



Fawbert & Barnard Infants School

Inclusion Parent Workshop 3

Sensory strategies to support everyday routines.
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Different children notice and respond to different things from the world around them.

Your child may be more sensitive to certain sensations and activities than their friend. Just like their friend will be more sensitive to a different situation.

These differences are expected and part of what makes us individual - we all have our preferences!

Aims of the session



- To develop an understanding of how a child's senses can affect them;
- To feel confident in interpreting the need your child is displaying;
- To develop strategies to support sensory seeking behaviours;
- To build a bank of ideas that can be used during those 'My child won't'... moments (my child won't eat that, my child won't wear that).



What do we mean by sensory integration?



Sensory integration is how the brain uses sensory information during everyday life.

It was developed in the 1960s and 1970s by Jean Ayres, an occupational therapist and psychologist from the United States of America.

Jean developed a way of assessing people with difficulties and helping them.

Every day, we take information in from the body and the world around us. The brain uses this so we can react quickly, plan what we do, move safely, and be aware of any dangers and changes in our body.

Sensory integration is the term used to describe this process. It is how we experience, interpret and react to (or ignore) information coming from our senses.

What do we mean by sensory integration?



Sensory Integration = How we understand information from the world around us, through our senses.



An example of sensory integration is:

Baby smelling food as they bring it to their mouth - Baby tasting the food - Baby feeling the texture of the food - Baby determining what this food is and if they want more.

What are the senses?



Sight (Vision)

Touch (Tactile)

Smell (Olfactory)

Hearing (Auditory)

Taste (Gustatory)

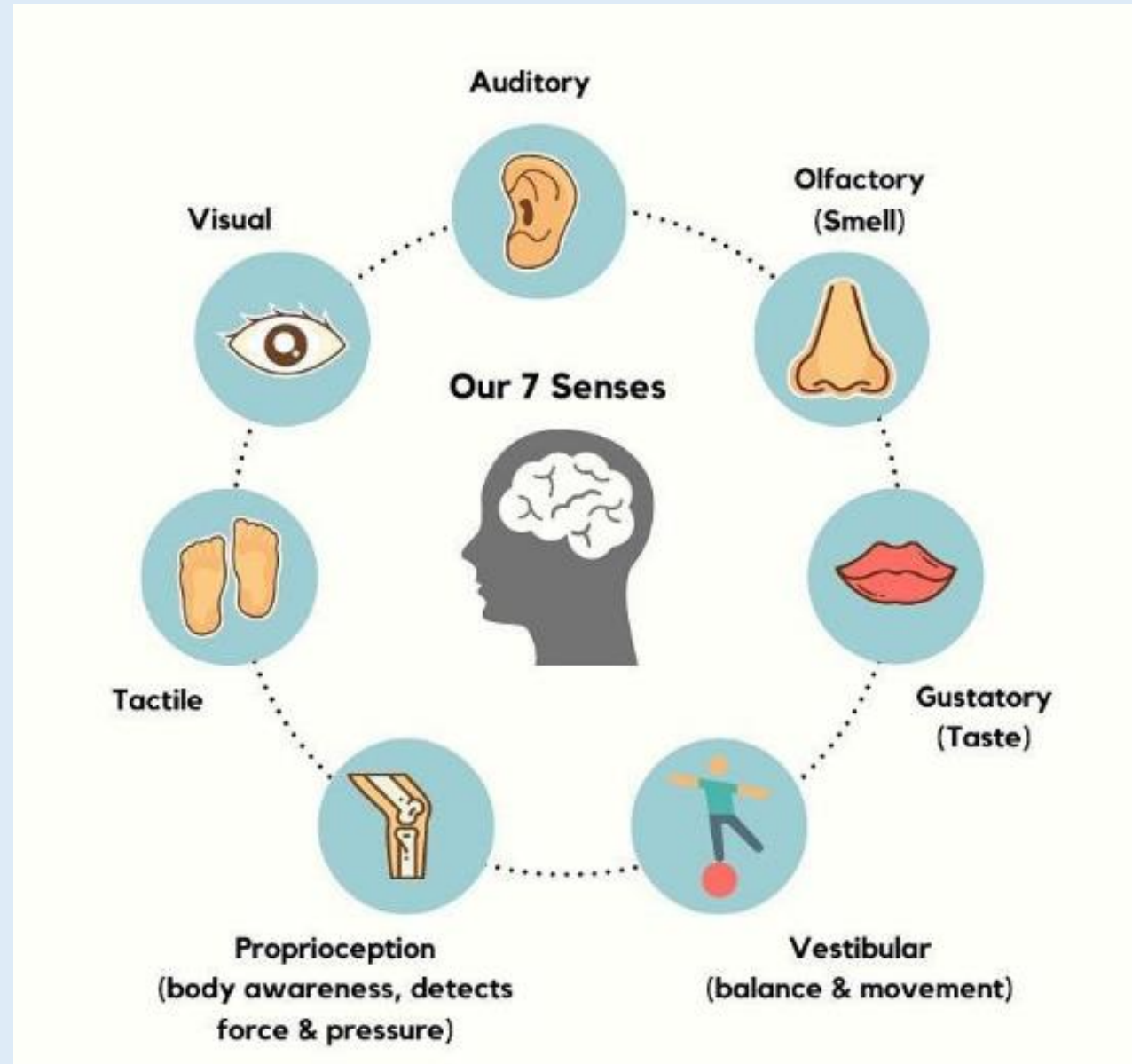
Vestibular (Movement)

