist and/or occupational therapist

TACTILE BEHAVIORS

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Typical

can tolerate walking on different surfaces (sand, grass, etc)

can tolerate clothing textures

comfortable changing clothes or diapers

can handle a range of food textures & temperatures

tolerates hygiene well (bathing, hair brushing, etc)

comfortable cuddling

Atypical

becomes distresed by certain textures, or footwear

avoids certain clothing types

shows signs of stress when changing clothing or diapers

frequently refuses food based on texture or temperature

avoids or becomes upset with hygiene activities

resists hugging or cuddling

Sensory Triggers for Kids

unexpected situations

uncomfortable clothing

too much noise

too many people

transitions

new situations

OCCUPATIONAL THERAPIST

HOW CAN THEY HELP?

handwriting

fine motor

gross motor

assistive devices

attention

balance & coordination

OCCUPATIONAL THERAPIST

HOW CAN THEY HELP?

Developmental Delays

Learning Challenges

Behavior Struggles

Injuries or Trauma

Sensory Processing

Visual Coordination