



SENSORY INTEGRATION

Name of Event: Sensory Integration

Date of Event: 2nd, 3rd February - 2019

Location of Event: Vocational Training Centre

Type of Participants: Satya Special School Staff's

No of participants: 60 (02.02.2019 – 30 & 03.02.2019 – 30)

“Play is the work of children. Through play, children learn about themselves and the world around them. When all that they see, hear and feel makes sense to them, a process of sensory integration occurs”

PROGRAM SUMMARY:



Satya Special School organized a Programme “Sensory Integration” on February 2nd and 3rd. The Program was Started at 9.30 am with approximately 30 People were in each day attendance. Out of 30 around 25 special educators and few speech therapists from each branch were participated in this discussion. The purpose of this group discussion

which focused on the sense of touch, boundaries, Intimacy, In appropriate touch and life of sense. The Reference Person Ms. Shalini and Ms. Meetha and staffs of Satya Special School were hand in glove in discussion about the life of sense. The program successfully ended on at 4.30 pm.



Children who are over-responsive to sensation have defensive and **“fight or flight”** reactions to ordinary levels of sensory stimulation in the environment. Commonly reported symptoms of sensory over-responsivity include sensitivity to sound and touch. Sensory Processing is a Modulation and Behavior, and Emotional Responses of a children.

It was an exciting day for the staffs of Satya School of Education and it was filled with lots of noteworthiness peaks of the eventful. It highlighted the significance of the sensory environment.

REPORT OF THE TRAINING:

The Resource persons Ms. Meetha and Ms. Shalini has started the introductory session with entire peace out to our whole sense by moving ourselves into the centre of peace, it will help to co-ordinate all our sense to be alert and keep focused on for workshop. They started the inputs and output of the children issue’s and they speak about the different ways to handle the children with sensory issue.

The training program which will focus on:

- We will facilitate teachers in understanding and working with different senses.
- To empower teachers to develop a dynamic curriculum based on the needs of the group.
- To understand rhythms and to bring rhythms in learning and development.
- Classroom strategies for behavior management in a holistic way.

- Have a better understanding of the evidence base sensory difference in people with autism and those with sensory integration difficulties, including relevant intervention approaches to address these differences.

It is important to develop and use as many of your senses as possible because each sense reveals another aspect of the sensory reality. Sensory perception also forms the basis of your relationship with yourself, your surroundings, and the people around you. If you want to learn to observe well, you must use your senses comprehensively and frequently. With practice, you will find yourself observing more and more, as the different senses complement each other.

During the workshop they will explain why some children just can't sit still and **'bounce off the walls'**, why some don't like others touching them, cutting their nails, or bite their clothing constantly, why some seem to overreact to 'everyday' experience and other behavior exhibited due to Sensory Processing Disorder.





Sensory Equipment including

- Therapy balls, slides, ramps, a ball pit.
- swinging
- Deep pressure therapy, which may include squeezing, rolling.

- jumping on a mini or full-sized trampoline.
- Playing with a toy that vibrates, is squeezable.
- Gross motor play such as wall climbing, balance beam.
- Brushing and joint compression

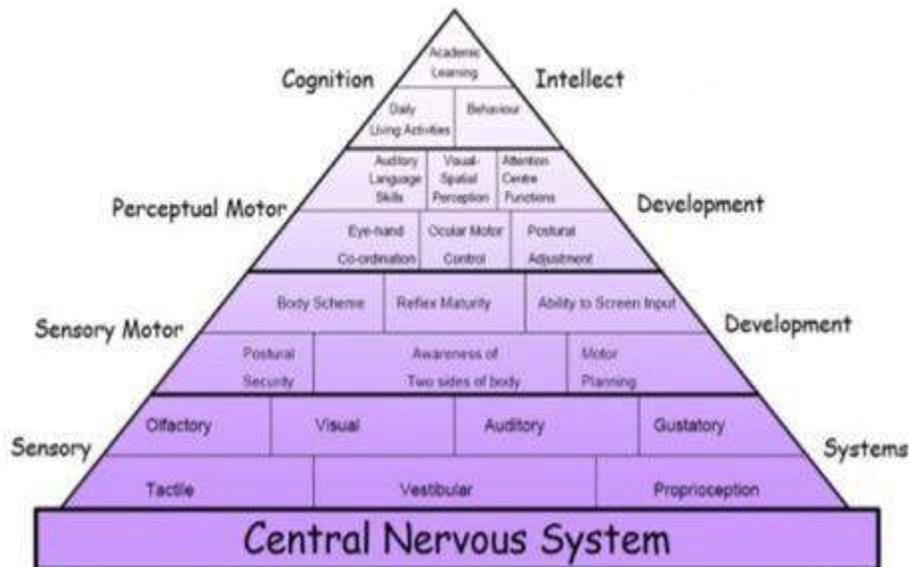


Twelve senses can be grouped into three categories,

- **your body:** the senses of touch, of life, of movement, of balance
- **the external world:** smell, taste, sight, temperature
- **the immaterial, spiritual world:** hearing, speech, thought, ego

Williams and Shellenbeger 1996

Sensory Integration Development



The workshop will provide some interactive activities (oil massage, “the importance of touch” greetings others by hands shaking, to teach the sense in the rhythm, grouped us to spin the woolen by using both hands to enrich our internal brain function, make complete silence of peace to make paint on the wet) to help participants appreciate what those with Sensory Processing Disorder experience in their everyday lives and provide resources where to find further information.

Touch Therapy:

Touch is an important influence on a child’s healthy development. So massage seems to often provide relaxation, stress reduction and calm muscles. Touch therapy can make a big impact on someone health both emotionally and physically. Massage is a type of deep pressure activity that accesses the proprioceptive sensory system. This system helps to organize the brain and thereby helping you understand where your body is in space and keep children calm.



Cognition Therapy:

Cognition is another sensory action to spin the woolen by using two hands, it activates the nervous system to enrich the brain functions.

Children need the dizzying input that comes from spinning, rolling, and swinging. These important movement experiences help the child's nervous system to mature and organize. Many adults eventually start to dislike the feeling of spinning or repetitive swinging, but for children, it is a crucial sensory and motor skill input.





CONCLUSION:

Our results indicated that the Sensory Integration Programme with applied interactive training might be useful and improved the performance of the children with developmental disabilities. The results demonstrated the efficacy of this new approach. There are many techniques and activities that teachers and parents can use to aid the child with sensory processing differences to improve general overall functioning.

Remember, as far as the care you provide for infants and toddlers is concerned, a diagnosis is not the most important factor. In other words, you should be individualizing your care to best meet the needs of each child. It is important to gain as much knowledge as possible about sensory disorders, but it is more important to understand the child's needs and to partner with his other supporters.