The movement and balance sense, which gives us information about where our head and body are in space. Helps us stay upright when we sit, stand and walk.

Proprioception (Body Position)

The body awareness sense, which tells us where our body parts are relative to each other. It also gives us information about how much force to use, allowing us to do something such as crack an egg without crushing it.

What are the senses?



How we react



We all process sensory information differently.

Imagine a spider crawls across you. Would you panic? If so, you may find you scream or cry, start sweating and your heart starts to beat really fast.

Or would you pick up the spider and move it to somewhere safe, not really giving it a second thought?

Or would you react somewhere in between?

How we respond will depend on how we deal with the sensory input from the spider; how it feels and how it looks, as well as lived experience with previous spider encounters. We all have different levels of sensory alertness.

How can we support the senses?



The body and brain can adapt so appropriate responses to the environment and situation can be made. We can learn through practice and become more organised in our responses. Successfully processing sensory input and completing an activity leads to positive memories in the brain, which supports this. This increases confidence with daily activities in the classroom and at home.



Sensory Processing Disorder is when sensory information does not get processed in a way that leads to appropriate responses. It is usually diagnosed by an occupational therapist, speech and language therapist or physiotherapist that have received specialist training in sensory integration.

The strategies used to support someone with Sensory Processing Disorder can be dipped into to support best practice for all children.

Just like the spider scenario, it is important that children learn how to regulate in a situation that they may find challenging, so that they can become more tolerant of these situations.

Ultimately we want children to be prepared for the next stage of their journey, which means developing their own toolbox of strategies.

Sensory Preferences

Sense	Calming Strategies	Potential Triggers
		
Vision	Picture of loved one, sand or oil in timer, favourite video on repeat, picture of (or actual) nature.	Flashing lights, lots of movement, visual clutter.
Hearing	Favourite music, sound-cancelling headphones or earmuffs, nature sounds.	Loud unexpected noise, background noise, particular pitch of music, poor acoustics.
Taste	Favourite flavours. These may include salty, mint, sweet, bitter etc. Chewing gum.	Almost any flavour COULD be overwhelming.
Touch	Soft fabric to touch, a hug, fidget toy, chew toy, tactile flooring, smooth pebbles.	Sunscreen, unexpected/accidental touch, tickles, clothing and hats, food textures.
Smell	Lavender, vanilla, mint, mother's scent. Take care as this area is very individual.	Almost any smell COULD be overwhelming.
Vestibular	Rhythmic swinging or rocking, jumping on a trampoline, turning self upside down, spinning, fast movement, wobble cushion.	Fast movement, feet off the floor, being out of control of speed or direction of movement.

