

Sensory Strategies to Build Every Child's Self Control and Competence

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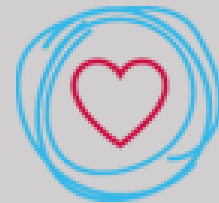
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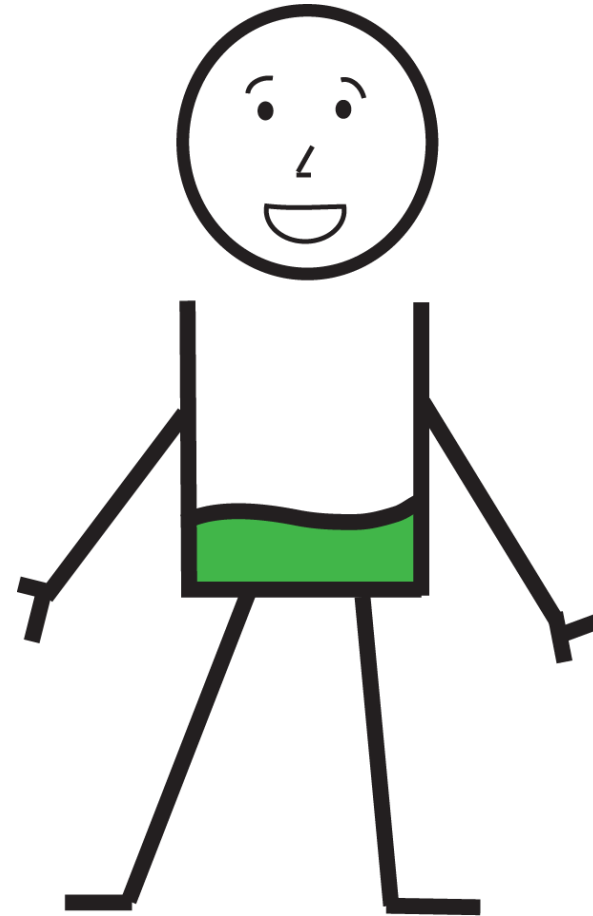
ABILITIES
First LLC



MEGHAN BARLOW
AND ASSOCIATES
TURNING CHALLENGES INTO GROWTH

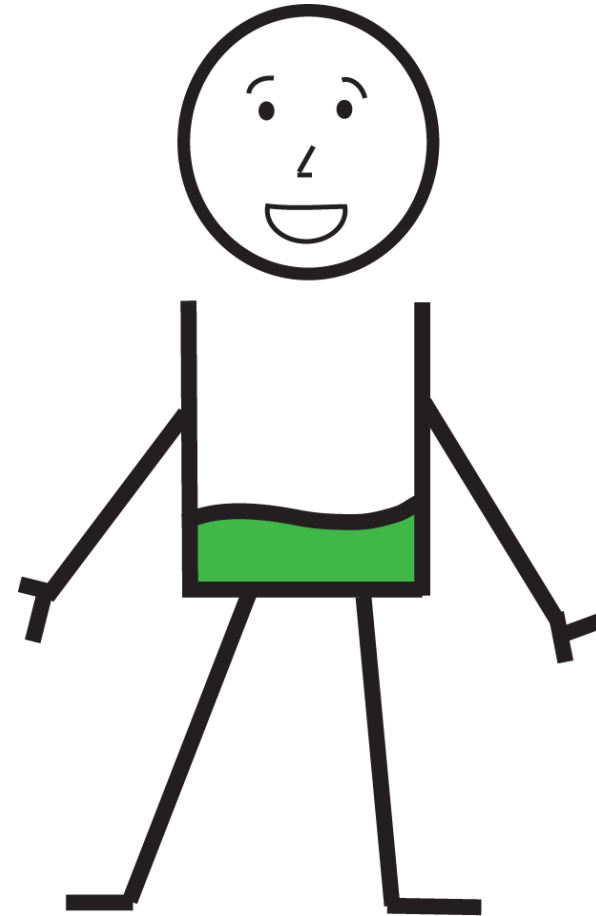
The Journey to Thriving and Flourishing

- In order to properly
 - Learn
 - Work
 - Play
- You need to be “just right”



