

*Thinking differently for a brighter  
tomorrow...*

# Welcome!

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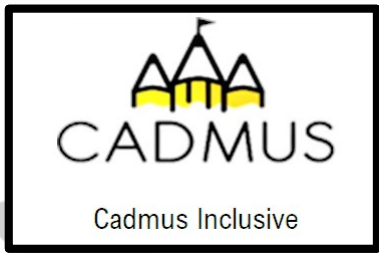
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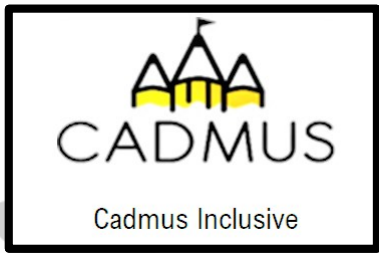


**Cadmus Services Ltd**  
Company No: 12733015  
Registered Address:  
Leighswood Primary School  
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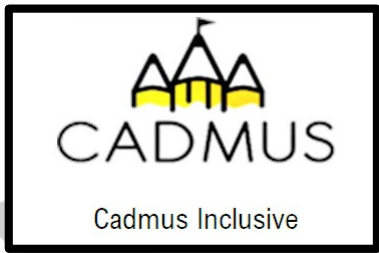
# Today We Will Explore

- The concept of 'the unknown journey'.
- What is anxiety?
- Sensory needs
- Communication needs



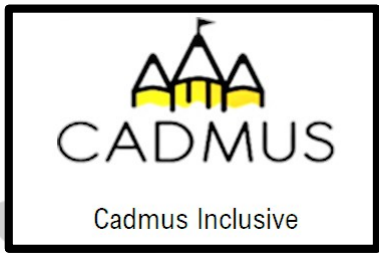
**When we make the unfamiliar familiar, make the unknown known, make the uncomfortable comfortable, and believe the unbelievable, we can then expect the unexpected.**

 QuotesLyfe



# How did today's journey feel for you?

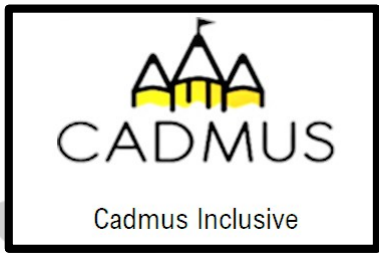




# Our goal

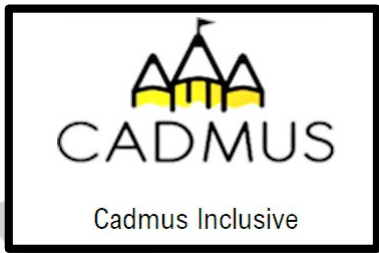
- Making the unfamiliar, familiar.
- How do we want the children to feel?
- How can we relate to children we've never met?





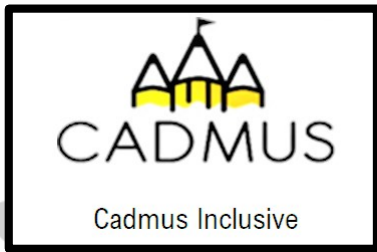
# The bit before

- The more we can provide in advance, the more we can make the unfamiliar, familiar.
- Routine = safety.
- 3 key check points to support:
- At home, On arrival, In the waiting area



# At home

- Video
- Visual supports
- Social story
- Sensory bag make
- Mascot letter
- My journal / monster



# Mascot Letter

Dear

Hello! I'm Bear. I love nothing more than playing with my friends at the park and watching TV. My favourite colour is orange and I love going to school.



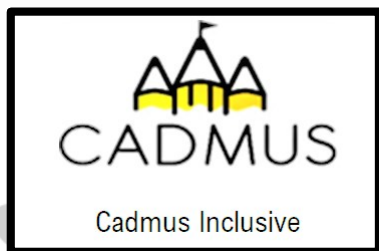
We are all really looking forward to seeing you for your audiology appointment and I can't wait to find out more about you! What's your favourite colour? What do you like to do at the weekend?

We want you to feel as relaxed and ready as possible for your visit. So I've prepared a little checklist for you to follow. Ask your grown up to check all the bits off with you together before your appointment.

Inside this letter you will find a link to a special video to watch, a social story to read with your grown up - this will explain what will happen on the day, instructions for how to make your very own sensory bag and a little journal to complete so we can find out more about you!

Also (and this is top secret!) but because you are one of my VIPs (very important patients) then don't forget to collect your VIP lanyard on arrival! You've earned this for getting incredibly prepared for your appointment!





