

MONDAY 18TH MAY 2020 SESSION 25 STAYING CONNECTED AND CURIOUS DURING THE COVID-19 PANDEMIC

Knowledge and understanding of attachment and trauma

Sensory Processing Disorder (SPD)

Please continue to work with the Beacon House Article:

<https://beaconhouse.org.uk/wp-content/uploads/2020/02/Developmental-Trauma-Close-Up-Revised-Jan-2020.pdf>

Please read pages 7 to 9.

Sensory processing difficulties can be a standalone disorder called Sensory Processing Disorder (SPD) or linked to other things, like early attachment relationships and or early life trauma. It can also be linked with dyspraxia, developmental delay, Autistic Spectrum Conditions, Foetal Spectrum Disorder (FASD), Fragile X syndrome, ADHD and speech and language disorders among other disorders.

Sensory processing is fundamental to our ability to engage with the world and function effectively in it. If our ability to process sensations is faulty, we will have difficulty with daily living activities.

If a child has SPD, it is important that school provided appropriate support. Consider:

- sensory nourishment – additional sensory input for those who are under-responsive;
- sensory breaks – opportunities for movement and body work;
- protective strategies – reducing input for those who are over-loaded.

Questions for reflection

1. Do you have any children in your setting who have difficulties with sensory processing? If so, what provision is there for them? Could this be improved?
2. Look at the typical lesson activities below. How might a child with Sensory Processing Disorder experience these lessons?

a. Literacy KS 2 (7 to 11 years) - Writing Traditional Stories from a Different Point of View

Read "The True Story of the Three Little Pigs" (by Jon Scieszka) with the children. This tells the "Three Little Pigs" story from the wolf's point of view.

Ask the children to think of a story that they know well, and to write another version from another point of view.

e.g. Write "Cinderella" from the point of view of one of the ugly sisters,

OR Write "The Three Billy Goats Gruff" from the point of view of the troll,

OR Write "Goldilocks and the Three Bears" from the point of view of Goldilocks.

How can you differentiate to make the lesson more suitable?

b. Phonics, KS 1 (5 to 7 years) - Buried Treasure

Practitioner prepares some treasure: write some words e.g. (dig, had, but) and some CVC letter combinations which are not words (e.g. fod, dut) and stick them onto gold medallion backgrounds.

Bury them in the sand tray and tell the children that the pirates' gold coins have words printed on them but there are some fake coins with nonsense words on.

Children hunt for the treasure, read the coins, decide and sort them into the treasure chest or the bin.

How can you differentiate to make the lesson more suitable?

c. Maths KS 2 (7 to 11 years) – Angles: Acute, Right or Obtuse?

Search the classroom to find three examples of each type of angle. Draw the angles on your worksheet.

How can you differentiate to make the lesson more suitable?

d. History KS3 (11 to 14 years) The History of Medicine

HANNAH DYSON'S ORDEAL – Visit to Thackray Medical Museum, Leeds

“Do you have the stomach to witness Hannah's ordeal? Enter the operating theatre as surgeons prepare to amputate Hannah's left leg. This gallery is based on the true story of an 11-year-old whose leg was crushed by machinery at the mill where she worked in 1823. In this unique audio-visual display, you can experience first-hand the horror of 1820s surgery.”

How can you differentiate to make the field trip more suitable?

e. KS 4 Science (14 to 16 years) GCSE B1a Fitness and health: Measuring pupils' blood pressure (OCR Gateway)

Introduce fitness: pupils could be given different activities to cover each type of fitness – strength- lifting a heavy weight; stamina (running on the spot for several mins), flexibility (touching toes), agility (jumping side to side quickly), speed (sprinting across playground).

Measure blood pressure and take turns to have yours taken and take the BP of others) before and after exercise and look at the differences between the two.

How can you differentiate to make the lesson more suitable?

3. Look at the typical school activities below. How might a child with Sensory Processing Disorder experience these activities?

- a. Pond dipping
- b. Circle time
- c. Fire drill

- d. Lunch time
- e. Spelling test
- f. Watching a dress rehearsal for the school play
- g. Getting changed for PE
- h. Forest school

What supports could you put in place to minimise difficulties?

4. Covid-19 relevance: Why might SPD be affecting more children at this time? How can you minimise the impact?

As always, this is a particularly important time for looking after yourself and getting your own needs met in order to meet the needs of others, so please, please invest in yourself. How will you care for yourself today?

Have a good day, keep safe and healthy and do ring or email me to chat if you like.

Jenny