

SHOW  HOPE

HOPE

for the Journey

CONFERENCE

Sensory Integrative Processing

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Occupational Therapist

“For it was you who created my inward parts; you knit me together in my mother’s womb. I will praise you because I have been fearfully [beautifully] and wonderfully made.”

— Psalm 139:13-14



Psalm 139 Speaks of Sensory Processing Integration

PRAISE

Relationship
Connection
Gratitude

FEARFULLY/ BEAUTIFULLY MADE

Precious
Valuable
Care and Attention

WONDERFULLY MADE

Complex
Curious
Diversity/Uniqueness

Sensory Integrative Processing

How we feel, understand, and respond to our world through a lens of felt-safety

- Personal and Adaptive
- Community Connection
- Neurological Foundation for
 - TRUST and RELATIONSHIPS



Trust-Based Relational Intervention® (TBRI®)

TRUST

*Safe or Unsafe?

Every four seconds based on past familiarity and predictive memory

*Early Experiences and

Repair

*State Dependent

Functioning (Dr. Bruce Perry)

RELATIONSHIP

*Familiarity/DNA

*Preference Sameness or

Conflict

*We RELATE Through Our

Senses

CONNECTION

*Food

*Music

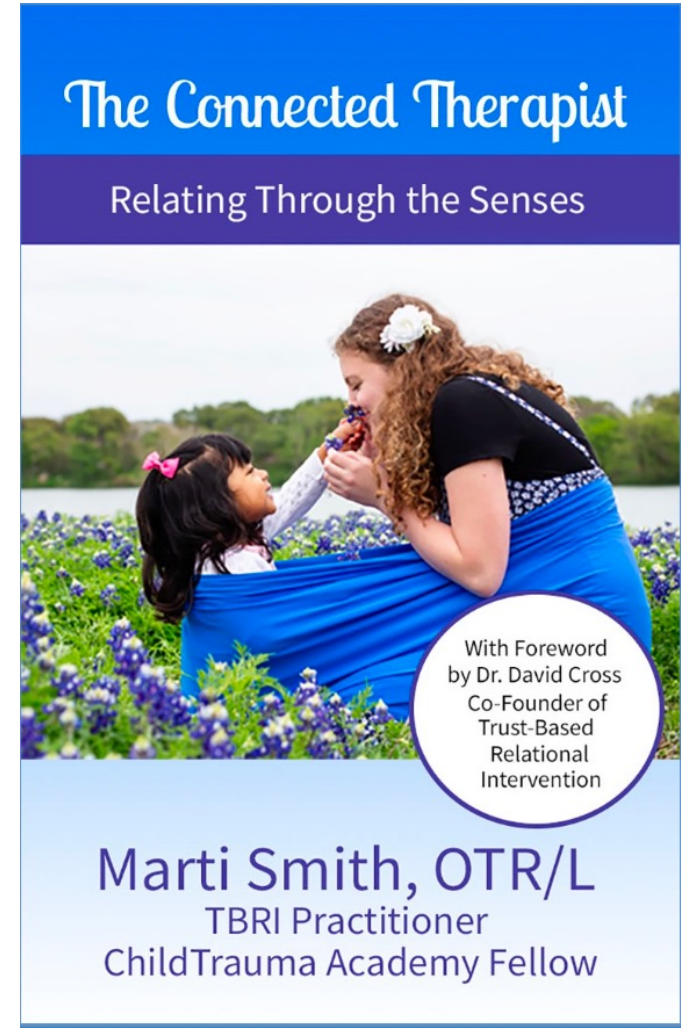
*Movement

*Pheromones

*Art/Communication

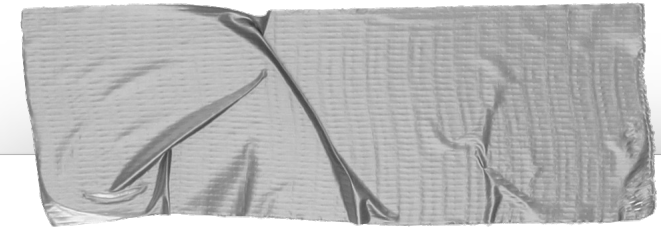
We Connect By

Relating Through the Senses



We Can Consider Our Perspective.

(It's not personal. What doesn't feel safe to the child, or what is the child not integrating?)



**"Children do well
if they can."**

— Ross Green

Consider:

Background "Music"

We need loving caregivers to guide us in patterned, predictable, controllable ways.