Here is a checklist to follow:

Before the day:	Tick	On the day:	Tick
Watch the video		Have you had breakfast?	
Read the social story regularly		Have you got your sensory support bag?	
Make your sensory bag		Have you read the social story?	
Complete your journal / monster		Have you left plenty of time to get there early?	
		Have you got your journey map / can you spot map?	
		Have you got your journal?	
		Go to the arrival area to collect your VIP lanyard and play in our waiting area.	

If you have any questions or anything is worrying you at all then please let me know! We can't wait to see you very soon.

From

Bear x

# Sensory Bag Make

## How to make a sensory bag



1. Fill your plastic bag with hair gel or conditioner, leave a little space for the gel to move around when squeezed.

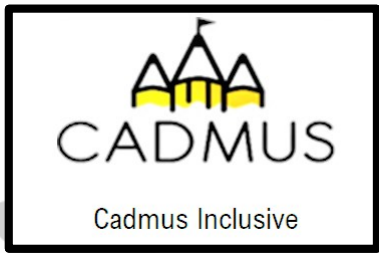


2. Add in small crafty bits such as pompoms, sequins or beads. Seal the bag tightly and use a strong tape to secure all the edges.



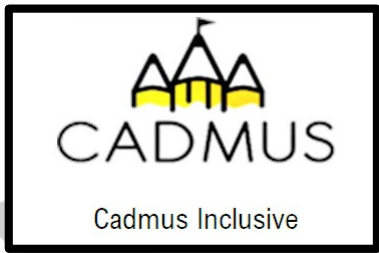
3. Bring your sensory bag with you to show the doctor you will be meeting! You can use this in your appointment to help you feel calm if you want to.

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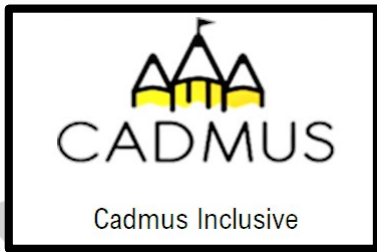
# On arrival

- Journey map
- Can you spot?



# In the waiting area

- Picture match feely bag
- Collect & return = sticker
- Role play
- Story area
- Sensory dens (sand timer)
- VIP lanyard
- Mindfulness sheets / puzzles



# Role Play List



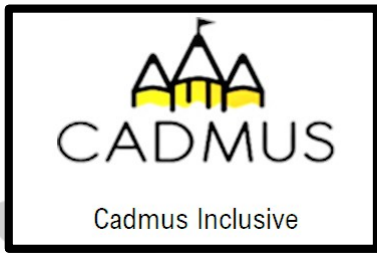
*Thinking differently for a brighter tomorrow...*

## Role Play List for Waiting Area in Audiology Department

We recommend the following items to be part of the role play area so that the children accessing the clinic can process through play the experience they are about to have, or process an experience they have had previously to help make sense of it and ease anxieties.

*Our aim is to make the unfamiliar, familiar!*

+	Variety of soft toys	vehicles / ambulance etc	Doctors / nurses Costumes	Pens / pencils / paper
	Dolls (representative of all children)	Dolls house / mini hospital	Masks	Felt tips
	Mini figurines representing professionals e.g doctor	Mini table and chairs	Audiology equipment (set up safely)	Mark making resources
	Puppets (representative of all children)	Clipboards	Generic hospital equipment e.g plasters / bandages	Printed hospital type papers / documents



# Example lanyard

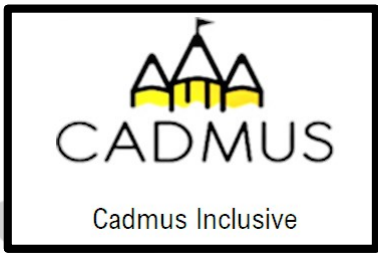
## VIP LANYARD



I am a Very Important Patient here  
for my audiology appointment.

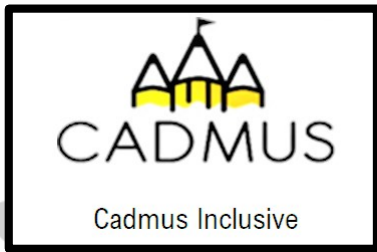
I am incredibly prepared!

Well done 😊



# Anxiety 'Thunks'

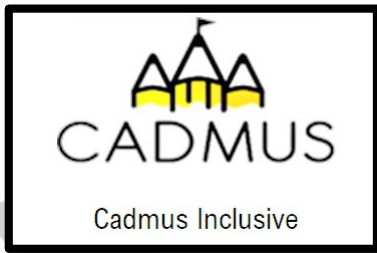
Is feeling anxious a choice?	Can anxiety be a positive thing?	Is it better to share your anxieties or contain them inside?
Can anxiety hurt?	If you are anxious you can't react in a productive and rational sense to achieve a good outcome?	Is anxiety pointless?
Does having anxiety mean that you are not in control?	What colour is anxiety?	Can anxiety make you ill?