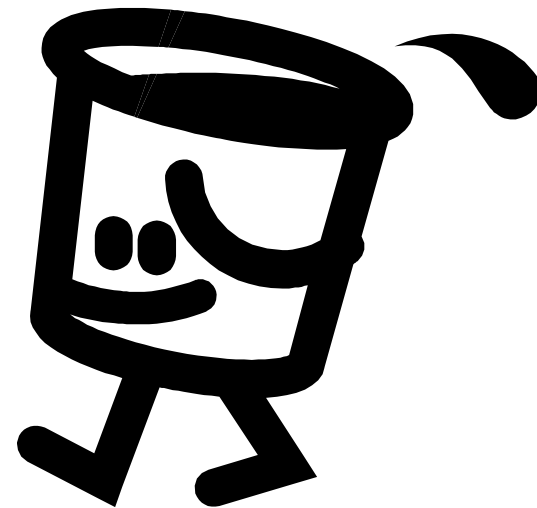
You Have a Bucket!

- To feel just right, you have to have “just enough” (but not "too much") going inside **your Bucket!**



What do you mean, a bucket?

- Our bucket holds all our sensory stimulation/input as well as the stresses, frustrations, worries, and basically everything that we have to deal with each day

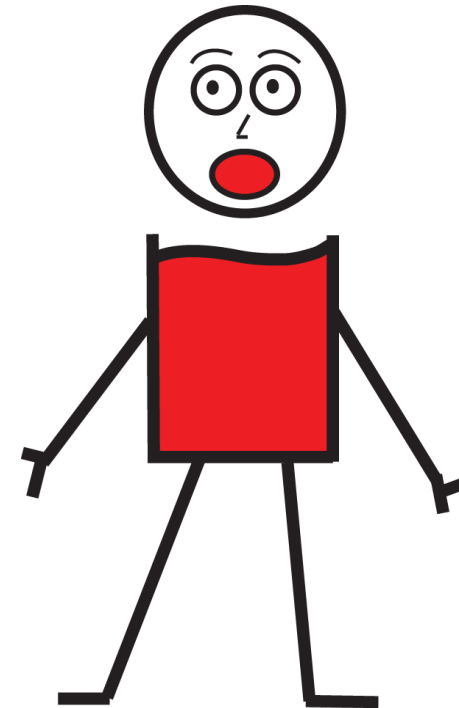


What Can Overflow Your Bucket?

Sensory (too little/much)

- Touch
- Movement
- Smells
- Light
- Sounds

Motor issues, e.g. fine motor
such as handwriting, gross
motor such as gym...



What can overflow Your Bucket?

Even the slightest changes / transitions

Interruptions from a task

Challenges/frustration

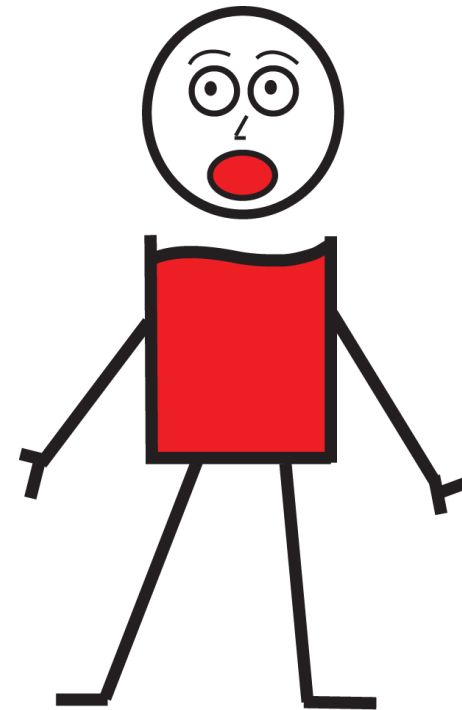
Demands, prompts, instructions,
redirections

Conflicts

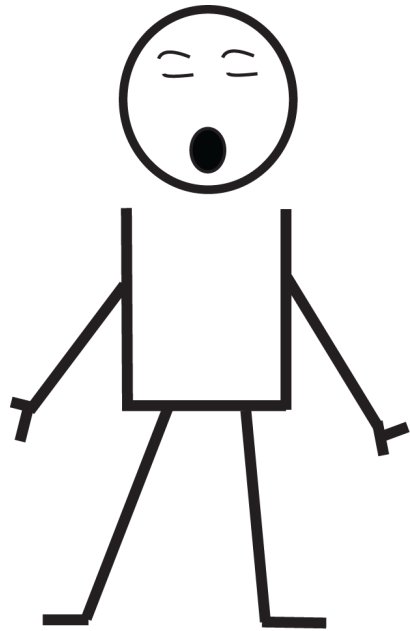
Activity ("down" time or "up" time)