Proprioception	Heavy work and deep pressure, such as weight through arms and shoulders, big movement activities, carrying, hitting with bat or racquet, punching, pouring, digging, big hugs, rolling in a blanket, squeezing into small spaces, chew toy, fidget toy, stress ball.	Certain movements. Proprioceptive input is more likely to calm than upset.
Interoception	Breathing exercises, focus on heart rate, fulfilling hunger or thirst, using the toilet, adding or removing clothes with support.	May react more strongly to pain than others. May not be aware of body temperature, hunger, thirst or need to toilet, leading to overall discomfort.
All	Retreat spaces to get away from.	Too much sensory input.

Hypersensitive = receiving too much information which could result in sensory overload behaviours

Hyposensitive = receiving too little information which could result in sensory seeking behaviours

Sensory Preferences - Vestibular

Why do we need it?

Balance. Identify if we are falling, spinning, moving fast or slow.

How can we regulate it?

Gentle rocking or swinging or rhythmic movement.
Spinning, hanging upside down.

Hypersensitivity Signs	Hypersensitivity Tools
Gets motion sickness.	Build tolerance slowly. Respect hesitation to engage and break down activities. Promote activities such as skipping, crawling, throwing etc. Jumping on trampoline. Warn of sudden movements.
Avoids tumbling, spinning activities.	
Avoids taking feet off the ground.	
Avoids playground equipment.	

Hyposensitivity Signs	Hyposensitivity Tools
Doesn't register movement.	Support confidence building. Encourage using other senses such as sight to warn them if they are falling. Additional jobs (handing out books, delivering messages). Seated movement activities (chair push ups).
Poor balance.	
May appear clumsy.	

Sensory Craving Signs	Sensory Craving Tools
Moves all the time.	Balance enough input to stimulate with calming activities to stop being overwhelmed.
Hangs upside down, spins, runs.	

Sensory Preferences - Proprioception

Hypersensitivity Signs	Hypersensitivity Tools
May avoid movement activities.	Build tolerance slowly. Respect hesitance to engage and break down activities. Use pencil grips or other adjustments. Slowly introduce new movement activities. Allow additional processing time.
Uses a too light grip on pencils or cutlery.	
Sleeps with no coverings.	
Cannot tolerate hugs or tight clothes.	

Hyposensitivity Signs	Hyposensitivity Tools
Coordination problems.	Support them to build confidence and competence slowly. Weighted blankets – consult professionals. Pushing / pulling activities. Sensory Circuits.
Lack of awareness of where body parts are, bumps into things.	
Needs deep proprioception input to settle to sleep.	

Sensory Craving Signs	Sensory Craving Tools
Uses an incorrect amount of force: slams door, drops a cup, pinches hard, hits instead of patting to get attention.	Build discrimination skills through exposure to, and discussion of, similar but different amounts of force – sensory play.

Why do we need it?

Awareness of where our body is, what the parts of it are doing and how much force we are using to lift, carry, push, throw.

How can we regulate it?

Deep pressure (wrapped in a blanket), hugged, small spaces, digging, throwing, hitting a ball.

Sensory Preferences - Touch

Hypersensitivity Signs	Hypersensitivity Tools
Discomfort from labels, clothing, textures, hats.	Respect clothing preferences – negotiate. Consider food placement (e.g do not mix). Allow choices and give the child control over certain tasks. Consider placement of child – back of line to avoid others touching them.
Avoids tasks such as hair brushing, teeth brushing, fingernails, sunscreen.	
Restricted diet – avoids certain food textures.	
Hyposensitivity Signs	Hyposensitivity Tools
Does not register if they are burning or freezing themselves.	Regulate to a 'just right' level with stimulating input: messy play to experience textures, fidget toys, fabrics that feel nice. Increase supervision to avoid burns.
Sensory Craving Signs	Sensory Craving Tools
Touches everything! Puts things into mouth to explore the texture.	Balance enough input to stimulate with calming activities to stop being overwhelmed.