# What's the Difference?

<u><b>Stress</b></u>	<u><b>Worry</b></u>
A short term body response to a worry.	A specific thought related to a specific issue. It can be repetitive and can cause mild distress. It can become disproportionate to the situation.
<b>Anxiety?</b>	

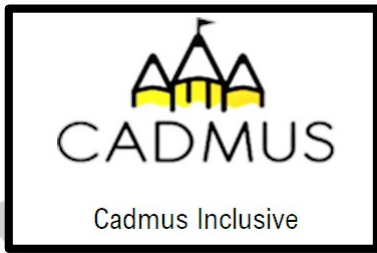




# Anxiety

*Anxiety occurs when an anticipated event is expected to make demands for which a person is unprepared...Not only is the anxious person not able to simply dismiss the anxiety-producing possibility, they become obsessed with it.*

Costello (1976)



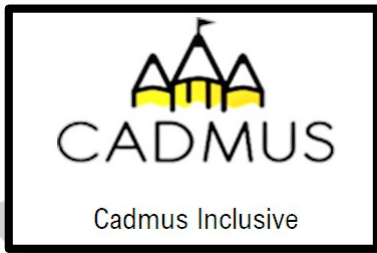
# Types

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- Aroused at specific times in specific situations,
- Reactions: sweaty palms, increased heartbeats, muscle tension...

## **Socio-Cultural Anxiety:**

- A consequence of common beliefs about something.

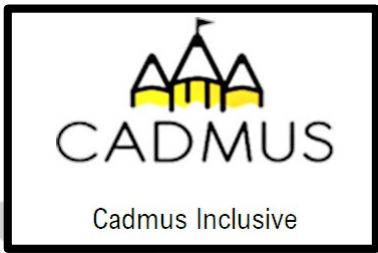


# Trait Anxiety

## **Trait Anxiety:**

- Resides at all times.

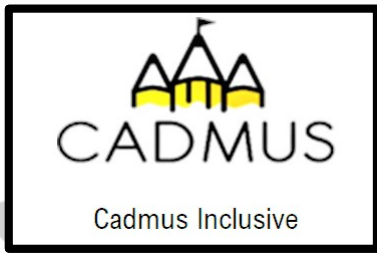
A small amount of anxiety can be a good thing for self-preservation but sustained anxiety should be a concern.



# Facts?

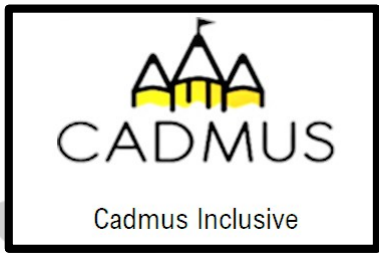
- Anxiety is about thoughts not facts.
- Guesses, stories, memories, ideas and theories.
- Biased thoughts:

Catastrophising	Mental filter	Personalising
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# Polyvagal Theory

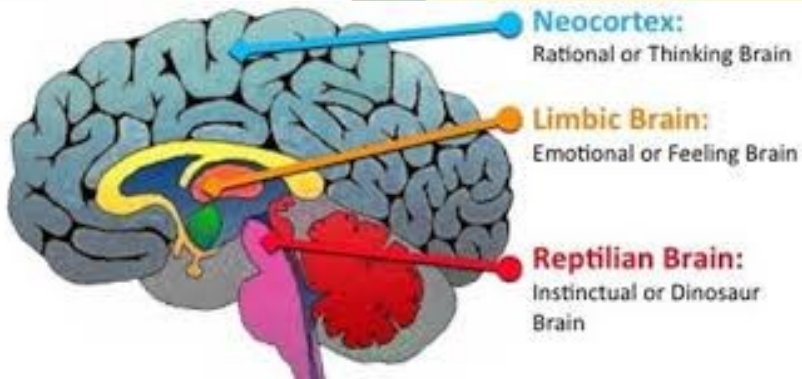
- Stephen Porges – importance of physiological responses to trauma.
- Safety resides in the body not the brain.
- Cognitive evaluation of risk happens after our body has already reacted.
- Homeostasis – a sense of safety and connection to the world. The opposite is dysregulation – your body senses a risk.



Depending on your body's answer, your automatic nervous system decides the answer!

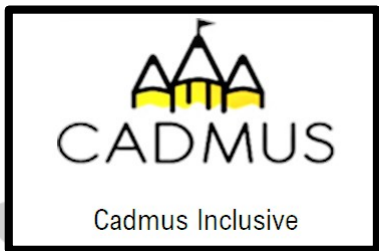


# Survival Mode



**Shall I...**

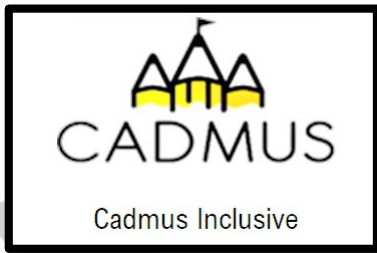
- Dominate it?
- Kill it?
- Fight it?
- Eat it?
- Play dead?
- Hide from it?
- Reproduce with it?



