

Sensory Profile

In May, 2012, the Sensory Profile (by Winnie Dunn) was used to look at This child.

The following results were obtained:

Sections	maximum # of points	Score	Typical Performance	Probable Difference	Definite Difference
Sensory Processing					
A. Auditory Processing	(40)	26		X	
B. Visual Processing	(45)	29		X	
C. Vestibular Processing	(55)	42			X
D. Touch Processing	(90)	78	X		
E. Multisensory Processing	(35)	24		X	
F. Oral Sensory Processing	(60)	52	X		
Modulation					
G. Sensory Processing Related to Endurance	(45)	43	X		
H. Modulation Related to Body Position and Movement	(50)	42		X	
I. Modulation of Movement Affecting Activity Level.	(35)	23		X	
J. Modulation of Sensory Input Affecting Emotional Responses	(20)	19	X		
K. Modulation of Vis. Input Affecting Emot. Resp. and Activity Level	(20)	14		X	
Behaviour & Emotional Responses					
L. Emotional/Social Responses	(85)	69	X		
M. Behavioural Outcomes of Sensory Processing	(30)	17			X
N. Items Indicating Thresholds for Response	(15)	13	X		
Factors					
		Score	Typical Performance	Probable Difference	Definite Difference
1. Sensory Seeking	(85)	53			X
2. Emotionally Reactive	(80)	60	X		
3. Low Endurance/Tone	(45)	43	X		
4. Oral Sensory Sensitivity	(45)	41	X		
5. Inattention/Distractibility	(35)	20			X
6. Poor Registration	(40)	38	X		
7. Vestibular Sensitivity	(20)	19	X		
8. Sedentary	(20)	13	X		
9. Fine Motor/Perceptual	(15)	9		X	
Quadrant Scores/Sensory Temperament					
1. Sensory Seeking	(130)	93			X
2. Low Registration	(75)	64		X	
3. Avoiding	(145)	113		X	
4. Sensitivity	(100)	83	X		

The following results were obtained with the school supplement (teacher questionnaire):

Sections	maximum # of points	Score	Typical Performance	Probable Difference	Definite Difference
Sensory Processing					
1. Auditory	(50)	39	X		
2. Visual	(55)	33		X	
3. Movement	(70)	49		X	
4. Touch	(60)	43			X
5. Behaviour	(75)	42			X
School Factors					
		Score	Typical Performance	Probable Difference	Definite Difference
1. Seeking & Registration (need for external supports)	(105)	67		X	
2. Seeking & Sensitivity (awareness and attention)	(65)	32			X
3. Avoiding & Sensitivity (tolerance for sensory input)	(85)	59			X
4. Avoiding & Registration (level of availability for learning)	(55)	48	X		
Quadrant Scores/Sensory Temperament					
1. Registration	(85)	62		X	
2. Seeking	(60)	28			X
3. Sensitivity	(80)	48		X	
4. Avoiding	(85)	68		X	

This child has some sensitivity to sounds around him, occasionally holding his hands over his ears in environments with a lot of noise. He is frequently distracted or has trouble functioning when there is noise around him. Getting work done when there is a lot of talking around him, or when he can hear a tv, may be more challenging for This child than might be expected. People with auditory sensitivity often do better when there is quiet music in the background, or even the sound of water, which both blend in with background noise. Music has been noted to enhance calm and attention in This child. Getting some of his work done in a quiet environment might be an option, as might using noise reducers when building focus or working on something challenging.

HoMedics fountain



HoMedics sound generator



Sound strategies from Walmart

In busy environments he occasionally watches what is happening around him more than what is right in front of him. When moving about a busy environment, he almost always anchors himself by holding onto people or furniture, and

Home Depot Ear Muff Noise Reducers



these things indicate a more "uni-sensory" style of information processing. Frequently, This child will not hear what is being said to him, and he may even miss his own name being used. This is more likely to happen when he is visually or motorically engaged with a task or activity and is not always intentional or voluntary. When one needs to prompt an attention shift to talk to This child, it is important to get his attention first by prompting and waiting for an attention shift. At times, calling or repeating his name may be enough to prompt an attention shift. At other times, a gentle hand to shoulder, arm, or hand may be necessary to prompt an attention shift.