The unexpected, the unknown

A poor "fit"



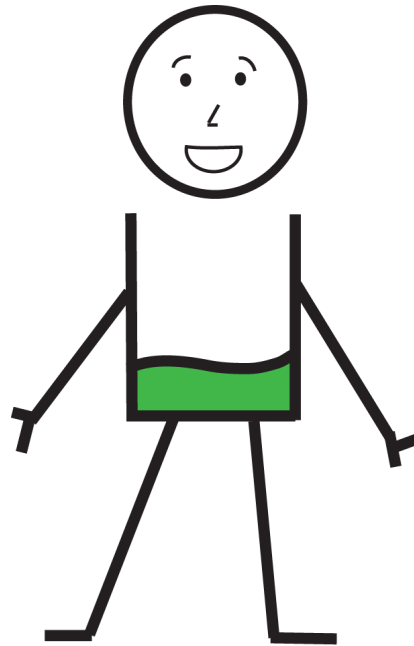
Our Bucket Can Be Empty, Just Right, or Too Full!



Bucket Empty!

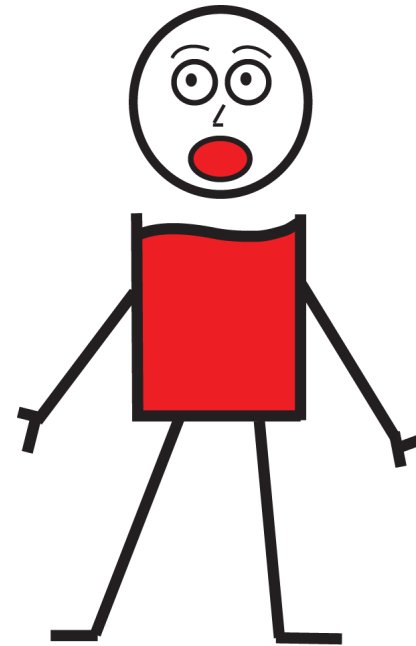
Bored

Underwhelmed, under
stimulated, too little
stimulation



Just Right

"Just right" or just
enough stimulation

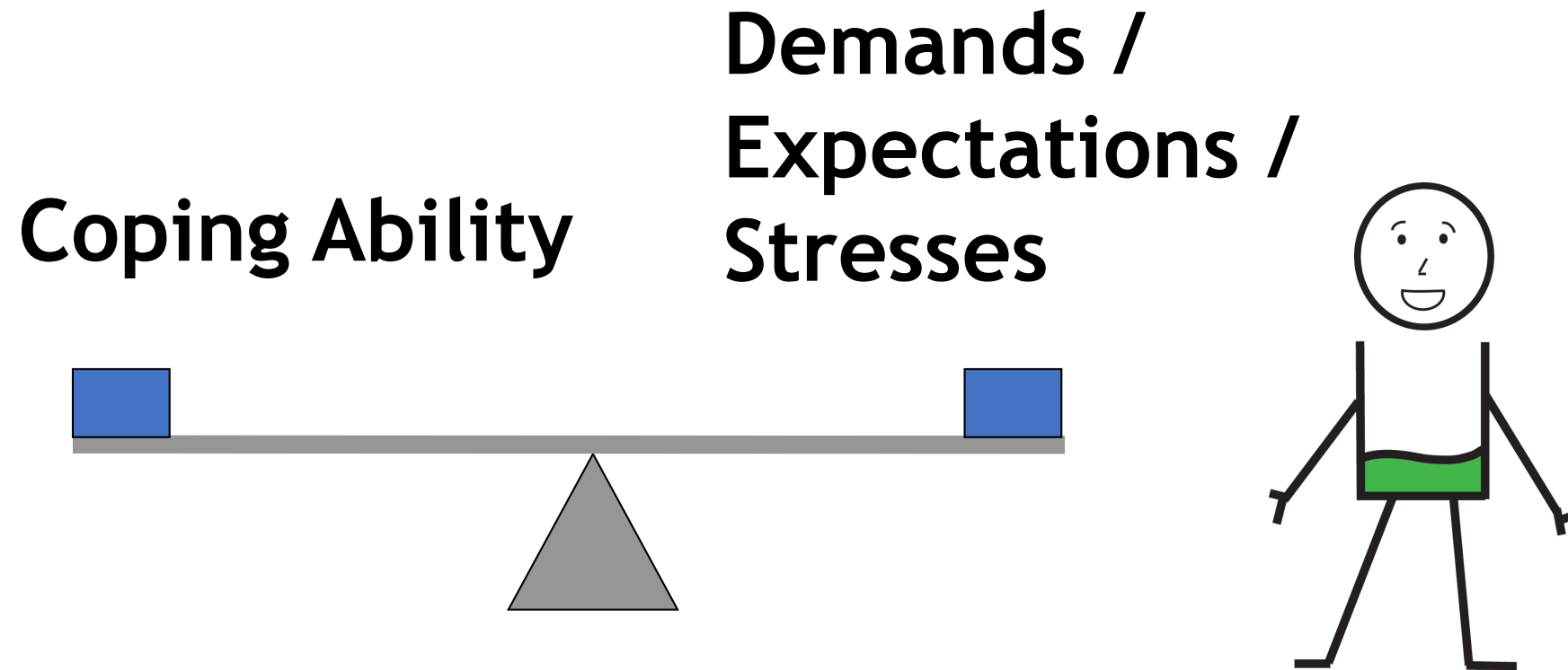


Bucket Full!

