Important Information

**This course focuses on providing sensory tools and intervention to promote best participation across disciplines for early intervention. For sensory integration and other sensory specific intervention outside your scope of practice please refer to Occupational Therapy Services**

**Sensory Systems**

Near Systems: Provide information about what is happening in your own body.

Proprioceptive- Provides information about where your body is in space and where body parts are in relation to each other (body map)

* + Children with deficits in this area tend to hang onto others, have difficulty remaining in seat, and do not have a good sense of personal space.

Vestibular- Provides information about where your head is in space in relation to gravity (head righting). Information is provided by movement of fluid within the inner ear that changes levels dependent on where an individual’s head is in relation to gravity.

* Impacts balance, participation in gross motor activities, and may impact bathing activities (may not tolerate leaning head back to rinse hair).

Interoceptive- Provides information about internal conditions of our body including:

* Pain/itch, body temperature, muscle tension, sleepiness, urge to eliminate, hunger/thirst, sexual arousal, and pleasant touch.
* If you would like more information about this topic I recommend: *Interoception: the Eigth Sensory System* by Kelly Mahler.

**Types of Modulation Difficulties**

**Please note that children may demonstrate over and/or under responsiveness to different inputs (i.e. over-responsive to auditory input and under-responsive to visual input).**

* Over Responsiveness
	+ Often described as sensitive to sensory input. When a child is over-responsive to a type of input they may present in different ways.
		- They may be distressed if exposed to the input, attempt to avoid the input, or become overly excited with the input (giddy).
		- For example, if over-responsive to gustatory input, may limit self to certain textures or tastes and become distressed when exposed to unfamiliar foods.
* Sensory Seekers (Active Under-responders)
	+ Actively seek input from their environment to meet their high threshold for sensory input for a particular system.
		- If they seek vestibular, they may seek fast moving and spinning activities and have difficulty with sedentary activities.
		- If they seek proprioceptive input, they may seek crashing, squeezing, and heavy work.
		- If they seek gustatory, they may seek intense flavors and frequently mouth objects.
* Setting up the environment- It can be difficult in the home setting to setup an optimal environment for intervention.
	+ Clearing area (as able) of extra toys and items can be a heavy work activity for child (if developmentally appropriate).
	+ Provide parents with information about setting up best environment for intervention during evaluation if possible.
		- By providing this information you are also helping the parent build skills to independently setup their environment to promote success with the daily routine.