

SERUpdate

VOLUME 17—NUMBER 4

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Sensory Learning

Welcome to SERUpdate. Ruth Motley, SERU Manager, has taken long service and I am acting in her position.

This term the SERUpdate features *Sensory Resources and Programs*. The topic has been chosen following the recent purchase of a range of sensory resources from the UK which will be available for school staff to borrow. The Sensory Tubs contain a large collection of items and are categorised into Original, Relaxation, Tactile Vibration, Feelie Ball, Auditory and Visual Sensory. Information and activity books accompany the tubs (see *Sensory Resources* section).

We have invited people with expertise from the field to contribute to this edition. Rachael Leal, Senior Occupational Therapist Autism SA, begins with an article describing how to support learners with sensory dysfunction; this is followed by articles from DECS teachers who provide ideas, strategies and programs related

to the topic.

I would like to begin with a quote from the Sensory Resource Manual—18-0129-01 (available for loan from SERU):

Every move we make, every object we touch, every sight we see and every sound we hear produce sensations that are registered in our brain. Our senses receive information from both outside and inside our body and provide us with the information we need to function in the world. When all our senses are operating efficiently, providing consistent, reliable information to our brain and this information is effectively interpreted, we are then able to build an accurate picture of ourselves, and the world around us, enabling us to interact with the environment and with other people.

(Northern Territory Government, 2003)

Dymphna James—A/Manager

SENSORY INTEGRATION DYSFUNCTION IN THE CLASSROOM—AUTISM SA

Sensory Integration Dysfunction is the inability to process information received through the senses. This problem was first described by Occupational Therapist, A. Jean Ayres in the 1950s and 60s. Individuals with sensory processing difficulties display behaviours which fit in four different categories. They may have a high or a low sensory threshold and may respond in a passive or active manner.

If an individual has a high sensory threshold it means that they require more intense sensory input than typical and they do not always register sensory input as typically registered by others. For example, their name

being called, or food on their face or hands. If an individual has a low sensory threshold, it means that the individual notices sensory input before others and has a reduced tolerance of sensory input. For example, they may be more aware of the clothes on their body or perceive an accidental touch as a push.

If an individual responds in an active manner to either a high or low sensory threshold they work to either seek more sensory input or reduce the sensory input they receive. If an individual responds in a passive manner they do not work to seek or avoid information in response to their sensory threshold.



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Opening Times



Tuesday

8.45 am—3.00 pm



Government of South Australia
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SENSORY INTEGRATION DYSFUNCTION IN THE CLASSROOM—AUTISM SA

The diagram below shows the interaction between thresholds and responses and each category is described.

Neurological Threshold Continuum	Behavioural Response/Self Regulation Continuum	
	Passive Response	Active Response
High Sensory Threshold (under responsive to input)	Low Registration	Sensory Seeking
Low Sensory Threshold (over sensitive to input)	Sensory Sensitive	Sensory Avoiding

Adapted from Figure 2.1 Relationships between Behavioural Responses/Self-Regulation and Neurological Thresholds. (Dunn, W, 2002, Sensory Profile User's Manual, The Psychological Corporation, USA)

People with sensory seeking behaviours have a higher sensory threshold than typical and actively pursue sensory input to stimulate their central nervous system. As a result, sensory seekers are active individuals, who are continuously engaged in their environment, fidgety and excitable. They tend to become easily bored and may find low-stimulus environments intolerable.

People with poor registration of sensory input have a high sensory threshold but do not actively seek more sensory input to awaken their sensory system. As a result, these individuals may lack initiative, have a tendency to be passive, appear lethargic and are often poorly coordinated. They may miss or take longer to respond to stimuli that others notice but tend to be flexible and are comfortable in a wide range of sensory environments.

People with sensory avoiding behaviours have a low sensory threshold and actively aim to reduce the frequency and intensity of sensory stimulation received by avoiding uncomfortable activities, environments and situations. These individuals are often resistant to change and develop rigid rituals in an attempt to create a predictable environment where sensory stimulation can be tolerated. They can also appear to have low energy and be lethargic as they withdraw from their environment in an attempt to reduce sensory stimulation.

People who are sensitive to stimulation have a low sensory threshold but do not actively avoid sensory input. The increased perception of sensory input tends to increase their alertness level so that they are distractible and hyperactive. They have difficulty 'tuning out' incoming sensory information and are constantly being distracted.

To support individuals with a high sensory threshold it is important to increase the sensory input they are receiving. Although sensory seekers are already accessing more sensory input, the way in which they are doing this may be inappropriate. For example, playing with another student's hair or being rough in physical play. By increasing the amount of sensory input their need to engage in these activities is reduced, however they may still need to be reminded when an activity is inappropriate and what they could be doing instead.

- Activities which use the muscles and joints in heavy/hard work, and those which apply deep pressure to the body stimulate the body awareness sense (proprioception). Examples include: jumping on a trampoline, cleaning the blackboard/whiteboard, climbing equipment, carrying heavy objects (pile of books, lunch order box), chair push and running, crawling and jumping under, over and through pillows, cushions or beanbags.

SENSORY INTEGRATION DYSFUNCTION IN THE CLASSROOM—AUTISM SA

- Fidget items stimulate the touch sense and are often helpful during times when a student is required to listen. Examples include balloons with rice, seeds or flour inside, stretchy urchin balls, etc.
- The auditory sense can be stimulated by listening to music with headphones during independent working activities.
- The visual sense can be stimulated using oil timers
- Essential oils in the class room can be used to stimulate the sense of smell.
- Encourage a variety of flavours and textures in foods including sour, salty, bitter, crunchy, smooth etc to stimulate the taste and touch senses in the mouth.

To support individuals with a low sensory threshold, it is important to firstly minimise the anxiety or stress the individual is experiencing, as a high alertness increases our sensitivity to sensory input. An individual's anxiety can be reduced by

- Removing the stressful sensory input, for example turning the fan off in a room
- Providing a time frame, for example, the hairdryer will be turned off in 5 minutes
- Explaining the sensory input and why it is important, for example "When someone hugs you, it means that they love you"
- Reduce task demands, for example give one step of a task at a time
- Preparing the individual for the stressful event by giving relevant information and practicing strategies to manage stressful situations, for example, preparing for the transition to high school and providing a list of people a student can go to if they need help.
- Practice relaxation techniques when the individual is calm so they can use them in stressful situations
- Using other senses to reduce sensitivity or distract the individual from the stressful situation, for example before brushing a

child's teeth, use a vibrating toy around the face and mouth and then ask them to massage the rest of their body while you brush their teeth.

Once stress is minimized the individual can then be slowly encouraged to try new sensory activities and increase their tolerance. Small gains should be rewarded and the individual may have to return to one of the above techniques frequently as even small increases or changes in the sensory input can be quite stressful.

When working with individuals with sensory processing difficulties it is important to recognize that they may display behaviours across all four patterns and their responses to input may vary. These could include; fatigue, anxiety, motivation, confidence, understanding of the task etc. There are also many strategies to support sensory processing skills and what works for one may not work for another. A number of strategies may need to be trialed before a range of effective strategies can be developed. The sensory boxes available from SERU are therefore ideal for a teacher wanting to trial a range of items with students before purchasing items which may not be effective.

References

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- Kranowitz, Carol Stock, 1998, The Out-of-Sync Child – Recognising and Coping with Sensory Integration Dysfunction, The Berkley Publishing Group, USA.

Article written by:

Rachel Leal

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SENSORY LEARNING

SATISFYING THE SENSES—A SCHOOL BASED SENSORY MOTOR PROGRAM—BRAEVIEW JUNIOR PRIMARY SCHOOL

In early 2005 it came to our attention that there were an increasing number of students who were commencing school with sensory issues. Behaviours such as mouthing objects, not participating in messy play, avoiding movement, becoming easily overexcited during playtime, poor balance, poor concentration and rocking, moving or fidgeting were observed. This led our staff to consider what life in school is like for these students as they cope with the sensory overload of classrooms and the schoolyard.

We approached Dino Mennillo, an Occupational Therapist, and collaboratively planned and implemented a comprehensive training program for teaching and support staff. The Sensory Motor Program became one of our strategies for Early Intervention within our Early Years Literacy Plan (EYLP).

