Is It Sensory or Is It Behavior?

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Illuminating Educational Pathways

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Workshop Objectives

What we will do….

1. ***Define*** and ***identify*** the vestibular system

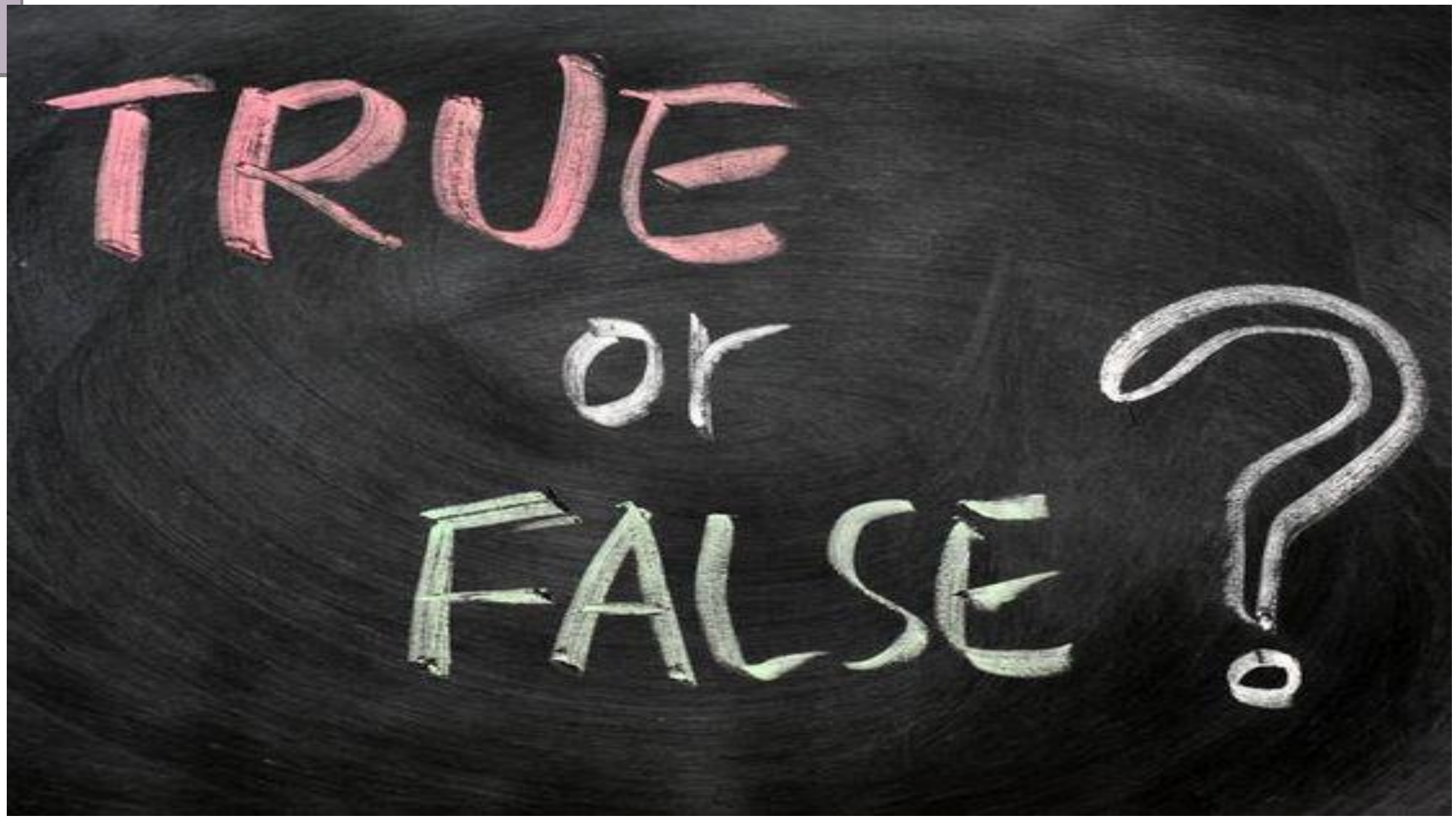
2. ***Distinguish*** how the vestibular system effects sensory processing

3. ***Identify*** and ***demonstrate*** games and activities to support and enhance the vestibular system in all ages

Workshop Objectives

What we will ***NOT*** do….

Diagnose Sensory Processing Disorder


TRUE
or
FALSE ?

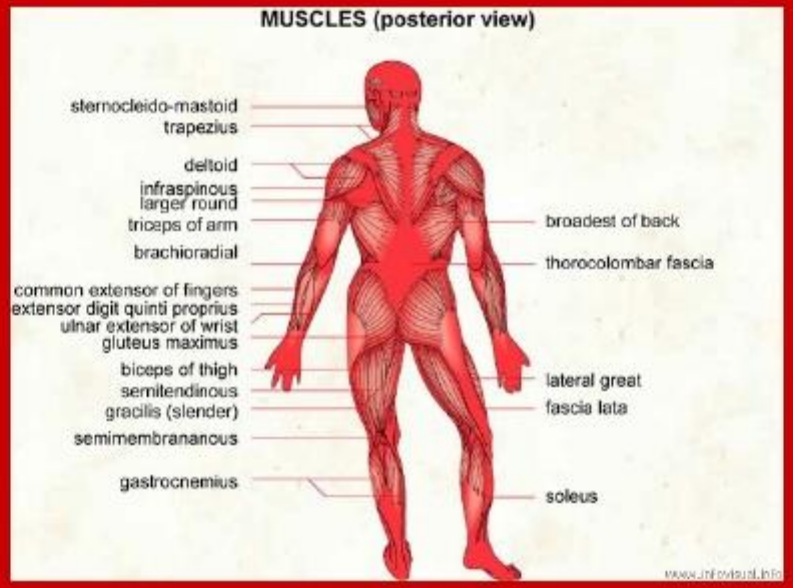
Q 14 The enamel in your teeth is the hardest substance in your body.

