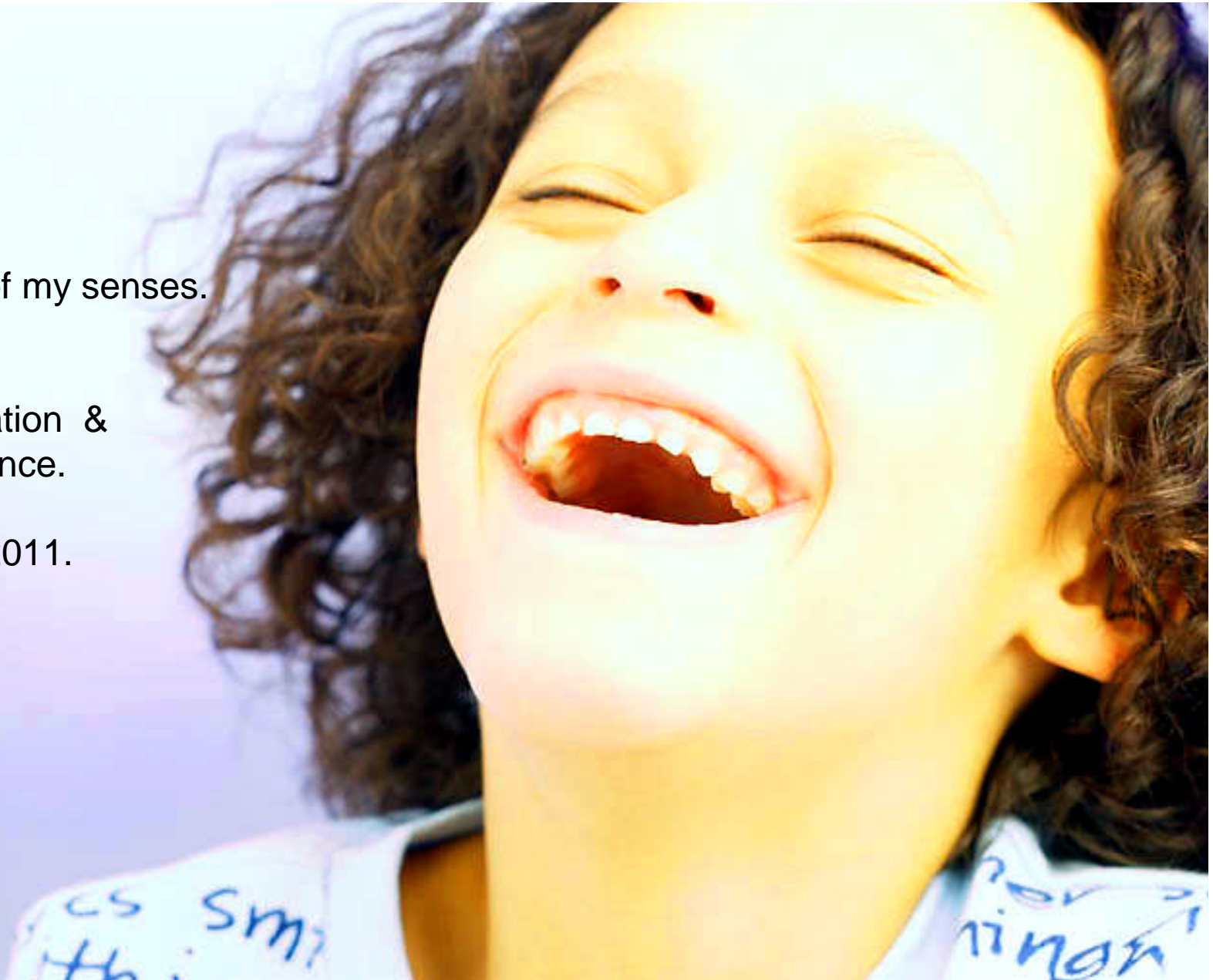




Making sense of my senses.

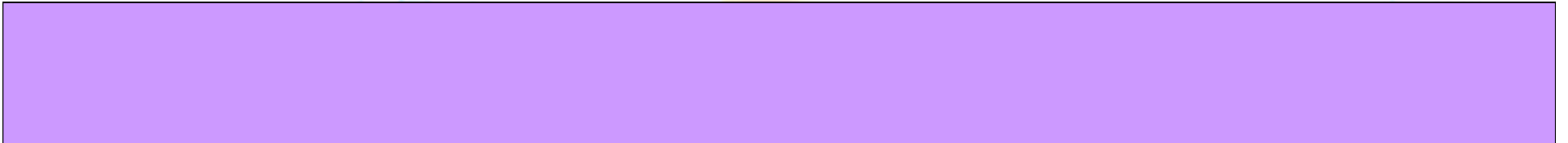
Sensory Integration &
Autism Conference.
Birmingham
2nd November 2011.



Msitua - Autism Consultancy – Helping to rearrange your perspective of autism

What is Autism

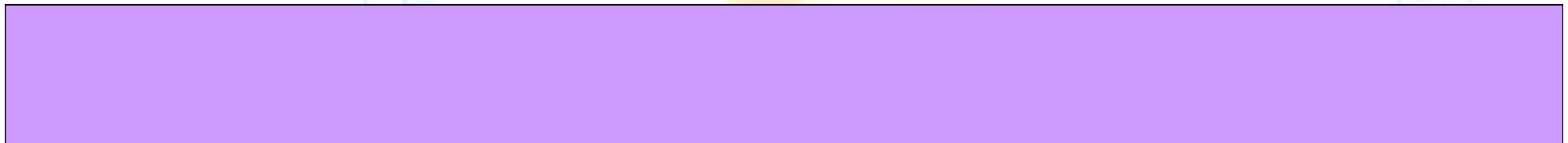
?



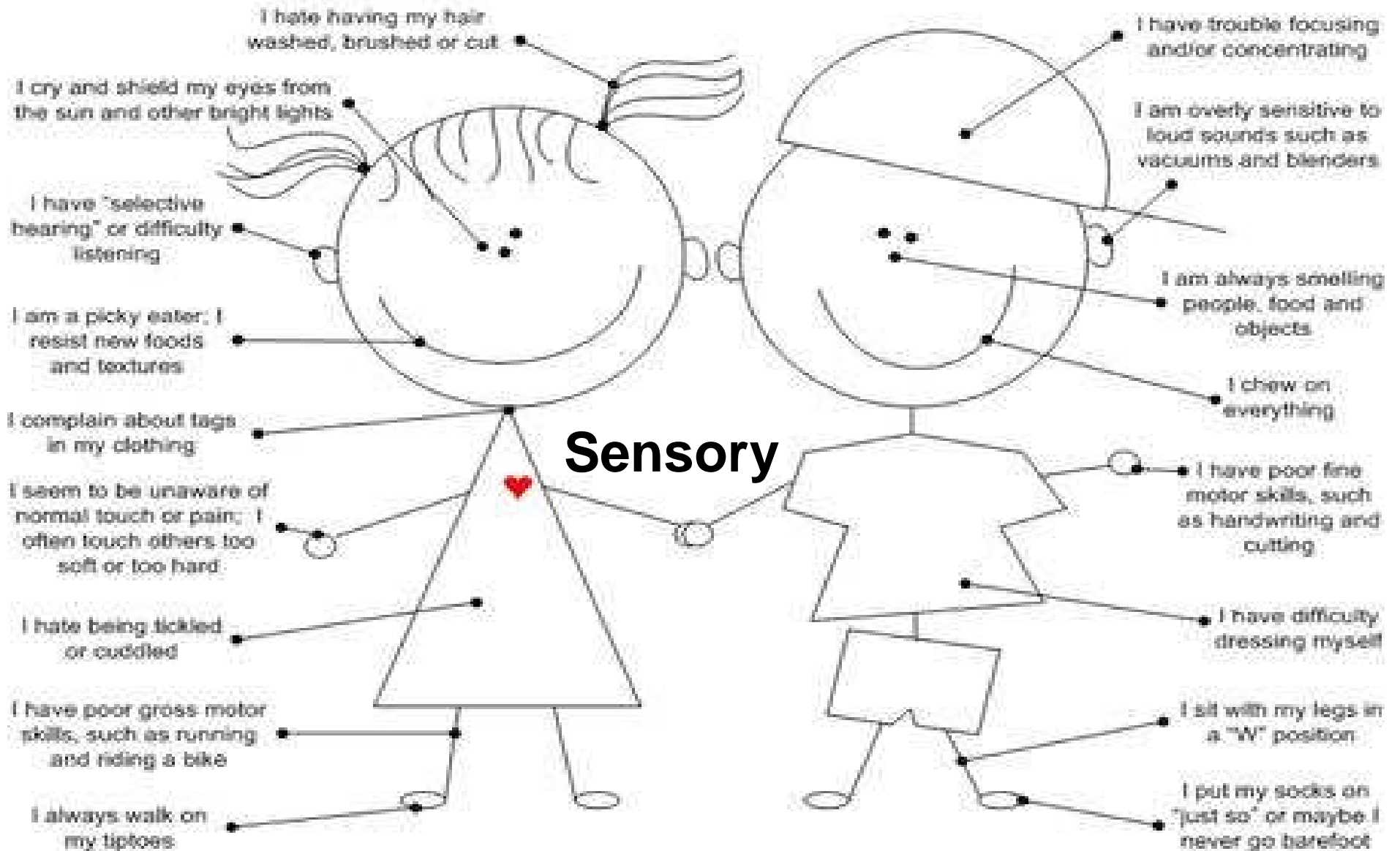
Flexibility of Thought
(imagination) Difficulty with : Coping with changes in routine, empathy, generalisation.

Social Emotional Difficulties with:
Friendships, Managing unstructured parts of the day, Working co-operatively.

Language and Communication Difficulty processing and retaining verbal information. Jokes and sarcasm, social use of language, literal interpretation, body language , and facial expression and gesture.

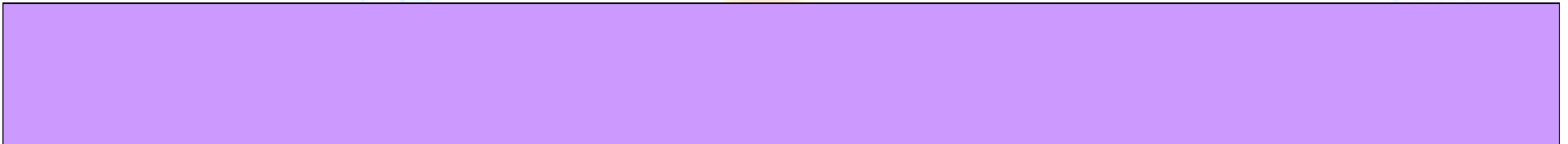
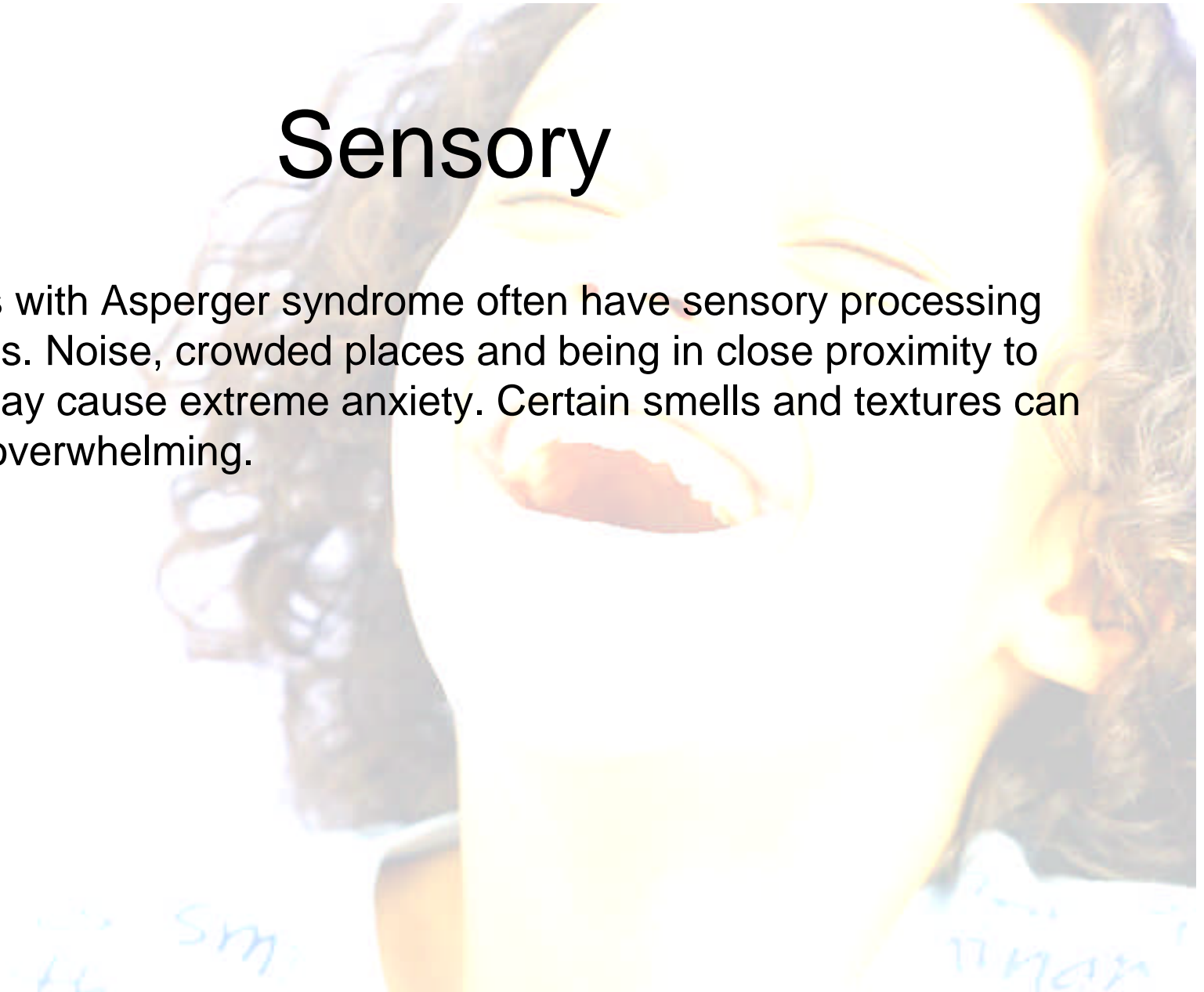