During this training staff were challenged by a completely different approach to children's

learning. In particular, is how essential and foundational it is for a child to be able to have the ability to take in information through the senses and put this together with prior information, memories and knowledge stored in the brain to make a meaningful response. This sensory integration occurs in the Central Nervous System and uses parts of the brain that are responsible for such things as co-ordination, arousal levels, emotions, memory and cognitive functions. In effect, sensory integration is a whole brain activity. Sensory processing difficulties occur when the brain believes the child has received too much or too little sensory input for it to be processed effectively. This can have significant impact on their relationships, play, physical development, physical and emotional security, behaviour, not to mention their learning and success in the classroom. This can be exemplified in the following example of the tactile sense:

ROLE	BEHAVIOURAL SIGNS	SKILLS
<ul style="list-style-type: none"> • Physically dealing with the 3D world • Provides information for survival, emotional security, body awareness, accurate perception of physical world and objects, visual perception, motor planning, social skills 	<p>Over-reactive:</p> <ul style="list-style-type: none"> • Tactile defensiveness • Fear, fright, flight • Large personal space • Clothing • Wet clothing • Messy play <p>Under-reactive</p> <ul style="list-style-type: none"> • Fiddle • Mouth • Hold objects • Close proximity 	<ul style="list-style-type: none"> • Fine motor skills • Gross motor skills • Self care – dressing, eating, grooming • Play • Relationships • Group play • Class performance

SATISFYING THE SENSES—A SCHOOL BASED SENSORY MOTOR PROGRAM— BRAEVIEW JUNIOR PRIMARY SCHOOL

With Dino's support and guidance we initiated the Sensory Motor program at our school which we believe to be quite unique, innovative, and requires comprehensive data collection and monitoring. This includes:

- Classroom teachers complete a screening tool for each child in their class
- Students are identified as high, moderate or low risk
- Students identified as moderate or high undertake a 30-40 minute screening process with trained SSO
- NEP students access the program for 1x30 minute session per week throughout JP as desired
- Non NEP students access the program for 2x30min sessions per week for up to 2 terms
- Students identified as having sensory motor issues access the program - an individualised program is developed for each child
- Parent perception data is collected
- Human and physical resources are allocated from EYLP Resource Strategy
- Post data is collected one term later from the SSOs, class teachers and parents
- Post data is collected one year later.

The program, which is individualised based on the assessments and teacher and parent perception data, offers a wide range of activities for identified students. Three activities are implemented in each session, and these are documented along with observations of how the child has participated, with particular focus on their skills and level of engagement. Brain Gym activities are used to assist children at the beginning of each session to focus their learning and relaxation activities conclude each session to ensure that students return to the class with their engine regulated.

The Sensory Motor Program operates from a purpose built room and utilises resources that range from a hammock swing, platform swing, sensory rug, tunnel to fiddle box materials, modeling putty and shaving cream. Many of these resources have been made with the help of parents and staff.

We are excited about this program and the impact it is having for our students and continually strive to ensure we are maximising our students learning through our interventions, and in particular, through the Sensory Motor Program.

Some Student thoughts:

"It helps my memory and helps me concentrate. I am staying on task and writing more."

"It makes me feel good and my work looks easier. My favourite things are the Hammock swing and the Big Trampoline".

"The activities helped me with my writing and my pencil grip."

If you would like to find out more about this program please contact the school and register your interest in attending the Alternative Interventions workshop as a part of a series of **Hot Topics**, which are workshops for early childhood educators. These will be held again in Term 2, 2008.

Article written by:

Bronnie Harnett—SSO

Leanne Prior—Deputy Principal
Braeview Junior Primary School

SENSORY PLAY IN THE PRESCHOOL PROGRAM—THE BRIARS

The Briars Special Early Learning Centre provides a specialised preschool program for children who have an intellectual disability, significant developmental delay and/or multiple physical disabilities. The curriculum is implemented within a play based program which is designed to support the needs of all children. Sensory based learning is a core aspect of the play based curriculum where children are encouraged to access a variety of resources and activities that will enhance sensory integration.

“Sensory Integration (SI) is the normal neurological process of organising sensations for use in every day life. We use sensations to survive, to learn and to function smoothly.” (Carol Stock Kranowitz, 2003). The senses are auditory (hearing), vestibular (gravity and movement), proprioceptive (joints and muscles), tactile (touch), visual (seeing). When a person’s brain does not process these senses efficiently they have difficulty responding to their environment. Many children with disabilities have sensory processing difficulties which will impact on various aspects of their development, for example communication, and behaviour. This will have significant implications for their education and learning.

At The Briars we strive to achieve a ‘calm’ yet ‘alert’ state. The program for each child targets individual needs. Therefore sensory play may vary for each child. For example a weighted item such as a vest or cushion may be used to calm a child. This provides deep pressure feedback which assists the child to regulate their sensory responses. Often the child will respond and become more focused and engaged and participate in various activities. Swinging in a rhythmic forward and backward motion also has a calming effect while varying swing speed and direction will increase alertness. Rhythmic movement is often provided prior

to a more challenging activity to prepare the child and regulate their responses.

As educators, we need to review the physical learning environment and to be aware of the impact it has on children’s learning. Consider how you may feel walking into a room where it is visually very overwhelming, or noisy. Perhaps there is a ‘smell’ or an odour that is very unpleasant. Reactions to these stimuli can be very individual with the child possibly experiencing such feelings as frustration and anxiety. At The Briars staff tend not to wear perfume because we are aware that some children’s senses and general wellbeing may be upset, even causing an asthma response in extreme cases.

Creating a space where children have the opportunity to experience calm is an important consideration in any pre-school environment or classroom. This designated space should have minimal visual stimulation and reduced noise. It can be developed as a special corner or cubby space, with cushions, beanbags or pillows. When in this space the children could access favourite books or a box of sensory toys. The use of the calm corner needs to be monitored so that it is used as a calming strategy where a child is learning to self regulate, and not used by children to avoid situations. Children need to be explicitly taught how to calm themselves and relax. Consider implementing a relaxation program for the whole group / class as well as individual programs for some children which should be planned and regularly reviewed. Providing children with regular deep pressure massage to the body, scalp arms, legs or feet/ or joint compression will provide a calming input to the body. It is important to monitor children’s responses as some children will avoid touch and in particular light touch.

SENSORY PLAY IN THE PRESCHOOL PROGRAM—THE BRIARS

The following resources have been found to be some of the most valued and most used by children at The Briars. Consider these as a 'starter kit' when planning for sensory based learning.

- A 'move 'n sit' or wedge cushion to provide the body with constant input. It can be used on the floor at mat time or on a chair for table work.
- A weighted cushion on the child's lap may help them to feel calm and in control.
- Theratubing and chewy tubes are used for children to regulate inappropriate behaviors or to modulate oral sensory needs.
- Fidget toys such as koosh balls, oil drippers, rain sticks, or soft silky materials.
These toys provide children with sensory input in a quiet socially acceptable manner.
- Flip books of the child's favourite

pictures.

- Small lava lamps. These are often small enough to be hand held and activated by pressing a switch.
- Bubbles
- Access to a swing or hammock regularly during the day also provides children with another calming activity

As the child learns to regulate their senses and increase attention to task, such toys and/ or supports can be faded.

Reference:

Carol Stock Kranowitz, M.A. (2003). *The Out-of-Sync Child Has Fun. Activities for Kids with Sensory Integration Dysfunction*. New York, The Berkley Publishing Group.

Article written by:

Barb Mildren and Jane Mellows
The Briars Early Learning Centre

SENSORY PLAY—KILPARRIN TEACHING & ASSESSMENT UNIT

All of the information we receive about the world around us comes to us through our sensory systems; much of the information comes to us on an unconscious level. Our sensory systems such as sight, sound, taste, smell, our sense of touch, movement, gravity and body position, have receptors that pick up information to be perceived by the brain. All of these systems work together with one another to form our appropriate responses. For some learners, sensory integration does not develop as efficiently as it should and therefore interrupts the learning process. When vision and/or hearing are compromised, learners have difficulty learning by observation and take much longer than normally sighted or hearing learners to integrate and interpret information received by their other senses. Providing plenty of opportunities for sensory play is a great way to assist learners in these areas.

Play contributes to the learner's wellbeing, learning and development.

Sensory stimulation should be provided to young learners by using real, preferred and meaningful stimuli, such as objects, sounds, toys, other familiar objects and people, within natural contexts. It is important to encourage the learner to look, listen, and touch when appropriate for the learner and to reduce sensory 'noise' to help the learner to attend to the critical features of their play.

