

# *Enhancing Communication through a Sensorimotor Integration Program*

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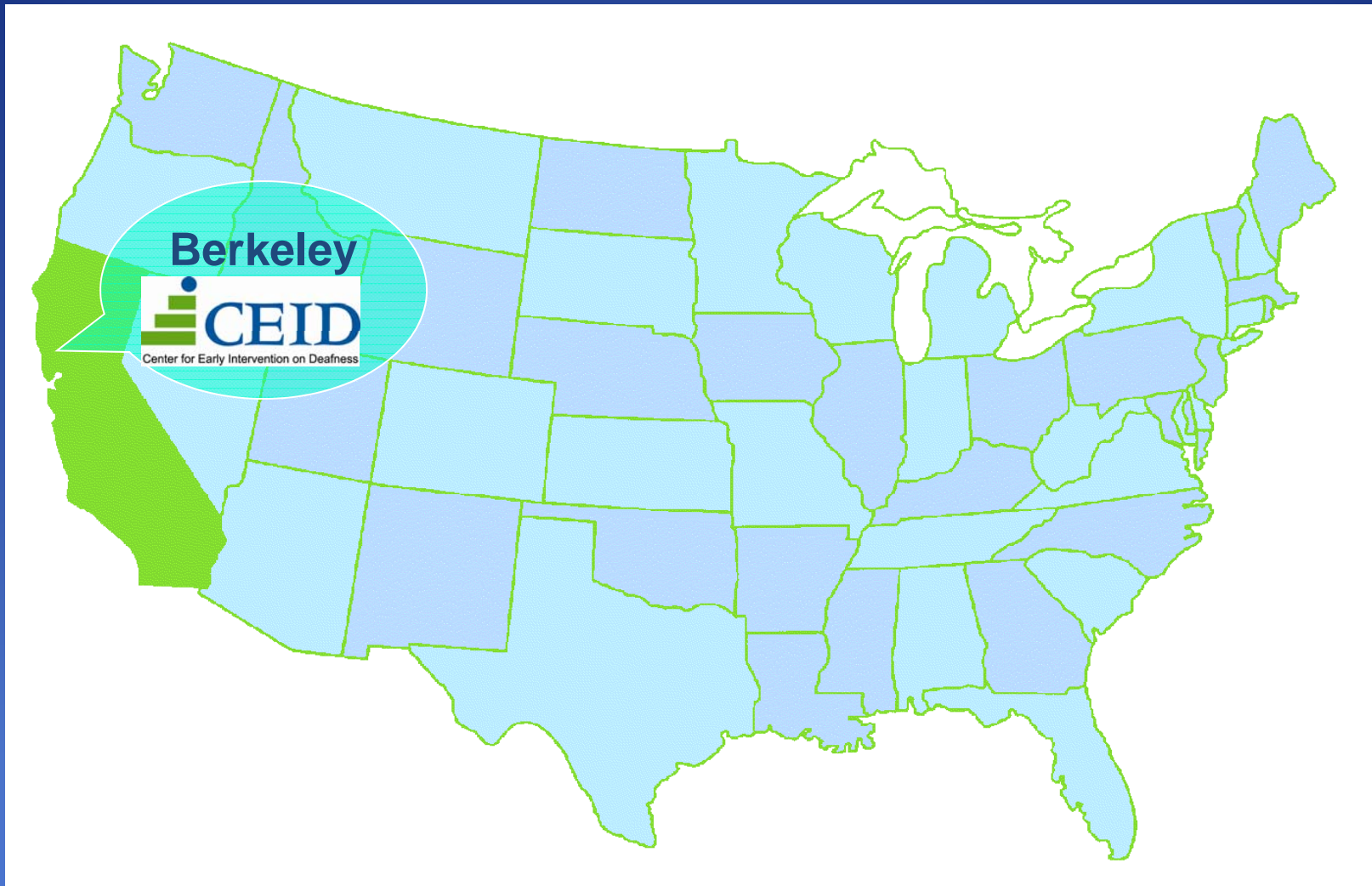
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# What is CEID ?...

