

CFHD Occupational Therapy

Sensory Differences and Occupational Performance

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What do Occupational Therapists do?

- Focus on occupation.
- See beyond the diagnosis and limitations to focus on hopes and aspirations.
- Assess through activity to create practical, realistic and personal goals focused on activity to improve everyday living.

How we work with children?

SELF-CARE

Sleep
Getting Dressed
Eating and Drinking
Washing and Grooming
Using the Toilet
Brushing teeth
Organisation

Focus on Occupational Performance

PRODUCTIVITY

Recording Learning
(handwriting)
Fine motor skills (Scissor skills)
Engaging in P.E.
Organisational & planning skills
Concentration & attention

LEISURE

Play
Hobbies
Interests
Sports

Devised from the Canadian Model of Occupational Performance and Engagement (CMOP-E) (Polatajko, Townsend, & Craik, 2007)

Referral Criteria

CFHD Occupational Therapy can offer advice when a child is experiencing a cluster of 2 or more difficulties with **Occupational Performance** in everyday living skills (such as **Self-care**: dressing, washing, eating, toileting; **Productivity**: fine motor skills, schoolwork and accessing play and **Leisure**), which are relative to the level that would be expected for a child of their developmental age.

What are Sensory Differences?

Visual: Information that is seen.

Auditory: Information that is heard.

Oral: Smell.

Gustatory: Taste.

Tactile: Information processed through touch.

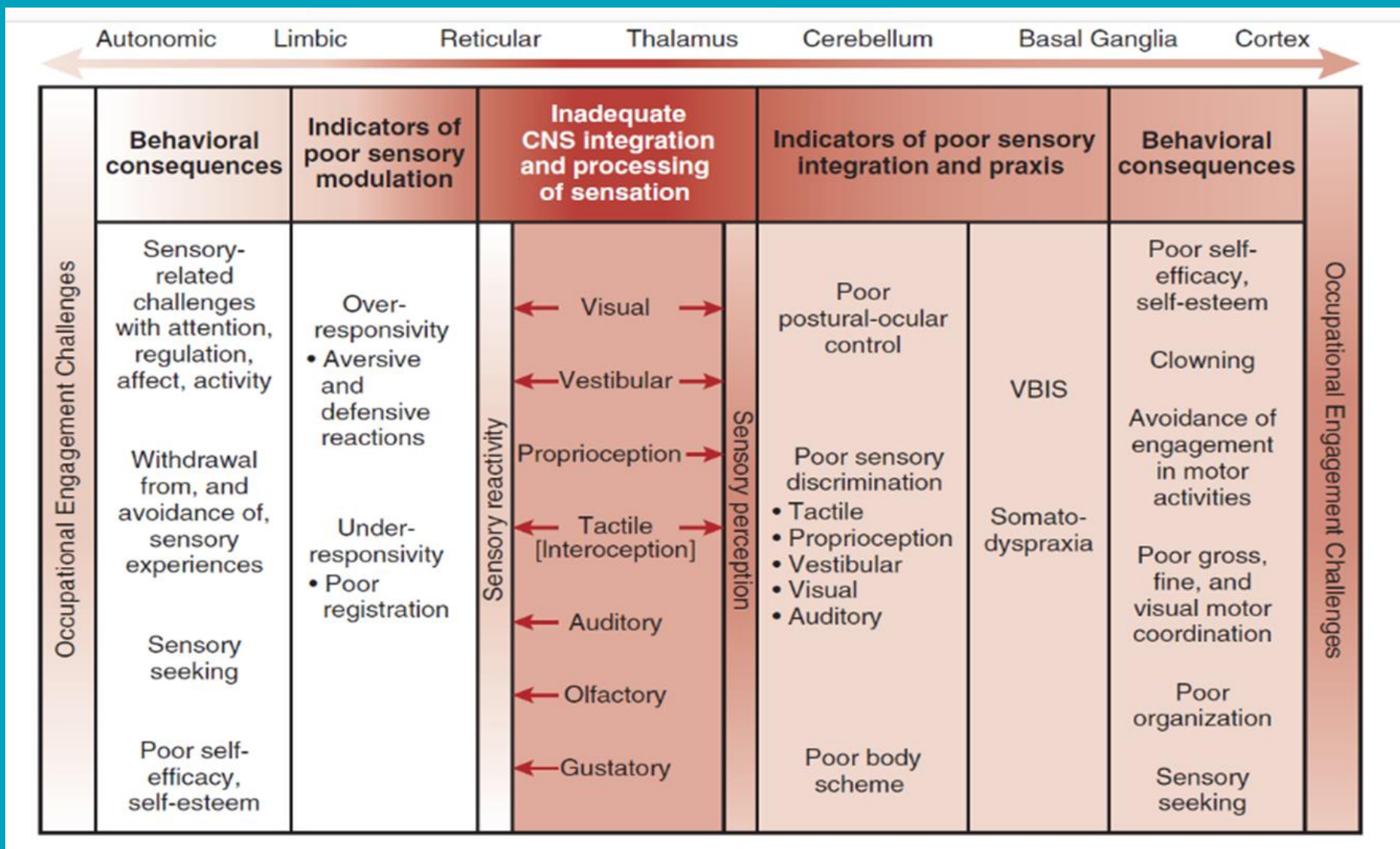
Proprioception: Information from the muscles and joints.

Vestibular: Information in relation to head position and movement.

Interoception: awareness of the physiological processes within the body; such as thirst, hunger, heartbeat, temperature, pain.



