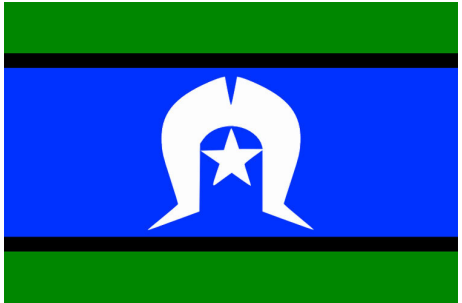


Part 2: Implementing Sensory Strategies



Acknowledgement



Cultural note

All Aboriginal and Torres Strait Islander people are advised that this presentation may contain images or voices of people who have passed away



JF27

Welcome

Grant Russell
• Facilitator

Carmel Corrigan
• Facilitator

Bec Wahisten
• Moderator

positive partnerships

Slide 4

JF27 ACTION- Hide this slide for Monday!

Jessica Feary, 16/06/2020

Using the webinar tools

#NB Ensure you set your 'chat box' to "ALL panelists and attendees"

Chat window

You can open the chat window and pop it up on the side of your screen

question and click enter

The image shows a Zoom webinar interface. The main slide is titled "Technology and Online Learning webinar" and features a circular image of a person wearing a VR headset. A chat window is open on the right side of the screen, displaying messages from panelists. One message from Natasha says "Hi and thank you for this opportunity" and another from Liesl says "Hello everyone". A callout box points to the chat window with the text "#NB Ensure you set your 'chat box' to 'ALL panelists and attendees'". Another callout box points to the chat window with the text "You can open the chat window and pop it up on the side of your screen". A third callout box points to the chat window with the text "question and click enter". The Zoom logo and "positive partnerships" logo are visible in the bottom right corner.

Something about you...

- In what capacity are you attending?
- Did you listen to Part 1 – Understanding Sensory Processing?

The image features a green map of Australia. In the bottom right corner of the map, there is a circular inset showing two young girls smiling. The "positive partnerships" logo is located in the bottom right corner of the slide.

Learning intentions

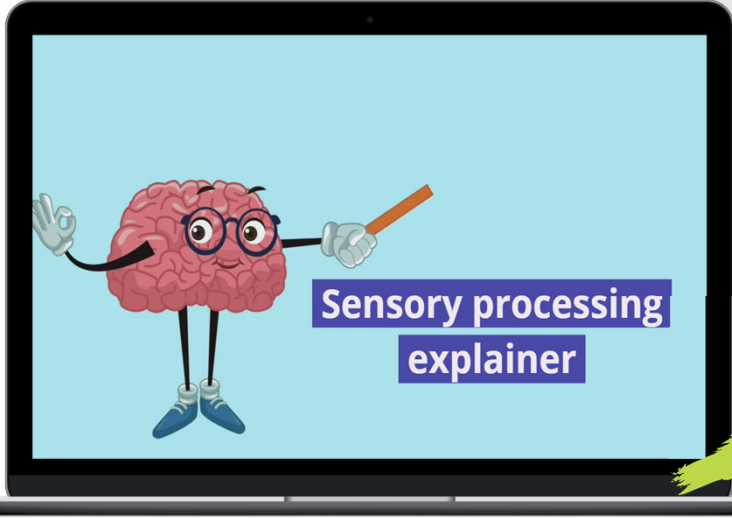


Explore sensory processing and highlight the importance of understanding sensory processing differences.



Review tools, strategies and resources that can assist individuals to meet their sensory needs and engage in their every day activities.

