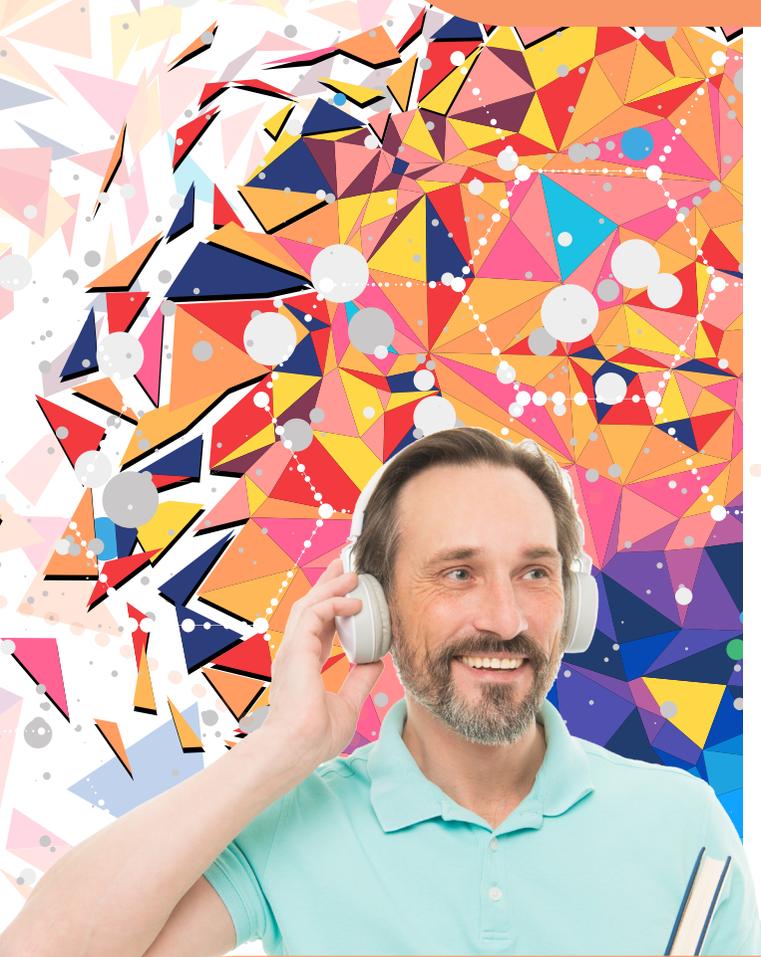


Sensory

with you from challenge to strength



Understanding sensory experiences:

strengths, challenges and using sensory input to manage stress

All humans experience the sensory world in their own unique way. Sensory sensitivities (e.g., noises feel louder, discomfort with touch), and/or difficulties with sensory motor (e.g., co-ordination, spatial awareness etc), can significantly impact on our ability to accurately interpret and regulate our emotional responses and to manage the things we need and want to do.

If this is something which you struggle with, I will work collaboratively with you to better understand your unique sensory profile, how the sensory systems work and the use of sensory input to support you to manage the challenges of everyday life.

Sensory related difficulties are sometimes referred to as dyspraxia, and recognised as part of the neurodiverse profile and/or because of childhood trauma. It is important to highlight that these sensory differences also provide strengths and skills, such as artistic and musical abilities.

The initial appointment(s) aim(s) to:

Identify what your strengths and skills are and the impact of sensory differences on everyday life - an overview of sensory differences.

Programme content outline:

- Will support you to determine goals and develop a bespoke plan to attain these. Based on outcome from sensory and OT assessment.
- Based on common challenges experienced
- Provides information on how OT can help you (understanding sensory, how to improve underlying sensory issues, adaptations, and strategies)
- To be personalised from topic ideas and identified plan

Understanding
sensory experiences

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Making sense of Sensory

Helping you identify your strengths

Topic 1 - Understanding your responses to sensory experiences:

- Making sense of your sensory profile
- Understanding the sensory systems (how they work and the links to emotional responses)
- The role of Interoception (the 8th sensory system) - use of information from our organs and other sensory systems to inform us about our physical states (need for food, fluid etc) and emotional states (anxiety, happiness etc)

Topic 2 - Sensory and everyday life:

- Understanding the impact of underlying sensory differences on everyday life (e.g., Involves crossing the road; head movements/balance/judging speed of movement)
- Strategies and adjustments to manage what you need and want to do
- Supporting related executive functioning challenges (e.g., planning, organisation, memory)

Topic 3 - Managing sensory differences:

- Working on underlying sensory differences – developing ability e.g., improving balance through movement, reducing sensitivity
- Using sensory input to calm
- Sensory strategies (exploring what you already use, personal preferences and other options)

Topic 4 - developing tools and reducing overload (emotional responses):

- Developing awareness of personal signs (interoception awareness) of under (sluggishness) and over (stress and anxiety) alertness
- Translating understanding into visual tools e.g., sensory ladder
- Understanding and applying tools (e.g., energy accounting, balancing demands to support everyday life)
- Building sensory kits (to use at home and when out)

Understanding your Responses:

*A detailed assessment of sensory differences is an essential starting point. The Adult/Adolescent Sensory History (ASH) questionnaire is either sent by email to be completed or used during appointment(s) in an interview format, depending on personal preference. This is a validated tool and helps to identify the aspects of sensory that are not within the 'typical' range. The results generate a sensory report form, which you will be provided with. Further evaluation using relevant assessment tools from the EASI (Evaluation in Ayres™ Sensory Integration), is optional but can be very helpful as this provides a lot of information to support your understanding of sensory-based challenges and responses.

Some of these sub-tests can be conducted via video call, if in-person appointments are not possible.