DO YOU KNOW ME?

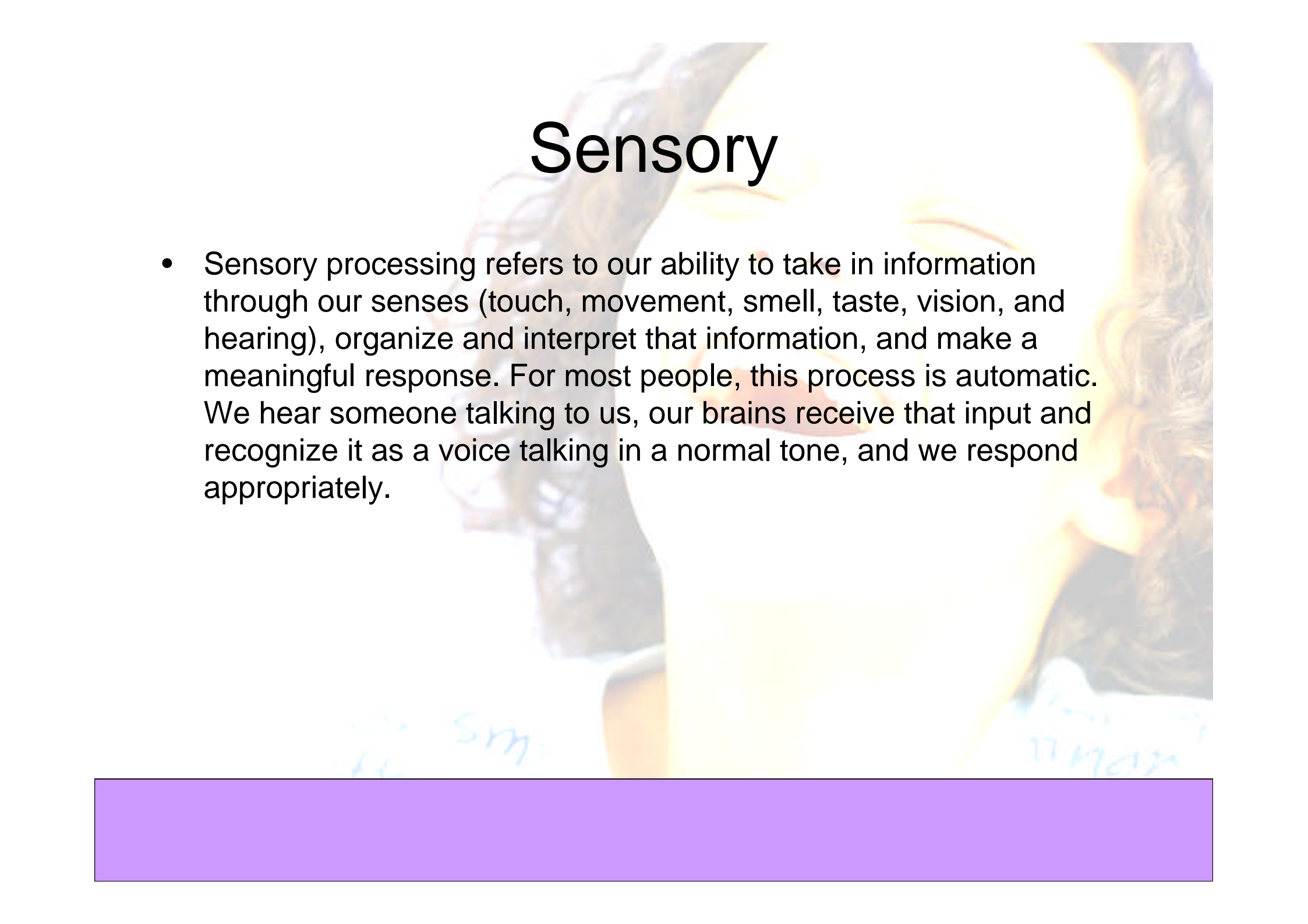


Sensory

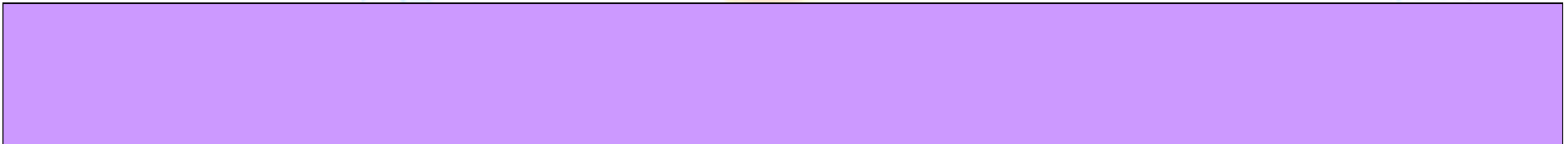
- Students with Asperger syndrome often have sensory processing difficulties. Noise, crowded places and being in close proximity to others may cause extreme anxiety. Certain smells and textures can also be overwhelming.



Sensory



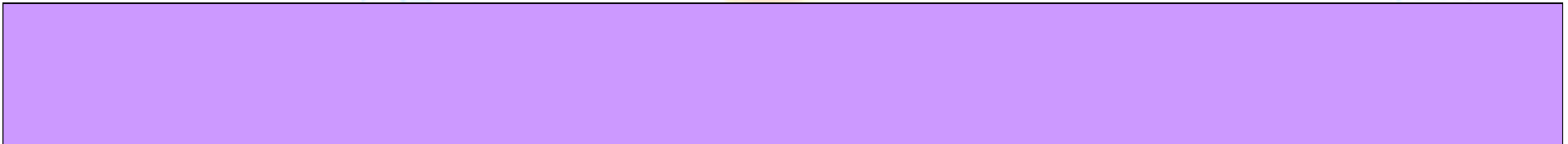
- Sensory processing refers to our ability to take in information through our senses (touch, movement, smell, taste, vision, and hearing), organize and interpret that information, and make a meaningful response. For most people, this process is automatic. We hear someone talking to us, our brains receive that input and recognize it as a voice talking in a normal tone, and we respond appropriately.



Sensory



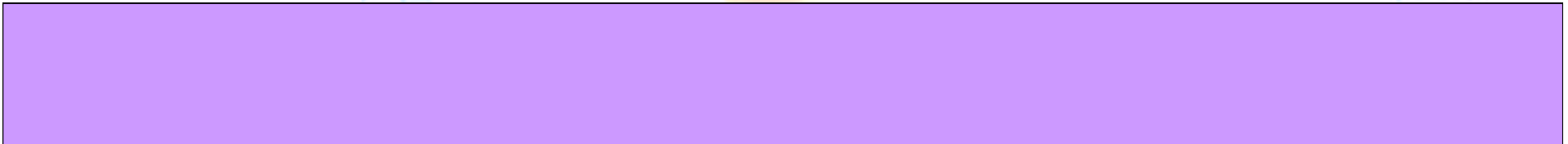
- Information from the five senses (vision, hearing, touch, smell, and taste), the sense of movement (the vestibular system) and/or the positional sense (proprioception).
- Sensory processing disorders can vary widely between individuals both in their characteristics and in how intense the disorder is. Kids can also be affected in only one sense or multiple senses. To make it even more confusing, SPD can manifest itself in two different ways:



Sensory



- **Hypersensitivity:** Kids may feel pain from simple things like clothes rubbing against their skin, their inability to tolerate a normal lighting level, dislike of being touched (even lightly), or they may be unable to tolerate loud sounds like household appliances.
- **Hyposensitivity:** Kids may show an usually high tolerance to stimulation. Hyposensitive kids “exhibit an appetite for sensation that is in perpetual overdrive“.



Sensory



- Some children are over-responsive to sensation and feel as if they're being constantly bombarded with sensory information. They may try to eliminate or minimize this perceived sensory overload by avoiding being touched or being particular about clothing. Some children are under-responsive and have an almost insatiable desire for sensory stimulation

Sensory



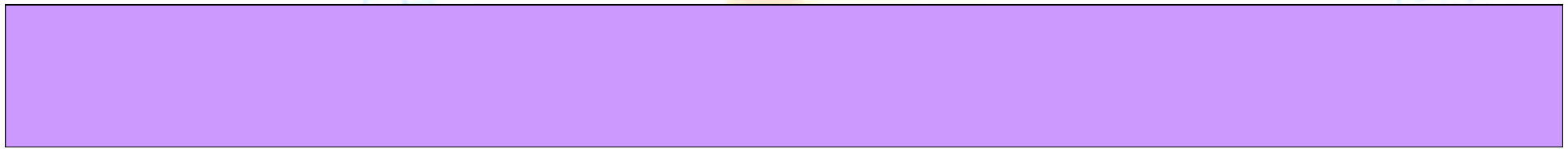
They may seek out constant stimulation by taking part in extreme activities, playing music loudly, or moving constantly. They sometimes don't notice pain or objects that are too hot or cold, and may need high intensity input to get involved in activities. Still others have trouble distinguishing between different types of sensory stimulation.