Let's recap



Sensory Processing Explainer

Sensory processing explainer

The 4 sensory profiles

Registration

Under sensitive

Sensory Seeking

Sensory Sensitive

Over sensitive









Sensory Avoiding

Dunn, 2014

Action Plan

Action Plan

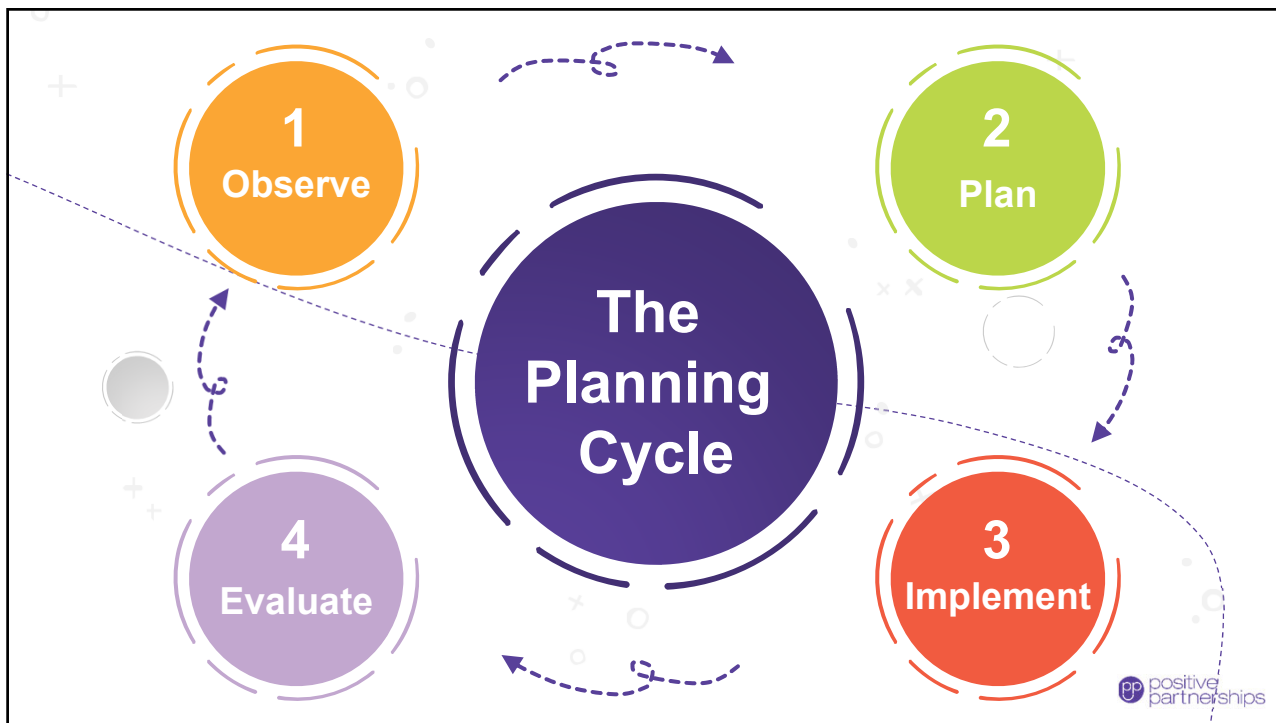
positive partnerships
Working together to support school-aged students on the autism spectrum

	Under responsive observations 'A lot feels like a little'	Over responsive observations 'A little feels like a lot'	Possible strategies
 Tactile (Touch)			
 Visual (Sight)			
 Gustatory (Oral Sensations)			
 Vestibular (Movement)			
 Auditory (Sound)			
 Olfactory (Smell)			
 Proprioception			
 Interoception			

The Positive Partnerships initiative is funded by the Australian Government Department of Education, Skills and Employment through the Helping Children with Autism Package. The views expressed in this publication do not necessarily represent the views of the Australian Government or the Australian Government Department of Education, Skills and Employment.

autism spectrum
AUSTRALIA

positive partnerships





1 Observe **Why do we need to observe?**

A slide titled "1 Observe Why do we need to observe?". The title is in purple. Below the title is a video player showing a woman with short brown hair and glasses, wearing a blue patterned top, smiling. The slide is decorated with various icons: a small 'x', a plus sign, a circle, and a green brushstroke in the bottom right corner. The "positive partnerships" logo is in the bottom right corner.

positive partnerships

JF86

1
Observe


Why do we need to observe?



positive partnerships

1
Observe

Be a Detective!