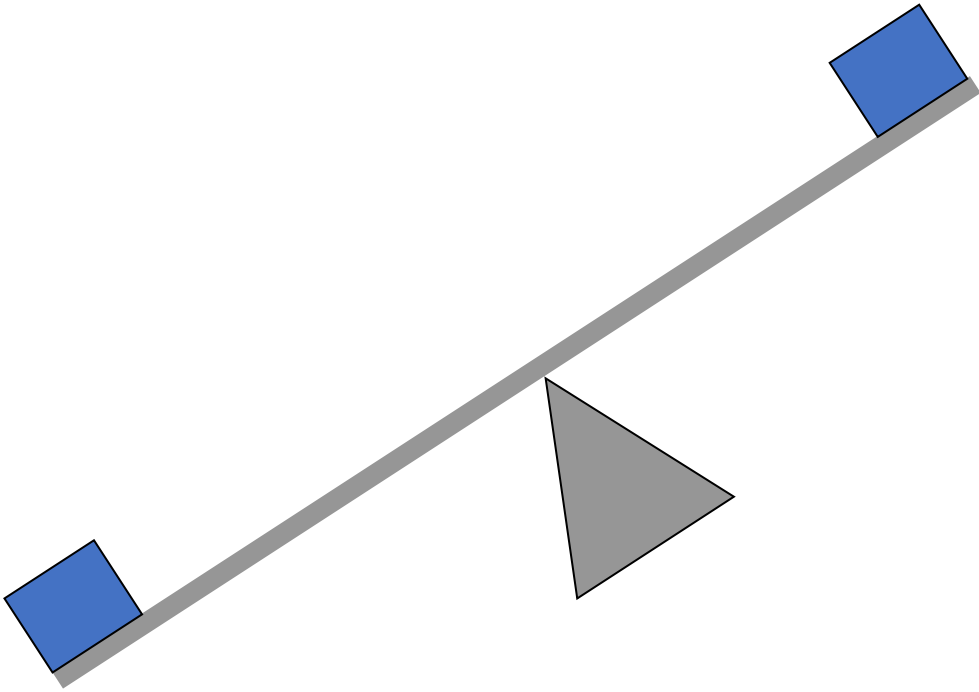
**Frustrated, mad,
angry, upset**

Overwhelmed,
overstimulated, too
much stimulation

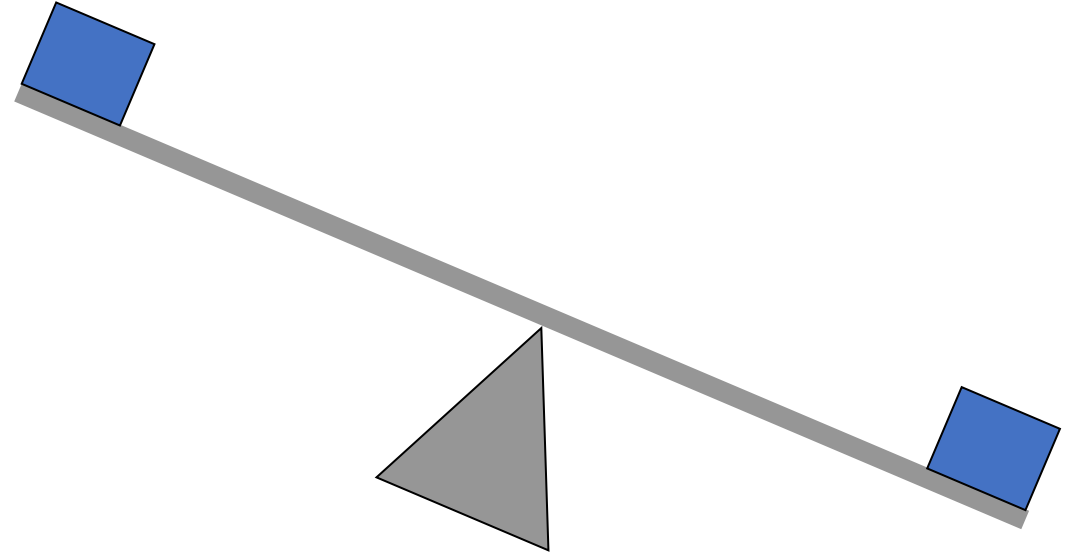
Getting “just right” is also about life being balanced



Strategies to
increase coping
ability



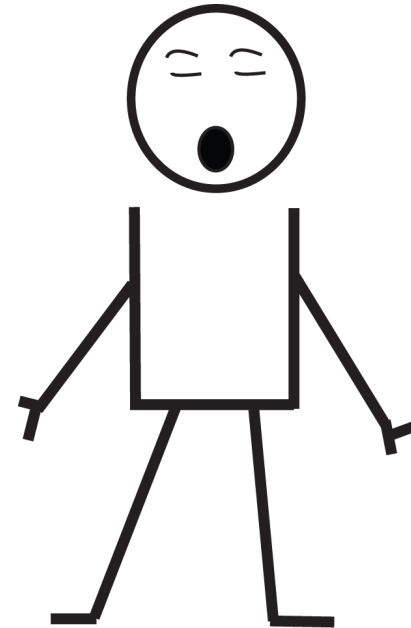
