**Sensory Processing Difficulties:**

Sensory Processing is the way in which our brain takes in, organises and uses sensory information. When sensory processing is ineffective, a child can have problems responding and interacting with their environment. It affects their emotions, movement, attention and the ability to respond appropriately to sensory input.

Children with sensory processing difficulties need sensory circuits and sensory breaks to appropriately have their sensory needs met so that they are then able to focus on lesson tasks. Sensory circuits and sensory breaks often focus predominantly on vestibular and proprioceptive sensory input.

**Vestibular: (relating to balance)**

A child who is constantly seeking out movement shows signs of seeking sensory vestibular input. They may fidget, have a hard time focusing without moving, or need a lot more movement than other children their age. They crave spinning, jumping, and moving their bodies in as many ways as they can. They often show no fear of heights or other activities that might intimidate or “scare” many of us. This would be considered a vestibular seeking behaviour.

Ideas:

* Wobble board
* Spinning top
* Stepping stones
* Bouncing on and rolling forwards and backwards over and exercise ball.
* During playtime, swings and roundabouts can help to regulate his vestibular sensory needs.
* Rocking the children on the spot with your arms (row the boat action)

**Proprioceptive: (relating to body awareness)**

The proprioceptive system is located in our muscles and joints. It provides us with a sense of body awareness and detects/controls force and pressure. Children who have high proprioceptive sensory needs may bite/chew on objects, enjoy rough and tumble play, pull hair, squeeze objects or may prefer to run rather than walk.

Ideas:

* Crawling under blankets
* Climbing up cushions and blankets (active resistance)
* Having an exercise ball rolled over him
* Using a scooter board on his stomach and tug of war games
* Deep pressure massages

