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ESIPP

EQUITY AND SOCIAL INCLUSION THROUGH
POSITIVE PARENTING

POSITIVE APPROACHES TO AUTISM

Module 3



European
University Cyprus
LAUREATE INTERNATIONAL UNIVERSITIES



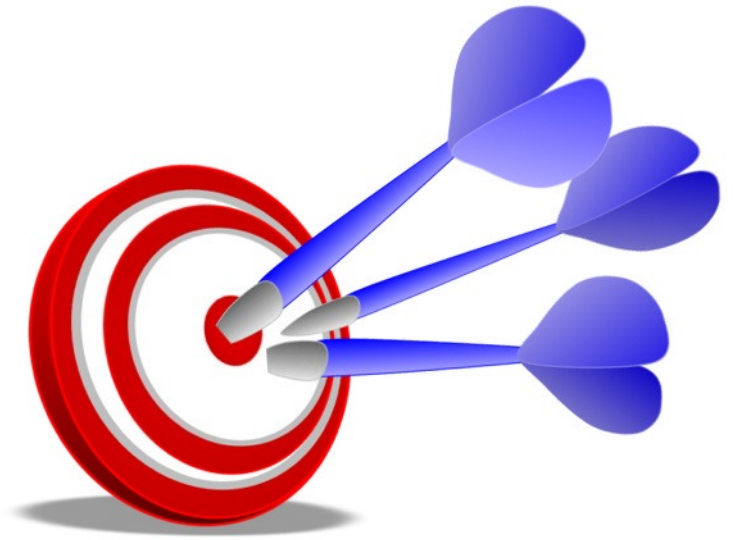
University of Zagreb
Faculty of Education and
Rehabilitation Sciences



MANAGING SENSORY SENSITIVITIES

Session Goals

- To identify the senses and their functions.
- To understand how sensory sensitivity can effect behaviours.
- To learn strategies for coping with the impact of sensory sensitivities.
- To increase understanding of sensory sensitivity and it's impact on Autistic people.



Hypo & Hyper

Sensory differences are unique to each individual.

People can be Hyper and / or Hypo sensitive with any or all of the senses.

Hyper – Greater

Hypo – Less

This can account for people having more or less tolerance to e.g. Pain (breaking a bone and doesn't recognise pain - hypo)

Not recognising cold and heat (dresses inappropriately for temperature - hypo or hyper).



Auditory:

- Difficulties in 'filtering' sounds.
- Channel confusion.
- Difficulty processing verbal communication.
- May not hear particular 'tones' or may hear some more intensely.



“Sometimes I heard and understood and other times sounds or speech reached my brain like an unbearable noise like on a rushing freight train.” Temple Grandin

WHAT TO LOOK FOR

- Child doesn't respond to his / her name
- Child puts their fingers in their ears
- Head Banging
- Plays loud music or makes loud noises
- Does not acknowledge particular sounds
- Enjoys crowded noisy places, kitchens, bangs doors and objects
- Difficulties concentrating in class during group work
- Holds others tightly



Strategies:

- Ensure your child is focused on you before speaking.
- Reduce verbal communication and allow your child 'processing time'.
- Use headphones to reduce the impact of sound in noisy places.
- Review environment for sound levels e.g. noisy television, music, people talking, hand dryers in public toilets, barking dogs.
- Introduce the child to new places at quiet times, gradually increasing the amount of time he/she spends there over subsequent visits.



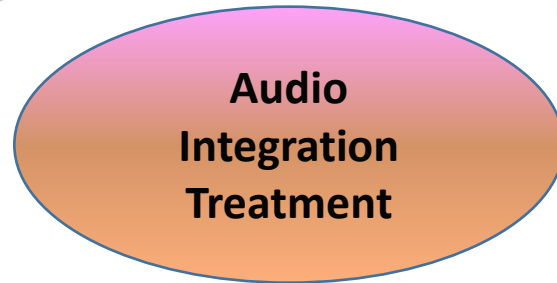
TOOLKIT



Can be a useful distractor, but child may have difficulty in focussing on just one activity.



Useful for blocking out sound, or providing music to re-focus.



**Audio
Integration
Treatment**



Blocks sound, provides music and has only one function.



Symbol and written word reduce verbal communication, so assist auditory processing where there is delay.

Disclaimer

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