Sensory

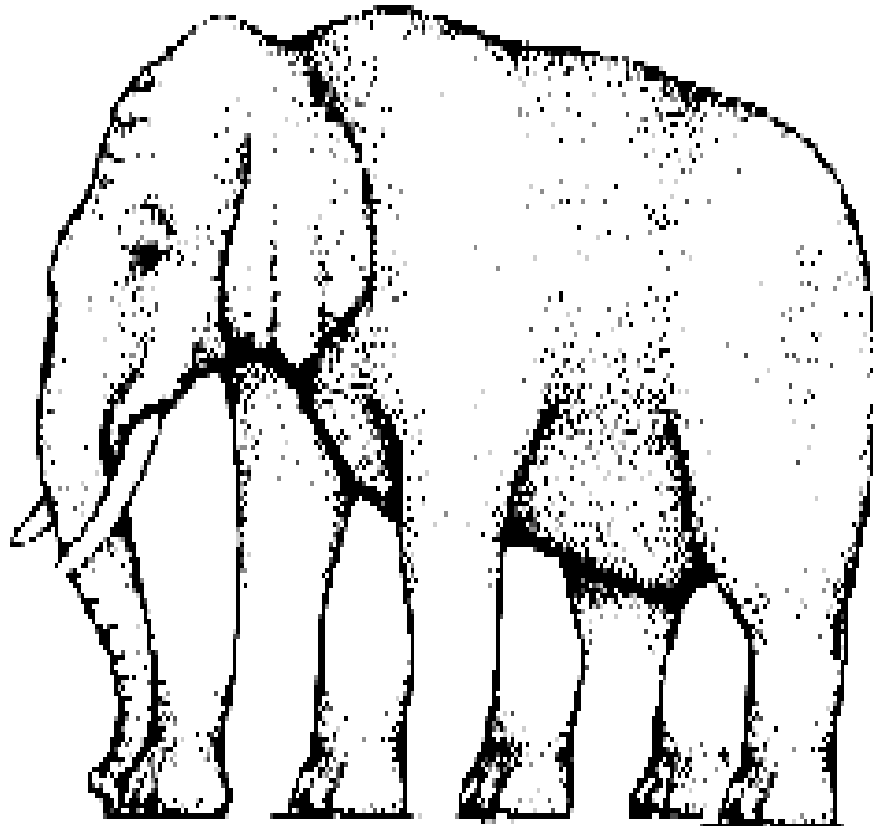
People with ASD may not always see what you see, never assume that they do

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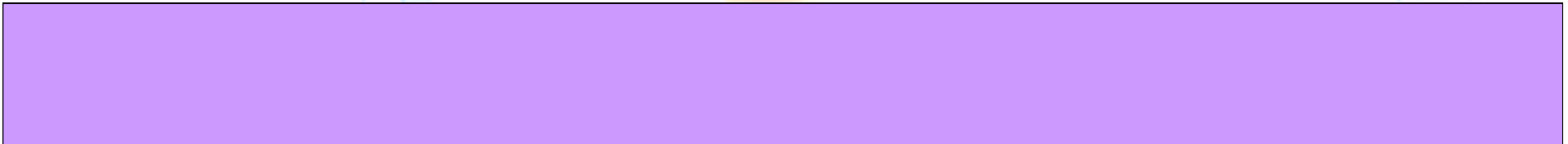
Walk in our shoes for a moment



Sensory



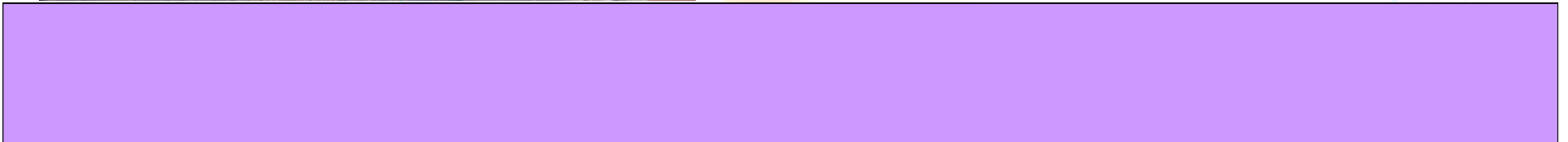
A child with autism may not always see what you assume that they see, for instance how many legs has the elephant?



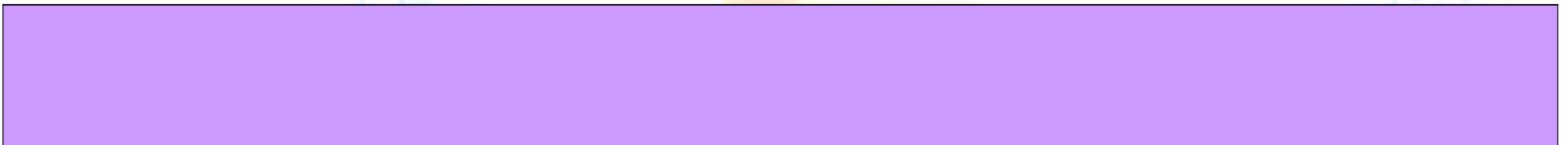
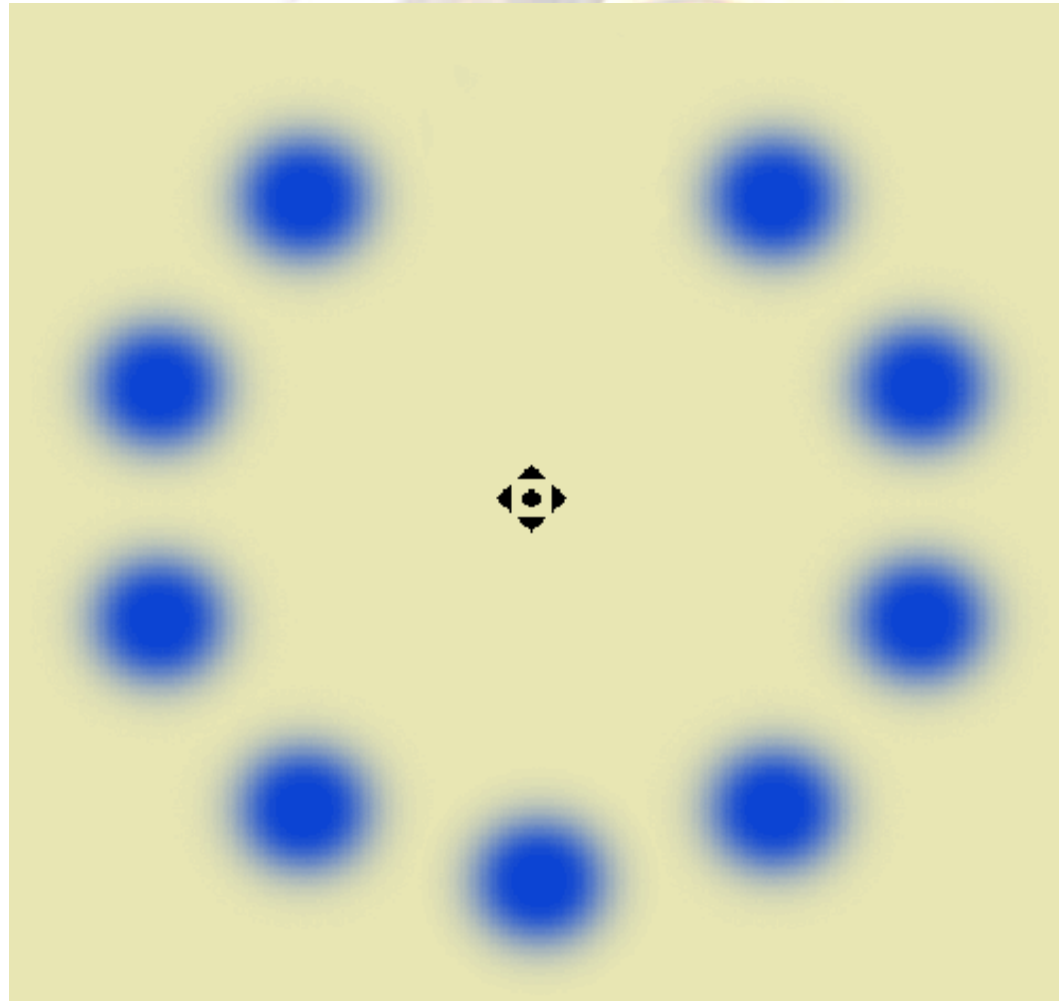
Sensory



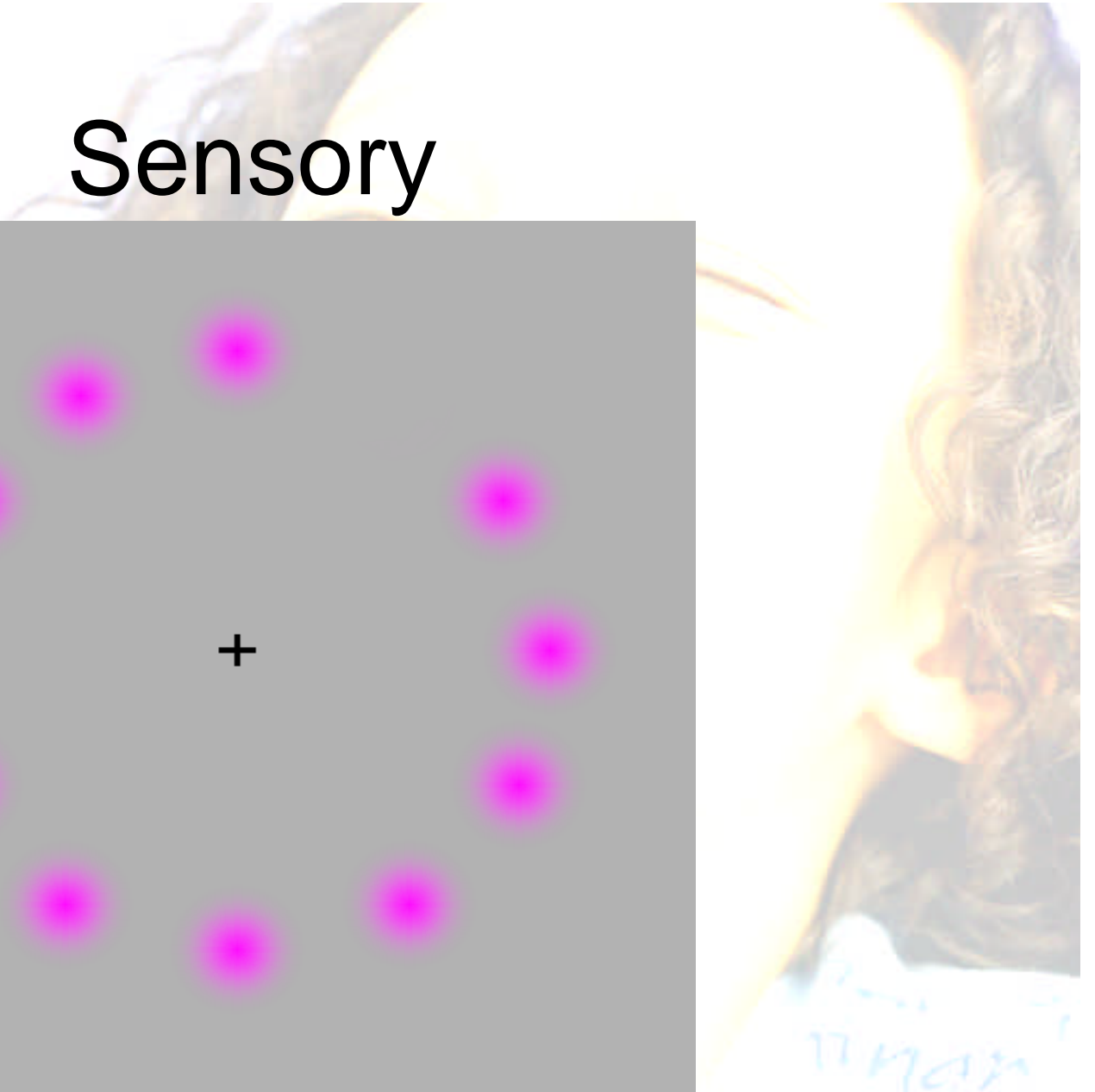
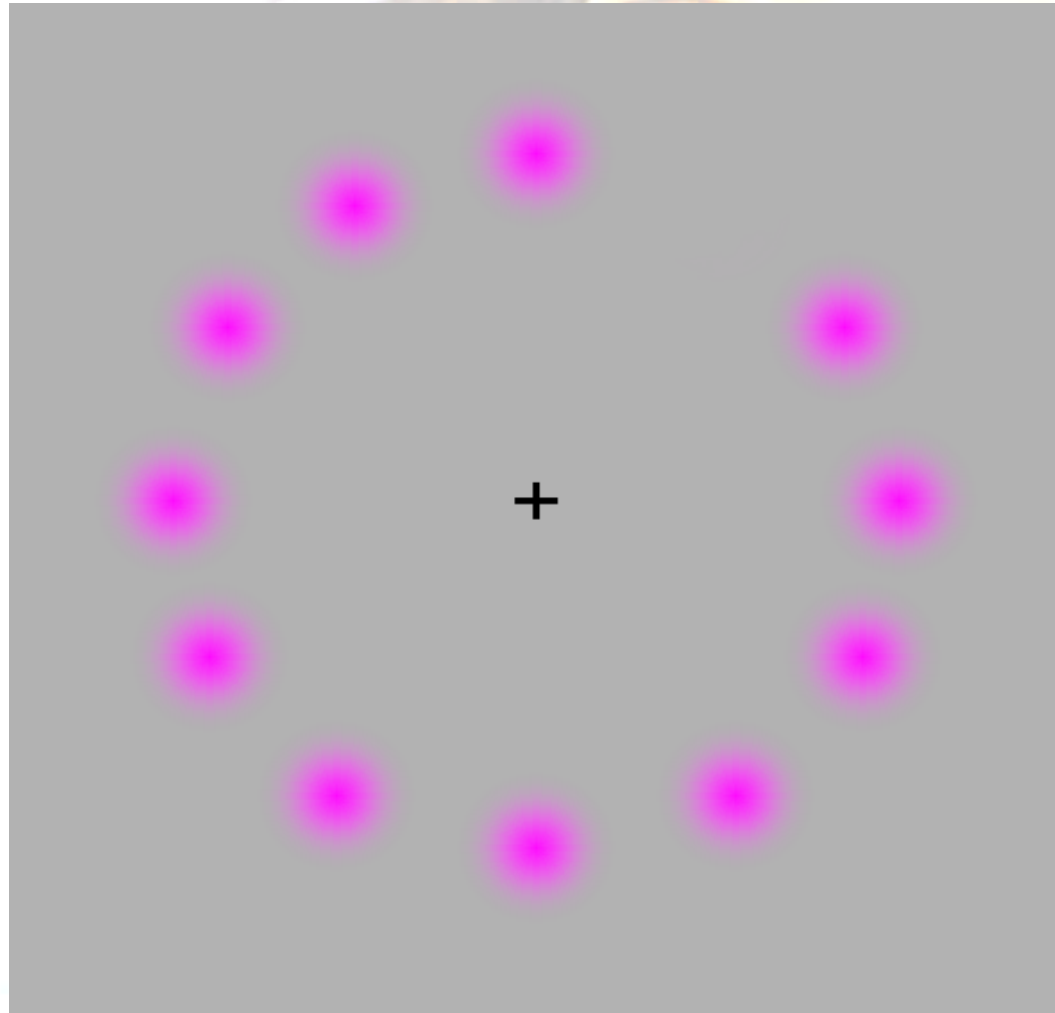
You don't always see what you think you see.