30 year-old, non-profit organization  
Started in 1980; US Federal HCEEP grant  
Family Focused EI + Audiology + Inclusive  
Childcare



# Where is CEID ?





# Comprehensive Service Delivery

## 1. Early Intervention: Intensive & Family Focused

- ✓ Home visits
- ✓ Individual speech and auditory training
- ✓ Weekly parent education/sign classes
- ✓ Monthly Saturday Family School & Play Groups
- ✓ Sensory integration and occupational therapy services
- ✓ Morning Nursery School Classes for:
  - Preschool: children 3 -5 years of age
  - Toddlers: children 18 months-3 years of age
  - Friday Family Transition: 12-18 months & caregivers

## 2. Community Outreach and Training

## 3. Pediatric Audiology & Dispensing

## 4. Inclusive Childcare - Sunshine Preschool

# Project Objectives

1. Identify Sensory Integration Difficulties
2. Differentiate Sensory Defensive and Sensory Seeking Behaviors
3. Create a Sensory Motor Plan that includes Classroom & Therapeutic Environments
4. Plan Staff and Family In-service Trainings

# Natural Environment

Research shows that when interventions are "embedded" in class routines (despite all the daily challenges and complexities,) sensorimotor interventions increase the likelihood of the child's achievement of IFSP and IEP goals as well as the child's motivation to participate.

# What is Occupational Therapy?

Occupational Therapy involves the "therapeutic use of work, self-care, and play activities to increase independent function, enhance development, and prevent disability. It may include adaption of task or environment to achieve maximum independence and to enhance the quality of life."

American OT Association, Inc.

# Comparing Professional Perspectives

## *Communication Specialist*

- Language
- Social
- Fine Motor
- Gross Motor
- Self Help
- Curriculum
- Auditory
- Attention
- Motivation
- Cultural experience

## *Occupational Therapist*

- Postural Stability
- Sensory Registration & Processing
- Oral Motor
- Gross Motor
- Motor Planning
- Fine Motor
- Activities of Daily Living
- Environmental Adaptations/Assistive Devices
- Social Play/Organization of Behavior



Definition:

Sensorimotor Integration



# CEID's Sensorimotor Program

- \* Sensory
- \* Oral motor
- \* Gross motor
- \* Fine motor

# Have you ever experienced

....?

- A child who is constantly chewing on something, fidgeting or purposefully bumping into things/ other kids?
- A child who doesn't explore his/her environment or want to touch messy materials?
- A child who has difficulty focusing on any task, is easily over-stimulated and has frequent unexplained outbursts, esp. during transitions?

# CEID's Sensorimotor Program

- \* **Sensory**
- \* Oral motor
- \* Gross motor
- \* Fine motor



	Typical Sensory Processing	Sensory Processing Disorder
What	The ability to take in sensory information from one's body and the environment, to organize this information, and to use it to function in daily life.	The ineffective processing of tactile, vestibular, and/or proprioceptive sensations. The person also may have difficulty with other basic senses.
How	Happens automatically as the person takes in sensations through sensory receptors in the skin, the inner ear, the muscles, and the eyes, ears, mouth and nose.	Sensory neurons do not send effective messages into the central nervous system, and/or motor neurons do not send effective messages out to the body for adaptive behavioral responses.

# Children with Sensory Difficulties:

- Have trouble figuring out what is going on inside and outside their bodies
- **May avoid distressing/confusing sensations, i.e. refuse to touch messy substances (sensory defensive)**
- Seek out additional sensations to learn more about them, i.e. falling down intentionally (sensory seeking)
- **May be distractible, overactive, impulsive, be awkward, clumsy or irritable.**

Sensory Difficulties affect a child's feeling of safety, development, communications skills, learning and behavior.