“When providers and families can understand the **meaning** of the children’s behaviours from a sensory processing perspective, then they can create a more “**sensory friendly**” environment for them, thus **increasing the chances** for the children to manage more situations successfully” (Dunn (2007))


positive partnerships


Slide 15









JF86 Emma G- i can't remember what i said here! Can you type any points that might be relevant.

Jessica Feary, 19/06/2020







	Under responsive observations 'A lot feels like a little'	Over responsive observations 'A little feels like a lot'
 Tactile (Touch)	Prefers to be barefoot and likes to walk in sand	Does not like to get paint on his hands
 Visual (Sight)		
 Gustatory (Oral Sensations)	Overfills his mouth at dinner time but not at breakfast Loves nearly burnt toast with LOTS of vegemite	
 Vestibular (Movement)	Could ride his bike all day long	
 Auditory (Sound)	Likes to listen to loud classical music	Covers his ears at the sound of a vacuum. Avoids public toilets with hand dryers
 Olfactory (Smell)	Will smell any flower he comes across at the park	
 Proprioception	Bumps into his friends in the classroom	
 Interoception	Forgets to drink water and will come home with a full drink bottle if he is not reminded at school	



Most/Least Likely

Behaviour- what behaviour are we observing?



	People	Place	Activity	Time
Behaviour is MOST likely to occur when:	Who is usually around when the behaviour occurs? You can write as many names as is relevant:	Where does the behaviour usually occur? You can write one or more places:	Think about activities that the person is engaged in when the behaviour typically occurs. You can write one or more activities:	Is there a time of day, day of week, etc when the behaviour is most likely to occur?
Behaviour is LEAST likely to occur when:	Who is around when the behaviour rarely or never occurs? You can write as many names as is relevant:	In what places does the behaviour rarely or never occur? You can write one or more places:	What activities rarely or never result in this challenging behaviour?	Is there a time when the behaviour is not likely to occur? Write down times other than when the individual is sleeping.



Most Likely

Behaviour- Sam kicks the seat in front of him



	People	Place	Activity	Time
Behaviour is MOST likely to occur when:	Who is usually around when the behaviour occurs? You can write as many names as is relevant: <ul style="list-style-type: none"> • Mum • Brother 	Where does the behaviour usually occur? You can write one or more places: <ul style="list-style-type: none"> • In Mum's car 	Think about activities that the person is engaged in when the behaviour typically occurs. You can write one or more activities: <ul style="list-style-type: none"> • Being driven to school • Listening to the radio-Classic Hits 	Is there a time of day, day of week, etc when the behaviour is most likely to occur? <ul style="list-style-type: none"> • 8.30 ish, no matter where we are on the drive



Least Likely



Behaviour- Sam kicks the seat in front of him

	People	Place	Activity	Time
Behaviour is LEAST likely to occur when:	Who is around when the behaviour rarely or never occurs? You can write as many names as is relevant: <ul style="list-style-type: none"> • Dad • Grandma 	In what places does the behaviour rarely or never occur? You can write one or more places: <ul style="list-style-type: none"> • When sitting at the movies • In any other chair • In dad's car • In grandma's car 	What activities rarely or never result in this challenging behaviour? <ul style="list-style-type: none"> • Driving home from school • During assembly • Watching a movie at the cinema • On the bus 	Is there a time when the behaviour is not likely to occur? Write down times other than when the individual is sleeping. <ul style="list-style-type: none"> • At the end of the day • On the weekend driving to swimming lessons at approx. 11am



What happened next?

Whilst completing the most likely, least likely template, the teacher and parents both realised that Sam **only ever kicked at 8.30am when the news came on the radio...**

"The teacher said, "Oh, Sam isn't worried about getting to school, he just doesn't like the newsreader!"

Dad said to Mum, "That's why he doesn't kick me, only you, I don't have the news on, just music."



