

What Can I Do in the Classroom?

To assist in overall classroom focus:

- Routine (daily) classroom movement activities addressing all of the senses.
- Remember that each child is different- consider all the senses when addressing a challenge.
- Recognize that a child's reaction to some situations may be due to how they are perceiving the world and not necessarily behavior.
- Children who have trouble tuning out extra noise to attend may need a quiet place to complete class assignments.
- Try to provide sensory needs in normal play activities like games.
- Other resources and classroom activities can be found at www.primarytherapysource.com

Sources

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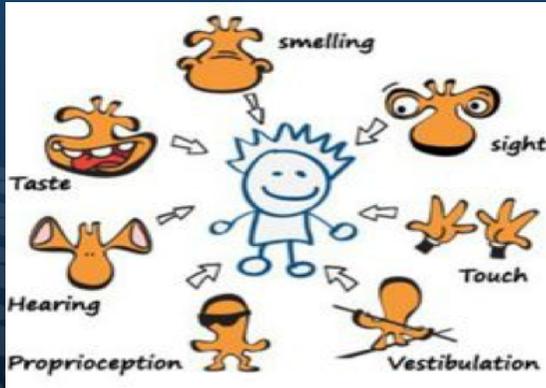


SENSORY INTEGRATION FOR THE CLASSROOM

By
Tyson Durrant

"Education is what remains after one has forgotten everything he learned in school."

- Albert Einstein



SENSORY INTEGRATION

Sight, smell, touch, taste, and hearing are the senses that we commonly hear about. However, there are two other senses that can have a great affect on a child's success in school. Vestibular sense refers to balance and orientation to the earth. Proprioceptive sense refers to body awareness, sense of movement, and pressure or force. Sensory integration refers to when information is received and then subject to Discrimination (Determine what information was received.) and Modulation (Sort out the sensory information that is important or needed, from the information that can discarded).

SENSORY INTIGRATION DYSFUNCTION

Sensory Integration Disorder occurs when there is trouble processing or organizing the flow of sensory input that gives us information about our bodies and the world around us. When sensory information reaches the brain of someone with Sensory Integration Disorder, it can be confusing, overwhelming, or distorted. This can cause trouble with attention, learning, planning, and coordination. Sensory Integration Disorder inhibits motor planning and the ability to respond to incoming sensation in an adaptive manner.

IN THE CLASSROOM

Students with Sensory Integrative Dysfunction may:

- Be overly sensitive to touch, movement, sights, or sounds
- Be Under-Responsive to sensory stimulation
- Have an activity level that is unusually high or low
- Have coordination problems
- Have delays in speech, language, motor skills, or academic achievement
- Show poor organization of behavior

These students may be irritable, withdrawn, impulsive, or distracted. They may avoid tasks that are difficult due to sensory issues because they are embarrassed.