Answer to Q 14 : *TRUE*

Q 3. You use 55 muscles to take one step.

Answer to Q 3 : *FALSE*

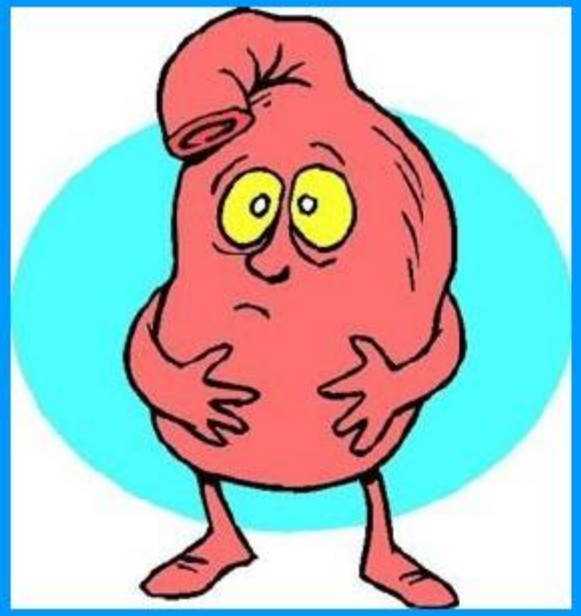
You use 200 muscles to take one step.



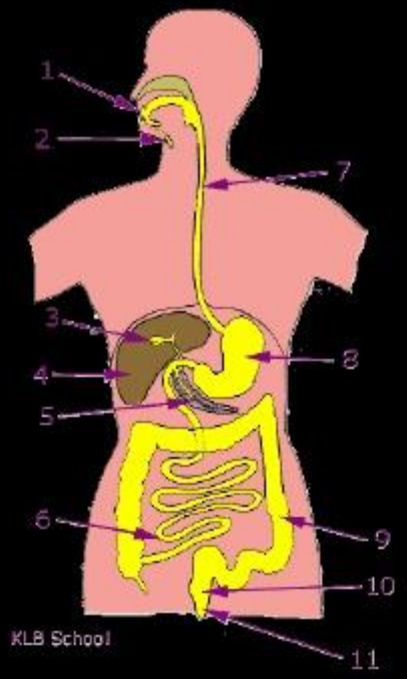
Q 5. Your big toes have two bones each while the rest have three.

Answer to Q 5 : *TRUE*

Q 8 The acid in your stomach is strong enough to dissolve razor blades.