Following the learner's interest and adding verbal cues or actions to the learner's self initiated play when appropriate is critical for learning to occur. Interventions that are focused on stimulating learners with multiple disabilities to use their available senses should occur in natural activities that are both developmentally and individually appropriate for them (Chen, 1996).

SENSORY PLAY—KILPARRIN TEACHING & ASSESSMENT UNIT

When creating opportunities for sensory play, adults need to remember that these activities should be open-ended and provide chances for the learner to investigate and explore their own ideas and findings in their own time. All learners need time to practice and repeat new experiences but this is particularly important for those with sensory impairments.

Because learners with disabilities may experience input from any of their senses in a disjointed or meaningless way it is important that educators try to allow the learner to initiate their own interaction with materials provided for sensory play. If we try to move the learner's bodies for them, as in 'hand over hand' activities their attention is focused on our hands and not the materials. Learners who are in any way tactile defensive may find this overwhelming and this may increase their reluctance to explore materials. New experiences should be introduced gradually and linked to things that the learner already knows. For example, a learner at Kilparrin with no useful vision at all, was extremely reluctant to use his hands to touch any materials with a 'wet' or 'sticky' texture. However, he enjoyed warm water and would willingly splash in a bowl of water. Beginning by adding small amounts of bubbles to the water and allowing him the opportunity to touch the bubbles while engaged with the water and subsequently increasing the amount of bubbles while reducing the volume of water helped him to use his hands more in this situation.

Learners at play are making countless choices about their own desires, interests and their own needs, it is at this very basic level of exploration that learners occupy themselves independently and exercise or develop skills. Choosing toys, objects and resources for learners with specific sensory needs does take some careful consideration, however once you have observed their skill level and what may spark their interest the choices are endless. The other important factor is *unhurried play opportunities for the*

learner and opportunities for self initiated play.

Seizing opportunities for experiences provides learners with stimulation that is dependent on their behaviour and it is through these experiences with the environment that learners realise that they can control aspects of the social and physical environment. Learners whose disabilities include visual impairment usually require interventions that encourage them to use their available senses. The purpose of these interventions is to provide access to sensory information that the learner needs to stimulate their curiosity and motivate them to interact and to develop their play, concepts, communication, movement and other developmental skills. The most important aspect for teachers is to evaluate which activities and which resources, toys and objects provide appropriate stimulation and will contribute to meaningful outcomes for learners. (Chen, D.1999)

For learners supported by Kilparrin teachers, who have vision and/or hearing impairments and additional disabilities, sensory play provides them with an excellent way to experiment, explore and discover different ways of interacting with these materials.

For example, a particular learner or group of learners may be provided with containers of whisked up Lux Flakes and cold cooked pasta. On their first encounter they may be reluctant to come close to the materials, being content to smell each container for some time before venturing to touch it with some part of their body. On the next occasion they may touch the materials after a shorter time and may begin to move their fingers through the Lux Flakes, lifting them up and down. As they become more familiar with the materials on subsequent occasions, learners may begin to diversify their activities; slapping hands and feet into the materials to feel, see and hear what happens, eating the pasta, investigating what happens when the two materials are mixed

SENSORY PLAY—KILPARRIN TEACHING & ASSESSMENT UNIT

together, trying to mix or pour the materials using spoons, jugs *etc.* Learners with sensory impairments may take several sessions to become curious about different materials and their motivation may develop across time as they become familiar with the activity. Allowing sufficient time for exploration allows the learners to develop their understandings to provide a base for new exploration with similar but different materials (eg gloop and dry pasta) to help them to link different experiences that develop their understanding of their environment.

As play progresses learners are able to:

- explore, compare and contrast textures and surfaces
- learn about concepts of quantity, weight, size and number
- develop finger dexterity and hand strength
- develop curiosity and an interest in touching a range of materials and objects
- play independently
- enjoy a variety of mediums
- grasp and release objects and experiment with how to hold objects in different ways
- make choices between objects of preference
- repeat actions
- make different sounds with toys
- turn objects around
- search for tactile differences.

During the good morning session with the Kilparrin pre-school group the teacher may choose a variety of balls, a 'koosh' ball, a 'giggle' ball, a 'prickle' ball, small and large, golf balls with and without holes and a ball with lights. The learners have the opportunity to feel the ball that is of interest to them. The group then sing the song " b,b,b,b,b, ball." "b,b,b,b,b, ball" to the tune of 'Twinkle , twinkle little star.' The learners are engaged with listening to language, and are provided with a developmentally appropriate sound for

language acquisition in the sound 'b' and experience different surfaces and tactile qualities provided by the various balls. The learners are learning to reach for objects, grasp the ball with their hands, shake or squeeze the ball to produce a sound, hold the ball with both hands or to cross midline to change hands and to release the object. After this structured group activity the learners are given time to explore their own box of balls, this may take 20 minutes.

Developing early sensory skills is a pre requisite for ongoing learning, learners need every opportunity to experience play at their own level and in an unhurried, relaxed environment. Opportunities for repetition to develop and process new skills are essential. Educators need to be mindful of each learner's reactions and address the level of each learner, using and sharing language that is appropriate for the activity and being quiet at other times. When working 1-1 with a learner take the learner's lead and build on it slowly. The most important aspect to remember is the learner is the active participant rather than the passive one.

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Article written by:

Lea Thorpe, Lorna Fenech, Louise Morpeth

Teachers—

Kilparrin Teaching and Assessment Unit

SENSORY INTEGRATION IN THE CLASSROOM—MODBURY SPECIAL SCHOOL

All children have different learning styles and for students who live with a disability, sensory learning is how they make sense of the world they live in. Many children experience Multi Sensory Processing difficulties so by providing a curriculum with as many sensory activities as possible I cater for all the students in my class group.

Look for the SACSA Early Years Band links under the heading of each curriculum area.

Literacy

Children extend their sense of personal and group identity. Id * In

Tactile fine motor activities assist in developing the skills students require before they learn how to write.

Shaving / Sorbelene cream on the table, tray, an outside window; add food colouring, mix colours.

Threading – large and small objects – try Cheezels, Fruit Loops or Nutragrain.

Playdough – add essential oils for a different experience – heat in the microwave on a cold morning.

Maths

Children develop and use mathematical skills and understandings to investigate their physical and social worlds, both natural and constructed. In * T * KC1 * KC5

These activities provide experiences where the students can learn and investigate mathematical concepts in a visual and tactile format.

Numeracy – counting songs – using real objects and props for counting.

Measurement - waterplay – floating and sinking - sand, rice and pasta play - tipping and pouring.

Art

Children explore arts forms including visual arts, music and dance through symbolic and creative expression. Id * T * C * KC2 * KC6

By providing students with a variety of multi sensory art activities all learners will be catered for.

Visual Arts and Design – painting, printing, clay; creating using classroom materials.

Music – percussion instruments, listening to various music styles.

Dance – body awareness, action songs, moving to music.

Health

Children explore and develop emotional wellbeing. F * In * KC1

Tactile, visual and auditory learners respond exceptionally to the activities presented below.

Emotions – teach emotions using picture cues and cognitive picture rehearsal - teach relaxation therapy using deep or light pressure massage – teach a sense of calm using visualization strategies and auditory exercises.

Science

Children develop confidence through making sense of their world by thinking, acting and working scientifically. Id * In * T * KC6

Science is the curriculum area to introduce the concept of sensory learning to the students.

Cooking – change in matter – hot and cold experiences – tasting and smelling.

The Five Senses – introduce the senses and how we use them – connect to body parts; offer a variety of sensory activities tasting and smelling trays, feely bag, listening bingo, memory tray.

SENSORY INTEGRATION IN THE CLASSROOM—MODBURY SPECIAL SCHOOL

Society and the Environment

Children develop a sense of responsibility for natural and social environments and an understanding that their world is shared.

F * In * KC1

Visual, tactile and auditory learners require activities which focus on these areas

The environment – walk within the school environment and collect objects of interest – different textures, size and shape.

The local community – walk within the local community - look and listen.

Technology

Children use materials, equipment and processes to design products and systems.

In * T * C * KC3 * KC7

Children are purposeful and effective users of communication and language.

Id * C * KC2

Visual and auditory learners require technology to learn and reinforce the concepts that are taught within the classroom.

