

HERE'S HOW TO.....

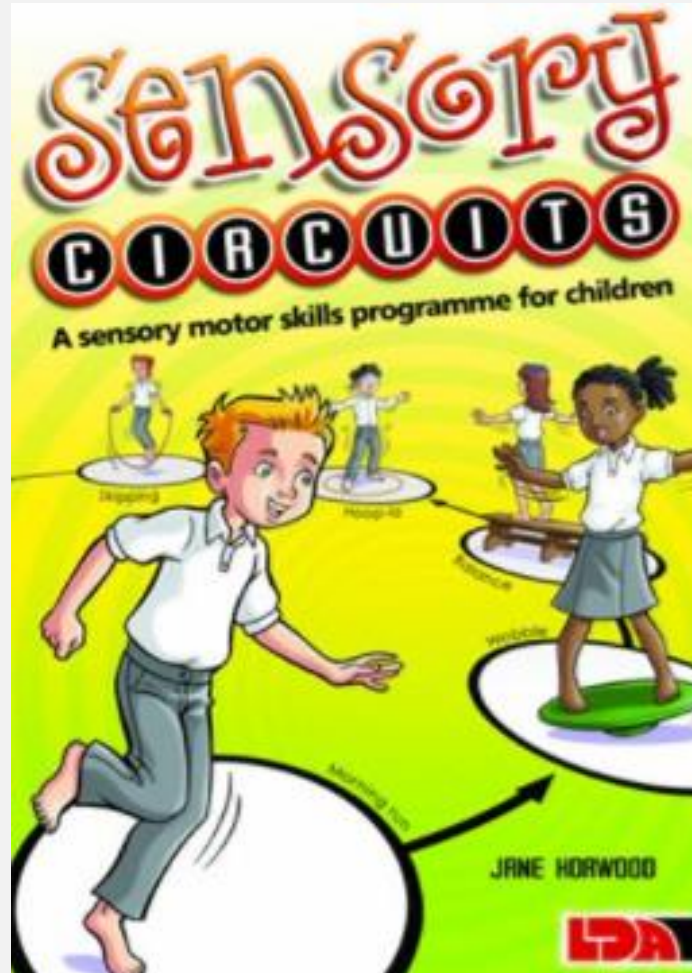


# GET STARTED WITH SENSORY CIRCUITS

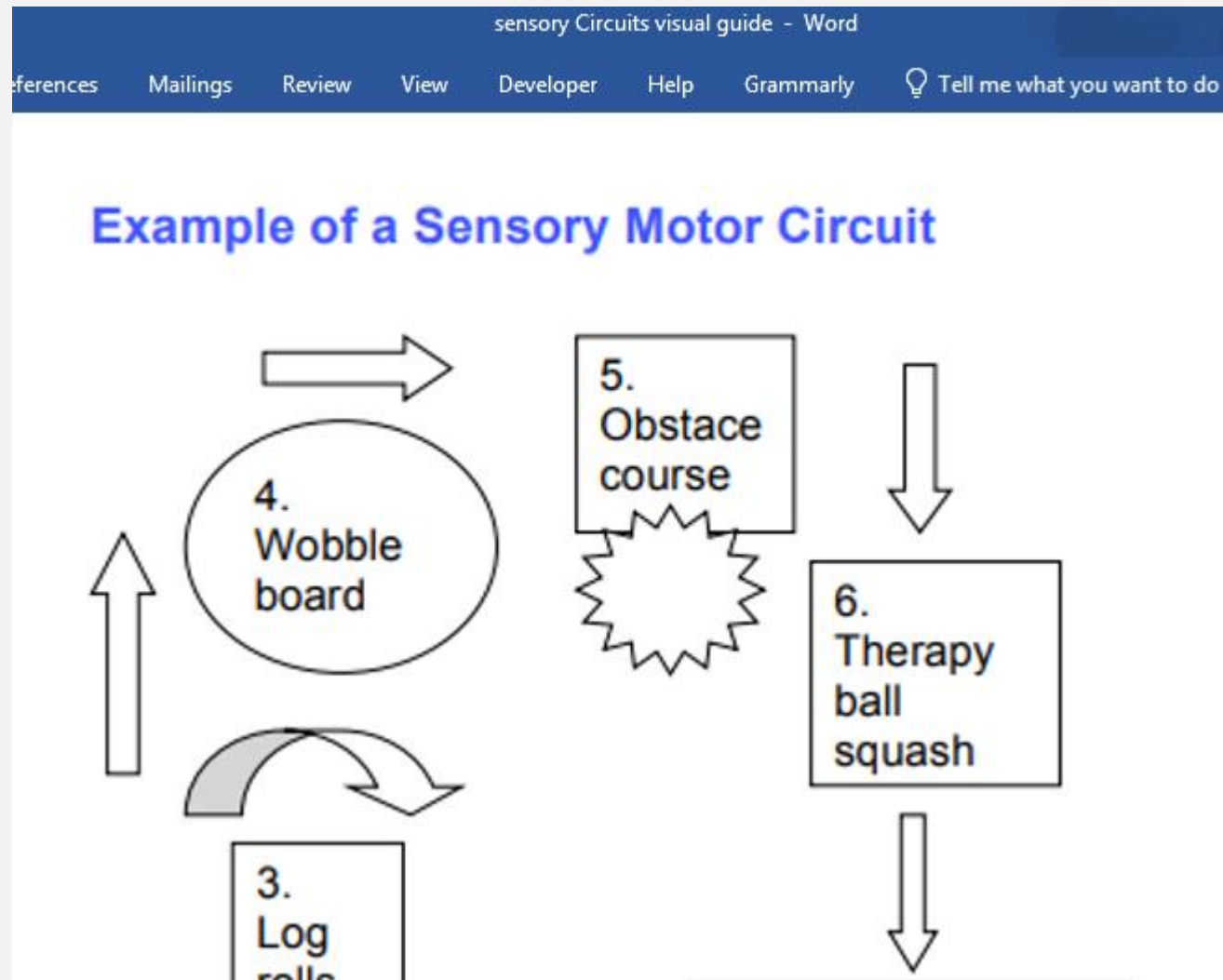


JONATHAN SMEETON STLS SWALE

# RESOURCES



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## Sensory Circuits Planning form

Environment	Alerting	Organising	Calming
Classroom			
Hall			
Classroom - no equipment			
Hall - no equipment			

# RESOURCES

## Sensory Circuits Monitoring form

Name:

Target:

Time:

1: Alerting

2: Organising

3: Calming

## WHAT IS IT?

- Born out of need
- Run as a group with minimal staff support

## WHY?

- Jean Ayres Sensory integration
- How the receives and processes sensory information in order that we can do the things we need do

## WHAT IS THE GOAL?

- Improve motor skill
- Integrate sensation
- Regulation and sensory opportunity
- Improve self esteem/self worth
- Consistency and predictability
- Fun
- Help them move on



## WHO?

- Transition from break to learning
- Sensory seeking
- Children who struggle to know where their body is in space
- lack of opportunity

## KEY IDEAS

- Twice a day
- Shoes/socks off
- Formula is key – alerting, organising, calming

# ALERTING

- Vestibular system activated – high impact



# ORGANISING

- When you are asking your brain to do more than one thing at once
- Might lack skill here (depth perception etc)
- Obstacle courses – on, in, through



## CALMING

- Doesn't need to be yoga or mindfulness
- Something they can do if anxious – generalisation



# HOW





# HOW



HOW





HOW



# HOW



## FINAL THOUGHTS

- Resources to read and plan
- Audit equipment
- Formalise – staff responsibility
- Monitor and target set, share with parents/carers
- Look to bring aspects into classroom
- Fun