Consider:

Critical Windows of Development
What Did They Miss?

*We need loving caregivers to guide us in
patterned, predictable, controllable ways.*

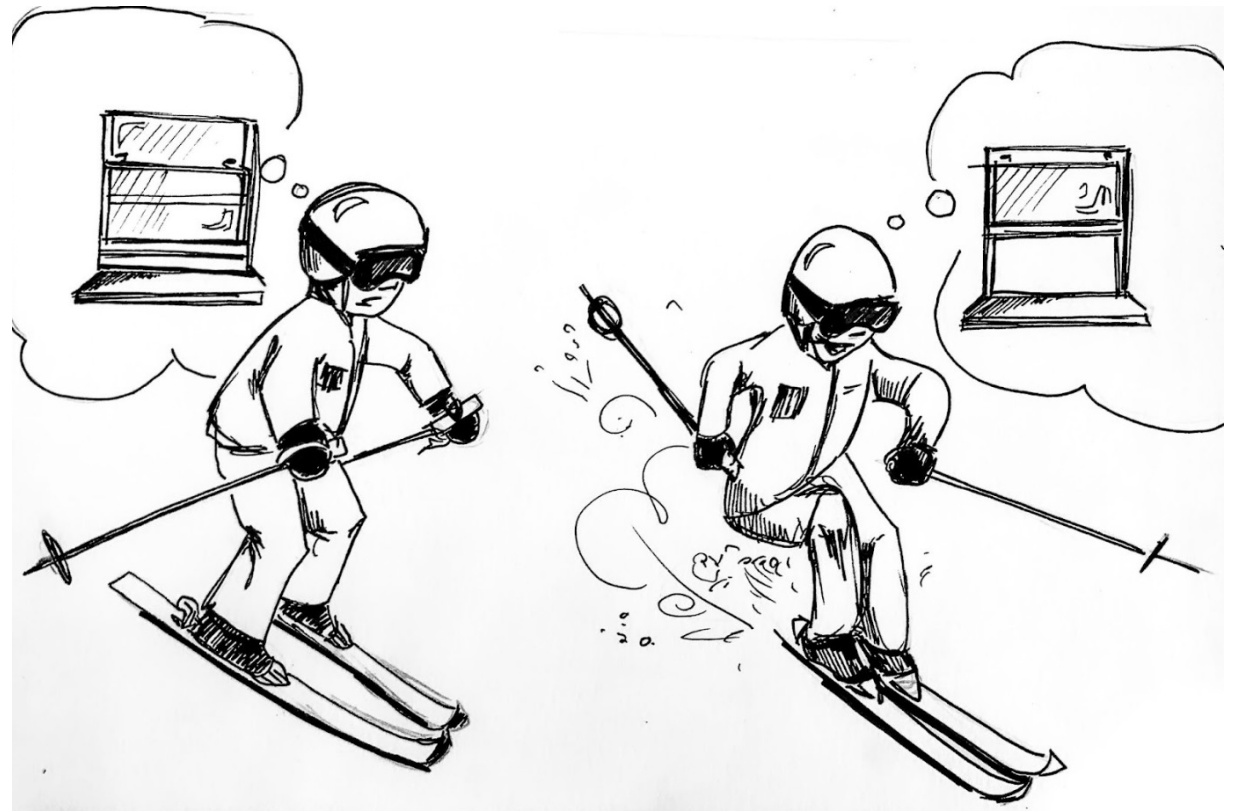


Consider:

Windows of Tolerance

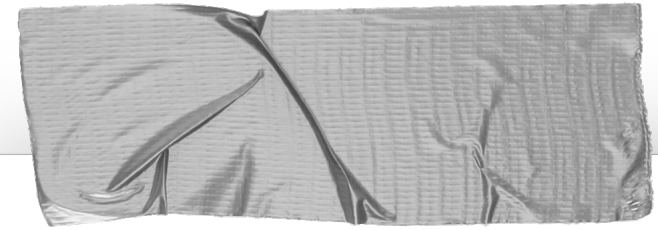
Resilience vs. Vulnerability?

We need loving caregivers to guide us in patterned, predictable, controllable ways.



We Can Consider the Environment.

(How is *the child* "feeling" the
environment in *this* moment?)



We can provide
scaffolding or
support so that
"success is the
only option."