Answer to Q 8: *TRUE*



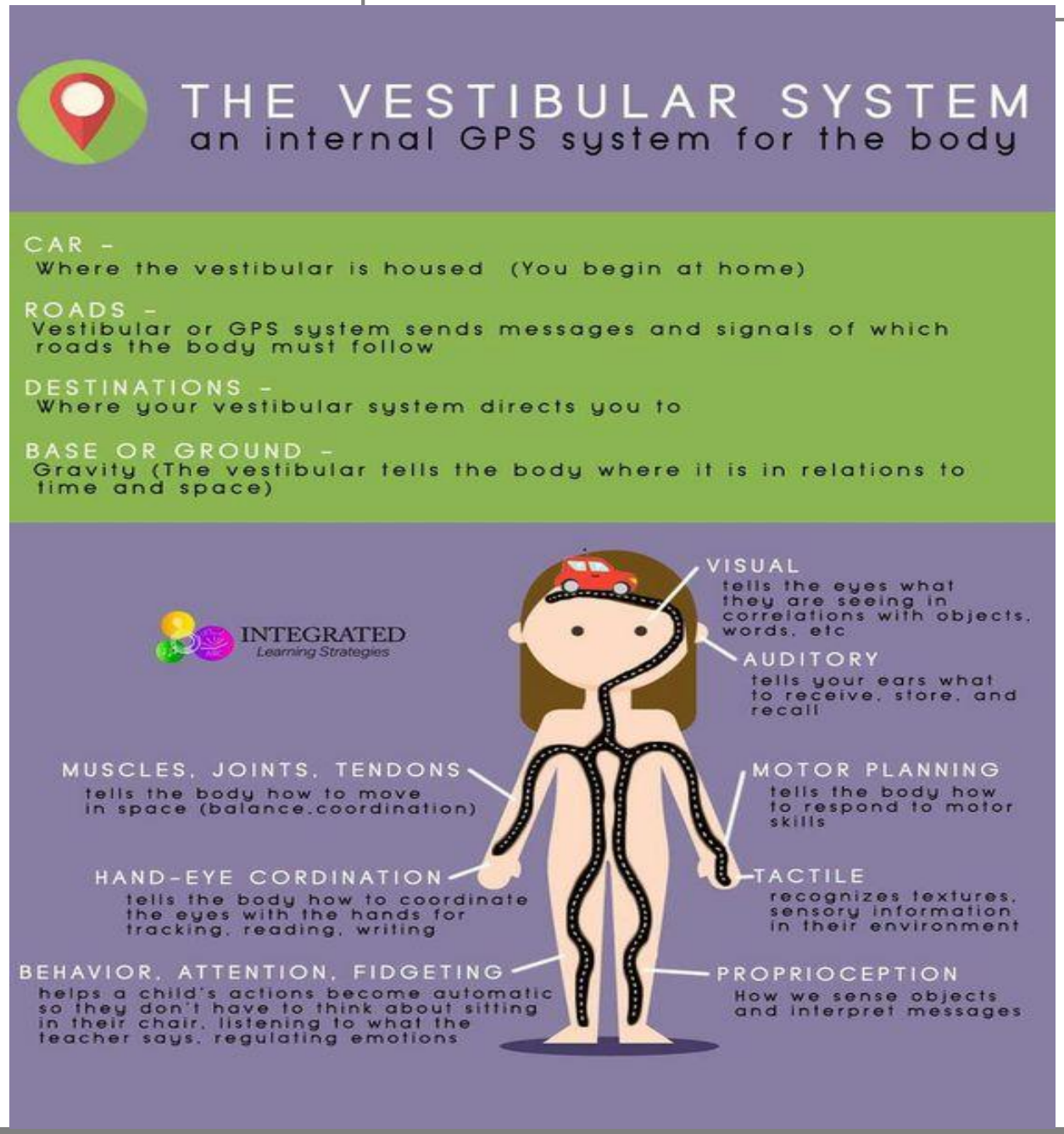
Tie-Breaker ***How many separate bones are cemented together to make the Human Skull?***

Answer To Tie Breaker: 22

What is the Vestibular System?

The **vestibular system**, is the sensory **system** that provides the leading contribution to the sense of ***balance*** and ***spatial orientation*** for the purpose of ***coordinating movement with balance***.

Vestibular processing is a big dill!