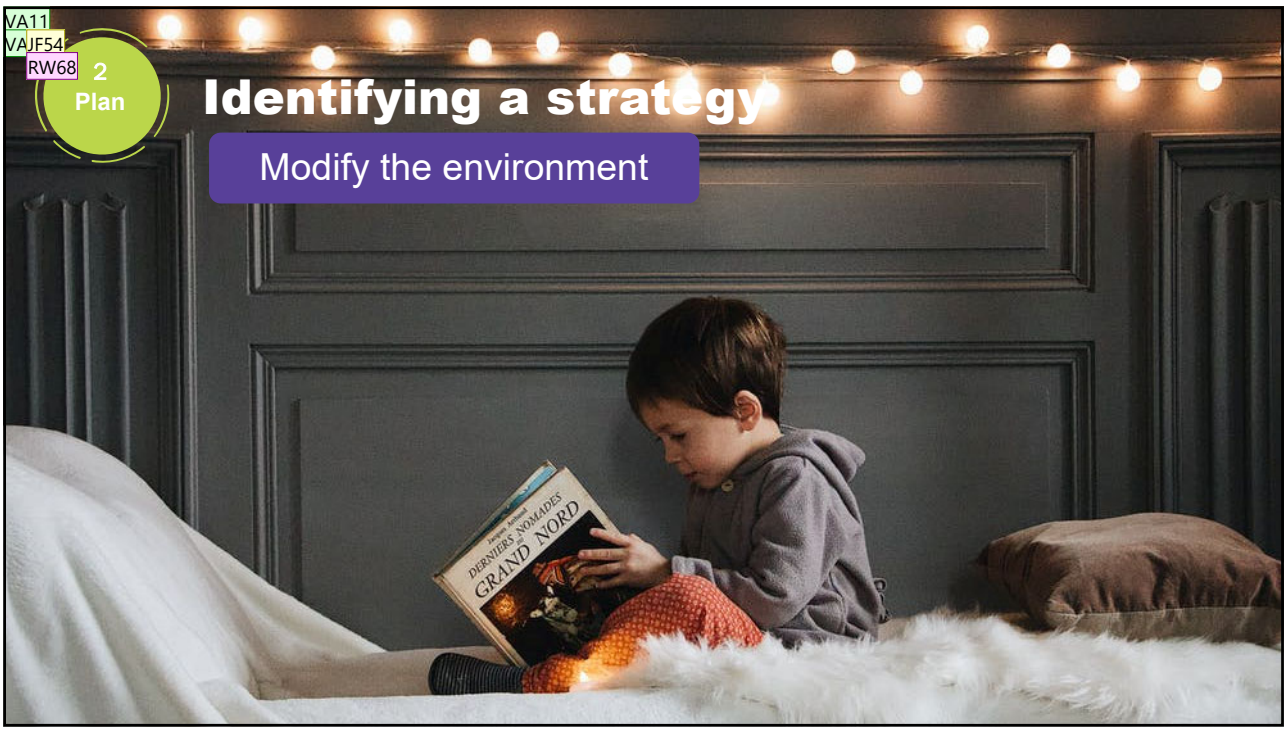
2
Plan

Identify a strategy

1. Modify the environment
2. Teach a new activity or skill
3. Introduce a tool, resource or visual support

Inside	Outside
Use food items (e.g., cans) or cleaning supplies as weights	Take a walk or ride a bike
Learn a dance from YouTube, Tik Tok, Instagram, or GoNoodle... or freestyle to your favorite songs	Gardening or yard work
Do heavy work like carrying heavy items up and down stairs	Go on a nature scavenger hunt
Try yoga or animal poses/walks like crab walks, bear walks, frog jumps...	Play catch or jump rope





Slide 25

VA11 just wondering if participants will understand what an environmental audit means? Is there an example we could have as a link to share? Some of the Autism CRC docs may be useful?