Very uni-sensory individuals also tend to have difficulty with multi-tasking, and want to finish an activity before shifting attention. It may require some support for This child to learn to leave something unfinished and shift his attention to other things. To practice this, it is helpful to engage in hands-on activities that cannot be completed in one sitting. Building and various crafts can be done in "sessions" where there is a time component, and the activity is shifted away from, only to be worked on at a later time. People with multi-tasking challenges tend to be more impulsive in this regard, and experience frustration and stress when required to shift away from something that they are engaged with. Joining a group that is already in progress may actually be easier for This child than sitting and waiting for the activity to begin, as a calm attention is easier to achieve. This child is very visual and very social, and so sitting and waiting can be very distracting and disorganizing for him, unless supported by visuals that he can hold. Some children hold a small visual calendar or visual schedule at "circle time", and this helps them to attend.

This child also demonstrates mild signs of visual sensitivity, occasionally squinting or covering his eyes in bright environments. At times, This child seems to enjoy being in dark, plain, or uncluttered environments, and this may help to relax his visual system. He might do better when sitting away from bright windows and bright fluorescent lighting. In bright indoor environments, he might do better to wear tinted glasses or a hat with a brim. While it can be difficult for a child of This child's age to identify that the lights are causing neurological escalation, he is likely to use (modeled) strategies that reduce brightness and glare. Because he sees more detail in the environment, figure-ground perception is more challenging, and it can be harder for This child to find things in cluttered backgrounds. This child will be likely to require a lot of practice and structure to keep his environment and work area neat and organized, but this may be very important in the long run, as cluttered work areas may increase impulsive and 'off task' behaviours. On the positive side, This child is likely to be a strong visual and spatial learner, and is likely to use

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desktop carrel from
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and benefit from relevant visual supports, including schedules and lists. Focus and transitions might be facilitated by the use of a personal schedule. In This child's case, he would do better to have a "finished pocket" and a "finish later" pocket, where he can put things that are not actually finished but need to be transitioned away from. Reducing visual distractions around him is also likely to enhance task performance, as in facing a bland wall or using study barriers.

When This child is having a discussion about behaviours, it is difficult for him to look into the face of the person talking, and this has

emotional as well as sensory components. From what we know of male neurology, it is best not to force eye contact, but to manage where you have these conversations to minimize visual distractions and enhance listening. Having a fidget item in his hands to squeeze could be paired with opportunities for This child to talk and/or repeat what he hears. Collaborative problem solving (mentioned later) is the best way to have such a conversation with This child without overly activating stress hormones or triggering emotional issues. When not feeling attacked or criticized, This child is a great co-regulator. In other words, he watches and seeks adult models, and with kind support, tends to match their level of calm. When paired with sensory strategies, this is likely to enhance This child's socio-emotional development and help him to learn grounding and communication strategies. Combining the collaborative problem solving approach with social stories (as a natural way of talking) and sensory-motor strategies will be likely to leave This child feeling intact and competent rather than fragile and criticized. When he feels that adults understand and respect him, he is much better able to self regulate and achieve higher function.

Time Timer

www.fdmtd.ca online store



http://www.youtube.com/watch?v=5-9ugu9pBak&feature=channel_video_title

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Visual people often tend to do well with visual timers, such as the 'time timer', especially when they are sensitive to external control. Rather than having authoritarian language interrupting what he is doing, seeing a timer "run out" makes the passage of time more concrete and more objective, and this can somewhat decrease stress hormones associated with transitions in people who function as This child does.

This child has a very high need for movement, and his focus and language processing can both be challenged when he is not getting enough movement. It is as though vestibular and movement input also activates thinking, listening, and attention pathways, within limits. The challenge with interrupting task performance with frequent movement breaks is that transitioning back to stationary activities is more stressful, and that many movement opportunities also include a lot of visual and social distractions. This child would be very likely to benefit from dynamic sitting options, such as the Hokki stool or PantoMove chair, which provide movement while sitting and focusing (much like sitting on a therapy ball, but with a more typical appearance).

