



Private School Inservice Offerings

- **Introduction: Overview of Sensory Processing for Teachers**

- This session will provide an overview of sensory integration and how sensory processing disorders impact classroom performance. The use of sensory strategies will be introduced in the context of the classroom and other school environments
- Objectives:
 - Be able to identify behaviors that may indicate sensory processing disorders as seen in the classroom.
 - Understand the concept of a sensory diet and common sensory strategies.
 - Be aware of resources available for additional information and intervention.

- **Sensory Processing and Self Regulation/Attention**

- **Part I. Incorporating Sensory Strategies Related to Self-Regulation and Attention**
 - Strategies that accommodate sensory differences and promote students' unique strengths are essential for success and achievement in the classroom. When sensory choices are incorporated into classroom activities and the classroom environment, students can choose what their bodies need in order to continue learning.
 - Ages: Preschool through high school
 - Objectives:
 - Be familiar with signs of a student that would benefit from sensory strategies.
 - Be able to identify effective classroom modifications to maximize learning.
 - Understand how to incorporate sensory strategies to both individual students as well as the classroom as a whole.
- **Part II. How Does Your Engine Run?**
 - *The Alert Program* is a commonly used method of helping children learn to regulate their activity level from “high” or “low” to “just right” using the analogy of an car engine. It can be a positive way for children to become more aware of what they need to do to stay “just right” for learning.

- Ages: Preschool through early elementary school
- Objectives:
 - Be familiar with the terminology used for self-regulation.
 - Be able to identify activities/strategies for changing engine speed.
 - Be aware of resources that can be helpful when incorporating concepts into the classroom.

- **Understanding and Making Accommodations for Motor Planning /Postural Deficits**

- Postural control is essential for skilled academic and motor performance. Often students may appear to be easily distracted or seek out movement when in reality they are struggling with postural control. Motor planning is the ability to conceive, plan, and carry out a skilled, non-habitual motor act in the correct sequence from beginning to end. Difficulty with sensory processing can lead to poor motor planning for fine, gross, and oral motor tasks. Providing accommodations in the classroom can assist these students in academic learning.
- Ages: Preschool through elementary school
- Objectives:
 - Be familiar with behaviors that may indicate postural deficits and/or difficulty with motor planning.
 - Understand how difficulty with motor planning can affect learning.
 - Identify ways in which to accommodate the classroom or a particular students space to promote postural control.
 - Identify ways in which to accommodate the classroom for a child with motor planning deficits.

- **Prewriting/Fine Motor Skills: Supporting Development and Modifications**

- Supporting the development of fine motor skills at an early age can assist with difficulties when a student is older. By using a multi-sensory approach, students can improve grasp development, eye-hand coordination, coloring, scissors skills, fine motor control and strengthening skills.
- Ages: Preschool through early elementary school
- Objectives:
 - Be familiar with the developmental sequence of handwriting.
 - Understand how the sensory, motor, and perceptual foundations influence handwriting performance.
 - Increase participants' knowledge of fine motor development as it relates to

children's future handwriting abilities.

- Discover tools and multisensory activities, which are fun and easy to use for prewriting

- **Handwriting: Supporting Development and Modifications**

- Even in the high tech world we live in today, handwriting continues to be the primary tool of communication and a vital tool for a student. Finding ways in which to assist students in making written work more legible and not as frustrating can greatly impact academic performance.
- Ages: Elementary school
- Objectives:
 - Be familiar with the developmental sequence of handwriting.
 - Understand the role of sensory-motor skills in the development of writing skills for students.
 - Be aware of ways in which to modify aspects of writing to assist with difficulty.
 - Learn to incorporate ideas using multi-sensory strategies to develop handwriting skills to suit each individual's needs.

- **Make and Take Session for Materials to use in the Classroom**

- This workshop is a hands-on learning experience designed to assist educational professionals in creating support strategies that will be helpful in interacting and working with children of all needs. Each workshop will begin with an informational session. The second part of the workshop will consist of creating materials.
- Sessions offered include:
 - Handwriting interventions
 - Sensory supports for the classroom
 - Visual supports
- Ages: Preschool through elementary school
- Objectives:
 - Be familiar with students that would benefit from support strategies.
 - Identify common items that can be adapted to assist student performance.
 - Create materials that can be used immediately in the classroom to address challenges such as: organization, handwriting, attention, and sensory needs.

- **Meeting the Sensory Needs of a Child on the Autism Spectrum**

- **Part I. Sensory Needs of Children on the Autism Spectrum and the Impact on Learning**
 - Children on the autism spectrum bring unique needs to the classroom setting. To provide the best learning environment it is important to understand their patterns of learning and interaction.
 - Objectives:
 - Be familiar with the characteristics of autism that impact classroom performance.
 - Be able to identify behaviors that may be related to sensory differences.
 - Understand the value of visual supports for the classroom.
- **Part II. Structuring the Classroom to Meet Sensory Needs of the Child on Autism Spectrum**
 - Evaluating the environment and adapting activities for children's need is critical. This discussion focuses on the need of a child on the autism spectrum but many of the suggestions will apply to any child with sensory processing differences.
 - Objectives:
 - Be able to evaluate the sensory aspects of current classroom layout.
 - Develop 3 possible changes to the room to better meet sensory needs.
 - Be prepared to expand available activities including visual supports and sensory opportunities.
- **Making Sense of Sensory Processing Disorder for Parents**
 - Sensory seekers and sensory avoiders puzzle the adults around them. Dyspraxia complicates how children learn new motor skills. This presentation will reframe some of the behaviors of children with sensory processing disorders.
 - Ages: Preschool through early elementary school
 - Objectives:
 - Be able to identify behaviors that may indicate sensory processing disorders.
 - Understand the concept of a sensory diet.
 - Try several sensory based strategies that may be useful in the home setting.
 - Be aware of resources available for additional information and intervention.