Computer – PowerPoint stories, educational games that teach concepts

Augmentative communication devices - Big Mac, Step By Step communicator and Mini Message Mate all assist with language development

Physical Education

*Children develop understandings about their physical capabilities through individual and shared activities. Id * In * KC1 * KC4*

Vestibular learners require movement in order to learn. Learning may occur as the student is moving or after the student has experienced movement in order to calm down and be ready to learn.

Gross motor activities – jumping, swinging, rocking, spinning.

Body parts – focus on the names and functions of these parts.

Article written by:

Jodie Whitford

Modbury Special School

I have a class of students with complex needs. Most students are non-verbal, some have low cognitive functioning and all have high sensory needs. I use a progressive multi-sensory approach to teach all concepts, using PowerPoint stories, real objects, song and role playing, visual matching and choosing activities and 2D cut and paste pieces to assess student learning. Here is an outline of the sensory learning activities I use in my program:

I see with my eyes



Introducing the senses

I use visual sentence strips in a PowerPoint story and present them on a SMART Board to explicitly teach 'I see with my eyes, I hear with my ears, I smell with my nose and I feel with my hands'. I assist/direct each student to touch the specified body part while listening to adults sing (for example, 'I see with my eyes and I hear with my ears, hear with my ears'...to the tune of 'heads and shoulders').

and

I hear with my ears



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I categorise sensory resources into the four sensory areas (four in each area - vision, hearing, smell, touch) and photograph them; I then use the photographs to create 4 PowerPoint stories using visual sentence strips. The stories are displayed on the SMART Board and read to the class; the real resources are also used to explicitly teach the specified sense. Laminated copies of the sentence strips and photos are used to encourage students to communicate choices about what resources are currently being shown/heard/smelt/felt. Paper versions are used for cut and paste tasks and as a visual assessment of the students' learning.



I feel



I smell.....	I hear.....
flowers	Bells <input type="checkbox"/>
hand cream <input type="checkbox"/>	Drum <input type="checkbox"/>
Herbs <input type="checkbox"/>	Push toy <input type="checkbox"/>
chest rub <input type="checkbox"/>	Tigger <input type="checkbox"/>
Perfume <input type="checkbox"/>	Wiggles <input type="checkbox"/>
chose Visual I / A	chose Visual I / A
Put on ss I / A	Put on ss I / A
Pointed I / A	Pointed I / A

I organise morning activity time into sensory block times and allocate a different sense to each day: Monday – movement, Tuesday – visual, Wednesday – auditory, Thursday – touch and Friday – smell and taste (cooking time).

I use a recording sheet divided into the days with a list of resources from each sensory group for students to choose from (using visual representations on the 'I want...' sentence strip). Therefore I record the choices students make and how they communicate their choices for assessment. *Students make choices by looking, tapping or taking visuals and these are ticked and recorded if they were made independently. The choice is then placed onto a sentence strip and pointed to.*

SENSORY ART

Activity 1: movement, sound, feedback, visual

*Squirt a variety of food colours or paint onto a sheet of bubble wrap, not touching each other. Place paper on top and push a rolling pin across the page, back and forth. Lift up the sheet of paper to reveal a print.

*Rubbing over textured surfaces with force can provide deep pressure for those students who sometimes need that tactile feedback.

Activity 2: movement, touch, smell, visual

*Mix paint with scented oil and shaving cream; make it more interesting with 2-3 colours placed separately on a plastic sheet. Encourage students to explore with touch while moving paint mixes around and then press a piece of paper over it to make a print.

SENSORY INTEGRATION IN THE CLASSROOM—MODBURY SPECIAL SCHOOL

SENSORY ART

Activity 3: touch, movement, feedback, visual

*Mix sand, glue and paint, then brush or roll or dab onto background through a shape stencil (this can be used to learn the shape when dry).

*Use a cardboard roll to push the paint (3 colours) across the paper/canvas and use the roll to make a rainstick shaker

*On a dark coloured piece of paper, paint glue through a stencil and scatter a cut-up mix (feathers/ torn papers/ metallic pieces) then push it down to secure pieces.

Activity 4: touch, movement, feedback, visual

*Dip a textured spiky ball in metallic paint and roll across a dark background (black/ navy cardboard or canvas). This could be a small group activity, rolling to each other.

*For students with low muscle tone try different tools to paint with, which may be easier to hold and move. *Try hand brooms, dusting brushes, shower sponges made from netting, rubber dog brushes that attach to your hand, textured gloves, dimpled toys. Be creative!

Article written by:
Elizabeth Blanco—Teacher
Modbury Special School

MEETING SENSORY NEEDS IN THE CLASSROOM—RIVERDALE SCHOOL

All children need to have their sensory needs met but this is more crucial with children whose disabilities include sensory integration dysfunction. Working in a classroom where the students have Autism has necessitated creating an environment that meets the sensory needs of all the children in my class. We frequently allow sensory activities to be child driven with the children choosing from a range of areas, activities and objects.

These include:

- mini trampoline
- large mats to “crash” on or squeeze under
- a large foam cylinder to roll on
- large balls to bounce on
- the indoor class swing
- large plastic dishes to sit in, rock or spin in
- bean bags, cushions, blankets, pillows
- ball pit
- scooter boards, wobble board
- play inside tent
- crawling tunnel
- plastic see-saw
- soft balls with textured surfaces
- stress balls (to squeeze), koosh balls
- playdough
- vibrating toys/pens
- weighted blankets/vest
- chair inserts
- long scarves, assorted pieces of textured fabric
- light up or flashing toys
- treasure boxes with assortments of small toys, some with different or sticky textures
- cause and effect toys
- “chewy” toys
- water trough
- sandpit
- class library corner
- quiet room or area to take a break
- musical instruments/toys
- CD player or personal walkman with preferred music.

MEETING SENSORY NEEDS IN THE CLASSROOM—RIVERDALE SCHOOL

We try to provide a wide range of materials to address all the sensory areas – touch, sound, sight, taste, smell, vestibular (movement and balance sense) and proprioception (joint/muscle sense). Equipment is rotated to maintain variety and interest.

We use sensory equipment throughout the day and in many different situations. For example, a fidget toy or stress ball may help a student with Autism to sit quietly through a school assembly. Students are given work tasks that are appropriate to their developmental level and the duration varies according to their ability to remain engaged and focused. Work sessions are frequently followed by sensory breaks usually allowing the student to choose a preferred activity. Working this way allows the students to obtain the appropriate sensory stimulation throughout the day keeping them calm and modifying behaviour. Sometimes sensory activities precede work activities, this helps students to be “work ready” and relaxed. A number of structured sensory activities are programmed into the day. Relaxation time is after lunch with bean bags, mats, blankets,

pillows and soft calming background music. Students are encouraged to quieten and calm themselves learning how to regroup and avoid sensory overload. Cooking is an activity that includes all the senses. Art and craft provide opportunity for finger paint, gluing and lots of “messy” tactile experiences. Other supervised sensory experiences offered include bubbles, shaving cream, gloop (cornflour and water), sorbolene cream and trays of dry textures like rice, lavender, rosemary or flour. Occupational Therapists have devised specific programs for some of our students, targeting and identifying needs and recommending activities.

Helping or allowing students to meet their sensory needs reduces the need to spend much of the day redirecting, enforcing consequences, and giving repeated verbal admonishments. Students whose sensory needs are met are likely to be calmer and more alert and ready to learn and benefit from work tasks.

Article written by:
Penny Symons
Riverdale School

TACTICAL APPROACH FOR VISION IMPAIRED STUDENTS – SASVI

To Develop Literacy Skills

Research indicates that children begin to develop reading from birth. Furthermore this can be positively influenced by parent/carer involvement – providing a print rich environment, modeling reading behaviour and reading aloud to babies from birth.

This is not so easily achieved in the case of children with vision impairments (VI). These children miss out on the incidental learning that occurs through observation. They cannot see the parents' modeling and are unable to access the print in books. Sighted children develop meaningful concepts through essential life experiences. VI students have limited access to spontaneous incidental happenings and their understanding of

events can be limited, inconsistent or fragmented. Children with VI invariably see part of the picture rather than the whole e.g. a sighted child can scan all the equipment in a kitchen from a distance, observe sequence of events and make connections. Young VI children often do not have the same quality of information and may not understand what they are reading or what is read to them.

Sighted readers have an added advantage in the development of reading because they can learn about things outside their own experience through the illustrations in their books. Illustrations also enrich the storyline, provide visual stimulation add intrigue or humour and provide contextual clues to the meaning and text.