— Robyn Gobbel

Consider:

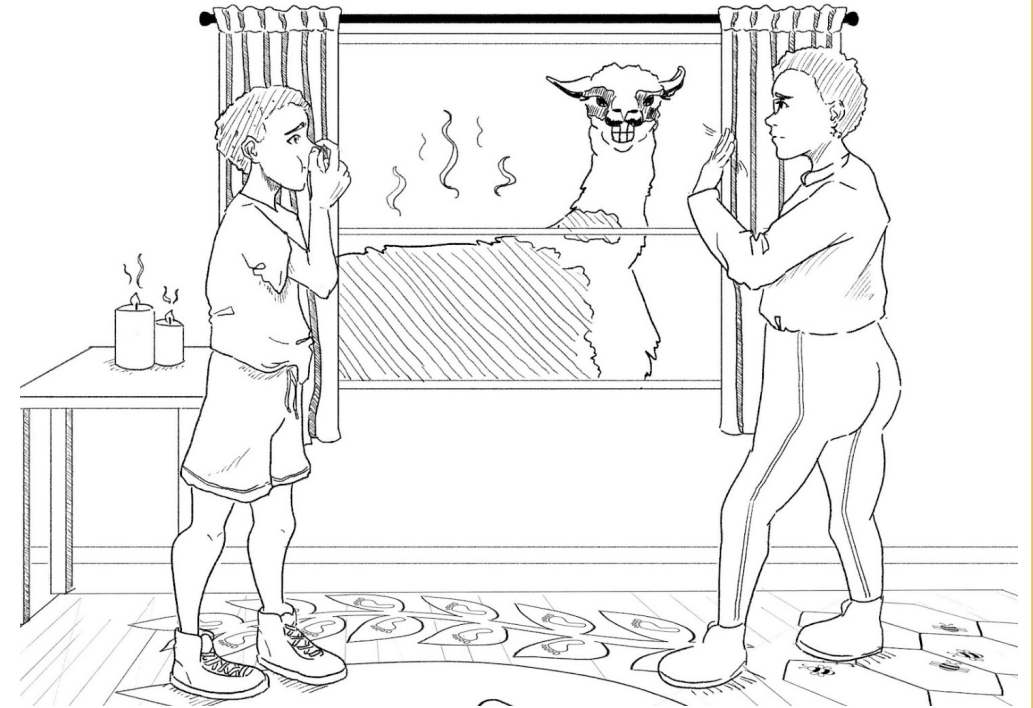
Capacity

Time

Adaptations such as ...

Headphones, scents, sunglasses, hoodie, fidgets, tapping, rhythm, proximity, gentle touch with firm pressure, flexion vs. extension, cold water through a straw, chewy items

Adaptive Strategies are good for the child AND the caregiver.



Consider

PERSPECTIVE

US

ENVIRONMENT

Neurological Input

The child's sensory system changes through OUR intervention first. It is not *his or her* responsibility.

Trauma Respectful OT Activity Suggestions

Kalmar.creativetherapies.com



Assessment Questions

Name: Age:

Brain Stem

- | | |
|---|---|
| ▶ 1. Irregular/outside normal limits heart, temperature regulation, and respiratory rate. Weight does not match food intake. | <input type="text" value="No Koncern"/> |
| ▶ 2. Autoimmune diagnosis such as allergies, eczema, or bowel issues. | <input type="text" value="No Koncern"/> |
| ▶ 3. Eyes do not move in a smooth pursuit; child has difficulty with reading; child can't look up without neck involvement; child runs around room upon entry; child has difficulty copying from the front classroom screen, difficulty reading, lack of eye contact, can't find objects in a drawer or messy room, and is easily distracted during fine motor tasks. | <input type="text" value="Mild Koncern"/> |
| ▶ 4. Difficulty with food. | <input type="text" value="No Koncern"/> |

Diencephalon/Cerebellum

- | | |
|---|---|
| ▶ 5. Difficulty with Sleep | <input type="text" value="Moderate Koncern"/> |
| ▶ 6. Poor Fine Motor Skills | <input type="text" value="No Koncern"/> |
| ▶ 7. Poor Groos Motor Coordination | <input type="text" value="No Koncern"/> |
| ▶ 8. Often withdrawn or lethargic? | <input type="text" value="No Koncern"/> |
| ▶ 9. Overly active or constantly moving. | <input type="text" value="Moderate Koncern"/> |
| ▶ 10. Environmental sensory input negatively influences mood. | <input type="text" value="No Koncern"/> |