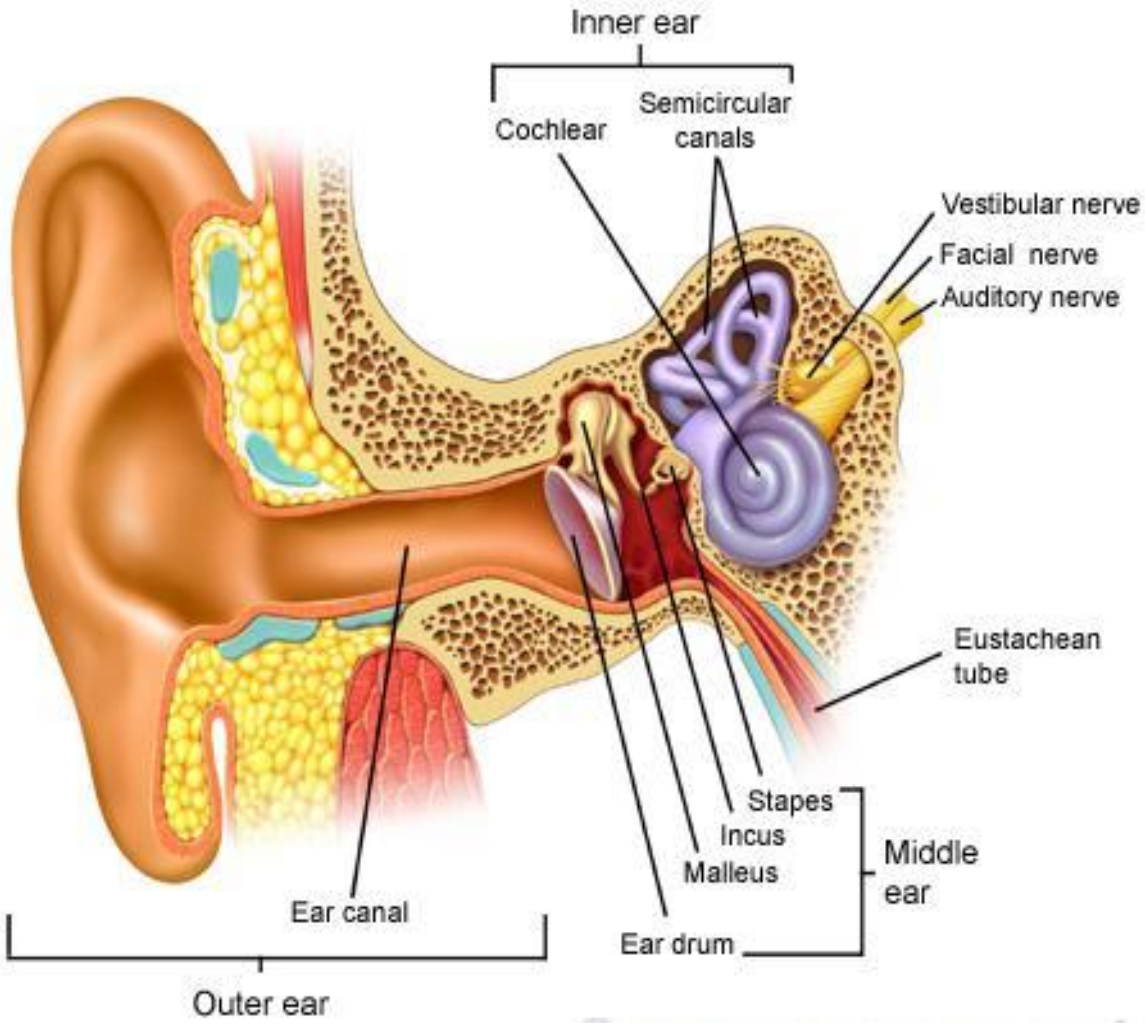


Let’s Set The Scene…

Let's Check our Vestibular System….

- Stand, facing the front of the room, with feet, just slightly apart with arms straight out, hands in a fist.
- Close eyes and march in place for 15 seconds
- Open eyes
- How is your direction? Are you facing the front or have you changed direction? How did you feel opening your eyes after marching and counting?

Let's simplify....
.....shall we.....



What is Vestibular Input?

Vestibular input is received in the brain every single time we move our head because the receptors for this sensory system are located deep within our inner ear. The vestibular system is made up of canals that are lined with tiny little hairs and these canals also have some fluid in them. When we move, the fluid swishes around in the canals and touches the hairs. ***The brain gets the message about what hairs the fluid has touched and we know how and where to move!***

Is a Child's Vestibular System ***Over*** Stimulated or ***Under*** Stimulated?

Hypersensitive VS Hyposensitive

- Kiddos that are extremely reactive to sensory stimulation, and can find it overwhelming.
- What are the look fors?

- Kiddos that are under-sensitive, which makes them want to seek out *more* sensory stimulation.
- What are the look fors?

Work in a small group to create a list of what you think are the "look fors" for each sensory type?

Hypersensitive kids are extremely reactive to sensory stimulation, and can find it overwhelming. They may:

- Be unable to tolerate bright lights and loud noises like ambulance sirens
- Refuse to wear clothing because it feels scratchy or irritating—even after cutting out all the tags and labels-or shoes because they feel “too tight.”
- Be distracted by background noises that others don’t seem to hear
- Be fearful of surprise touch, avoid hugs and cuddling even with familiar adults
- Be overly fearful of swings and playground equipment – **gravitational insecurity**
- Often have trouble understanding where their body is in relation to other objects or people
- Bump into things and appear clumsy
- Have trouble sensing the amount of force they’re applying; so for example, they may rip the paper when erasing, pinch too hard or slam objects down.

Hyposensitive kids are under-sensitive, which makes them want to seek out *more* sensory stimulation. They may:

- Have a constant need to touch people or textures, even when it's not socially acceptable
- Not understand personal space even when kids the same age are old enough to understand it
- Have an extremely high tolerance for pain
- Not understand their own strength
- Be very fidgety and unable to sit still
- Love jumping, bumping and crashing activities
- Enjoy deep pressure like tight bear hugs
- Crave fast, spinning and/or intense movement
- Love being tossed in the air and jumping on furniture and trampolines.

Spinning is the most intense sensory experience and after a short amount of time it causes the vestibular system to literally shut off.

The effects of spinning can last up to 6-8 hours later.

Focus on teaching the child to spin for 10 seconds in one direction and then to stop and spin 10 seconds in the other direction.

If the child is fixated on spinning, redirect them to another vestibular activity

Vestibular Input

with Sensory Processing Disorder

Vestibular Overresponsitivity

- Scared moving their bodies
- Child appears uncoordinated and clumsy
- Dislikes Elevators
- Does not like to be picked up or turned upside down
- Child seems stubborn
- Afraid of the playground i.e. stairs, merry-go-round, slides
- Afraid of going up and down stairs

Vestibular Underresponsitivity

- Cannot stop moving (swinging, rocking, spinning)
- Does excellent at movement activities (climbing, gymnastics)
- Impulsive
- Makes risky choices indoors and outdoors
- Would rather be upside down or hanging of furniture
- Always running