TACTICAL APPROACH FOR VISION IMPAIRED STUDENTS – SASVI

Providing a blind child with a raised drawing of the illustration is not the easy solution. It is difficult to interpret two dimensional drawings into identifiable forms. Tactile objects and simple three dimensional representations are easier to understand and provide stimulation.

Making Tactile Books

Tactile books can be bought commercially and are available in the resource centre of **South Australian School for Vision Impaired (SASVI)**, for students that are supported by the Statewide Support Service. The school staff also makes its own tactile books. There is a Tactile Books Interest Group comprising of school based and support teachers and SSOs.

When reproducing a reader or story book into tactile pictures for a VI student it is important to remember that each picture is to be felt and not seen! It often helps if an adult verbally describes the representations to the student. Older students sometimes benefit from Brailled descriptions. Young children need an adult to “talk” them through a tactile picture and to assess whether the child is scanning the tactile forms efficiently.

Suggestions:

- Use materials that tactilely resemble the object portrayed. The choice should be governed by feel not sight although be aware that students with some vision will also access these books
- Appeal to the sense of smell by using plants, herbs, spices. Oils or scratch and sniff stickers
- Appeal to the sense of hearing by adding bells, buzzers, musical instruments or sound buttons (from greeting cards)
- Appeal to the sense of exploration by including windows that open, post boxes, bags that open to reveal objects, zips and buttons that open and close, limbs that move, wheels that turn etc

- Do not overlap objects. To make identification as easy as possible keep the pictures simple e.g. a real leaf is much easier to recognize than a tree made of materials
- Draw the complete object e.g. an animal or represent it with a distinctive object reference eg just stick on whiskers to represent the cat
- The display needs to be hardwearing enough to withstand lots of fingers stroking and pulling the materials!

Making Human figures:

Front Facing

Use several layers of cardboard to raise the head, stomach, arms, legs and feet (the parts of the body furthest forward need to be more defined).

Rear View

The figure should be made from one layer of cardboard with a raised seat. This makes it easier to distinguish between front and rear facing figures.

In Profile

One layer of cardboard for the whole figure and then a second layer for the head, body, one arm and leg (not the neck). Use a third layer for the arm, leg and ear.

Making Animals:

If possible use fur with the nap cut so the fur runs back from the animal's head.

For claws use fine electrical wire.

For whiskers lightweight twisted wire feels good or hair from a horse's mane.

Rice or sunflower seeds can be used for teeth.

Telling Stories Through Touch published by Tactile Book Advancement Group as part of the Clearvision Project 2006 provides examples of good practice.

TACTICAL APPROACH FOR VISION IMPAIRED STUDENTS – SASVI

Tactile Experience Books

Ideally the VI child should be involved either in the collection of objects, or as a participant in an event that has provided tactile access to the objects.

The story is a personal account of that event in tactile format. Real objects should be used whenever possible, rather than miniature representations.

Objects that adults associate with an event can be unfamiliar to the VI child. Tactile representations need to be carefully thought about and adults need to ask the question: *Has the VI child come into contact with this object tactually?*

Adults will often represent a car or a bus journey with a raised profile of the vehicle or a toy version. The child has not experienced either as part of the event. A more relevant tactile representation may be a swatch of the car seat cover, a seat belt buckle or the bus ticket that the child took from the driver and put in the machine to be verified.

Suggestions

- Use heavy cardboard for the covers and pages for durability and to protect the tactiles
- Limit each page to one object
- Fix the objects to the page with Velcro so the child can remove the object from the book to handle in three dimensions
- Some objects can be placed in ziplock bags that have been stapled or stuck to the page
- String can also be used to attach to the page
- Bigger objects could adorn the front cover
- The Braille text should always be blocked together in a predictable location on the same part of the page throughout the book. Blind students cannot scan quickly for the text they have to search the whole page systematically

- Inclusion of good quality print, as well as Braille text, will help parents, other students and adults share in the experience. This is particularly relevant if the student attends mainstream school
- For young children use simple text and a lot of repetition.

The Prerequisites to Successful Tactile Discrimination

Fingers and Thumb

Young sighted children are constantly seeing and picking up objects of interest. They use their vision to gauge the size and shape of the object and learn to adjust the position of their thumb, fingers and hands to pick it up. There is less motivation for blind children to reach for small objects and they often need a lot of encouragement, practice and some physical guidance.

RESOURCES

- Any games that require children to pick up small objects from various sized containers
- Construction toys – Duplo or Lego
- Pull out toys
- Threading activities
- Placing sticks or shapes into holes
- Sorting trays and different sized objects
- Money boxes
- Toys that have buttons, zips, fasteners and laces
- Hammer and nail type activities
- Sewing thread in and out along picture cards with holes
- Activity centres with knobs and switches
- Kerplunk
- Connect 4
- Pegs and peg board
- Dominoes
- 3D noughts and crosses on inset wooden board
- Clothes pegs (washing machine game).

TACTICAL APPROACH FOR VISION IMPAIRED STUDENTS – SASVI

Moving an Object around in One Hand

Before a child can move objects from palm to fingers, across the finger tips with the thumb or move objects around in the fingers, they need mastery of fine finger movements.

RESOURCES

- Construction bricks
- Posting activities
- Shape sorter
- Hammer play
- Twisting and shaping various pipe cleaners
- Feely bags
- Money box
- Dice games.

Turning the Forearm and Wrist Over and Back

A sighted child will develop this skill early on as he/she picks up an object of interest and turns the hand to look at it from all angles. This movement is further practiced and developed when children use crayons *etc.*

Blind children do not have the same motivation and tend to keep their palms facing down when doing activities. Ability to turn the forearm and wrist is necessary to take food to the mouth with cutlery, brush teeth and hair *etc.*

RESOURCES

- Sand play equipment
- Cutting activities
- Texture cubes
- Rain maker toys
- Stacking games
- Wind up toys
- Card games
- Ten pin bowling games
- Batting games.

Using the Index Finger

Sighted children model adult behaviour by pointing towards objects they want or to poke objects of interest so they learn to isolate and

straighten the index finger. This is often delayed in the case of blind children because there is less motivation to point and they may also lack strength in their shoulders, forearms and wrists.

RESOURCES

- Pianos
- Telephones
- Computer keyboards with simple key presses and lots of noise
- Finger paints
- Finger puppets
- Cash registers
- Action songs CDs
- Scratch and sniff stickers
- Games that involve pushing bells and on/off switches
- Talking calculators
- Flick a Ball games
- Hungry Hippos
- Frog Game.

Using Two Hands Together

This skill is necessary if a child is to develop independence skills *eg* dressing, managing shoes and socks, daily activities, Braille *etc.* A young child will develop the skill to use two hands together doing the same thing first and then progress to using the two hands at the same time but doing different things *eg* cutting and holding the paper.

The shoulders control this ability to use two hands together and so this is often delayed in blind children because they lack shoulder strength and control. Blind babies are not motivated to lift up their heads to look around while lying on their tummies. Neither are they motivated to push themselves off the floor to balance on one arm while reaching for a toy with the other. These youngsters are not stimulated by drawing, using construction toys and puzzles, activities that encourage sighted children to pass objects from hand to hand.

TACTICAL APPROACH FOR VISION IMPAIRED STUDENTS – SASVI

Many blind babies understandably feel more secure shuffling on their bottoms with their arms out than crawling head first into a void. They will therefore require particular assistance to develop shoulder, forearm and finger strength.

Look out for:-

Excessive bending back of finger joints when pressing down on an object (especially the joint nearest the tip of the finger)

Not moving the wrist up when reaching for something

Wrist flexibility/ finger flexibility

A VI student will be unable to access information from tactile resources until he/she has developed concepts such as –

- same/different
- size
- behind / on top / inside
- shape
- weight.

To develop these skills the child will benefit from lots of opportunities to practice recognising common objects tactually, with adult prompts, using appropriate descriptive language – what is it made of, feel the weight and shape, what size, what is the texture, does it feel cold or warm, soft or hard, does it have moveable parts.

Encourage the use of two hands together to handle the objects. These games can be played with sighted peers by using a “feelie box”.