Limbic

- | | |
|--|---|
| ▶ 11. Difficulty with emotions and matching regulatory state to environment. | <input type="text" value="No Koncern"/> |
|--|---|



SHOW HOPE



Printable short report

Printable long report

Assessment results for Show Hope, age range: 6-10Y on 1/10/23

Areas of Concern

▶ 3. Eyes do not move in a smooth pursuit; child has difficulty with reading; child can't look up without neck involvement; child runs around room upon entry; child has difficulty copying from the front classroom screen, difficulty reading, lack of eye contact, can't find objects in a drawer or messy room, and is easily distracted during fine motor tasks.	2	BS
▼ 5. Difficulty with Sleep The causes of poor sleep are numerous and could include fear of the dark, inability to calm the mind, environmental sensory issues, poor diet, poor body awareness, anxiety, fear of relaxation, and many others. When the child doesn't sleep, the caregiver is often tired as well. When a child doesn't sleep well, they do not have good neurochemistry to cope with even small stressors.	3	DE
▶ 9. Overly active or constantly moving.	3	DE



Activities

Home

School

Nature/Farm

Staffed Residence

Home Activities

▼ Weighted items - (5 , 9) - Score: 6 Priority 1

Be cautious with a child's history before using anything that makes the child feel restrained or held down. Weighted blankets can stimulate the proprioceptive system to calm a child. It can also provide a felt sense of safety and protection as it provides a barrier from the environment. Neutral warmth also calms a child. The child may habituate to the blanket within two hours, so it isn't entirely effective overnight. It could help a child relax enough to fall asleep. A weighted vest also provides the proprioceptive awareness of a weighted blanket. It is recommended that a weighted vest be less than 10% of a child's weight to prevent joint overload and restraint. A blanket can have more weight because it is more evenly dispersed and is usually not on the child all at once. If the child can not remove it independently, it is too heavy.

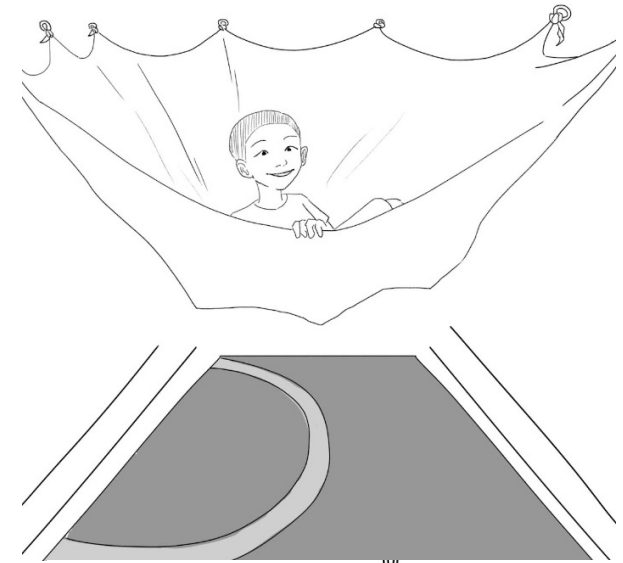
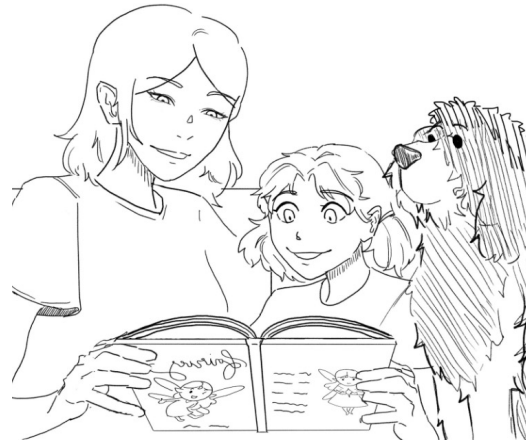
▶ Modify environment for support - (5 , 9) - Score: 6 Priority 1

▶ Animal Assisted Therapies - (5 , 9) - Score: 6 Priority 3

▶ adjust expectations and raise compassion - (9) - Score: 3 Priority 1



Empower and Connect Through the Senses to Show Hope and Care



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KARYN PURVIS INSTITUTE
of
CHILD DEVELOPMENT

EST. 2005



EMPOWERED
TO CONNECT