Why do we need it?
Identifying items in terms of shape and texture.
Identifying temperature and avoiding extreme temperatures to keep safe.
Identifying pleasant v unpleasant touch.

How can we regulate it?
Massage
Fidget toys
Sucking or chewing on items.

Sensory Preferences - Taste

Why do we need it?

Identifying safe and poisonous food.

How can we regulate it?

Favourite feel good foods.
Strongly flavoured foods.

Hypersensitivity Signs	Hypersensitivity Tools
Cannot tolerate strongly flavoured foods.	Offer unseasoned / plain options. Consider food placement (e.g do not mix). Messy food play – using food to make artwork. Sensory play to explore textures. Calm environment and rooms with fewer smells.
Actively rejects foods based on flavour.	
Restricted diet.	

Hyposensitivity Signs	Hyposensitivity Tools
Does not register the flavour of food accurately.	Regulate to a 'just right' level with stimulating input. Timetabled snack times. Pretend food play. Cooking activities. Offer taste extremes – spicy, salty, sweet, bitter.

Sensory Craving Signs	Sensory Craving Tools
Limits self to certain foods based on taste. Restricted diet.	Balance enough input to stimulate with calming activities to stop being overwhelmed.

Sensory Preferences - Sight

Hypersensitivity Signs	Hypersensitivity Tools
Finds busy places overwhelming.	Lower lighting. Hat or sunglasses to minimise input. Neutral coloured and calming items and resources. Pupil colour preference. Understanding that eye contact is not vital.
Cannot tolerate strobe lights.	
Eye contact is uncomfortable.	

Hyposensitivity Signs	Hyposensitivity Tools
Misses visual details.	Avoid visual distractions. Use bold colours and clear shapes. Sensory activities (bubble tubes, lava lamps, lights etc).

Sensory Craving Signs	Sensory Craving Tools
May hold things closely in front of the face or look at things from unusual angles. Seeks visual input by throwing sand, playing with water etc.	Balance enough input to stimulate with calming activities to stop being overwhelmed.

Why do we need it?

Moving around, completing practical tasks, recognising things and people.

How can we regulate it?

Looking at bright / bold colours.

Watching a sand timer.

Looking at a favourite drawing or painting.

Sensory Preferences - Hearing

Hypersensitivity Signs	Hypersensitivity Tools
Finds busy places overwhelming.	Breaks from loud noises / higher noise levels. Warnings for loud noises. Visual cues to support understanding. Headphones to listen to preferred music.
Unexpected sounds such as hoover or hand drier may cause a meltdown.	

Hyposensitivity Signs	Hyposensitivity Tools
Does not hear name being called / misses information.	Avoid auditory distractions. Use a clear voice and get attention before speaking. Making different sounds – musical instruments. Cause and effect toys with sounds.
Doesn't follow instructions.	

Sensory Craving Signs	Sensory Craving Tools
Makes sound for sound's sake. Crashes and throws things in order to create a sound.	Balance enough input to stimulate with calming activities to stop being overwhelmed.

Why do we need it?

Communicating.
Identifying danger, e.g. a car coming towards us.
Following instructions.

How can we regulate it?

Listening to loud or fast music.
Singing loudly or making music.
Listening to nature sounds.
Listening to slow rhythmic sounds.

Sensory Preferences - Smell

Hypersensitivity Signs	Hypersensitivity Tools
Cannot tolerate strong smelling foods / things.	Use preferred scent to cover smells (scent in a bottle). Do not mix foods together. Know the smells that have a negative effect and remove these.
Avoids 'smelly' places such as toilets, food courts etc.	