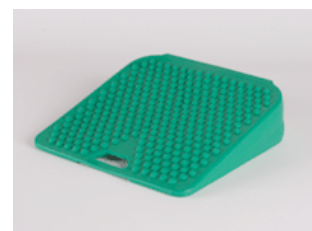
see (www.marclandry.ca/Marcs_Sensory_Oasis/Movement_furniture.html)
for Hokki Stool



and Panto Move chair



movin'sit cushion from
www.fdmtd.ca



The movin' sit cushion is another option for providing low key yet flexible dynamic seating. In many people with high movement needs, providing proprioceptive and heavy work options can also improve attention and focus. Simple strategies such as holding a weighted frog or lizard in the lap can be calming and organizing, and can enhance calm focus. Some people also do well with things like weighted vests or pressure vests. When This child does get active movement breaks, it can be very helpful for him to end these breaks with "heavy work" activities where he works large muscle groups and experiences deep pressure. Things like pushing a heavy door open for peers to walk through, dragging a large bag of gym or playground equipment, or even moving a piece of furniture in the classroom can accelerate calming and the transition back into being more still and calm. When he sits again, holding the weighted frog can be calming, but This child could also learn to sit on his hands, or to grasp the sides of his chair to push down or pull up and generate pressure within his muscles, or to simply squeeze and massage his own hands.

weighted frog
from www.fdmr.ca



Because the movement he needs can affect his level of arousal, there are times when This child prefers more sedentary play and activities, because these allow his body to be more calm. As he learns to use proprioceptive and heavy work options after movement, he may feel a greater sense of control over his level of arousal. When This child gravitates toward sedentary options, activities which incorporate pressure/heavy work can also be encouraged, but there will be times when This child is self-regulating through sensory reduction, and this should be supported to increase awareness and independence. At school and at home, This child would benefit from having a warm, cuddly, small, sensory space for sensory reduction and calming. For many people a small space under a staircase or a small tent/appliance box can make an appealing sensory retreat to promote calming.

This child has some mild sensitivities to touch, and he does best when he can predict and control touch. When not expected, he can startle to unexpected touch, and his reaction can be aggressive. Touch should always come from the front, should be warned, and should be deep rather than light and ticklish. For some people, having a fidget item in the hands can satisfy touch and movement needs, but this can be distracting for This child if the fidgets are not familiar or have "play" qualities. Oral sensory processing does not seem to be an issue for This child, though he may have some touch sensitivity in his mouth.

This child is a very active and very social boy, who can be easily distracted by his environment and by his peers. His level of arousal seriously affects his ability to attend, and is a factor of his external environment and his sensory processing. Challenges with self regulation and sensory processing can easily be interpreted as behaviour choices in bright boys like This child, and this can often lead to strategies being used which increase stress and stress hormones. Using 'attachment-based" strategies that help This child feel like he is a helpful and valuable member of his community (while supporting sensory needs) will really help This child to tolerate structure and external control. When his level of arousal does not match environmental or task demands, This child is likely to experience frustration and he may in these situations tend to dig in his heels and appear somewhat stubborn. Slowing down his world and engaging in collaborative problem solving™ as taught by Dr. Ross Green is a very effective tool to reach and engage, and should be explored.

COLLABORATIVE PROBLEM SOLVING

™ Dr Ross Greene

<http://www.livesinthebalance.org/>❖ **The Empathy Step**

- ❖ Gather information to hear other's concern and perspective
- ❖ Neutral observation of what's going on ("So your concern is...")
- ❖ Add/explore sensory perspective
- ❖ Don't jump to conclusions - WANT to understand

❖ **Define The Problem Step**

- ❖ Introduce YOUR concern or perspective ("My concern is..." or "The thing is...")
- ❖ Discuss, don't force (both sides tend to rush past this step)

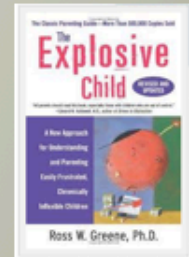
❖ **Invitation Step**

- ❖ Work TOGETHER - brainstorm with ("Do you have any ideas?")
- ❖ Can't do this step if you need to control the outcome
- ❖ Options need to be realistic and **mutually** satisfactory

❖ Hear, clarify, understand, validate, address

❖ Prove that you are as invested in making sure his/her concern is addressed as you are in making sure that your concern is addressed.

❖ When a child/person can do better, he/she WILL !!



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This child is a bright and sensitive boy who is likely to do very well when he feels attached and grounded. Relationship based interventions and strategies to improve attachment and co-regulation will be more effective than criticism and negativity, which may send This child into a downward spiral.

Ideas, principles, and resources from the Circle of Courage™ and Reclaiming Youth™ will be very valuable when integrated into This child's world, and their resources should be fully explored.

Marc Landry



www.circleofcourageinstitute.org/

<http://www.reclaiming.com/content/>