

SPD Resources

For Parents, Teachers, and Counselors:

***Answers to Questions Teachers Ask about Sensory Integration: Forms, Checklists, and Practical Tools for Teachers and Parents* by Jane Koomar, Carol Kranowitz, Stacey Szklut, Lynn Balzer-Martin, Elizabeth Haber, Deanna Iris Sava

Sensory Parenting - The Elementary Years: School Years Are Easier when Your Child's Senses Are Happy! by Britt Collins and Jackie Linder Olson

Sensory Parenting, From Newborns to Toddlers: Everything is Easier When Your Child's Senses are Happy! by Britt Collins and Jackie Linder Olson

Your Essential Guide to Understanding Sensory Processing Disorder: When You See a Child Through Sensory Goggles...It ALL Makes More "Sense"! by Angie Voss

The Out-of-Sync Child: Recognizing and Coping with Sensory Processing Disorder, Revised Edition by Carol Kranowitz and Lucy Jane Miller

The Out-of-Sync Child Has Fun, Revised Edition: Activities for Kids with Sensory Processing Disorder by Carol Stock Kranowitz

The Survival Guide for Travelling with a Sensory Kiddo: From Amusement Parks, to the Beach or a Weekend Road Trip to Visit Relatives...Sensory Help is Here! by Angie Voss

Understanding Your Child's Sensory Signals: A Practical Daily Use Handbook for Parents and Teachers by Angie Voss

Starting Sensory Therapy: Fun Activities for the Home and Classroom! By Bonnie Arnwine

Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies! by Rebecca A. Moyes

Too Loud, Too Bright, Too Fast, Too Tight: What to Do If You Are Sensory Defensive in an Overstimulating World by Sharon Heller

Parenting a Child with Sensory Processing Disorder: A Family Guide to Understanding and Supporting Your Sensory-Sensitive Child by Christopher R. Auer

Sensational Kids: Hope and Help for Children with Sensory Processing Disorder by Lucy Jane Miller and Doris A. Fuller

Raising a Sensory Smart Child: The Definitive Handbook for Helping Your Child with Sensory Integration Issues by Lindsey Biel and Nancy Peske

Sensory Processing Disorder Foundation: <http://www.spdfoundation.net/index.html>

Sensory Processing Disorder Checklist:

- <http://www.sensory-processing-disorder.com/sensory-processing-disorder-checklist.html>
- <http://sinetwork.org/library/checklist.html>

Sensory calming activities: <http://www.sensationalbrain.com/sensory-activities-6-quick-ideas/>

For Kids:

The Adventures of Sensory Avoider Allie: Allie Only Eats Three Foods by Angie Voss and Dillon Seglem

I'm Not Weird, I Have Sensory Processing Disorder (SPD): Alexandra's Journey (Growing with Love) by Chynna T. Laird

Sensitive Sam: Sam's Sensory Adventure Has a Happy Ending! by Marla Roth-Fisch

Squirmy Wormy: How I Learned to Help Myself by Lynda Farrington Wilson

Arnie and His School Tools: Simple Sensory Solutions That Build Success by Jennifer Veenendall

Why Does Izzy Cover Her Ears? Dealing with Sensory Overload by Jennifer Veenendall

This is Gabriel Making Sense of School: A Book About Sensory Processing Disorder by Hartley Steiner

Meghan's World: The Story of One Girl's Triumph over Sensory Processing Disorder by Diane M. Renna and Regina Stark

Ellie Bean the Drama Queen: A Children's Book about Sensory Processing Disorder by Jennie Harding and Dave Padgett

Picky, Picky Pete by Michele Griffin

Over-responsive	Under-responsive	Sensory-Seeking
Hates getting dirty, very sensitive to the texture of clothing and food.	Often doesn't notice if they sat in something wet, if someone touched them or if their face is dirty. May drop things because she is unable to hold onto them properly.	Chews things like shirt cuffs, rubs against furniture, and loves rolling around on the grass or in mud.
Insecure about falling or losing their balance and may be prone to car sickness.	Prone to falling and getting hurt, can swing or spin for a long time without getting dizzy.	Constantly on the move, fidgety, loves being upside down and is a real little daredevil.
Battles with co-ordination and avoids too much playing with others.	Only responds to active play if it involves pulling, lifting or pushing.	Enjoys vigorous play and loves being squeezed (like in a really tight hug).
Easily over-stimulated - covers eyes, can't handle bright lights or loud noises.	Doesn't seem to notice obstacles in his path, responds slowly to moving objects.	Loves shiny, spinning, bright objects. Enjoys the TV really loud and likes being in a noisy crowd.
May moan about textures, temperature and taste of food. Often gag in disgust.	Often eat very spicy or hot food without noticing any difference.	Are often seen licking inedible objects like toys.

http://2.bp.blogspot.com/-SeM5cceuPe8/Tw8_wnJXcPI/AAAAAAAAAEI/S-e4WQcVII8/s1600/SPD.jpg

Examples of School Accommodations/Interventions

- Monthly OT consults to work on sensory issues and fine/gross motor skills that impact academic performance.
- School counseling (individual and/or group) to address anxiety around school transitions/sensory issues in the school building and to increase coping skills around such issues.
- Using a computer for long writing assignments.
- Being seated at own table for testing.
- Normally being seated at a "quiet" table with ample "personal space".
- Taking breaks during long tests or providing additional time as needed.
- Before major tests, inform parents of date of exam in order to prep student about schedule change and have student arrive early to school that day to acclimate to setting. Student will engage in "heavy work" and/or swinging to prepare her body for long periods of concentration. A few minutes of quiet before the testing begins would help student to get centered.
- Using mechanical pencils and pencil grips.
- Using fidgets/stress ball to help with attending behavior, stress reduction, and increasing hand muscle strength.
- Being allowed to walk at the back of a line to avoid feeling "squished".
- Using headphones when needed in class or at assemblies for noise reduction.
- Playing music on headphones in cafeteria or in the classroom during centers and math games to allow her to focus.
- Maintaining a hand signal with main classroom teacher and other specials teachers (art, music, p.e., guidance, library, substitute teachers) when noise is overwhelming.
- Be allowed/encouraged to do "heavy work" such as returning library books, recycling, etc.
- Inform and prepare student for schedule changes and transitions whenever possible (i.e., assemblies, substitute teachers, etc.).
- Use weighted lap "butterfly" as needed.