Sensory



Sensory

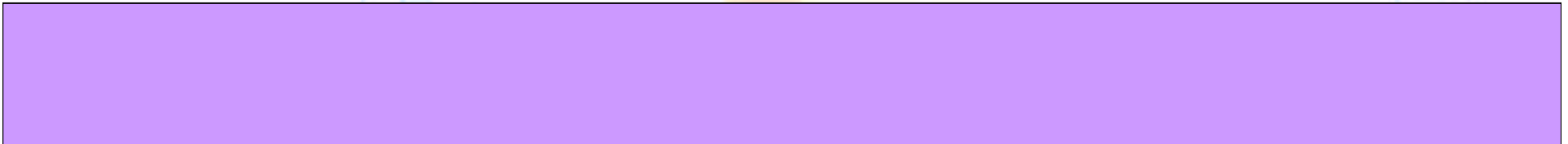


Sensory



Visual Differences

Usually our strongest sense, we can rely most heavily on it to learn. But it is easily over stimulated eg bright lights, objects, reflective surfaces.



Sensory

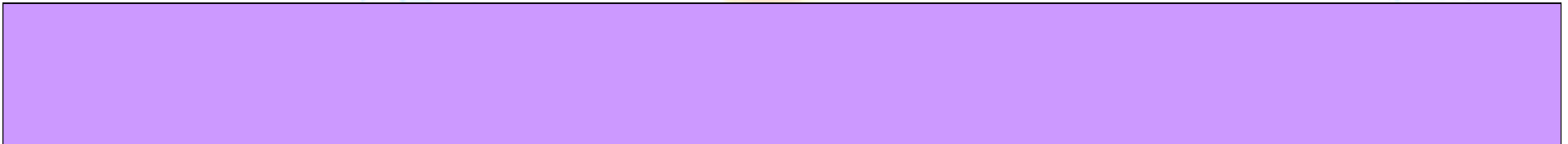


Auditory Differences

Most frequently impaired sense

Hyper acute hearing can cause real, agonising pain

Impacts on learning; what appears to be laziness/non compliance is child's inability to filter ordinary sounds

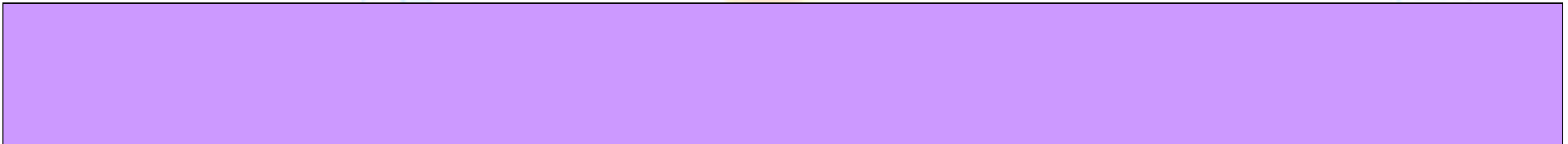


Sensory



Tactile Differences

Hypersensitivity to touch.
Children with autism can feel trapped in own skin.

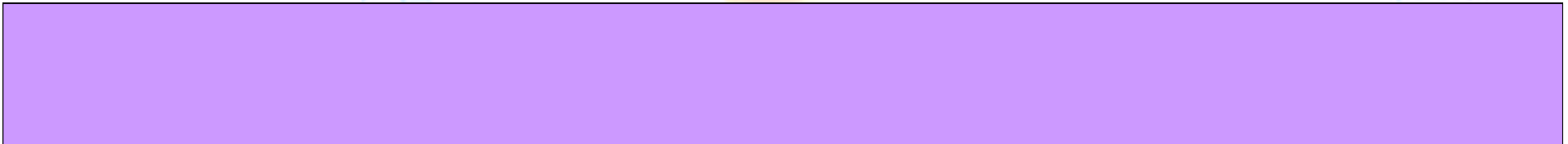


Sensory



Gustatory Differences

Hyper-acute sense of taste means Autistic children are “picky eaters”. Often as few as one or two foods will be acceptable to the child.



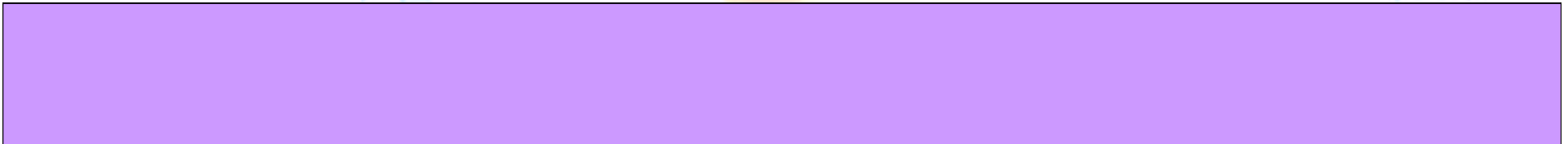
Sensory



Olfactory Differences

“Its horrible, it smells horrible, what is the horrible smell it stinks!”

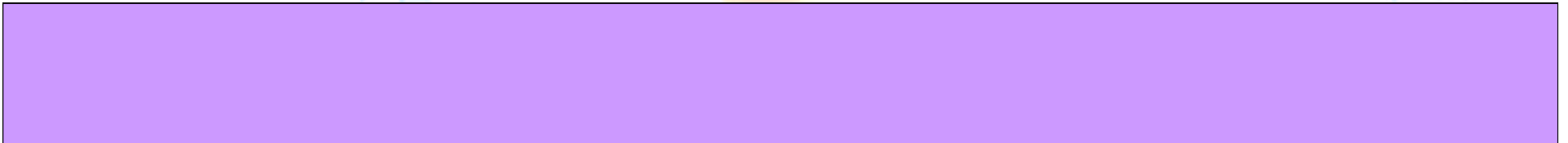
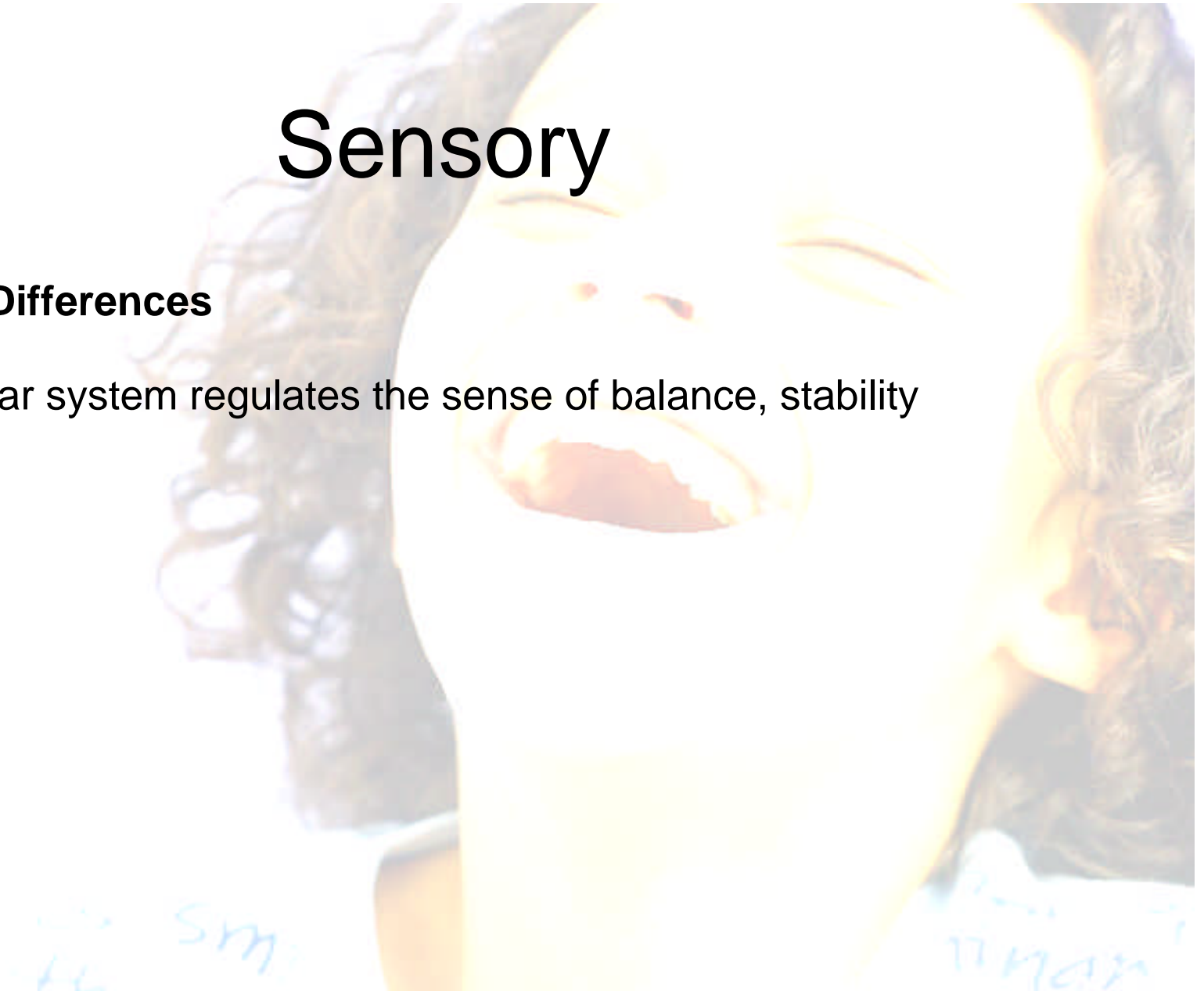
Individuals may well have a hyperacute sense of smell this is very common among children with autism



Sensory

Vestibular Differences

The vestibular system regulates the sense of balance, stability

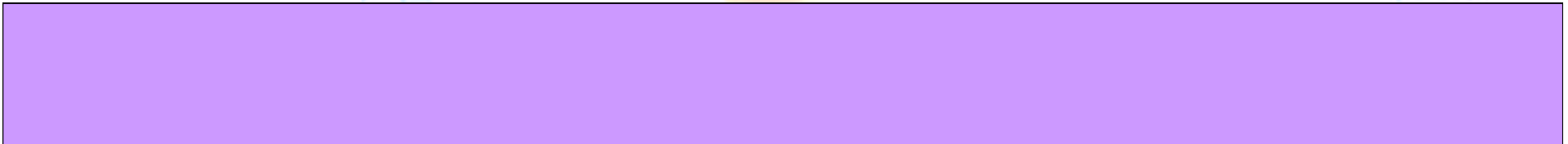


Sensory



Proprioceptive Differences

The proprioceptive sense uses feedback from muscles and joints to tell us where our body is in space and what forces are acting on it.