Vanessa Alexander, 17/06/2020

VA12 Or something like this

<http://sensory-processing.middletownautism.com/sensory-strat>

Vanessa Alexander, 17/06/2020

JF54 BEC- do we want a slide about the environmental audit? Alternatively we could mention that we are going to put a template in the resources that can help them conduct an environmental audit

Jessica Feary, 19/06/2020


RW68 Ive deleted the information about an environmental audit. What do you think


Rebecca Wahlsten, 22/06/2020

2
Plan

Inclusion Ed

Home Sign up Log in





Practices

Explore the teaching practices below to see how they can help you to deliver student outcomes and meet your professional learning needs.

Latest releases

Classroom management

Foster school connectedness using the WISE model

Use collaborative partnerships to foster inclusion

Focus on the big picture in transition planning: Career interests

Use visual schedules to help students stay on task


Organise your classroom


Establish classroom rules

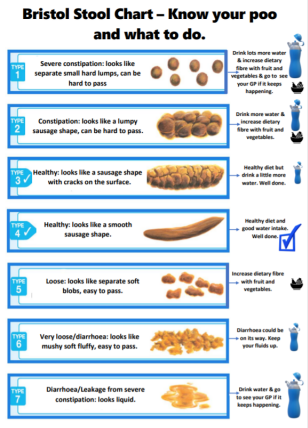
<https://www.inclusioned.edu.au/>


2
Plan

Interoception visual supports