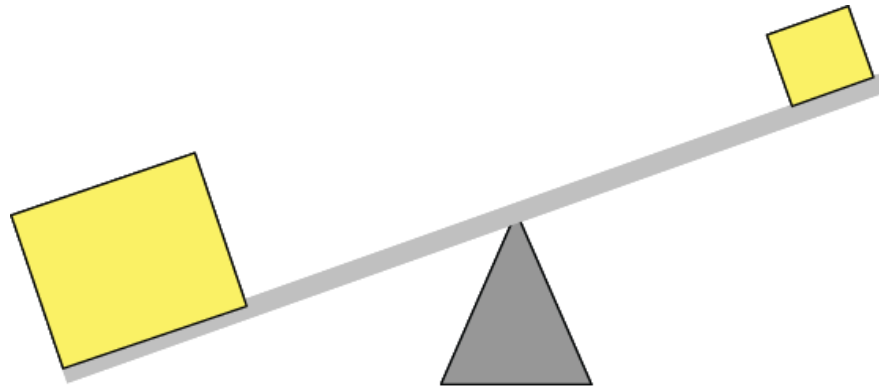
Strategies to
decrease demands,
expectations,
stressors



What happens when
coping > demands/stresses?

Coping Ability

**Demands /
Expectations /
Stresses**



The underwhelmed individual may have:

Complaints of
boredom and even...

Depression / anxiety / anger, etc..