# Sensory Registration & Processing





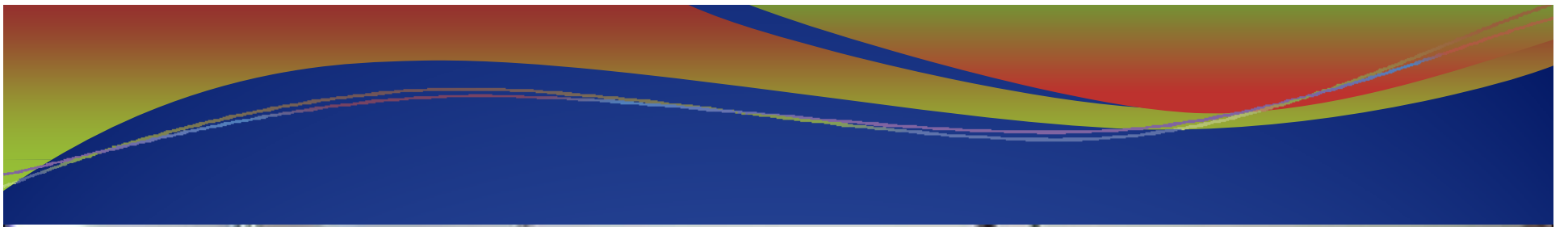
# Brushing & Joint Compressions





# Toddler Class Swings





# CEID's Sensorimotor Program

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# Oral Sensorimotor Program

- The mouth is the primary place where children explore and learn about their environment.
- The mouth is the first place where children learn to organize themselves through coordinating sucking, swallowing, and breathing.
- An Oral Sensorimotor Enrichment Program can bring about improvements in language development, sensory processing, and self-regulation.



# Oral Motor Box



# Oral Motor – Blowing



# Snacks- Sensory Diet





# CEID's Sensorimotor Program

- \* Sensory
- \* Oral motor
- \* **Gross motor**
- \* Fine motor



# Gross Motor Component

- \* Intentional emphasis on gross motor development, including appropriate skills during circle time, around classroom obstacle course, and on the playground.
- \* Gross motor charts.

# Gross Motor Chart

Name	Stairs	Ball/Kick	Throw	Catch
Maria				
Cate				
Cindy				

# Obstacle Course



# CEID's Sensorimotor Program

- \* Sensory
- \* Oral motor
- \* Gross motor
- \* **Fine motor**



# Fine Motor Chart

<b>Names</b>	<b>Draw</b>	<b>Cut</b>	<b>Clay</b>	<b>Blocks</b>	<b>Puzzles</b>
Jessica					
Fred					
Kim					
Cosmo					

# Fine Motor - Muscle Strength



# Handwriting



# Staff & Parent Trainings

- End of year Survey for Staff Development
- Brown Bag Lunch and Staff Training
- Parent Survey - beginning of the Year
- Parent Education – weekly classes with a monthly topic by a specialist
- OT meets with parents individually
- IFSP/IEP – OT consultation time for classroom teachers and home program
- Classroom teacher reinforces OT home program during home visits
- “Sensory Day”



# Challenges & Lessons Learned

- Scheduling regular staff and family in-service training by occupational therapist.
- Funding for equipment; volunteers and resources; and facility requirements.
- Maintaining supportive and close communication with team members
- Advocating for students and negotiating with school districts regarding the need for services
- Balancing Teacher/OT relationship and mutual benefits

# *Benefits & Successes*

1. The ability to share professional opinions and perspectives, and develop a shared plan
2. An opportunity to broaden observation skills
3. An ability to recognize sensory motor challenges that affect all other areas of development
4. An opportunity for all children to benefit from the sensory motor program
5. An opportunity to provide and model consistency between home and school environments

# Handouts

1. OT Referral Form
2. Sensory History Questionnaire
3. Sensory Integration Definitions
4. Sensory Diet
4. Home Program
6. Fine and Gross Motor Charts



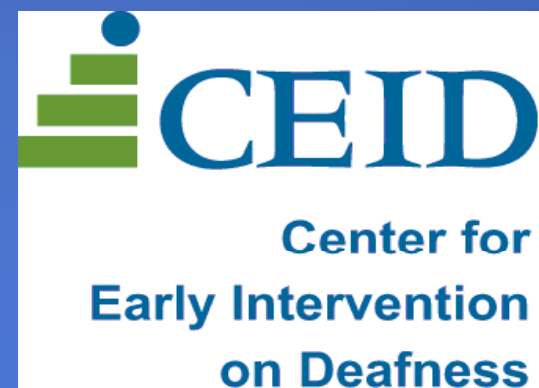
For more  
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**CEID**

510-848-4800

[www.ceid.org](http://www.ceid.org)

Thank You!





# Comments & Questions

