


Real Impacts of Sensory and Social Emotional Regulation

Everyday Experiences That Shape Our Tomorrows


Part II




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DEC RPs

- **Family1:** Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.
- **Instruction5:** Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.
- **Instruction13:** Practitioners use coaching and consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

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OBJECTIVES


- ① Widen the sensory lens to ensure a holistic approach
- ② Examine possible implicit bias when developing IFSP's and interventions
- ③ Encourage coaching and intervention strategies that support sensory differences, while respecting diversity in our EI community

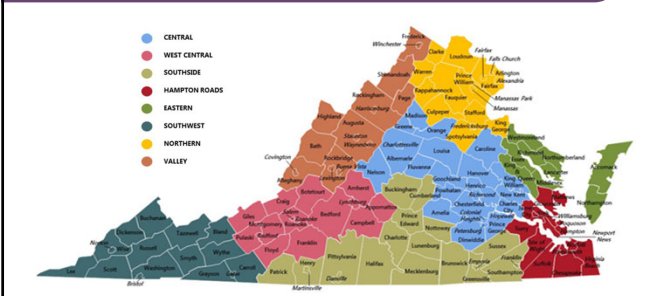
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Review

- ① Awareness of the connection between our past experiences and current functioning
- ② Uniqueness in sensory processing
- ③ Emphasis on Regulation

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 Place a stamp in the region of Virginia where you currently provide Early Intervention Services



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Early Interventionists Promote Resilience

First professionals building a relationship with the family of a young child needing services











Sounding boards for the different reactions that come along with a new diagnosis, delay or difficulty

Supporters of the individual child but also their families with their own unique routines and lifestyles.

Setters of the tone by approaching families with curiosity rather than expectations

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Variations of Reactions

 Fear	 Grief	 Confusion
 Anger	 Guilt	 Optimism
 Sadness	 Relief	 Acceptance
 Rejection	<small>(adapted from Social and emotional development in early intervention, Mona Delahooke, worksheet. Pg. 10)</small>	

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It Takes a Village

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experiences differences in sensory processing that may be significant enough to affect aspects of everyday routines.

Sensory Processing Differences can affect ALL humans, regardless of race, gender, or socio-economic background.

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The importance of early detection of sensory processing differences and/or suspected neurodiversity, especially for **marginalized communities**:

Support resilience and decrease the potential for Adverse Childhood Experiences (ACEs)

Early Death

Disease, Disability, Social Problems

Adoption of Health-risk Behaviours

Social, Emotional, Cognitive Impairment

Disrupted Neurodevelopment

Adverse Childhood Experiences

Lifespan

70/30 Campaign: Empowering Communities to Protect Our Children

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What does **diversity** mean to you in your early intervention practice?

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Widen the Sensory Lens: A Closer Look at Diversity

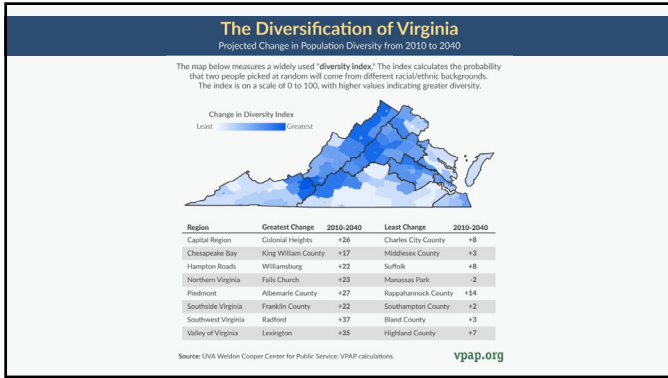


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Embracing Diversity into Practice



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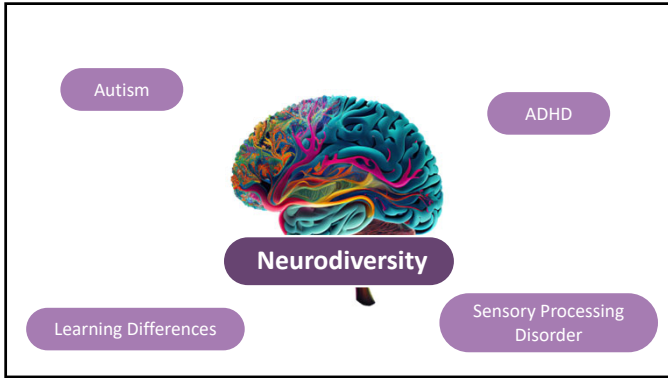


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As professionals, we were taught to be the **“expert”** in early childhood development and what is deemed:

- Developmentally correct vs. Incorrect
- Typical vs. Atypical
- To pathologize and label

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Implementing Diversity-Informed EI Practices