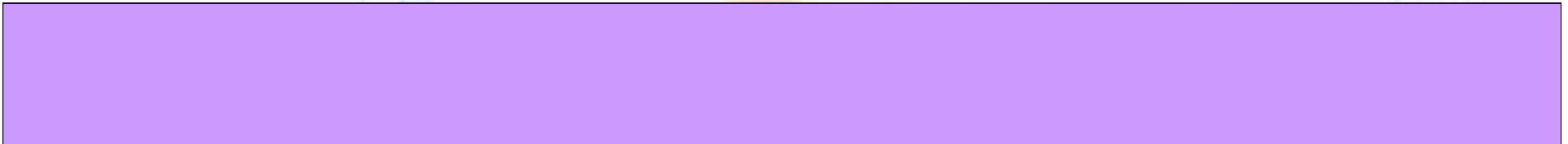


Sensory



Implications for the individual

Children may literally trip over own feet, bounce off walls, fall out of chairs. They may have gravitational insecurity and become anxious to take feet off solid ground, like when climbing, using toilet etc.



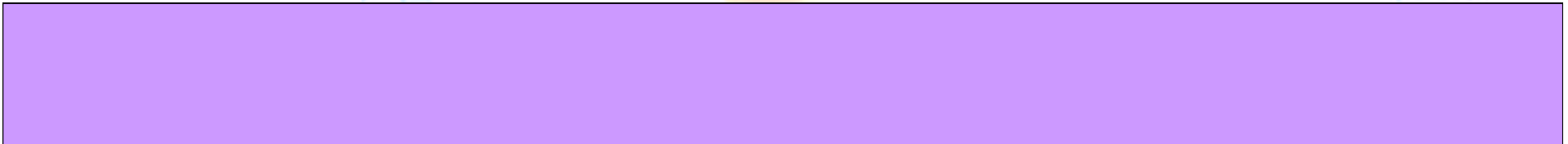
Sensory

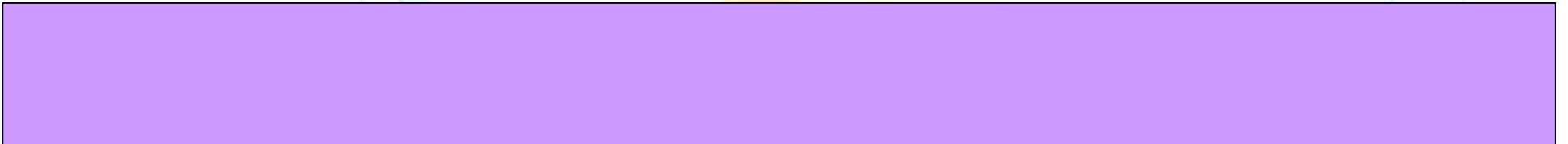
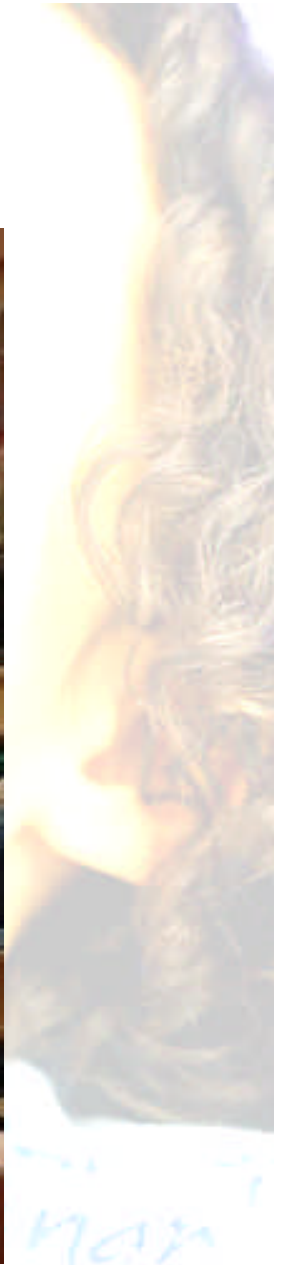


Suggested strategies for overcoming sensory difficulties.

Difficulty - Managing to wait in the playground before school begins

Suggested strategy - Provide a designated area where the student can wait until school begins. This time could be used to check the timetable, note any changes and organise equipment.

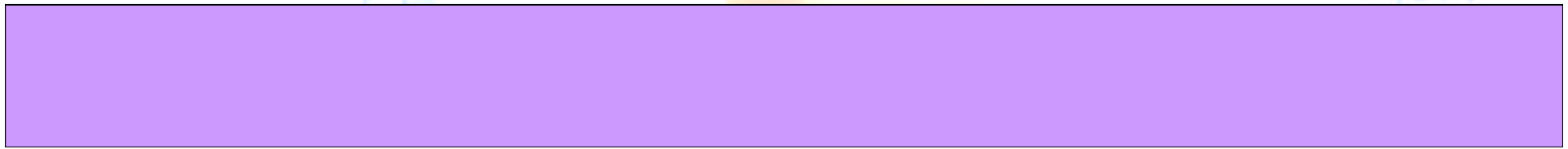
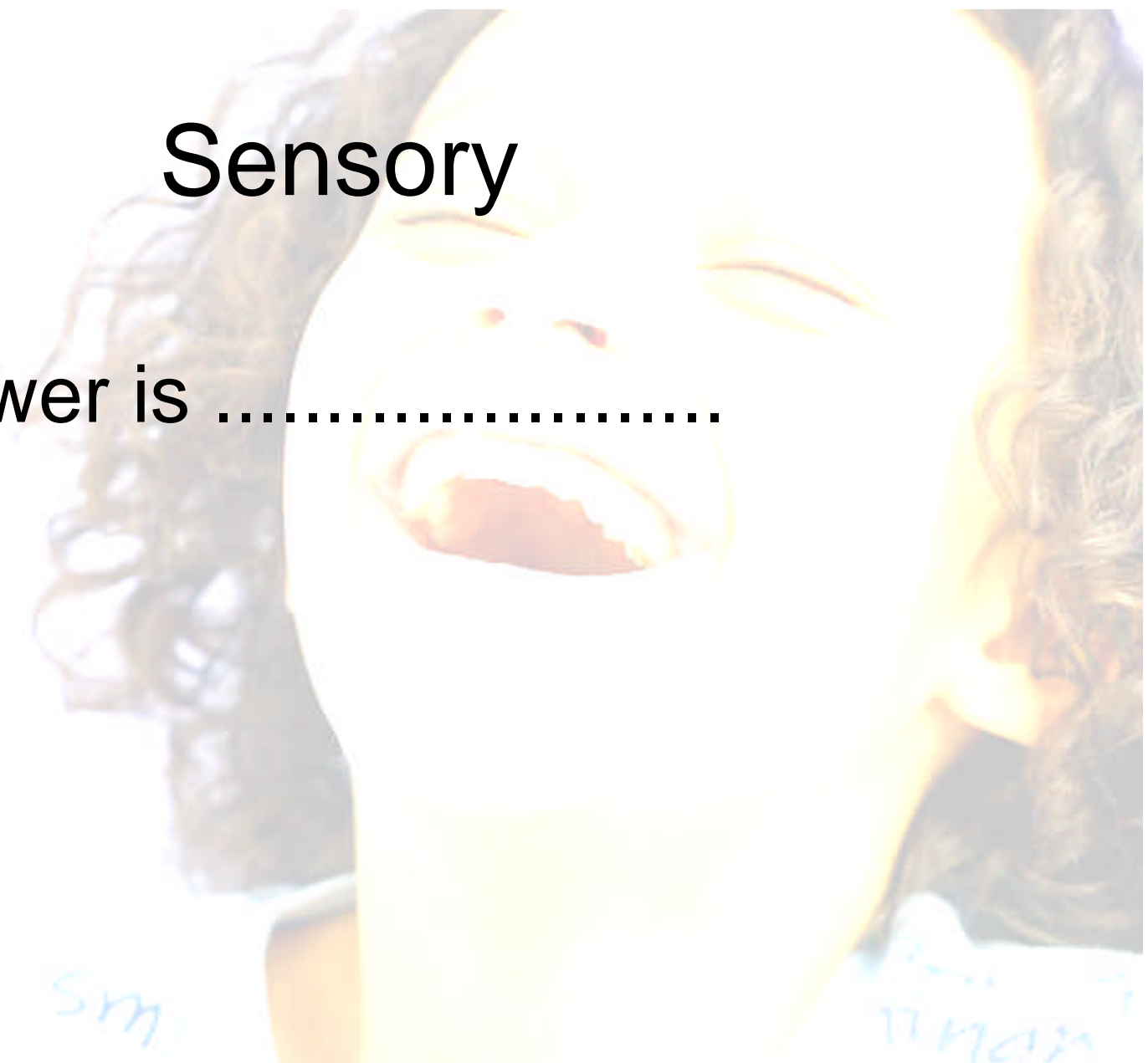




Welcome

Sensory

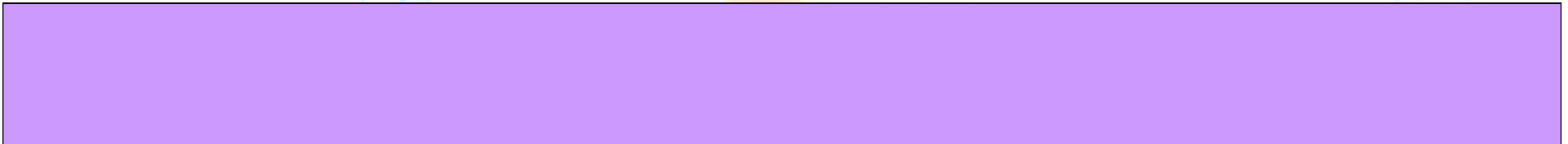
The answer is



Sensory

The answer is

..... We all do!



Sensory



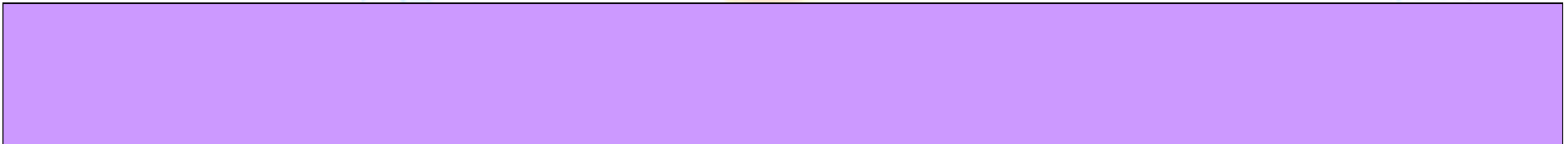
Lunch time/unstructured time

Lunchtime is one of the most difficult times of the day, often very difficult for them to cope with.