Hyposensitivity Signs	Hyposensitivity Tools
Does not register smells.	Regulate to a 'just right' level with stimulating input: scented playdough, water play. Creating a 'smell station'. Sensory gardens with herbs and plants. Increase supervision to avoid the danger of gas, fire, smoke etc. Cooking with strong smells.
Doesn't follow instructions.	

Sensory Craving Signs	Sensory Craving Tools
Smells everything in the environment.	Balance enough input to stimulate with calming activities to stop being overwhelmed.

Why do we need it?
Identifying familiar people, foods and items.
Identifying danger (gas / smoke etc).

How can we regulate it?
Everyone has different responses to smell.

Sensory Preferences - Interoception

Hypersensitivity Signs	Hypersensitivity Tools
Overreacts to pain.	Reassure and teach them to look for signs that the injury or illness is not as bad as they perceive.

Hyposensitivity Signs	Hyposensitivity Tools
Slow to toilet train as does not feel the need to go.	Build toileting and eating into routine times of the day. Teach tips for recognising body temperature and how to rectify.
Forgets to eat or drink which affects mood.	
Does not dress appropriately for the weather. Impacts mood when body is too hot / cold.	
Does not notice pulse racing.	
Does not acknowledge pain appropriately.	

Sensory Craving Signs	Sensory Craving Tools
May seek sensations such as fast breathing.	Balance enough input to stimulate with calming activities to stop being overwhelmed.

Why do we need it?

Identifying internal sensations such as pain, hunger, need to use the toilet, body temperature.

How can we regulate it?

Deep breathing, yoga (also support for proprioception and vestibular input).

Sensory Diet - Key Facts

- A sensory diet is sensory based activities that are planned throughout the day with the aim of supporting a child to regulate themselves so they are able to engage in their daily activities.
- A sensory diet caters to a child's sensory needs, allowing them to reduce anxiety, improve concentration and focus, and regulate strong emotions. It can help children to feel more calm and alert.
- Usually designed by an Occupational Therapist for children with specific needs, however schools and home can dip into the concept as it is useful for supporting all children, using observations and knowledge to support decisions.
- Sensory Diet is **not** a reward - it is something that is built into a child's day.
- Is dependent on the sensory seeking behaviours a child is displaying - a sensory diet aims to address a specific sensory need.
- Everyone's sensory patterns are individual to them - what makes one person calmer may stimulate another.

Main Course

Breakfast, lunch and dinner = longer periods of structured movement, deep pressure and heavy work.

Snacks

Brief activities for completing at a desk, during lessons, when anxious or dysregulated.

Remember: The same diet doesn't work for everyone! Some activities that are calming for some children may be alerting for others. It is highly personalised and individual to the child.

Sensory Circuits

- A sensory circuit has 3 elements: alerting activities, organising activities and calming activities. They should always be done in this order. It is a bit like a gym circuit - a rotation of activities.
- **Alerting:** Prepare the brain for learning. Activate the vestibular system and provide proprioceptive stimulation.
- **Organising:** Use motor skills, balance and timing. Increases focus and attention.
- **Calming:** Focus on deep pressure activities so the child leaves feeling calm, focussed and ready to get the best out of their next activity.

Why? A great way to get children settled and ready to engage (at home or at school).

How? Regularly and should take around 15 minutes (3 - 5 mins per activity).

What? Decide how many repetitions you will do and how much time you will allocate to each movement, based on what you think your child will achieve.

Activities must reflect a child's sensory preferences - avoid overstimulation.

Sensory Circuits - Alerting

Alerting



Bounces. Jump on a trampoline, trampette or gym ball. You could bounce a set number of bounces or for a set time.

Alerting



Star Jumps. You could jump a set number of jumps or for a set amount of time.