<p>Assessment for Service Planning (ASP)</p> <p>IFSP Summaries</p> <p>Outcomes (Goals)</p> <p>Intervention Strategies</p>	<ul style="list-style-type: none"> • Gather information regarding the family unit and unique perspectives using ethnographic interviewing • Understand family preferences with names/pronouns • Make note of preferred languages • Offer interpretation to minimize communication barriers
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Implementing Diversity-Informed EI Practices

<p>Assessment for Service Planning (ASP)</p> <p>IFSP Summaries</p> <p>Outcomes (Goals)</p> <p>Intervention Strategies</p>	<ul style="list-style-type: none"> • Word choice matters • Strength-based narratives vs. deficits based • Be sensitive to literacy consideration
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Language Matters

Avoid Saying:

- Pathologizing labels (“hyperactive”, “anti-social”)
- Red Flags/Symptoms
- Rigid or inflexible
- Limited or Repetitive Play
- Low or High functioning
- Non-verbal

Replace With:

- Words that describe characteristics: “Energetic mover”, “seeks independence”, “learning how to play with friends”
- Signs or traits
- Prefers predictability and consistency
- Special Interests
- Describe what kinds of support they require
- Describing how they DO communicate (e.g.: physical gestures, vocalizations to express emotions, signs, AAC)

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Implementing Diversity-Informed EI Practices

Assessment for Service Planning (ASP)

IFSP Summaries

Outcomes (Goals)

Intervention Strategies

- Individualize goals with special attention to the family’s culture, beliefs, and social-economic considerations
- Focus on the child’s participation in meaningful activities tailored to their sensory profile vs. “normalizing” behaviors

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Implementing Diversity-Informed EI Practices

Assessment for Service Planning (ASP)

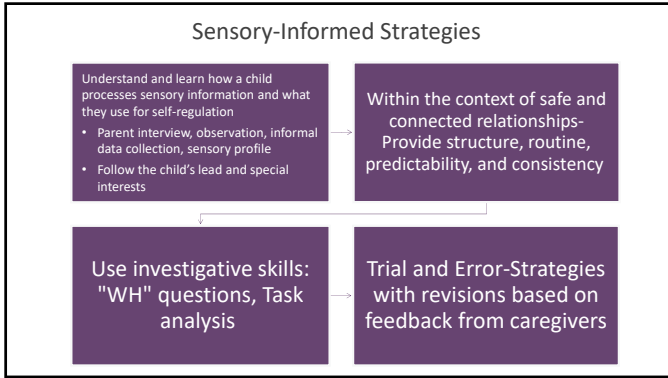
IFSP Summaries

Outcomes (Goals)

Intervention Strategies

- Integrate individual family values and beliefs on child-rearing
- Child strength and interest-based strategies vs. Compliance-based strategies
- Prioritize sensory regulation needs as it is necessary for active participation and learning vs. using sensory strategies as a “reward”

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Sensory-Informed Strategies

- Adults use internal, external and relational strategies to cope and regulate
- Children are as competent as they can be within their developmental and neurological capabilities.

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Dressing

Strategies/Modifications

- tag/tag less
- seams/ seamless / accommodate
- gradual transitions and exposure
- sweatpants/jean, long sleeve/short sleeve, shoes
- Tight fitted clothing-base layers or underarmor
- Choice

Sensory Components

- Touch-Sensitive to textures
- Movement- lying down-standing up, over the head
- Temperature-Change of season

Other Considerations

- Adult flexibility
- Pre-thought
- Inform others

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Bathing

Strategies/Modifications

- Exposure to water outside of Routine
- Experience bathroom without expectation
- Don't start with bubbles
- Fill and drain tub w/o child present
- Low water or side bucket of water
- Wear a swimsuit
- Support independence
- Use cream based soap not bubbles
- Approach face from shoulder up
- Full body messy play with wash cloth firm pressure wipe off

Sensory Components

- Temperature
- Sound
- Light touch
- Texture

Other Considerations

- Bath with the child
- Bath during unrushed time of day

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Tooth Brushing

Strategies/Modifications

- Practice mouth touch/ massage outside of routine and bathroom
- Start at young age
- Start with cloth/ finer or finger brush
- Start with water
- Practice on a toy
- Read books
- Observe others
- Promote independence


Sensory Components

- Touch-Face/mouth sensitivity
- Tastes
- Chews/proprioceptive input

Other Considerations

- Consider brush fibers texture (soft/medium/hard)

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Sleep

Strategies/Modifications

- Regulation- begin to prepare 30- 1 hour before
- Examine the sensory environment
- Heavy work early in the day
- Avoid screen time at least 1-hour before sleep
- Consider individual preferences


Sensory Components

- Touch
- Position
- Temperature
- Sight
- Sound
- Internal/ hunger

Other Considerations

- Caregiver regulation-state
- Running outside immediately prior to sleep may not be helpful
- Sleep deprivation limits learning and interactions
- Impacts emotional state
- Stage of development

