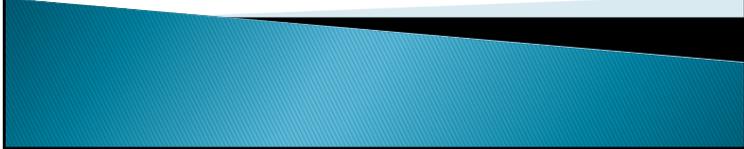


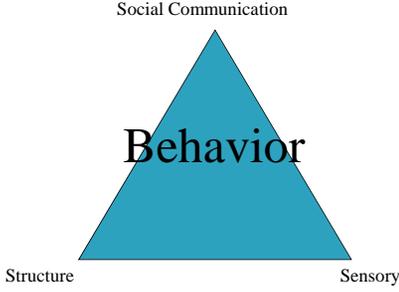
Sensory Supports for Individuals on the Spectrum

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Understanding the Purpose of the Behavior:



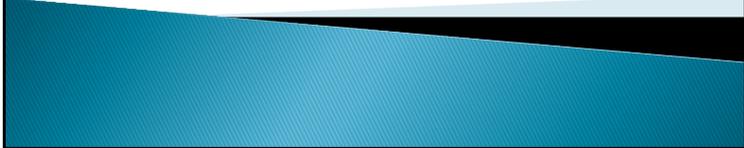
Social Communication

Behavior

Structure Sensory



Sensory



Sensory Needs:

- ▶ Assessment of sensory deficits and/or needs
- ▶ What supports are needed
- ▶ Environmental Analysis (Preferred sensory and highly Bothered)
- ▶ How to implement the supports needed



Matching Activities to Sensory needs:

- ▶ Repetitive activities
- ▶ Constant movement or less movement
- ▶ Sitting vs standing
- ▶ Size of the of the work area
- ▶ Amount of people
- ▶ Dark or bright

Gross Motor Activities

- ▶ Provide movement within the schedule
- ▶ Walks
- ▶ Physical activities
- ▶ Stretching

Structure the area to meet sensory needs:

- ▶ Light
- ▶ Sound
- ▶ Space
- ▶ Tactile
- ▶ Smell

Start the Day with Sensory Input:

- ▶ Deep pressure
- ▶ Exercise/gross motor
- ▶ Self-calming activities

Use work / break routines

- ▶ Implements sensory activities in the break routine

Understand the Flow of the Day:

- ▶ Know your schedule
- ▶ Divide into workable periods of time
- ▶ Understand and implement a work/break routine
- ▶ Know the length and the ability to attend or stay on task

- ▶ Break Stations/Areas:
Breaks are implemented at different frequencies, based on the individual needs. Break stations are a structured environment to help each individual to work on functional skills in a calming environment.



Alternative Break areas:

- ▶ Be creative
- ▶ Do not always use the lunch room/break room
- ▶ Provide alternative activities
- ▶ Develop a clear beginning–middle–ending

Seating Options

- ▶ There are many seating options available for workers: height appropriate desk chairs both with and without arms, chairs that rotate, ball chairs, rocking chairs, large pillows, stability discs, theraballs, single legged stools and standing desk.

Transition Object:

- ▶ Could be weighted and used to assist the transition from one area to another

Use of Technology:

- ▶ Applications on I Phones or I Touch
- ▶ Video Games
- ▶ Music
- ▶ Video

Clothing Accommodation

- ▶ Wearing a hat
- ▶ Headphones/ear plugs
- ▶ Sunglasses
- ▶ No tags on the shirts or seamless
- ▶ Change of clothes if available
- ▶ Comfortable shoes

Sensory Tools:

- ▶ Oral input can be provided using crunchy or chewy foods such as bagels, carrots, pretzels, lavasch crackers, dried fruit, chewing gum, or fruit rolls.
- ▶ Squeezing objects such as hand exercise balls, theraputty, a kneaded artists' eraser or a balloon filled with flour provide input to the hands and can facilitate attention.

- ▶ Help the individual to engage in heavy work such as pushing, pulling or carrying heavy objects.
- ▶ The individual may benefit from a supervised exercise program which could include weight lifting, running or use of aerobic exercise equipment such as a stairmaster, exercise bike or treadmill.
- ▶ For the individual who seeks a great deal of movement, try providing movement experiences throughout the day.
- ▶ Use of a "Sit and Move Cushion", a wedge-shaped, air-filled cushion that allows subtle movement, may decrease fidgeting while seated.

The following suggestions may be helpful in reducing potentially bothersome sensations:

- ▶ Keep visual and auditory distractions to a minimum. It may be helpful to have a quiet space in your home with a reduced number of toys. A carpet can decrease noise.
- ▶ Be aware that bright lights or the flicker and hum of florescent lighting may be disturbing. Use lamps and other lighting alternatives.
- ▶ For the individual who seeks out repetitive visual stimulation (i.e. spinning objects, finger flicking), try redirecting to activities that are interactive while combining vision and movement.
- ▶ Prepare for sudden noises. Vacuums, fire alarms and use other noisy appliances while he is out.

- ▶ Unexpected touch can be difficult for individuals who are sensory defensive. Approach them from the front and provide a warning before touching.
- ▶ Be watchful during stimulating group activities. They may be bothered by the large amounts of multiple sensory input inherent in these situations. Allow them to sit or stand on the outskirts of the group and move in as they feel comfortable. It may be helpful to initially spend a short time in these settings, increasing the time as the comfort level increases.
- ▶ To help an individual who is oversensitive to smells, use unscented detergent and shampoo. Do not wear perfume or use car or stick-up air fresheners. Use unscented markers. (this may be useful for the job coach)