RESOURCES

- Concept cards and games
- Stacking
- Size discrimination
- Bead threading
- Activity boards and jars with screwed lids to practice rotating

Using Touch

Tactile perception is the body's ability to gain further information about the nature of a

touch. We sense movement, vibration, pressure, temperature and pain through contact with the skin – touch. Touch has two functions: a) protection b) discrimination.

Sighted children get a complete picture from one look. A VI child touching the same object only gets information about the part actually being touched. Even when VI students have explored every part of a larger object they rely on spatial perception, memory and experience to make sense of it. CHILDREN WITH SEVERE VISION IMPAIRMENT DO NOT HAVE BETTER TOUCH (TACTILE SKILLS) than sighted children. These have to be learnt.

Suggestions

1. Allow the child to put his/her hands over yours to make an initial exploration. This enables the child to maintain control of the activity. Some blind students are nervous of touching unfamiliar objects, animals or textures. This technique gives them permission to remove their hands whenever they need to. It is important not to surprise them with something that they were not expecting
2. Use clear, concise verbalization to describe what the child is touching
3. Teach the students to touch and feel the whole tactile representation in a systemic way – top, bottom, side, outside, inside etc.

Light Fingered Touch

This is particularly relevant to a future brailist. VI children will benefit from activities that encourage them to move small objects on a surface just by touching them lightly. eg placing counters on Braille graph paper to see how many can be located without moving them outside the square.

RESOURCES

- Sorting out tactile squares that have different textures
- Snap games with tactile cards
- Tactile dominoes

TACTICAL APPROACH FOR VISION IMPAIRED STUDENTS – SASVI

- Feelie bags. These can be made or bought. Fill a bag with different items and ask the child to match the bags that have the same contents. Use rice, beans, peas, pasta or sand
- Discrimination tactile cards - sort according to shape, size, thickness or length (Tactile Treasures)
- Discrimination tactile cards - find the odd one out (Tactile Treasures)
- Use of "Hands On - functional activities for VI pre-schoolers" by American Printing House - tactile pages.

Toys

- Inflatable toys that wobble to the touch but always return to the upright position
- Suction toys that adhere to upright structures that have buttons to push, switches, rotating dials, pull down levers etc (Fisher Price Activity Boards)
- Kitchen equipment
- Shakers made with sealed containers partly filled with different dried foods
- Self propelling bath toys.

Two Dimensional Tactile Activities

Choosing the correct 2D shaped tiles to match the face of one side of a solid shape that has been covered in a material such as velvet eg a square tile to the base of a square based pyramid; use a combination of 2D shapes to produce familiar representations: ice cream cone from a semi circle and triangle; house from square and triangle; car from rectangle, triangles and circles; use coloured tiles of various shapes to make different tessellated patterns; produce 2D shapes on a peg board using thick elastic bands; sequencing. Copy a sequence of pop sticks that have been covered in various materials to match the teacher's pattern; use Wikkistiks, brightly coloured strands of sticky wax, to make raised pictures, shapes or simple graphs; place a shallow layer of salt or sand in a black based tray. The teacher pulls index and middle fingers through the salt or sand to

make a simple maze. Student traces along the maze with his/her index finger.

Sense Sacks

Sense sacks, or tactile story bags, are becoming increasingly popular with young VI children and their sighted peers. This is further development of the tactile books ideology whereby real objects and 3D object representations are used to enhance the young VI child's enjoyment and conceptual understanding of the story content. SASVI Support Teachers have always encouraged class teachers to provide the VI child with a second copy of the class story during mat time because the youngster would be unable to see the illustrations from the teacher's copy. If this is not possible or relevant, it is suggested that the child is given an object that is related to the story instead.

There are commercially made sense sacks available but staff from South Australian School for Vision Impaired has made some beautiful sense sacks that incorporate the multi sensory methodology to stimulate interest in literacy and provide experiential opportunities to develop concept development.

The sacks incorporate the printed story book, the brailled story, objects that are relevant to the story, either tactually similar textures, real objects or 3D representations with emphasis on associated smells and sounds. eg a story book from India – model elephant, sari fabric, spices, music tape.

References:

- *Creating and Using Tactiles Experience Books for Young Children with Vi*—from *Teaching Exceptional Children*, Jan/Feb 2003—Sandra Lewis; Jan Rolla
- *Do it Yourself: Encouraging Independence in Children Who Are Blind*—Royal Society for the Blind.

Article written by:

Sheila Klinger—Coordinator
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SENSORY RESOURCES

Auditory Sensory Tub 2. 80-0327-02.

The *Sensory Tubs* contain a variety of items designed to encourage sensory exploration and development. The accompanying books provide a range of related activities and suggestions.

See also: 80-0328-01/02—*Feelie Ball*; 80-0329-01/02—*Original*; 80-0330-01/02—*Tactile Vibration*; 80-0301-01/02—*Relaxation*; 80-0332-01/02—*Visual*.

Early Sensory Skills, Cooke, J, 1996.

26-0123-01.

This manual is intended for anyone working with young children and is divided into sections on vision, touch, taste and smell, everyday activities, games and topics. There is an introduction to each section to help in planning sensory programs.



from new sensory tubs

Sensory Activities for Fantabulistic Kids, Beare, E, 2000. 26-0153-01.

This folder contains ideas for activities which can be used with individuals or small groups. Activities are listed under *topic ideas* and *gross motor sensory equipment ideas*. The activities are directed at learners in special education settings, particularly those with autism and/or sensory processing difficulties.

Understanding Sensory Integration, Trott, MC et al, 1993. 18-0082-01.

This book introduces some of the difficulties children with sensory integrative disorders may encounter. It examines specific types of problems related to the disorder and offers ways to help remediate those problems.

Early Childhood Sensory Motor Development Screen, Anderson, J; Hawke, J, 1996. 51-0009-01.

The *Early Childhood Sensory Motor Development Screen* has been designed to identify motor coordination abilities/difficulties in learners from aged four years up to their eighth birthday. The eight items scored on the screen are considered indicative of normal sensory motor development and are achieved by four years of age.

Rainbows, Trees and Tambourines, Davies, S, 1993. 69-0291-01.

This book contains music, songs and suggestions for accompanying activities. The book details some of the things that musical activities promote: *social interaction; concentration and attention skills; improved coordination; confidence and self esteem; body awareness and image; communication skills; verbal development; understanding of a variety of concepts; expression of feelings; listening skills.*

Asperger Syndrome and Sensory Issues, Smith Myles, B et al, 2000. 19-0059-01.

This book uncovers the puzzling behaviour by children and youths with Asperger Syndrome (AS) that have a sensory base and, therefore, are often difficult to pinpoint and interpret. Written in a very reader-friendly style, the book covers the impact of the sensory system on behaviour, reviews formal and informal assessment tools and offers a set of practical interventions that can be used by parents and educators alike to help promote success for children and youths with AS.



from new sensory tubs

SENSORY RESOURCES

Rainmaker—Large, Battat, Inc. 69-0276-01.

This rainmaker shaker has a clear plastic barrel containing several coloured chambers and multicoloured beads. When the rainmaker is shaken a soft sound is heard. The rainmaker can be upended and all the beads then move through the chambers and down to the base - this produces a slightly louder, more continuous sound and provides a visually appealing accompaniment.

Specialised Jumbo Music Block, Neurosmith, 2003. 81-1322-01.

Each side of the *Jumbo Music Block* features a bright coloured, geometric shape, and a discovery pocket that can be zipped, snapped or buttoned. When switched on a song is played that relates to the shape currently displayed, moving the cube changes the musical accompaniment to match the shape now displayed.

Disc 'o' Sit, Gymnic. 84-0360-01.

This circular move 'n' sit cushion has a textured surface and provides tactile and sensory feedback to students for sitting and standing exercises. It can be used to assist students to sit in one location on the floor or a chair.

Peanut Roll. 84-0348-01.

This inflatable rubber peanut roll can be used for balance, sensory motor integration therapy, awareness of movement and body parts for younger children.

Art, Fine Motor and Cognitive Ideas for Special Education, Smith, S. 43-0085-01.

This book contains practical strategies designed for educators working with learners who have special education needs. The activities are designed to increase ability to stay on task, develop fine motor skills and creativity, increase self-esteem and provide leisure time activities.

Music Blocks Mozart, Small World Toys, 2005. 81-1379-01.

This sturdy, battery operated, radio-like box; with five colourful, sensor-controlled blocks and one of several memory cartridges is suitable for children two years and over. The objectives of this developmental toy are to introduce babies to classical music and to challenge them in identifying sounds and instruments.