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Diaper Changes

Strategies/Modifications

- Start with regulation
- Slow your touch and transitions
- Cloth vs. disposable wipes
- Warmed vs. cool wipes
- On changing table or floor/bed


Sensory Components

- Temperature
- Position/vestibular
- Internal/response to pain
- texture

Other Considerations

- Is it an interruption to play?
- Old enough to stand?
- Pull ups earlier
- Change diaper in soothing environment

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Nail Clipping

Strategies/Modifications

- File vs. cut vs. bite
- Baby clippers more muted sound
- Cut while sleeping
- Cut one at a time
- Firm pressure, but not restraining

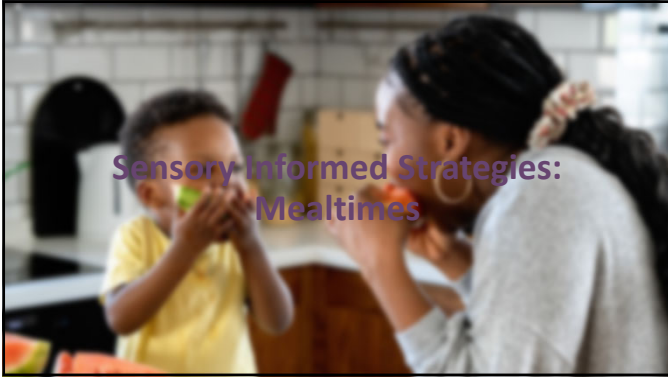
Sensory Components

- Sound
- Touch/pressure
- Movement


Other Considerations

- Position of body, easier when sitting same direction

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Eating/Feeding

Strategies/Modifications

- Start with Regulation
- Increase skin to skin
- Sensory experiences away from the table
- Use descriptive words w/o judgement
- Encourage variety over volume (awareness of typical portion size for age)
- Mealtimes with safe food for a positive experience
- Proprioceptive work before meals
- Taste testing

Sensory Components

- Vestibular/ Postural control
- Proprioception
- Taste/smell
- Sight
- Sound
- Internal(hunger/pain)
- touch

Other Considerations

- Review early feeding/eating experiences
- Understand medical or developmental challenges
- Understand sensory preferences- away from food, provide napkin
- Learning takes time
- Assess Oral motor skills
- Past experiences (reflux or coercive feeding)
- Feeding resources/feeding therapy

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Inside from Outside

Strategies/Modifications

- Auditory cue (ring tone or chime)
- Transition item Helper
- Create place for collections of nature or outside items
- Playful ending routine
- Picture schedule

Sensory Components

- Proprioceptive input
- Anticipation of nonpreferred event (sleep/eating)

Other Considerations

- Patience- Nature is important to sensory and social-emotional health
- Time warnings are not concrete at this age.

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Going to Daycare

Strategies/Modifications

- Schedule discovery hours
- Review pictures of caregivers regularly
- Walk child in if possible, don't carry
- Social stories
- Identify a preferred caregiver, plan when they may not be there
- Practice routine at home- child leads

Sensory Components

- Sound
- Stress-Separation/Anxiety
- Movement/motor

Other Considerations

- Be clear of your expectations with staff (performance/product)
- Inform of challenges
- Observe, don't rely on pictures

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Circle Time

Strategies/Modifications

- Positional changes/ optional/flexible seating
- Safe, unintrusive fidgets
- Time limits for circle time seating
- Empower with gesture or words
- Visuals
- Increase/decrease excitement


Sensory components

- Postural control
- Sight
- Sound
- Proprioceptive

Other Considerations

- Give permission for caregivers to try different seating options
- Share insights that supports longer but reasonable sustained attention

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Project/Art Time

Strategies/Modifications

- Adjust the activity
- Provide options for interacting
 - Baggie of paint, trucks or cars to paint
- Allow observation
- Give repeated opportunities
- Celebrate all participation


Sensory Components

- Postural control
- Tactile
- Sound
- Sight
- Vestibular/ Proprioceptive

Other Considerations


- Notice any hesitation
- Never force
- Plan to provide alternatives.
- Communicate with other caregivers or family

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How is your community acknowledging sensory differences in our infants and toddlers and providing sensory-safe spaces and activities?

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Community access to sensory-safe spaces

No siren- Touch-a-Truck

Non-intrusive Santa

Library story times/ maker spaces

Movement-accepted hair salon


Low sound/lit movie

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How can I be an ally or an agent for change to further support my EI community with diverse sensory processing needs?

- Reflect on any personal implicit bias
- Practice using strength-based language vs. Deficit based language
- Talk about sensory processing concerns with families earlier
- Research community resources that promote sensory-friendly environments to provide to EI families

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TALKS
on Tuesdays

Stay tuned for next month!

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3



Download the Certificate!

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