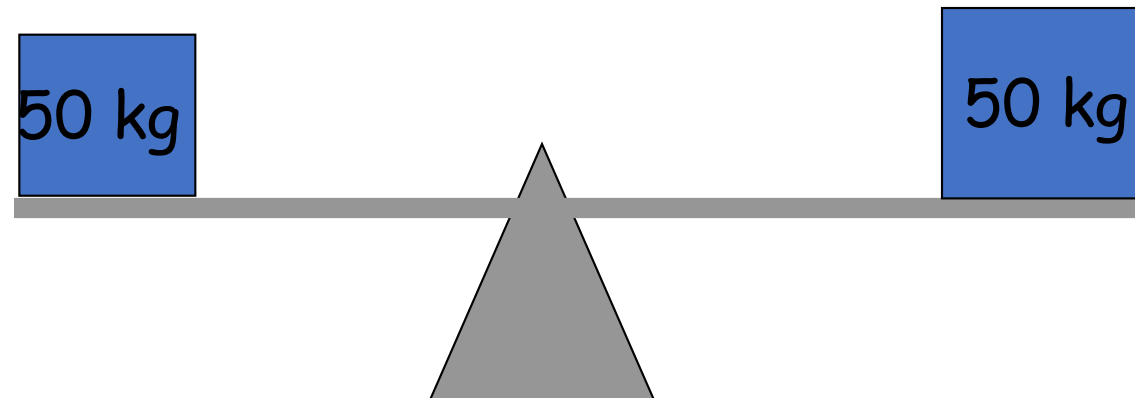


Do things to stimulate
him/herself to keep
from being bored!

Trouble!

Life is like Weightlifting

Life is best when you can lift what life gives you, i.e. when your lifting ability matches the weight you have to lift



Preparing the Field

1. Sleep

2. Nutrition

3. Demand free periods

4. FUN!

Pregame: Develop Understanding

What does "just right" look like and feel like?

What does "too much" and "not enough" feel like?

What fills up the bucket?

What empties the bucket?

What would be a great day? What would be a really tough day?

Warm-ups: Sensory Diet Activities

Heavy work-calming
and self esteem

Proprioception

Movement

Deep pressure touch

Oral
motor/respiratory

Limiting or increasing
environmental input

- Visual
- auditory



Organizing Input

- Pull a friend or sibling in a wagon or, if inside, on a blanket around the house
- Build a fort to play in
- Water plants with a watering can
- Pull laundry out of the washer/dryer
- Push chairs in at the table
- Carry heavy books from one room to another
- Vacuum or sweep
- Stapling or 3 hole punch project
- Go on an adventure hike with weighted backpack
- Take a crunchy or chewy snack break
- Suck thick liquids through a straw
- Carry groceries in or carry garbage out
- Push the wall or pull ups on a bar
- Deep breathing or blowing activities
- Brain gym, yoga, or other movement breaks



Warm-Ups: Get Comfortable

- Structure and predictability
- Get some information
 - The Hidden Curriculum
 - Facts
- Make smart guesses
- Create a story
- Practice transitions
- Build in observation time

You've identified triggers. Now, figure out your system.