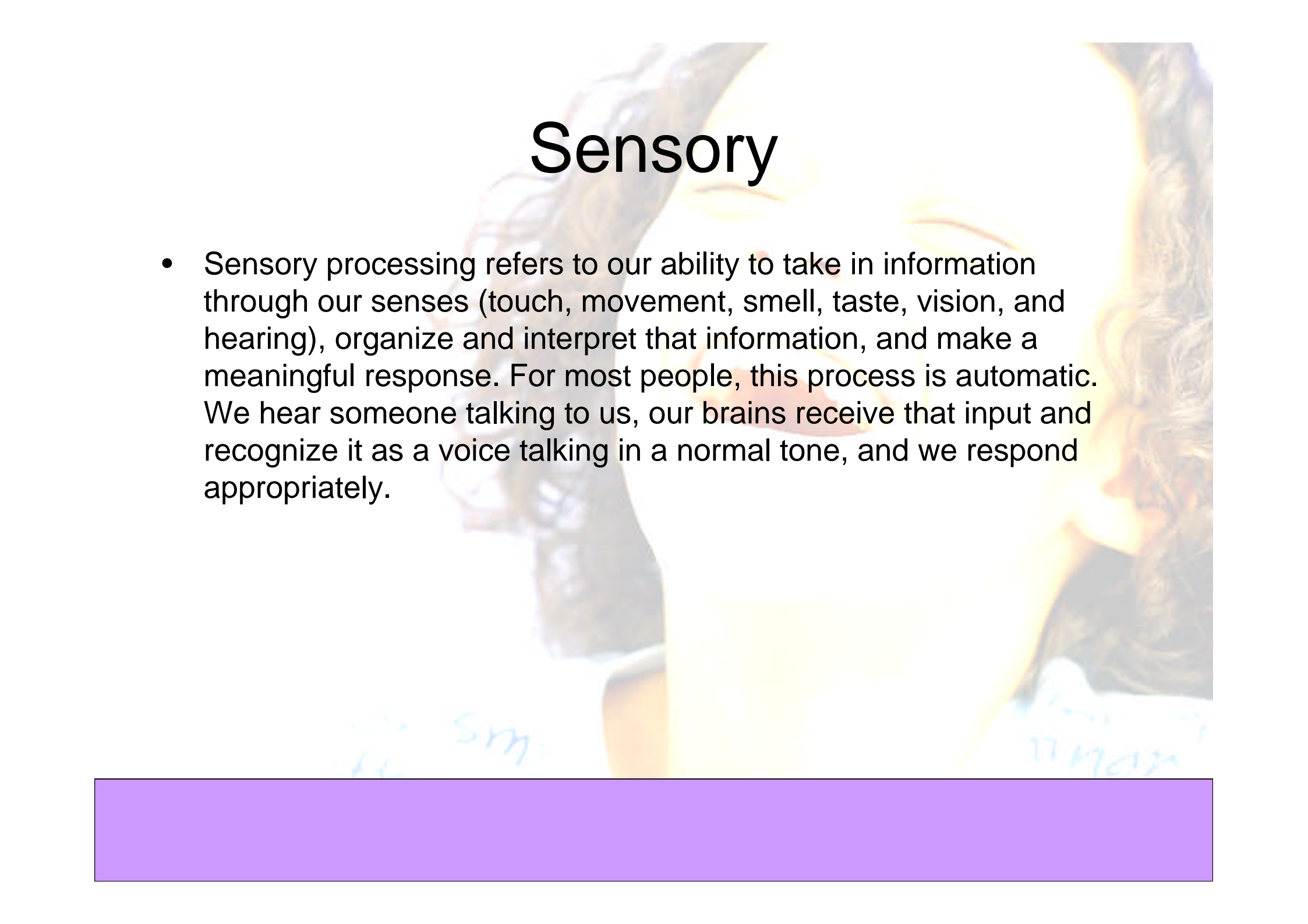
Very often develop own strategies to cope .

Encourage buddy system.

Allow to sit away from noise or other children.



Sensory



Free play/unstructured time

Asking a child with Autism to play until the end of a lesson, or to enjoy a free choice time can be very difficult for them to cope with.

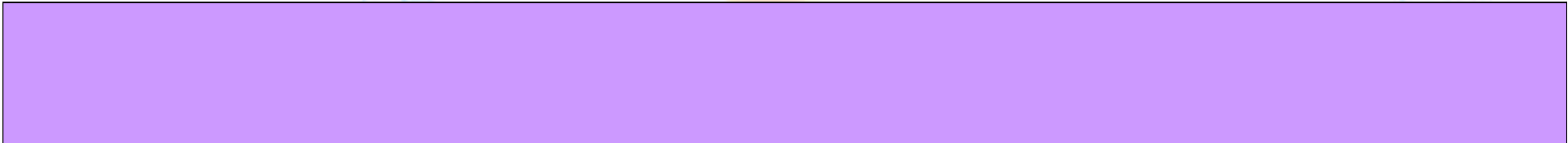
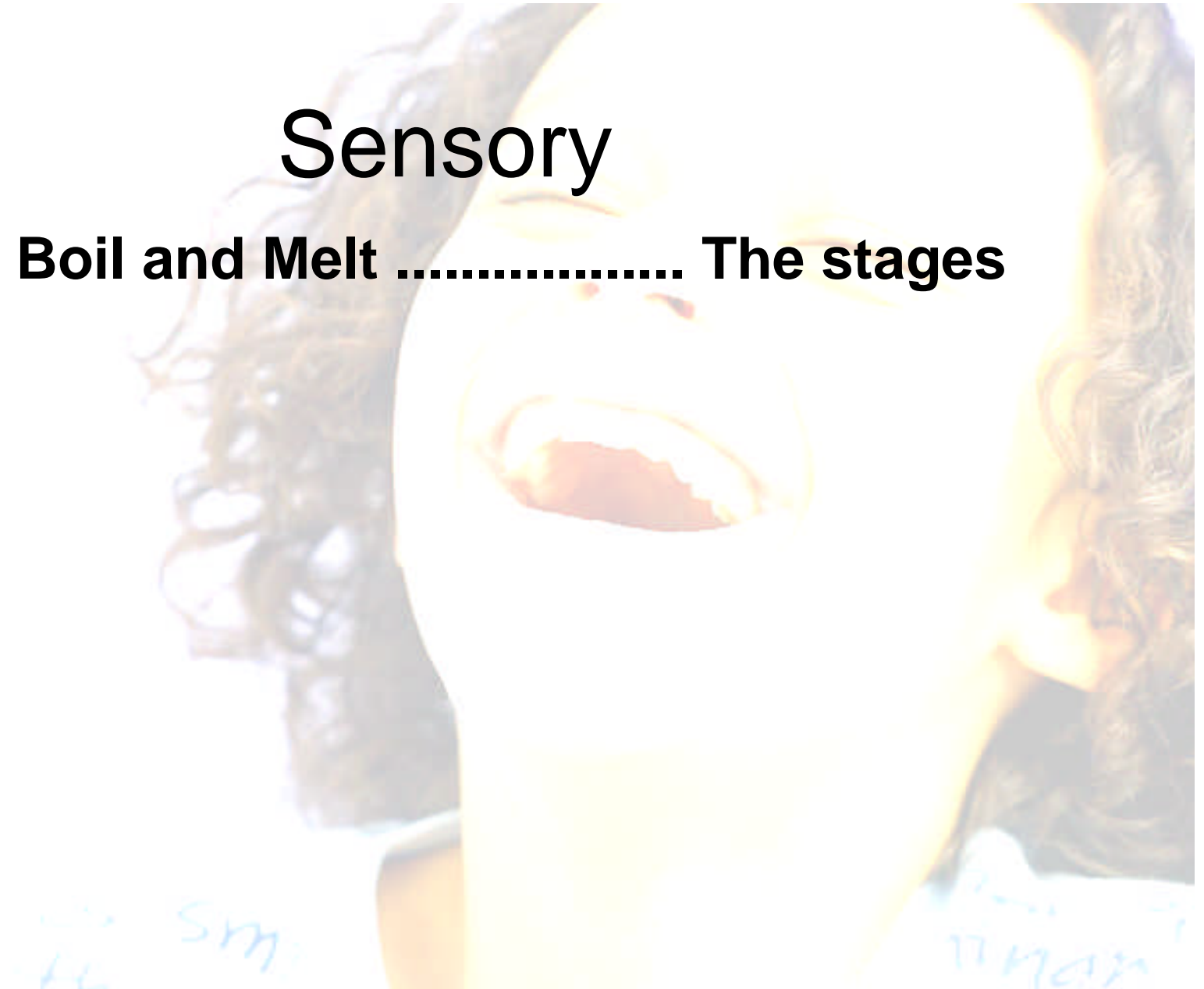
Give them a list of activities that should or could be completed
Encourage by starting with small choices, so they become less dependent on the teacher.

Allow to work away from noise or other children.

Allow the freedom of working at length on their interest.

Sensory

Bubble, Boil and Melt The stages

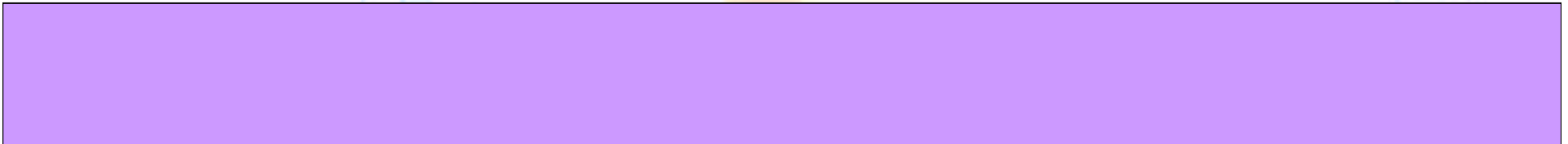


Sensory



The Bubble

Fidgeting
Swearing
Making noises
Ripping paper
Grimacing
Tapping foot
Refusing to co-operate
Name calling
Verbal threat
Increasing/decreasing volume



Sensory

The Boil

Acting impulsively
Emotional
Explosive
Destroying property
Self injurious
Screaming
Biting
Hitting
Kicking

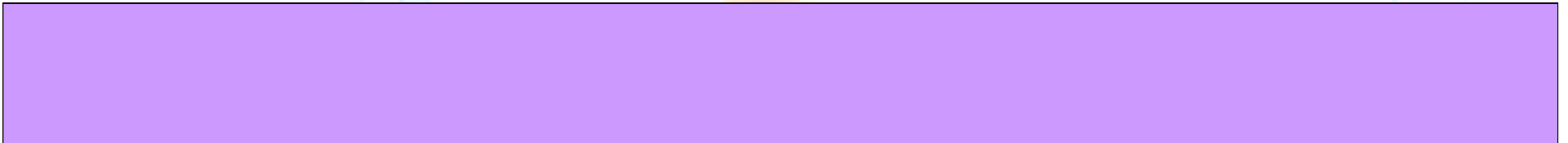


Sensory



The Melt

For us the autonomic storm or melt down happens here, for you however think storm rather than tantrum therefore disability rather than disobedience.





Sensory

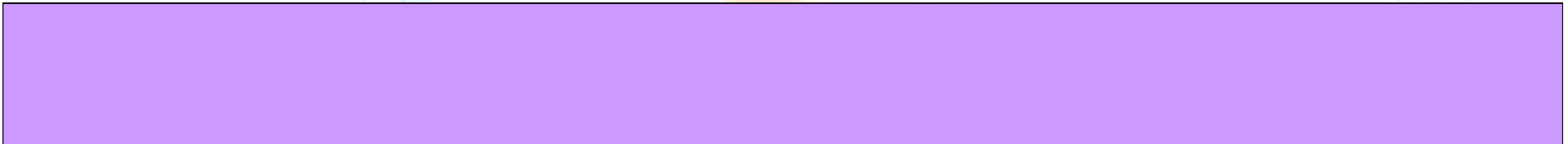


Suggested strategies for overcoming sensory difficulties.

Difficulty - Transition between one lesson and another due to the crowded and noisy corridors.

Suggested strategy - For the first few weeks of term, make the transition a few minutes before the end of the lesson to avoid the busiest times.

Provide a 'help' card that can be handed to a member of staff should difficulties arise at this time.