Music Therapy, Sensory Integration and the Autistic Child, Berger, D, 2002. 19-0089-01.

This book looks at the reasons that music therapy is an effective way of working with people diagnosed with Autism. It ameliorates symptoms of distress, assists with communication skills and proves a means to cope better with an uncertain and confusing world. The first part of the book looks in detail at human physiologic function, the brain, information processing, functional adaptation, and how that might be affected by music interventions in persons with sensory integration difficulties.

Playtime Parachute Fun, Stewart, G. 84-0433-01.

This 6 foot mini parachute, accompanied by a *Playtime Parachute Fun CD*, is suitable for limited space and can be used to develop gross motor skills and spatial awareness. The smaller lightweight parachute is designed to be easily manageable by young learners including those with special needs.



SENSORY RESOURCES

***Kids in the Syndrome Mix of ADHD, LD, Asperger's Syndrome, Tourette's, Bipolar, and More!* Kutscher, M, 2005. 07-0029-01.**

This book is a concise, scientifically up-to-date guide to the range of often co-existing neuro-behavioural disorders in children - from attention deficit hyperactivity disorder, obsessive compulsive disorder and bipolar disorder to autistic spectrum disorders, nonverbal learning disabilities, sensory integration problems and executive dysfunction.

***5 Senses Lotto*, Orda, 2000. 82-0545-01.**

This lotto game is designed to teach how the five senses are used and aims to familiarise players with: taste, sight, touch, hearing and smell and to develop the ability to differentiate and match cards to boards illustrating how each of the five senses are used.

***Listen and Learn—A Listening Skills Program*, NSW Dept of Educ. 17-0319-01.**

The *Listen and Learn* program is written for students with delayed development of auditory skills. The program aims to facilitate the development of the auditory skills of: *Discrimination; Identification; Auditory Comprehension.*

***Small Talk Australian Sign language for Hearing Babies and Toddlers, Hands Can Talk*, 2002. 16-0366-01.**

Small Talk is about teaching babies or toddlers some useful signs to aid communication utilising Australian Sign Language (AUSLAN).



from new sensory tubs

***Alert Program: How Does Your Engine Run and Take Five!* Williams, M; Schellengerger, S, 1996. 66-1224-01.**

The *Alert Program*, designed to assist learners to understand the basic theory of sensory integration related to arousal state, uses the analogy of an automobile engine to introduce its concepts of self regulation. The primary focus is to assist learners to learn to monitor, maintain, and change their level of alertness so that it is appropriate to a situation or task. The program consists of a series of lessons and activities that incorporate sensory integration techniques with cognitive approaches.

***Learning Through All Five Senses: A Language Development Activity Book*, McCue, L, 1983. 61-0789-01.**

This book, designed to help learners master language development skills, provides a wide range of sensory experiences for each letter of the alphabet. In learning the letter *P* for example, learners can: *Push an imaginary box; Smell perfume; Dance to a Polka; Sing Polly Put the Kettle On; Mold P out of playdough; Read a story that starts with P; Find things in the room that start with P.*

***Assessment APPSI: Assessment for Persons Profoundly or Severely Impaired*, Connard, P; Bradley-Johnson, S, 1998. 59-0055-01.**

APPSI is designed for individuals of any age who are preverbal and functioning at an 0-8 month level. It is individually administered in 30 to 60 minutes and the test is aligned with Piagetian Sensorimotor Framework of Stages I through III. The APPSI is not normed but aids in defining individuals preferred methods of communication eg visual, auditory and tactile stimuli on the receptive side and also for social interaction and methods of communication output. Results are provided in terms of the abilities an individual is capable of demonstrating. Those abilities would be appropriate to target for individualised intervention programs. The APPSI can also be used with individuals who have multiple disabilities.

SENSORY RESOURCES

DVD—Listen Learn and Talk, Cochlear Pty Ltd, 2003. 16-0395-02.

This package, consisting of a book and a DVD, is an auditory habilitation program for children with a hearing impairment identified under 12 months. The program follows the natural development of the child from birth to preschool age and contains ideas and strategies for developing spoken language through listening.

Toddler Talk: A Family Centered Intervention Program for Young Children, Schober-Peterson, D; Cohen, M, 1999. 61-0798-01.

This book is designed to promote the speech and language development of children between 12 months and 36 months of age. It provides parents of young children with strategies for facilitating the development of basic communication skills in the home environment.

Specialised Massage Pillow—Restricted. 80-0108-01.

This massage pillow/cushion, covered in a soft blue cord material, is battery operated. The vibrating operation of the pillow/cushion can be activated by depressing the centre of the pillow/cushion with the hand, head, foot, legs and other parts of the body.

Glitter Roll Music Box Switch—Restricted. 81-1383-01.

This colourful *Glitter Roll Music Box/Switch*, designed for multi-sensory stimulation, is battery operated. When the clear cylindrical roller is turned, a colourful array of sparkling pompoms and glitter tumbles inside and music plays. It can also be used as an external capability switch, without music, when connected to a toy or device.

Switch Sensi Ball—Restricted. 81-1403-01.

This adapted textured ball switch provides somatosensory feedback. Pressing or squeezing anywhere on the Sensi Ball activates the attached toy/device until the switch is released.

DVD—Talking Hands 1, Royal SA Deaf Society. 16-0363-01.

DeafSA's Talking Hands Series provides a course of lessons in Auslan (Australian Sign Language). Each lesson consists of a DVD and a student workbook.

Talking Hands 1 contents include: *Meeting People; Meeting people conversation; Numerals signs; Numbers 'house no'; Money signs; The days of the week; Verbs; Family Signs; Family (role play); General vocabulary; Everyday signs.*

Ladybug Massager. 81-1150-01.

This dome shaped massager with plastic spikes and raised pieces to vibrate, is activated by a circular switch which can be pressed for on/or/off/continuous pressure mode. The vibration is gentle; and would be used in sensory motor or tactile programs.

Fantastic Belt Massager. 81-1124-01.

This is a tubular massager which can be activated by a switch. It can be used on different parts of the body for body awareness, sensory motor integration programs and tactile awareness.

Specialised Aqua Lamp—Restricted. 81-1409-01.

When activated this visually appealing, bubbling aqua lamp has lights, bubbles and the "fish" move. The 01 copy operates when plugged into a power source, and the 02 copy can also be operated by a switch.



Squishy Vibrating Lumbar Pillow—Restricted, Homedics Aust. 81-1380-01.

This vibrating, squishy pillow, covered in dark blue silky material, is battery operated.

SENSORY RESOURCES

Adapted Dancing Homer—Restricted, Gemmy Industries, 2002. 81-1386-01.

This battery operated dancing Homer Simpson can be operated with or without a switch. When activated “Homer” talks, and then sings and dances.

Specialised Textured Carousel Busy Box—Restricted. 81-1399-01.

This colourful, visually appealing *Textured Carousel Busy Box* is battery operated. Set on top of a spinable Lazy Susan base, six specially textured pads reward the user with unique sensory stimulation: vibration, three melodies, a popcorn ball popper, rainbow and other lights. All operations respond to the slightest touch.



from new sensory tubs

Tactile Adventure Set—Restricted, Plan Toys, 2003. 80-0325-01.

This wooden construction, tactile toy assembles to make an interlocking road track with two bridges and vehicles.

Learning Through The Senses Resource Manual: The Impact of Sensory Processing in the Classroom, Eastaway, J et al, 2001. 18-0129-01.

This resource manual provides classroom teachers with practical classroom strategies and interventions to assist students with learning difficulties and/or disruptive behaviours as a result of identified sensory processing difficulties.

Adapted Boohbah—Restricted, Hasbro Bradley Inc, 2003. 81-1385-01.

This battery operated, visually appealing resource can be operated with or without a switch. To activate manually, press the left hand of Boohbah and it will then do a dance with accompanying auditory. When it stops press again and it will start a different dance and musical accompaniment.

Teacher Aides Working with Students with Disabilities, Qld Dept of Education, 1998. 15-0039-01.

The aim of this booklet is to provide relevant information so that School Service Officers - SSOs may feel better equipped to work with students with vision impairment in preschools, primary and secondary schools. General principles and strategies are presented and suggestions given about what needs to be known and where to acquire relevant information.

Stepping Stones Tactile Perception Series, We Play. 84-0419-01.