Alerting



Wall Push-ups. Place your hands with your palm flat against the wall at shoulder height, then bend your elbows and bring your nose to the wall a set number of counts.

Alerting



Tiptoe Walking. Can you walk fast and then slow on your tiptoes a set distance or amount of time?

Sensory Circuits - Organising

Organising



Clap to the Beat. Clap above your head and behind your back a set number of times.

Organising



Teddy Bear Roll. Sit on the floor with legs apart and then lean left, bringing your right leg up. Roll sideways on to your back and shoulder and finish sitting up, facing the opposite direction a set number of rolls or for a set amount of time.

Organising



Ball Throw. Throw and catch a ball a set number of counts or for a set amount of time.

Organising



Blow a Ball. Blow a paper ball, using a straw, towards a target a set number of times.

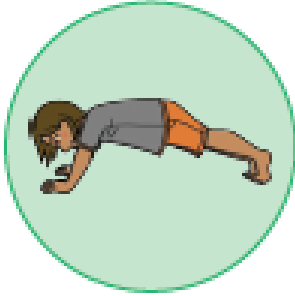
Sensory Circuits - Calming

Calming



Knee Squeeze. Squeeze your knees to your chest for a set amount of time. Relax and repeat.

Calming



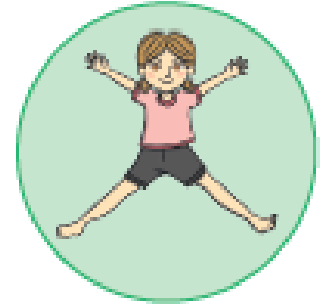
Plank. Can you do a plank for a set amount of time? Relax and repeat.

Calming



Downward Dog. Perform a downward dog pose for a set amount of time and repeat.

Calming



Star Shapes. Lie like a star and stretch out for a set amount of time. Relax and repeat.

What we do at F&B – Our environment

At F&B we strive to create sensory friendly environments. This includes...

- **Lighting:** Consideration of lighting (including windows and natural light).
- **Walls and Décor:** Ensuring our decorations all serve a purpose – if they are unnecessary or triggering for particular children, they are removed. Checking for clutter that can be removed.
- **Carpets:** These help to minimise noise.
- **Seating:** Clearly defined walkways, desks placed to avoid distractions, flexible seating options, pupil preference.
- **Labels:** use of pictures and labels to support pupil understanding. Use of widget.
- **Quiet Spaces:** Dedicated classroom areas where children can go to. Qube space for children to go to. Mindfulness boxes in every class.
- **Toys and Tools:** Fidget toys / tools available (as identified).
- **Timers:** To minimise time related stress, use of timers and chunking of activities.
- **Movement:** Sensory and movement breaks.
- **Routine:** Class visual timetable actively used. Individual timelines for individuals.

Be mindful of...

Having a sensitivity in one area, during certain times of the day, is common in young children (bath time, hair brushing, visiting the supermarket, unpredictable or loud noises).

Pick your battles - what is the main outcome you want from the situation?

You know your child best!

If you remove every barrier, children may not have the opportunity to learn how to regulate in a situation that they may find challenging, therefore it may be harder for them to learn to become tolerant of these situations.

Ultimately we want children to be prepared for the next stage of their journey, which means developing their own toolbox of strategies.

My child won't...

My child hates having their hair brushed...

- Use gentle yet firm brush strokes and try sitting your child in front of a mirror so they can see what is happening.
- Try using a song or rhyme as you brush. Finish brushing when the song ends so that your child knows how long the task will take.
- Try using a good detangling conditioner or detangling spray. Some hair brushes such as 'Tangle Teezer' seem to glide more easily through hair. And keep hair shorter if your child really dislikes hair brushing.
- Stickers or reward charts might be helpful.
- Keep it fun. Play 'hairdressers' with your child, where they brush and style your hair too, and encourage your child to brush their toys' hair.

My child won't sit still...