Vestibular Activities

- Swinging
- Spinning
- Dancing
- Games that move their body

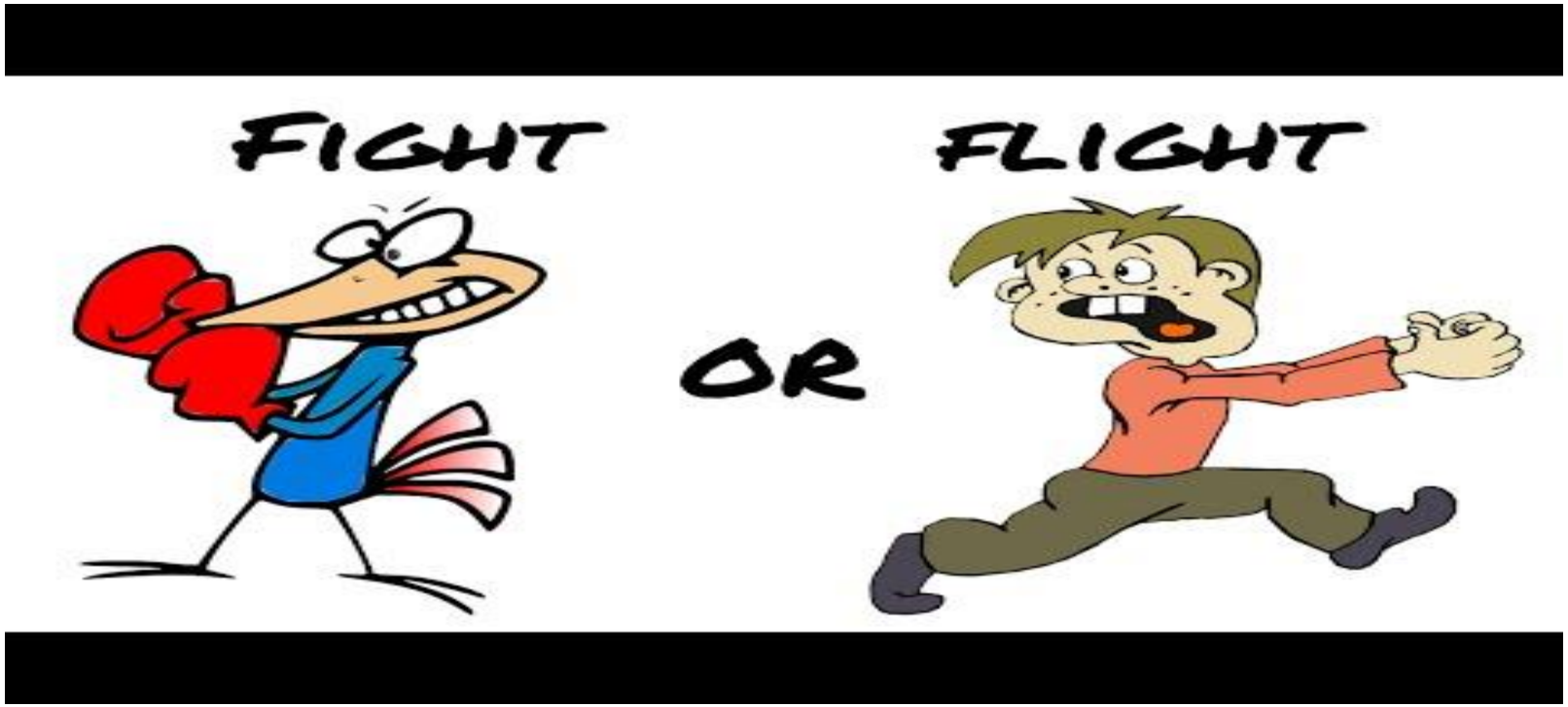
- Trampolines
- Riding a bike
- Swimming
- Hanging upside down

SOME DAYS
YOU EAT SALADS
AND GO TO THE GYM,
SOME DAYS
YOU EAT CUPCAKES
AND REFUSE TO PUT
ON PANTS.
it's called
balance.

Mild Sensory Issues Category

- Does the child seem uncomfortable, irritable, or cry sometimes for no reason or for what you would consider mild irritants?
- Does the child have difficulty listening to you or following directions?
- Does the child seem to bounce off the walls or have a lot of energy at times?
- Does the child have trouble sleeping, eating, socializing, at times?

For a child who is <u>NOT</u> processing the incoming sensory information correctly, their body could be in a state of constant fight or flight mode.



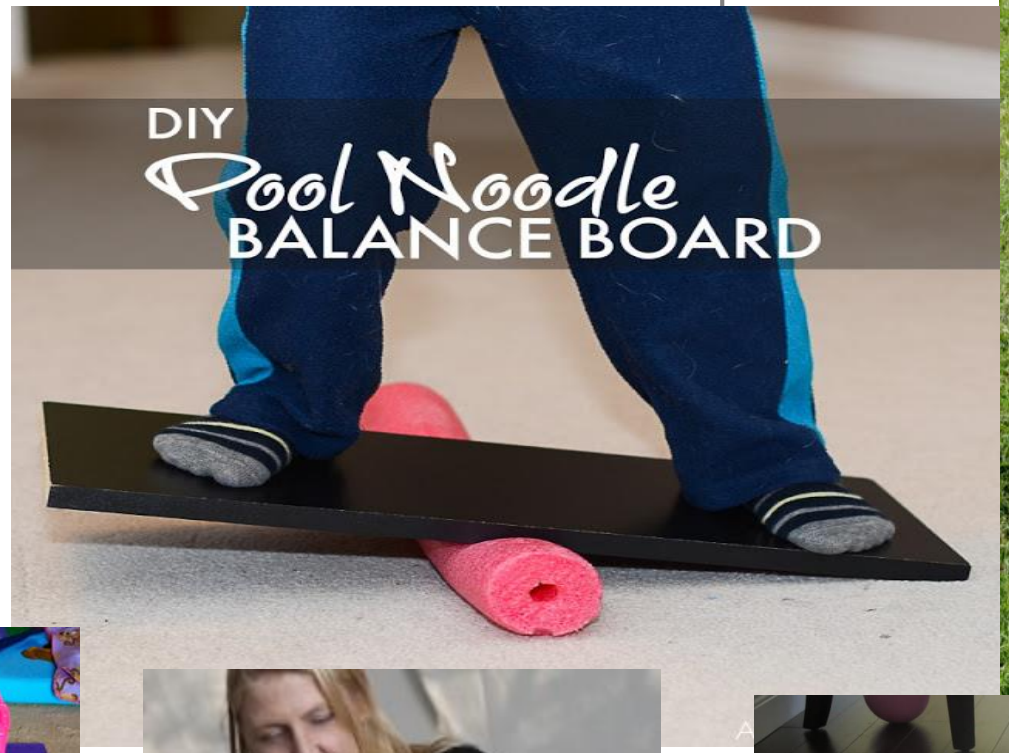
•Sensory processing has a very close relationship to gravity, safety, survival, arousal, and attention.