Sensory



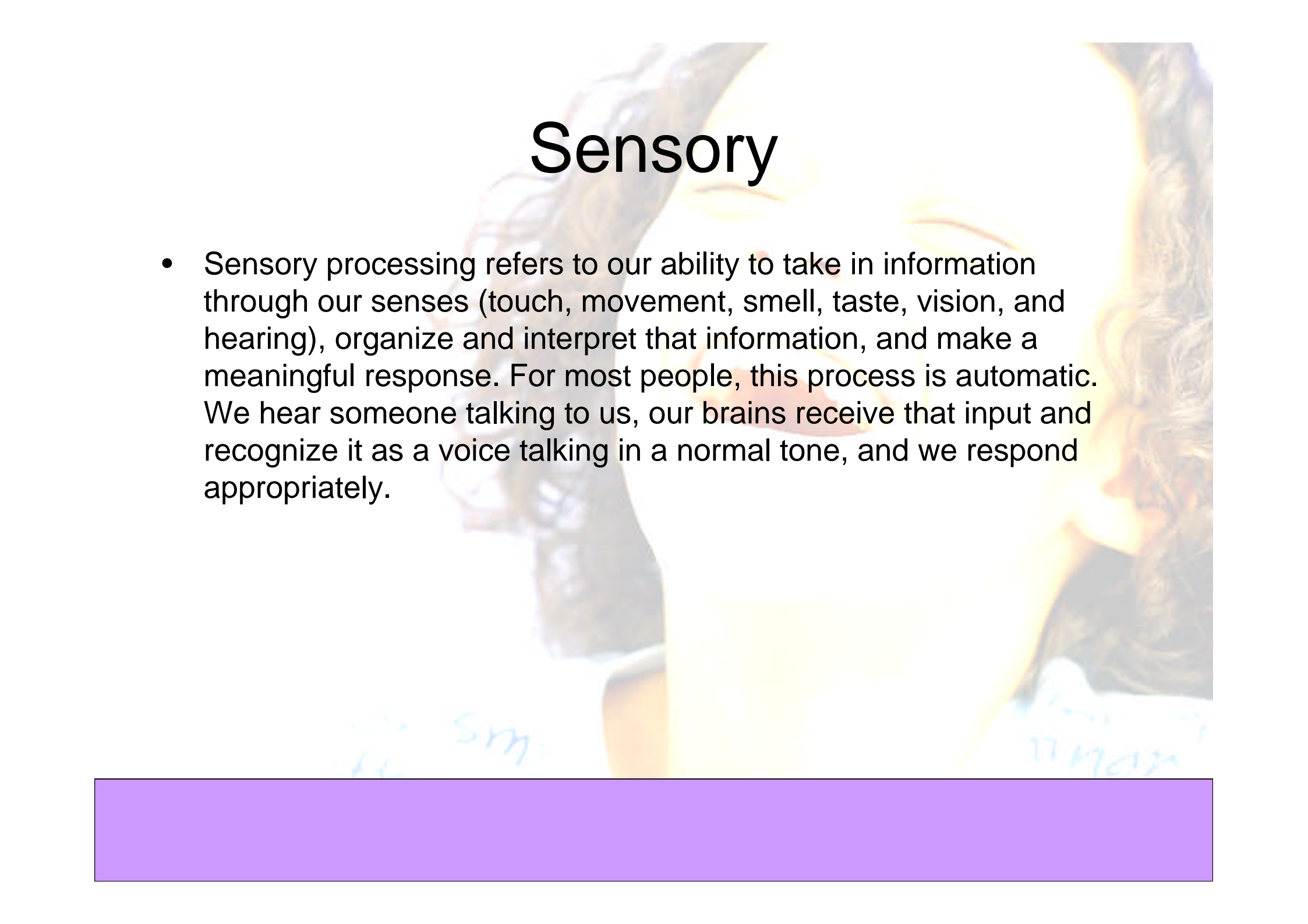
Suggested strategies for overcoming sensory difficulties.

Difficulty - Leaving lessons without permission

Some students reach sensory overload due to classroom noise, fear of failure, lack of understanding of work etc

Suggested strategy - Provide a 'time out' card (with clear rules regarding its use) to enable the student to leave the lesson for a short time to reduce their anxiety levels.

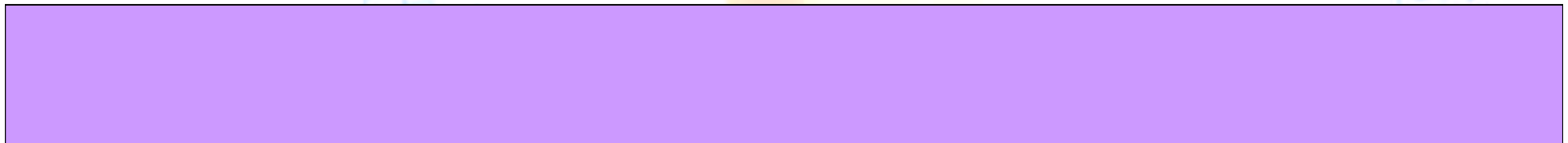
Sensory



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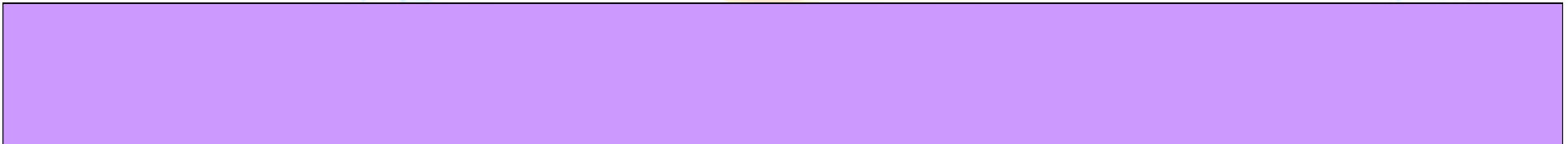
Sensory



Suggested strategies for overcoming sensory difficulties.

Difficulty - Refusing to go into certain rooms such as Science lab, art room or Design Technology room

Suggested strategy - Be aware that this may be due to smells, such as chemicals, paint or cooking, in these rooms. Consider seating the student near a door or window.



- What Children with Asperger Syndrome think!

“If you see me cover my ears, please try to be quieter. If you plan to make a loud noise, please let me know first.”

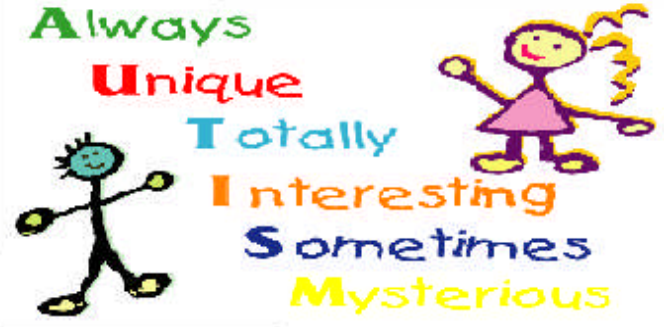
“Sometimes I don’t want to play.”

“ If I am thinking about something and you talk to me , I may not hear you., please use my name first”

“ I can get scared when there are too many people around me.”

Taylor

Always
Unique
Totally
Interesting
Sometimes
Mysterious



ASPERGER SYNDROME

A Guide for Teachers



Taylor McGuinness

Hello my name is Taylor McGuinness, I would like you to know a few things about me while I’m in your class.

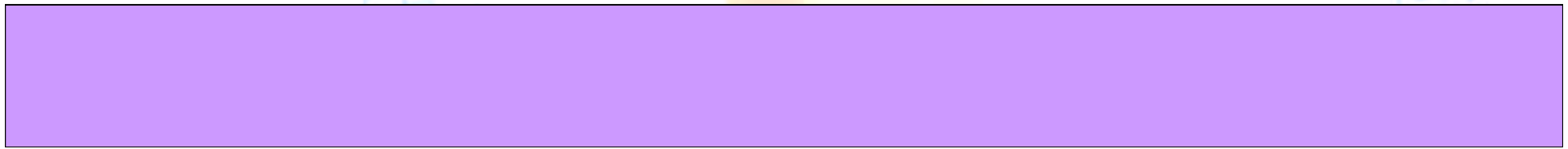
I have Asperger Syndrome, it is a form of autism .It is a developmental disorder that affects my social and communication skills. Here are some things I’d like you to know.

Sensory

I am hypersensitive to sound this means certain sounds hurt my ears, hearing loud and sudden noises can cause great discomfort and it also means I can hear other noises that other people cannot hear. All these things could make me very anxious and I may react by getting angry, irritable or need to put my hands over my ears

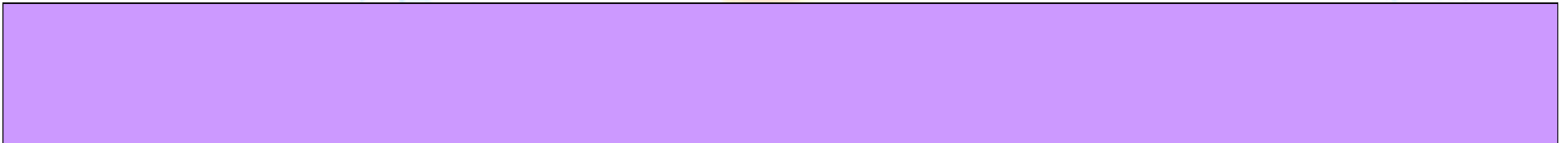
Social skills

I sometimes have difficulties with other children it is because I sometimes don’t understand why they do certain things. I don’t really like big groups of people I feel more comfortable in very small groups. I do want to have friends and you could help me by adding structure to some of my play times, this will make me less anxious. Please remember that being together with other children is fun for most ‘typical’ kids, but not always for me



Autism

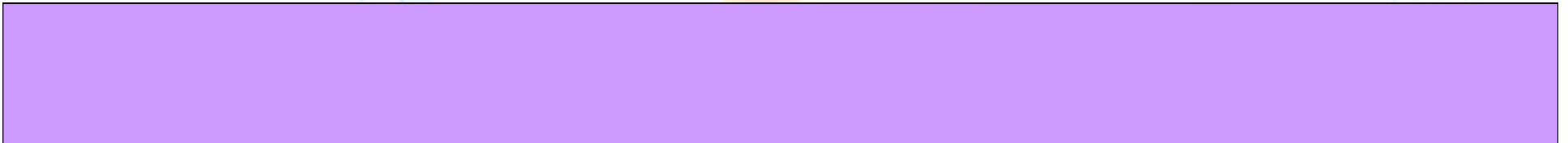
Top seven terrific traits of people with autism



Autism

Top seven terrific traits of people with autism

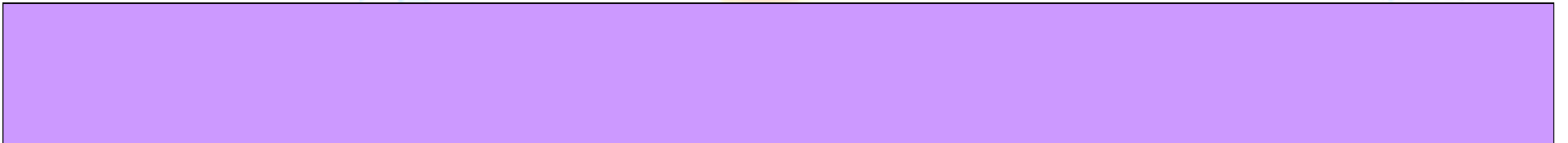
1. Autistic People Rarely Lie



Autism

Top seven terrific traits of people with autism

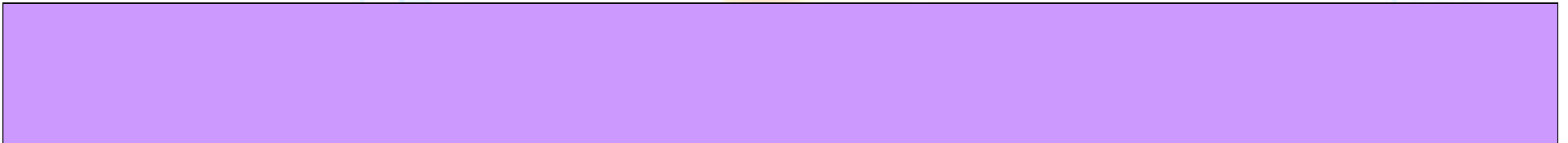
2. People on the Autism Spectrum Live in the Moment