- Young children often find it harder to stick with more structured activities, so keep activities short at first and change activity frequently to help keep them engaged.
- It will help to let your child use some of their 'energy' during active games such as trampolining, a trip to the playground or using a scooter, before expecting them to sit and play in a more structured way.
- Link activities to your child's interests.
- Try sitting next to your child, playing with a similar toy or drawing alongside them.
- Reduce any distracting clutter on the table top or where they are playing.
- Make sure your child is not too tired or hungry to play.

My child won't...

My child struggles with loud noises...

- Try to warn your child about a noise before it happens. This can help them to anticipate and make sense of the sound.
- Tell your child stories, with words or pictures, about loud noises that they fear. This can help to reduce anxiety and help them understand what they are hearing.
- Try to arrive at noisy places early, before the noise peaks, so that your child can gradually become used to the environment around them. Find quieter parts of noisier places if possible. Wearing hats, ear muffs or even ear plugs may help.
- If necessary, try to avoid extremely noisy situations that cause your child great distress. This can help for a while and as your child becomes older they may be more able to cope with that particular environment.
- Sucking, drinking from a sports bottle, crunchy snacks or mouthing a safe object may help your child cope with noisy places and comforting toys may help to relieve their anxiety.

My child won't eat that...

- Bear in mind that many children go through phases where they will and won't eat certain types of foods.
- It will help if your child is sat properly at a table, where possible, with their feet supported. If your child is very 'wiggly' try having an active play session before mealtimes.
- Try to keep mealtimes calm and fun, even if your child is refusing the food that you have made. Do not force your child to eat something, but try encouraging gently with games, reward charts, etc.
- You could try involving your child in the cooking as they are more likely to try something they have helped to make.
- Allow your child to experiment with different finger foods and textures. If your child does not like to touch food, try using a dip with a finger of toast, bread stick or raw vegetable stick.
- Give your child a baby wipe or flannel to wipe their hands and face if they get upset about being messy.
- Consider the choices - we are going to have pasta for dinner. Shall we have fusilli or macaroni? (Show your child etc).

My child won't...

Bath time is a nightmare...

- Try to work out which part of the bath time routine is most stressful for your child, as this may help you to work out a way forward.
- A non-slip mat may help your child sit more securely and a step will help them get in and out of the bath more confidently.
- Stay calm and keep it fun. Try using play as a distraction. For example, hide toys in containers or under bubbles, use bath crayons, bath toys and squirty bottles. Singing songs about bath time may help.
- Read stories with your child about bath time so they understand what is going to happen.
- Try getting a sponge or flannel with a character that your child particularly likes, such as Thomas or Peppa Pig.
- Consider the temperature of the water, and use firm pressure when washing and drying your child as this can be more predictable and calming.
- Do not bath your child every night if they become very upset about it, and try keeping the time spent in the bath to a minimum.
- Try singing or playing a favourite song for the duration of the bath so that your child knows how long the task will take. A visual timer such as a stop clock or sand timer may be useful.
- You can buy shields that go around the head during hair washing to help reduce soap running over the face.

My child won't...

My child won't sleep...

- Make sure that you have a predictable bedtime routine. For example, calm time before bed, bath, tooth brushing and then a story.
- Avoid active and excitable play just before bedtime. Stories should be calming and read in a quieter voice.
- Try having plenty of outdoor time earlier in the day.
- Keep the bedroom a calm space without too much distracting clutter.
- Blackout blinds may help if your child's bedroom is too light.
- Your child may find firm cuddles or a massage calming before going to sleep.
- Make sure that your child is not too hot or cold at night as this can interfere with their sleep.
- Model it - use older / younger siblings (or even yourself!) to 'act out' bedtime routine.

My child dislikes tooth brushing...