positive partnerships

JF68

2 Plan

Identify a strategy

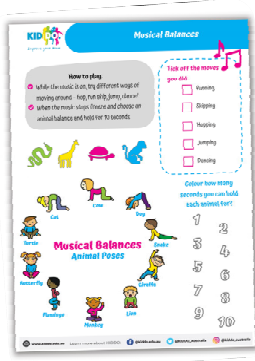
Teach a new activity or skill



2 Plan

Identify a strategy

Teach a new activity or skill

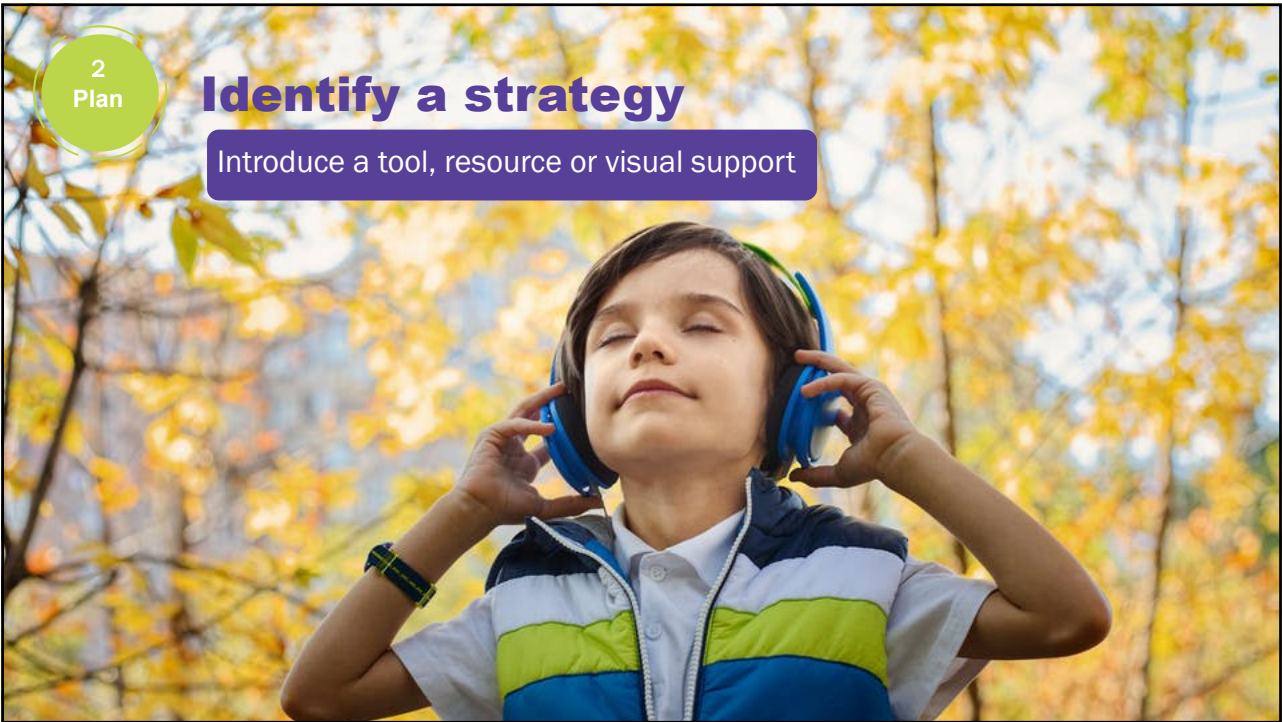


Inside	Outside
Use food items (e.g., cans) or cleaning supplies as weights	Take a walk or ride a bike
Learn a dance from YouTube, Tik Tok, Instagram, or GoNoodle...or freestyle to your favorite songs	Gardening or yard work
Do heavy work like carrying heavy items up and down stairs	Go on a nature scavenger hunt
Try yoga or animal poses/walks like crab walks, bear walks, frog jumps...	Play catch or jump rope



JF68 BEC- please add dialogue here

Jessica Feary, 19/06/2020



JF74

2 Plan

Identify a strategy

Introducing a tool, resource or visual support

JF74 BEC- please add dialogue about these supports

Jessica Feary, 19/06/2020

JF74

2 Plan

Identify a strategy

Introducing a tool, resource or visual support



2 Plan

Identify a strategy

Introducing a tool, resource or visual support



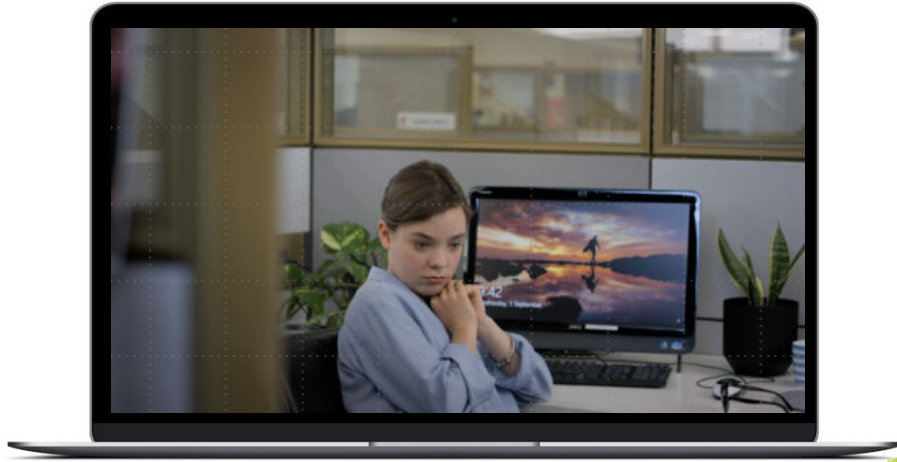
JF74 BEC- please add dialogue about these supports