- ✓ A Tantrum is Bad Behavior, a Sensory Meltdown is Neurological
- ✓ A Tantrum is For Attention, a Sensory Meltdown Isn't
- ✓ A Tantrum Stops if You Give In, a Sensory Meltdown Doesn't
- ✓ A Tantrum Won't Hurt The Child, a Sensory Meltdown Might

https://autisticmama.com/tantrum-sensory-meltdown/?utm_content=buffer3c992&utm_medium=social&utm_source=pinterest.com&utm_campaign=buffer

- Offer or have certain activities set up for a child to use.
- Sensory input includes the 5 classic senses, plus movement and pressure
- Activities are offered at a time (often before) the child would benefit from them.
- Offer activities throughout the day. Each child and really even each day will change.
- The child's sensory issues are managed so they can do anything they are capable of doing. When the child has sensory needs they can't focus on anything else.

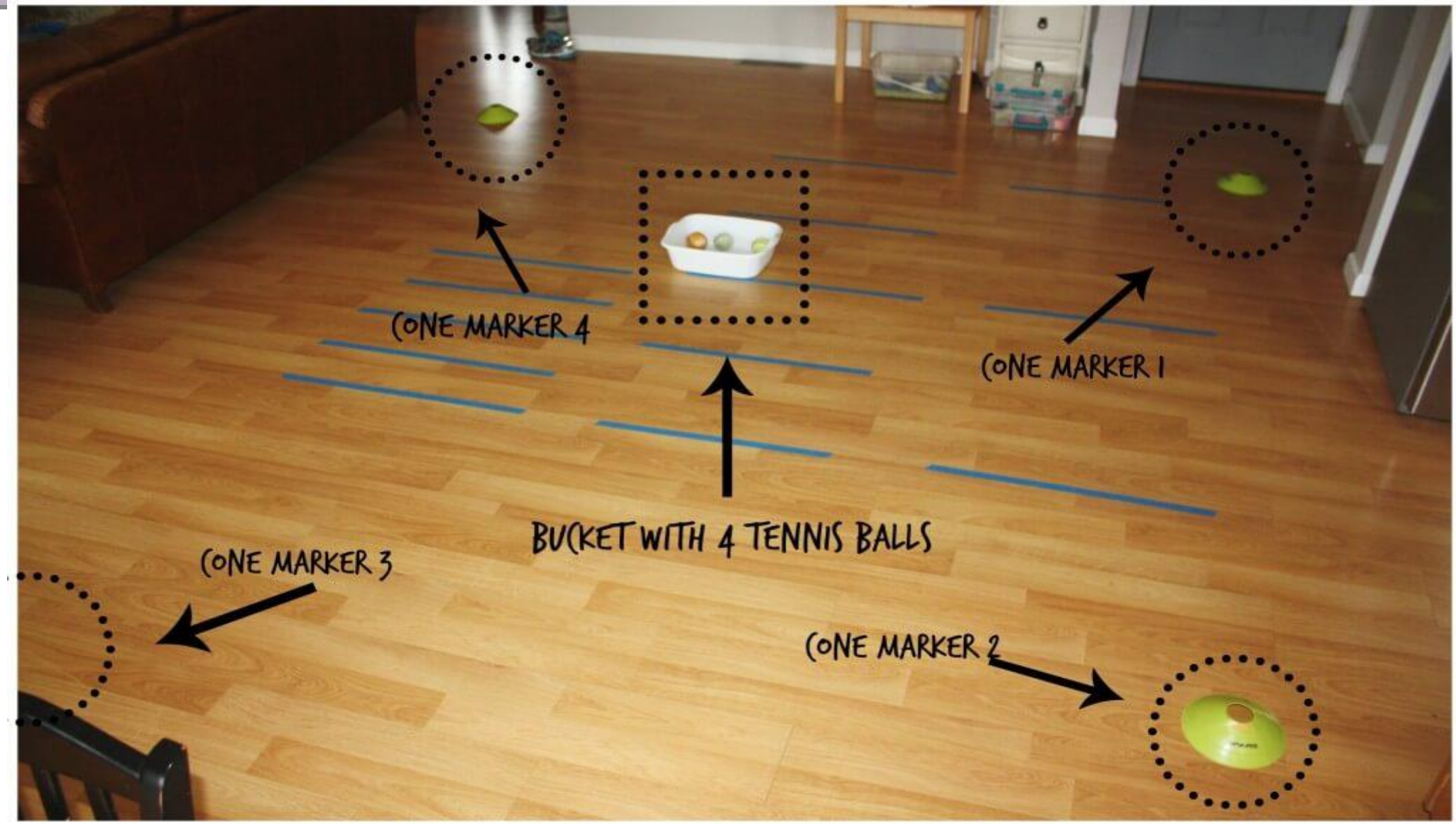

Christmas
Tree


DIY
Pool Noodle
BALANCE BOARD


handsonaswegrow.com


PPCC

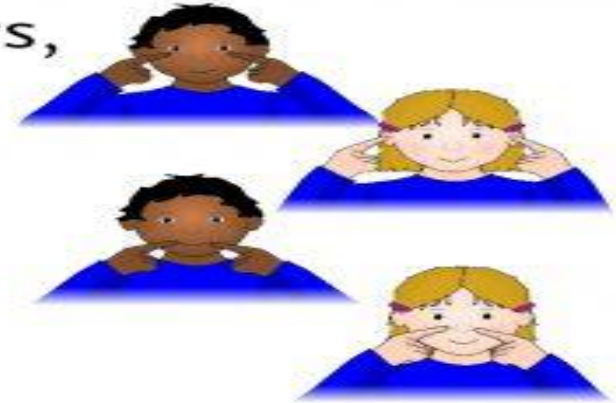
EASY TENNIS BALL ACTIVITY



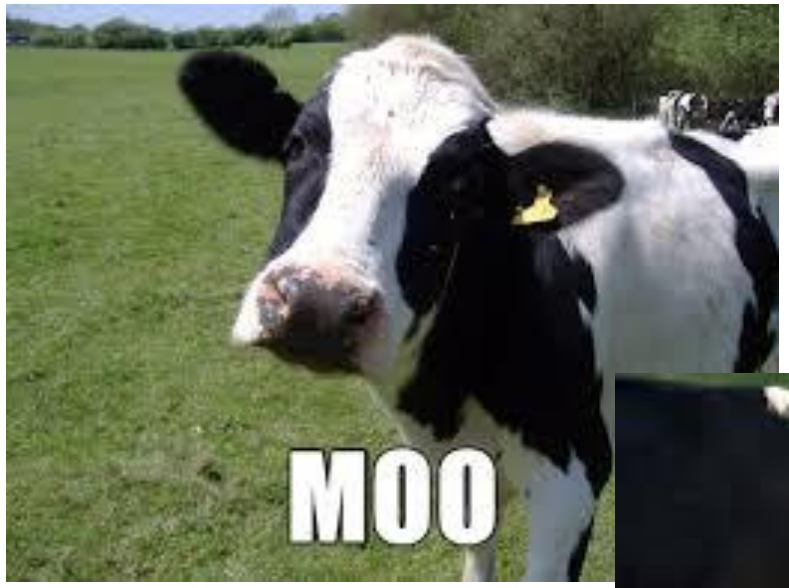
Head, Shoulders, Knees and Toes

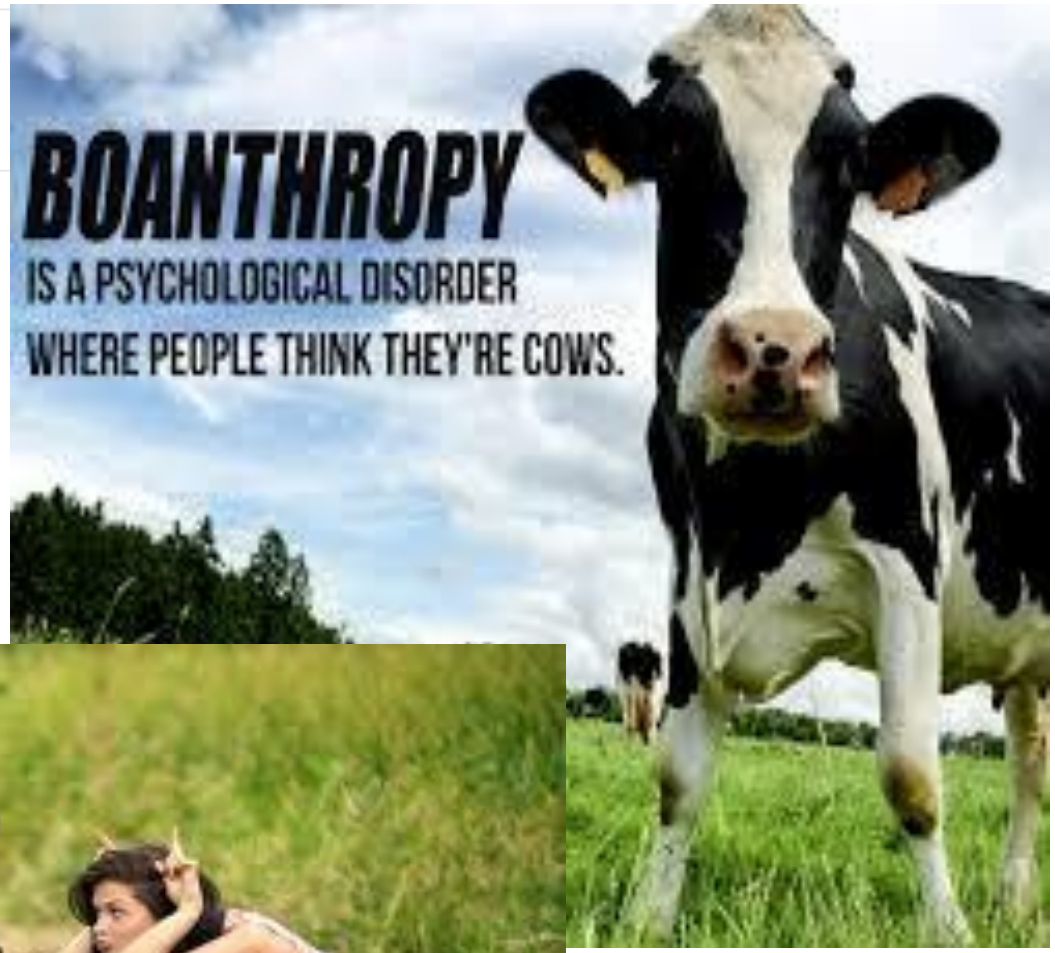
Head, shoulders,
Knees and toes,
Knees and toes.
Head, shoulders,
Knees and toes,
Knees and toes.