- Reading your child stories or showing them books that feature tooth brushing or pictures of the sequence of brushing may be helpful.
- Ensure that your child is sat or standing securely while they are brushing their teeth.
- Different children prefer different flavours of toothpaste so try a different variety. You could also try different types of toothbrush. A rubber type of brush such as Nuk may be helpful initially and character toothbrushes may be more motivating for some children. Let your child brush their own teeth for part of the routine.
- Keep it fun and encourage your child to role-play 'brushing' a toy's teeth or your teeth.
- Reward charts may be helpful.
- Have a visual timer or sing a favourite song for the duration of the task, to let your child know how long brushing will take.
- Some toothbrushes flash for a certain period of time to help your child know the expectation.

My child won't...

My child will only wear...

- Children often have preferences about the types of clothes that they like to wear and may have a favourite item, outfit, or colour.
- Try giving a choice of two outfits. This lets your child feel more in control but lets you keep clothing suitable for the weather and activities of the day.
- Consider the texture and feel of your child's clothes. Some children can be sensitive to certain types of material or labels. If your child does not like seams on clothes, underwear can be worn inside out. And use unscented detergent and conditioner if you feel your child might be sensitive to these.
- Stories about dressing, or using photos and pictures, can help your child learn about getting dressed.

Further Support... in house

Short term adaptations
(universal)

Reasonable Adjustments
(universal)

One Page Plans
(targeted)

Individual Provision Plans
(targeted / specialist)

Specialist Support
(Occupational Therapist,
Advisory Teachers)
(specialist)

Further Support...External

Occupational Therapy Assessment and Intervention

Occupational therapy helps a child or young person manage or cope with a difficulty or disability. The aim is to improve skills, increase independence, and learn new skills.

An assessment will identify how a child is processing sensory information. The goal is to help the child cope with any sensory issues they have. Different assessments are used to work out how a child uses sensory information and how it affects activities. An occupational therapist will help others understand why difficulties happen.

Assessment will usually involve:

- Discussion with parents or carers and school staff.
- Written feedback from parents or carers and school staff, e.g. questionnaires.
- Feedback from other professionals.
- Discussion with the child about daily activities and sensory issues.
- Classroom observations.
- Assessments on gross motor skills, fine motor skills, visual-motor skills, visual perceptual skills and handwriting.
- Sensory profile.

After the assessment, the occupational therapist will write a report with ideas to help your child. Intervention may include:

- Developing skills, e.g. balance, coordination, posture, muscle tone, body awareness, fine motor skills, handwriting skills, visual motor skills and visual perceptual skills.
- Helping the family/carers, professionals and school understand the child's needs.
- Help the child understand their needs and cope with different situations.
- Sensory diet.
- Sensory integration therapy.
- Teaching different ways of approaching activities and situations.
- Changing the environment, routine or what is expected.
- Equipment, e.g. pencil grips, pens/pencils, posture and seating, writing slope.
- Recommendations for tests and exams.
- Group work.
- Developing self-regulation using different programmes, e.g. Sensory Circuits, The Zones of Regulation, SCERTS (Social Communication, Emotional Regulation and Transactional Support).
- Therapressure Programme (formerly known as The Wilbarger Protocol) – this uses brushing and pressure techniques to reduce touch defensiveness and improve sensory regulation (taught and supervised by a therapist that is trained).
- Social stories – to help a child understand how to respond in certain situations.
- Support with transitions.
- Managing behaviours.

All of the above intervention can be provided for a child at F&B, regardless of whether or not they have a diagnosis. We focus on **presenting need**. If a child's need is presenting to the point of it impacting all aspects (or significantly impacting certain aspects) of their day to day life and routines, these are strategies that we would employ in order to meet the needs of the child.

Where else can I go for support?



- [F&B Website](#)
- F&B Inclusion and Wellbeing Library
- [Hertfordshire NHS Occupational Therapy Team](#)
- Inclusion Team - inco@fandb.herts.sch.uk - No question too small!

Feedback:

<https://forms.gle/qZHFucXtQMNamZK4A>