Jessica Feary, 19/06/2020

JF75

2
Plan

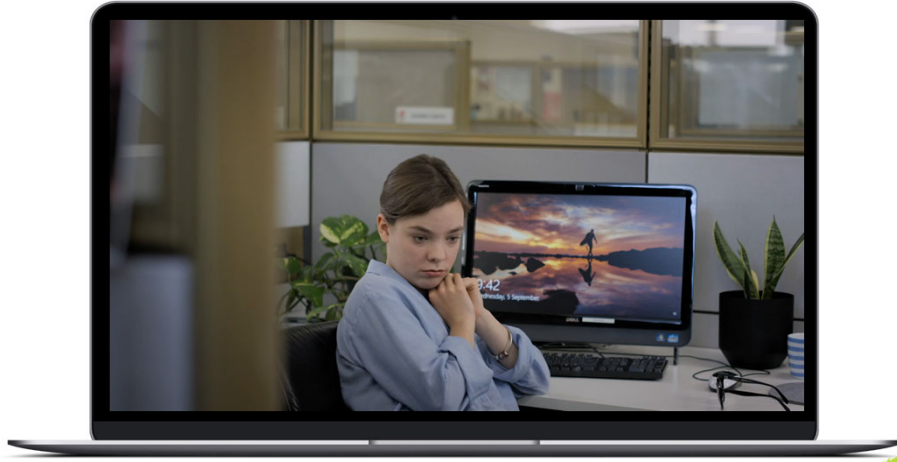
Amaze-Change your reactions



pp positive partnerships

2
Plan

Amaze-Change your reactions



pp positive partnerships









JF75 BEC- add dialogue

Jessica Feary, 19/06/2020

2 Plan

Action Plan

Action Plan 

	Under responsive observations 'A lot feels like a little'	Over responsive observations 'A little feels like a lot'	Possible strategies
 Tactile (Touch)			
 Visual (Sight)			
 Gustatory (Oral Sensations)			
 Vestibular (Movement)			
 Auditory (Sound)			Introduce headphones and an ipod Keep the station on music only
 Olfactory (Smell)			
 Proprioception			
 Interception			



3 Implement



Slide 37

JF55 BEC- need to replace this picture so strategy is in right column
(still in over responsive)

Jessica Feary, 19/06/2020



Implement a new strategy

Consider:

1. Who needs to be informed and trained?
2. What materials do we need?
3. What environments do the materials need to be available in?
4. Does your young person need to be taught something?
5. Trial and observe their response.





Evaluate a strategy

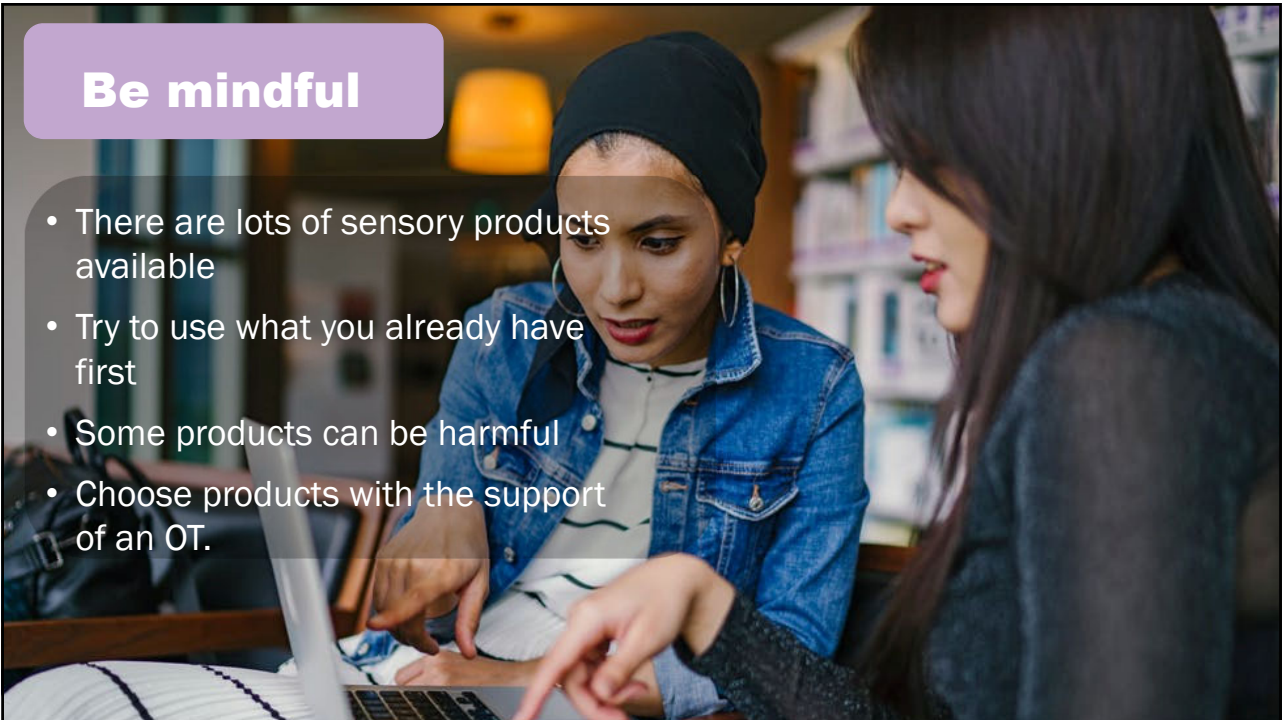
1. What is the purpose of the strategy?
2. Is the strategy achieving the intended objective?
3. Is the strategy appropriate for the environment?
4. Is the strategy being safely implemented?
5. Is the strategy easy to use?
6. Is the strategy negatively impacting the young person's learning or the learning of those around them?