This pack contains three sets of hard plastic, colourful stilts which, when used with bare feet, provide sensory/tactile feedback.

Busy Buttons, Smile Education. 83-1561-01.

This construction game can be used to produce three dimensional designs and develop fine motor skills, creative thinking, patterning, colour concepts, sensory awareness and classification.

Tactile Path, We Play. 84-0412-01.

These eight large, colourful hard plastic, interlocking pieces of board, suitable for ages 2 and up, combine to make a curved path. The combination can be changed to make a variety of different walking paths. The tactile dots on each board provide feet stimulation and balance control.

SENSORY RESOURCES

Practical Sensory Programmes for Students with Autism Spectrum Disorder and Other Special Needs, Larkey, S. 19-0092-01.

This practical guide is for educators who have a student with Autism Spectrum Disorder and for families meeting the everyday requirements of their child. Students with Autism Spectrum Disorder often have sensory processing difficulties and they may seek or avoid sensory stimulation. This can be in the areas of *tactile, visual, auditory, smell, taste and movement*. In this book, practical activities and ideas are detailed to help students with sensory issues.

Adapted Gooshey Switch—Restricted, Toys for Special Children. 81-1331-01.

This adapted *Gooshey Switch* is a crescent shaped plastic switch with a soft, squeezable, sparkly pillow insert. When the soft pillow insert is touched intermittently it will emit a sound and the surrounding lights will flash. If the switch is held down the lights remain on and a tune is played.

Sensory therapy Ball 1000mm, Gymnic. 84-0361-01.

This large vinyl ball with spikes can be used for gross motor movement, rolling, balancing and sensory motor integration programs. The tactile nature of the ball can assist with sensory and kinesthetic feedback as well as providing a tactile experience. The ball can be used with a range of ages and children are able to sit, lie and bounce on it without damaging the ball.



from new sensory tubs

Do You Hear What I Hear?, Dept of Educ, WA, 2002. 16-0341-01.

This package has been designed to consolidate awareness raising, knowledge and understanding of otitis media and conductive hearing loss. It assists educators in identifying the specific needs of students experiencing conductive hearing loss. The resource book provides an overview of the implications of otitis media and conductive hearing loss. It describes the impact on the social/emotional development and language and literacy development.



from new sensory tubs

Learning Through Touch: Supporting Children with Visual Impairment, McLinden, M; McCall, S, 2002. 15-0043-01.

This text, designed to assist teachers and other professionals supporting children with visual impairment and additional disabilities, examines the role of touch in teaching and learning. It also has relevance to other professionals working with learners with severe and complex needs who wish to understand more about the role of touch in developing effective learning experiences.

The Out of Sync Child—Revised, Kranowitz, C. 18-0079-02.

This revised book provides updated information relating to Sensory Processing Disorder and presents a drug-free approach. Contents include: *Recognising Sensory Processing Disorder and Coping With Sensory Processing Disorder*.

NEW RESOURCES

Achieve! Science: Life Processes and the Environment, Murphy, G, 2007. 65-0321-02.

The books in the *Achieve* series, containing photocopiable pages, have been designed and written for secondary learners who have low-level literacy skills and require modified classroom activities to fully participate in curriculum. In *Achieve! Science: Life Processes and The Environment* scientific concepts for the junior to middle secondary levels are explored. However the information is presented at a reading level of *six to nine years*, in an age appropriate format. See also in the *Achieve* series : 67.0540.01.01 *Developing Writing*; 67.0540.02.01 *English Punctuation*; 63.03163.01.01 *English Using Phonics*; 63.3163.02.01 *English Reading For Meaning*; 65.0321.01.01 *Science: Scientific Investigation Plants, Rocks and Outer Space*; 65.0321.03.01 *Science: Energy, Electricity and Movement*; 65.0321.04.01 *Science: Chemical Reactions, Materials and Particles*.

The Word Kit: A Program to Build Expressive and Semantic Skills, Huisingh, R et al, 1988. 61-0824-01.

This game, suitable for 2 to 4 players aged 7 to 12, provides practice in vocabulary areas such as: *Associations, Synonyms, Semantic Absurdities, Antonyms, Definitions, Multiple Definitions*. The game can be played using a number of variations including independent play for nonreaders.

Dinosaur: Tyrannosaurus Rex Book and Puzzle, Frost, H. 65-0317-01.

This Tyrannosaurus Rex pack contains a picture book and wooden interlocking 20 piece puzzle and base. The book, one in the series *Dinosaurs and Prehistoric Animals*, has easy to read text and accompanying coloured illustrations. The text explores the traits, behaviour and extinction of the Tyrannosaurus Rex and the puzzle depicts a Tyrannosaurus Rex.

Community Success: An Illustrated Guide to Community Access, Bastian, D, 2005. 66-1223-01.

This book is an illustrated encyclopedia of community based skills. Sixty commonplace activities like using public toilets, crossing streets and shopping at a department store, are illustrated step by step. Appropriate corresponding social skills are integrated into each activity. For example, when shopping at a department store, learners learn communication with shop assistants, appropriate handling of store items, when to ask for help and how to return unwanted merchandise.

The Art of Science, Hime, B; Galton, C, 1989. 65-0313-01.

This book, containing photocopiable pages, provides a collection of activities and creative ideas for the teaching of science to learners aged five to nine. The 28 topics include: *Toys; Shining Things; Candles; Leaves; Seeds and Seedlings; Wooden Things; At the Park; Minibeasts; Metals and Magnets; Floating and Sinking; On a Windy Day; Healthy Living; Ears and Sounds; Shadows; The Sky; Science from Stories*.

Jingle Jam Activity Pack, Johnston, V&K, 2007. 69-0292-01.

This music and movement resource, designed to assist young learners to develop skills including listening, moving, singing, playing and organising sounds, uses musical characters to guide learners through musical activities. The CD can be played independently so that learners can respond to the words and sounds or combined with the activities in the *Music Activity Guide Book* designed to illustrate how to develop the musical meaning behind the songs. The activity book, including blackline masters, includes musical concepts, skills, learning activities, extension activities and some suggestions for integrating music into other curriculum areas.

NEW RESOURCES***The Self Directed Learning Handbook, Gibbons, M, 2002. 34-0334-01.***

This book presents a comprehensive, practical framework for introducing self-directed learning approaches in the classroom. It provides sample course units, lessons, contracts and assessment instruments and features examples that have implemented self-directed learning programs.

How the Brain Learns—3rd Edition, Sousa, A, 2006. 25-0170-01.

This revised and updated edition examines new research and developments in brain functioning while continuing translation of this information into effective classroom strategies and activities. This book explores source material on brain research, including basic brains structures, how the brain processes information, memory and retention and the transfer of knowledge to enhance present and future learning.

Private and Confidential, Ripley, M, 2003. 60-0907-01.

This picture book can be used in a disability awareness program. The book contains a story, a braille letter, alphabet card and some interesting facts about braille and provides a way to introduce learners to the subject of Visual Impairment. In the story, Laura gets a letter from hew new Australian penfriend. When the letters stop coming Laura discovers that Malcolm is blind and then she tries to work out how they can be penfriends and keep their letters private and confidential.

Assessment and Learning, Gardner, J (ed), 2006. 34-0340-01.

This book provides a comprehensive overview of assessment used to support learning. This source of practice-based theory on assessment for learning, an approach which supports individual development and motivates learners, the book covers key areas including: *the practice of learning for assessment in the classroom; developing motivation for learning; professional learning and assessment for learning; assessment and theories of learning.*

Alligators to Zebras: A to I, Goodchild, R&S, 2000. 63-3130-01.

The three photocopiable books in this series, *A to I, J to R, S to Z*, provide a range of alphabet activities across a range of learning areas. Each letter comes with five supporting pages: *a cross curricular overview* which shows how activities which relate to the letter can be integrated into a range of learning areas; *an animal template* with an original poem; *a creative activity* which supports fine motor skills development like cutting, pasting, folding, colouring; *a recipe; a technology challenge.*

See also 63.3130.02.01 *Alligators to Zebras - J to R*; 63.3130.03 *Alligators to Zebras S to Z*.





The Staff of SERU

Wish You A Peaceful Holiday Season

PLEASE NOTE:

SERU WILL BE OPEN THROUGHOUT THE YEAR
(INCLUDING TERM SCHOOL HOLIDAYS)

EXCEPT FROM

17 DECEMBER 2007 TO 11 JANUARY 2008