Bundy and Lane's (2020) schematic representation of Sensory Integration



CFHD OT Graduated Response

Getting Advice:

- Information via the CFHD website or other resources.
- Access to the Sensory Booklet and observation sheets.

Getting Help:

- A telephone consultation with targeted strategies.
- Access to an online workshop and plan.

Getting More Help:

- Access to a face-to-face clinic assessment.
- Further assessment available based on need.

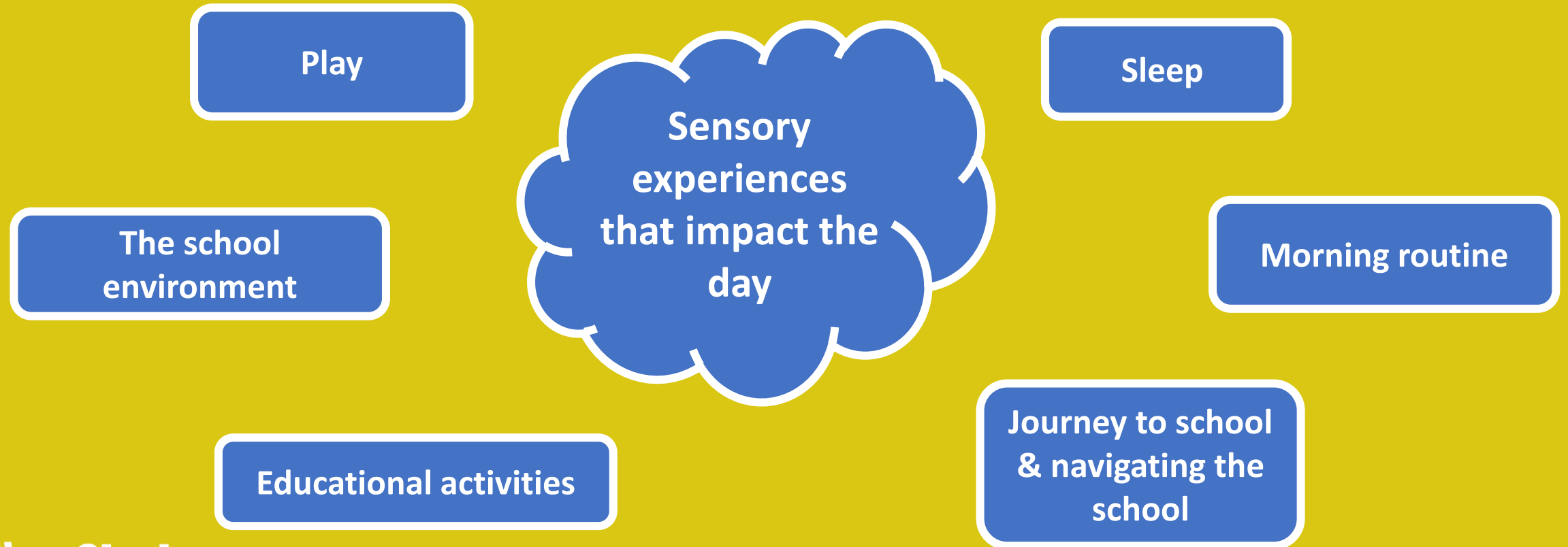
Getting Risk Support:

- Assessments for home safety and restrictive practices.



THRIVE Framework
for system change (Wolpert *et. al*, 2019)

Supporting children with sensory differences within school



Other support for children who struggle at the end of the school day

Sleep: Advice can be sought from a self-referral to the school nursing team (public health nursing), advice can be sought via Cerebra <https://cerebra.org.uk/get-advice-support/sleep-advice-service/>, support from the Learning Disability team.

Morning Routine: Support via the Children's Centre for parenting support <https://www.actionforchildren.org.uk/how-we-can-help/our-local-services/>, Early Help.

Other sensory informed programmes:

- Alert Programme.
- Zones of Regulation.
- Information on the ASI website or Sensory Education Network.
- Complete a Sensory Audit for Schools (an example can be found at <https://www.solihull.gov.uk/sites/default/files/2021-12/SEND-Sensory-audit-for-schools-and-classrooms.pdf>).

Emotional Regulation support: Mental Health Support Teams, Parental Minds resources <https://www.parentalminds.org.uk/category/all-resources/>

How to make a referral to Occupational Therapy

- Graduated response documents for each pathway.
- Download the request for service from our website:
<https://childrenandfamilyhealthdevon.nhs.uk/occupational-therapy/referrals/>
- Please identify clearly any difficulties with Occupational Performance the child may have.
- Where there are sensory differences, please identify how these impact upon Occupational Performance.
- If we need further information, we may send you an OT specific Information Gathering Form.

References:

Bundy, A. C., & Lane, S. J. (2020). *Sensory Integration: Theory and Practice* (Vol. 3rd). Philadelphia:F.A. Davis.

Polatajko, H.J., Townsend, E.A. & Craik, J. (2007). Canadian Model of Occupational Performance and Engagement (CMOP-E). In *Enabling Occupation II: Advancing an Occupational Therapy Vision of Health, Well-being, & Justice through Occupation*. E.A. Townsend & H.J. Polatajko, Eds. Ottawa, ON: CAOT Publications ACE. 22-36.

Wolpert, M., Harris, R., Hodges, S., Fuggle, P., James, R., Wiener, A., Munk, S. (2019). *THRIVE Framework for system change*. London: CAMHS Press.