And eyes and ears,
And mouth,
And nose.
Head, shoulders,
Knees and toes,
Knees and toes.



Did you know…..


MOO


BOANTHROPY
IS A PSYCHOLOGICAL DISORDER
WHERE PEOPLE THINK THEY'RE COWS.

What is a ***Sensory Diet***?

A Tool to Fill Sensory Needs

Children with sensory issues but ***no diagnosis***

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Sensory Diet Grid

Use this sensory worksheet to plan a child's sensory diet. Remember to look for activities that they respond positively to. Does the activity help them pay better attention, be less aggressive, fall asleep quicker etc.? Use the last column to check what is working.

***Sensory Diet activity taken from YourKidsTable.com**

Daily Activity	Challenge	Sensory Activity	Helpful?
Example: NAP	Cannot Fall Asleep	Weighted Blanket Story Time in Rocking Chair	X X
Breakfast			
Transitions			
Snack			
Circle Time			
Outside Play			


FAT CAT BALANCE SKILL LEVEL
MASTER

Vestibular
Cheat Sheet

Created By Lemon Lime Adventures 2019

Vestibular Avoiding Behaviors

* Scared of Movement Activities

* Fearful around playground equipment such as stairs, swings, merry-go rounds, etc

*Fearful of elevators

*Dislikes being turned upside down or picked up

*Can appear clumsy or Uncoordinated

*Can appear stubborn

* Avoids stairs or holds on tightly with both hands on the railing

Vestibular Seeking Behaviors

* Unable to sit still

* Needs to be in constant motion (fidget, rocking, swaying, spinning)

*Level 10 on most movement activites

*Can be very impulsive

*Can't get enough movement

*Runs everywhere, instead of walks

* Takes unsafe risks both inside and outside

* Prefers to be upsde down or hang off a couch or chair

Vestibular Activities

* Swinging

* Riding on Trikes and Bikes

* Jumping on Trampolines

*Games like Freeze Dance

* Spinning

* Haning Upside Down

*These are merely suggestions and should be used as a resource. Please consult with a certified OT before starting any sensory diet.

Let's Remember

- Never force a child to participate in a sensory activity.

•Start with movements that keep a child's feet securely on the ground: Yoga, Head/Shoulders/Knees/Toes

•Take small steps, allowing them to get comfortable with the activity slowly over time.

•When using equipment that they are unsure of like a large ball, or scooter board, keep a very firm hand or two on their shoulders, waist, or arm. This deep pressure that you give them will be very grounding and help them feel more secure.

•Let your child know that you are there to help them, and they can let you know if they are feeling scared or dizzy.

THE VESTIBULAR SYSTEM

an internal GPS system for the body

CAR –
Where the vestibular is housed (You begin at home)

ROADS –
Vestibular or GPS system sends messages and signals of which roads the body must follow

DESTINATIONS –
Where your vestibular system directs you to

BASE OR GROUND –
Gravity (The vestibular tells the body where it is in relations to time and space)

INTEGRATED
Learning Strategies

VISUAL
tells the eyes what they are seeing in correlations with objects, words, etc

AUDITORY
tells your ears what to receive, store, and recall

MUSCLES, JOINTS, TENDONS
tells the body how to move in space (balance,coordination)

MOTOR PLANNING
tells the body how to respond to motor skills

HAND-EYE CORDINATION
tells the body how to coordinate the eyes with the hands for tracking, reading, writing

TACTILE
recognizes textures, sensory information in their environment

BEHAVIOR, ATTENTION, FIDGETING
helps a child's actions become automatic so they don't have to think about sitting in their chair, listening to what the teacher says, regulating emotions

PROPRIOCEPTION
How we sense objects and interpret messages

Go forth and fly!

Thank you!!!

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