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Be mindful

- There are lots of sensory products available
- Try to use what you already have first
- Some products can be harmful
- Choose products with the support of an OT.



Where can you go for support?

GP
Autism Connect
National autism helpline

Occupational Therapist

Psychologist

Dietician

Call 1300 308 699
Email us
Live Webchat
Autism Connect: Search

Occupational Therapy Australia

positive partnerships

raisingchildren.net.au
the autism parenting website

pregnancy newborns babies toddlers preschoolers school age pre-teens teens grown-ups autism disability

Autism spectrum disorder: Parent Guide to Therapies

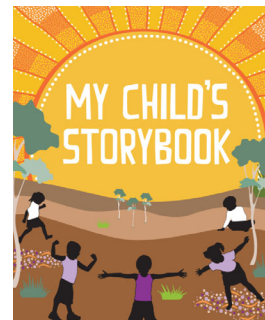
The therapies guide offers reliable information about a wide range of therapies and interventions for children with autism spectrum disorder (ASD). For information about how to use the guide read the [FAQs and asked questions](#)

Raisingchildren.net.au

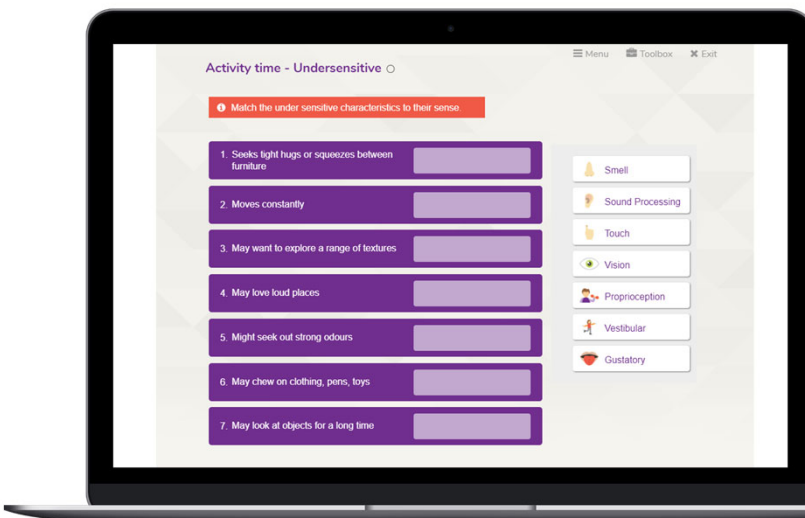
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JF83

Resources



Sensory processing module



JF83 BEC- add in the resource about changes here

Jessica Feary, 19/06/2020

positivepartnerships.com.au

LinkedIn positive partnerships

pinterest.com.au/PositivePartnershipsAustralia/

facebook.com/PositivePartnershipsAU

Twitter @PosPartnerships

Instagram @positivepartnerships

Upcoming webinars

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Feedback



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