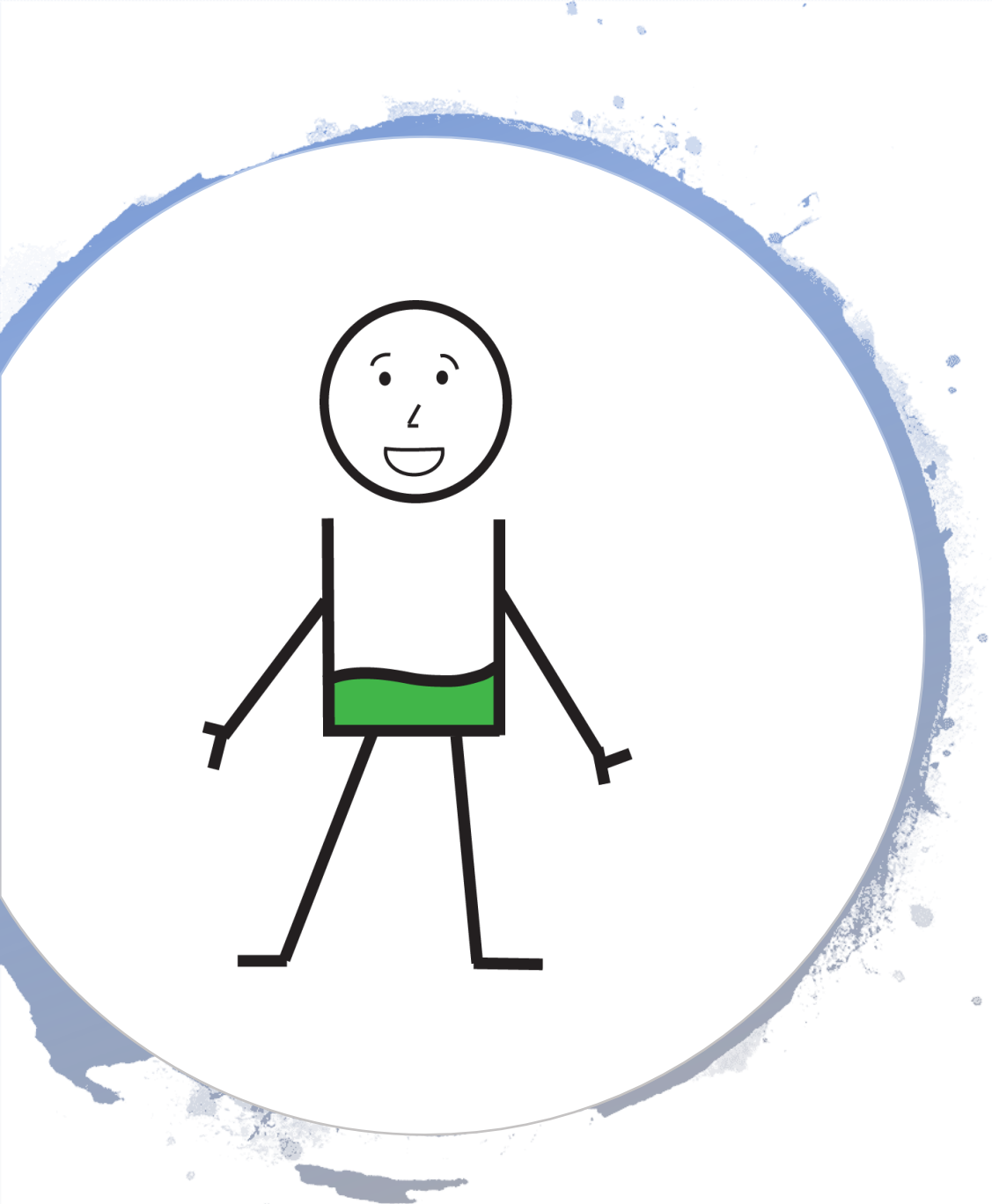
- Many available (The Incredible 5 Point Scale, Zones of Regulation, Green-Yellow-Red)
- Create your own
 - Label zones/levels
 - Identify what the child can do at each level, identify what adults can do when the child is at each level
 - Make and communicate the plan

Game Plan

Figure out your plays. Decide on how to call them.