Autism

Top seven terrific traits of people with autism

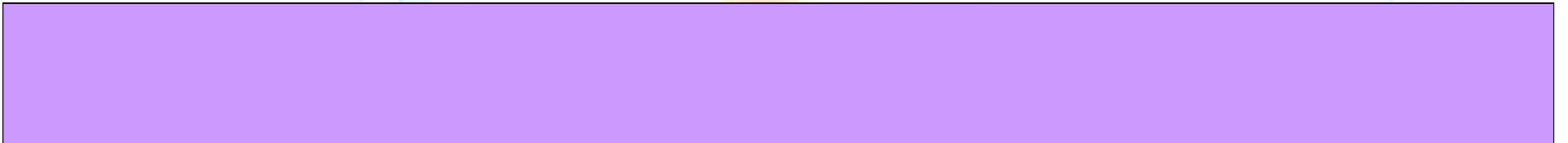
3. Autistic People are Passionate



Autism

Top seven terrific traits of people with autism

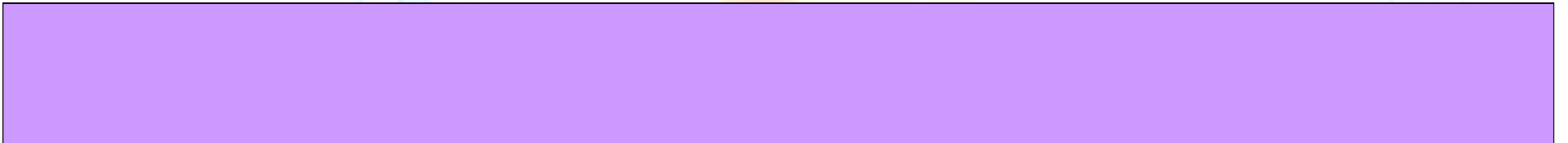
4. People with Autism Are Not Tied to Social Expectations



Autism

Top seven terrific traits of people with autism

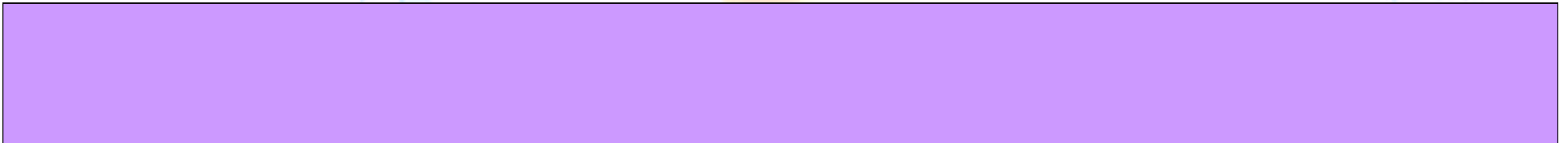
5. People with Autism Have Terrific Memories



Autism

Top seven terrific traits of people with autism

6. Autistic People Have Fewer Hidden Agendas



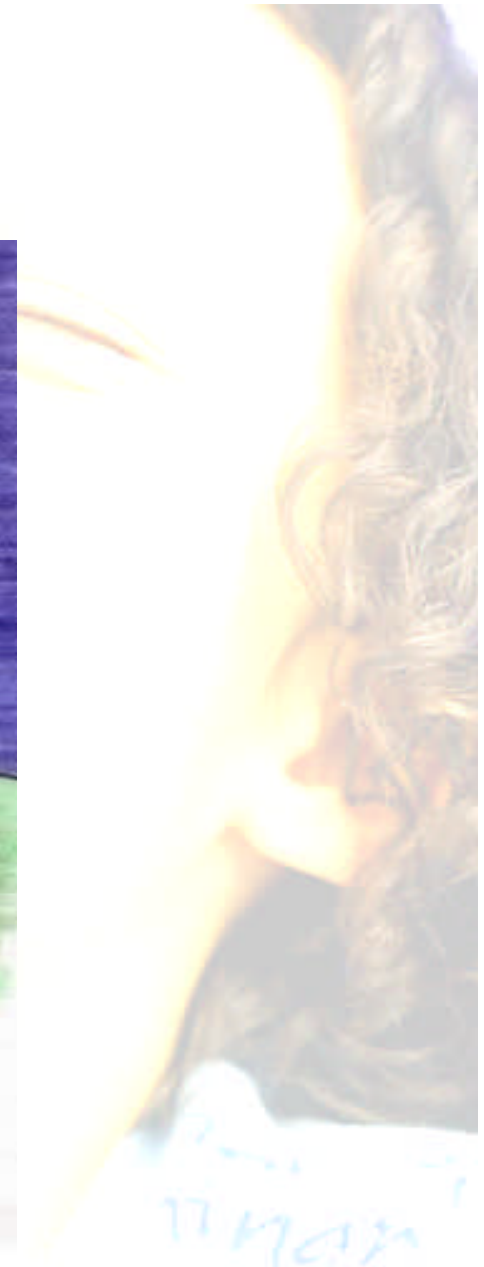
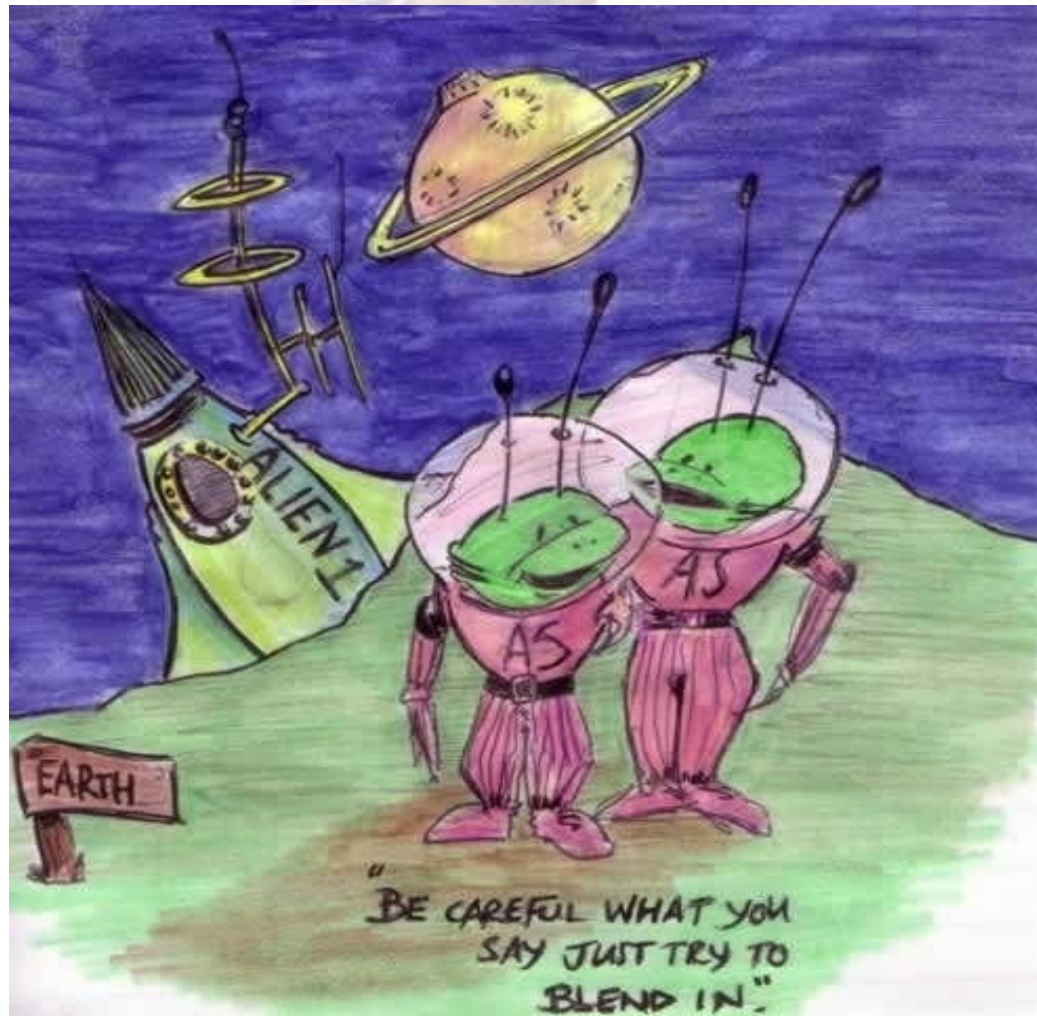
Autism



Top seven terrific traits of people with autism

7. People with Autism Open New Doors for Neurotypicals

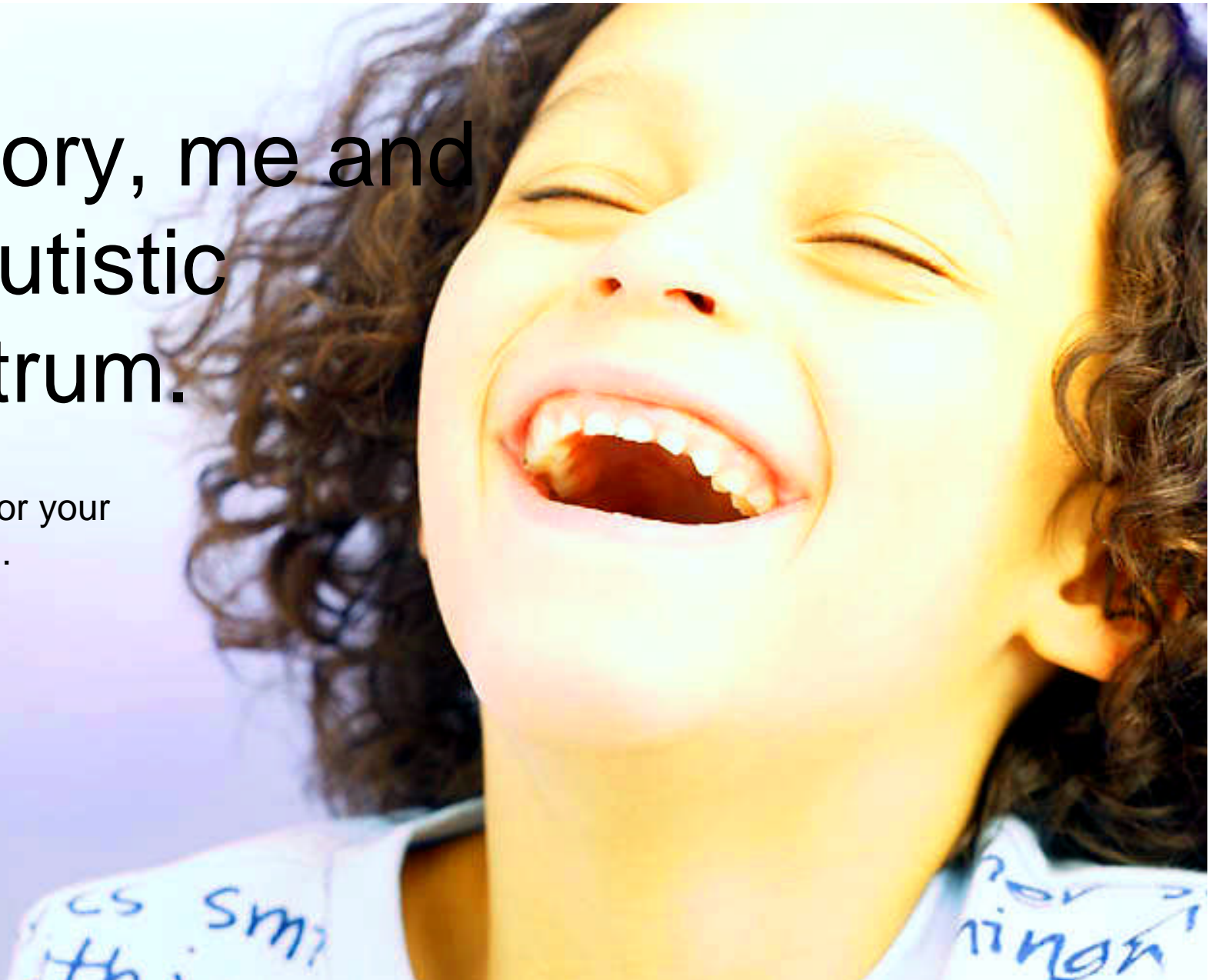
Autism



Msitua - Autism Consultancy – Helping to rearrange your perspective of autism

Sensory, me and the autistic spectrum.

Thank you for your
participation.



Steve McGuinness 'Autism Consultant'

autism is not a tragedy, ignorance is the real tragedy.

<http://www.colour-se7en.co.uk>