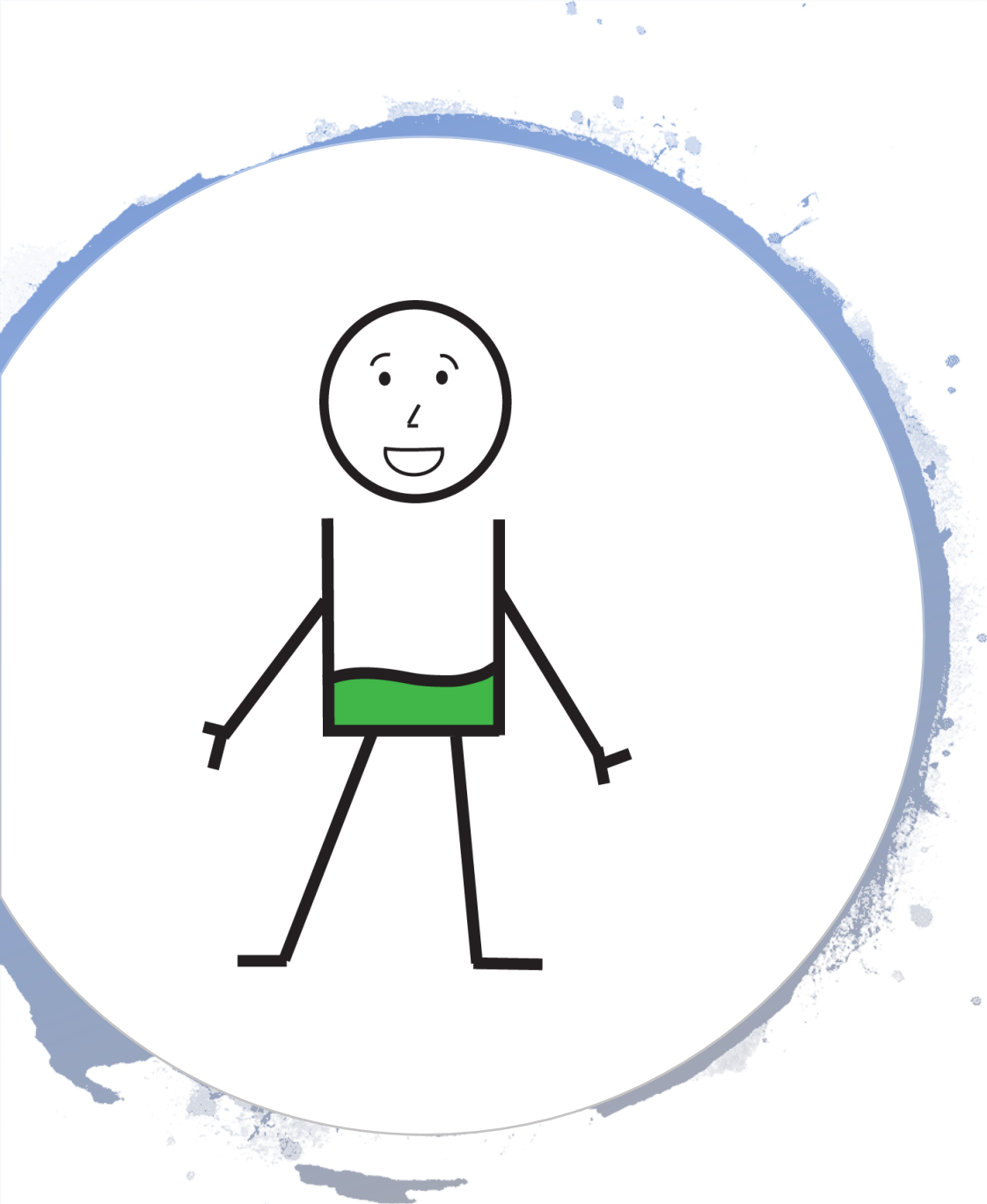
- "We know you're the kind of kid who sometimes gets really excited in a bouncy house. If it feels like your bucket is getting too full, you can say 'I'm going to go get a drink.' If I notice it looks like your bucket is getting too full, I'll say, 'can you come here for a second?' You'll know you're not in trouble, I just want to give you a chance to check in about your bucket so you can stay just right."
- "We know you don't love being around lots of people for a long time. Would it help to bring a book and find some quiet spots for you to take a break when you need to?"

Game Plan



Game Plan: What Can I Do?

1. Tell someone
2. Take a break
3. Get clarification
4. Ask for what you need/want
5. Problem solve
6. Sensory things (e.g. deep pressure, rocking, soothing smells, soothing music, etc....)



Game Plan: What Can Others Do?

1. WAIT
2. Give me a break
3. Understand and validate
4. Problem solve
5. Provide/support sensory things (e.g. deep pressure, rocking, soothing smells, soothing music, etc....)
6. STOP TALKING



Game Time Decisions

- Monitor and check in
- Adjust, put a strategy in place if needed
- Take a time out (not that kind of time out)
 - adult or child
- Tag out
- Recover



There Is No “I” In Team

- The world can't revolve around my kid
- Plans, agreements for how to work together
- Avoid putting responsibility on one person
- Create a culture of consideration

Review the Tapes

Enhance
understanding

Problem solve

Practice

Be A (Good) Coach Not A Referee

We want our kids to be able to do this on their own

Visualize the “goal”

Transfer responsibility and ownership (bit by bit)

Allow for some frustrations (bit by bit)

Provide genuine, honest, and specific praise