# The Human Response System

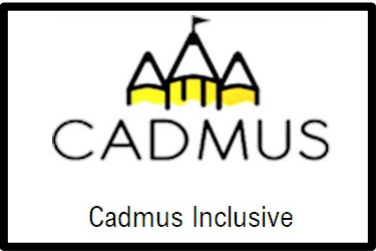






# Safety Behaviours

- Escape – get out!
- Anxious avoidance – instant relief.
- Compensatory strategies – fear so solve.
- Anticipation – worst case.
- Reassurance – safety.
- Safety behaviours – just in case.



# Window of Tolerance

Anxiety  
Overwhelmed  
Aggression



Impulsive  
Flight  
Chaotic

Hyper arousal - outward

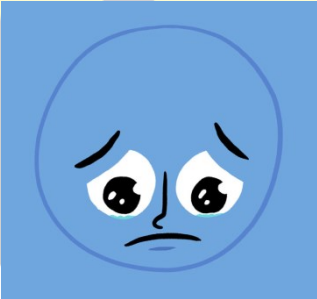


Need to increase.

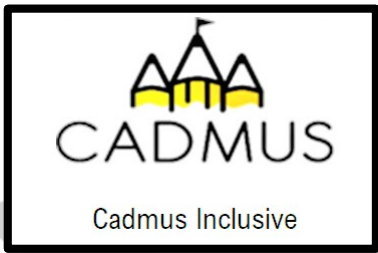


Hypo arousal - inward

Shut down  
Memory loss  
Disassociation

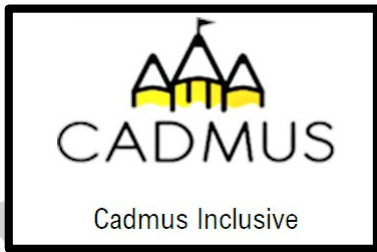


Auto-pilot  
Separation  
Disconnect



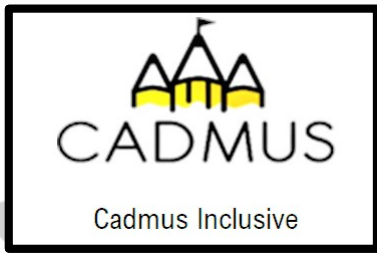
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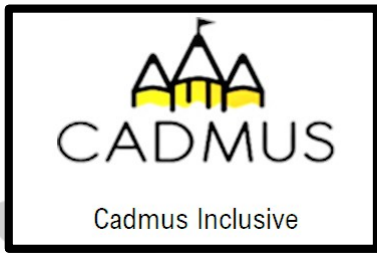
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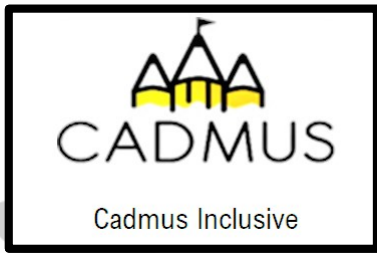
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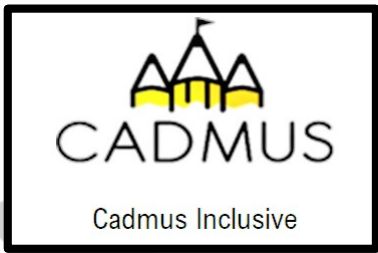


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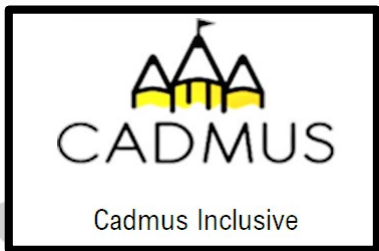
Fight it?

Eat it?

Play dead?

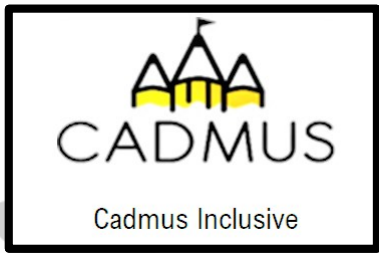
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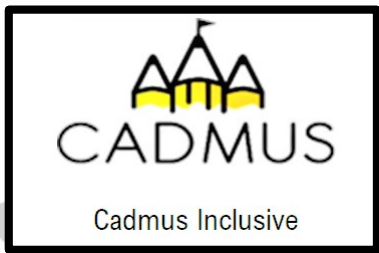
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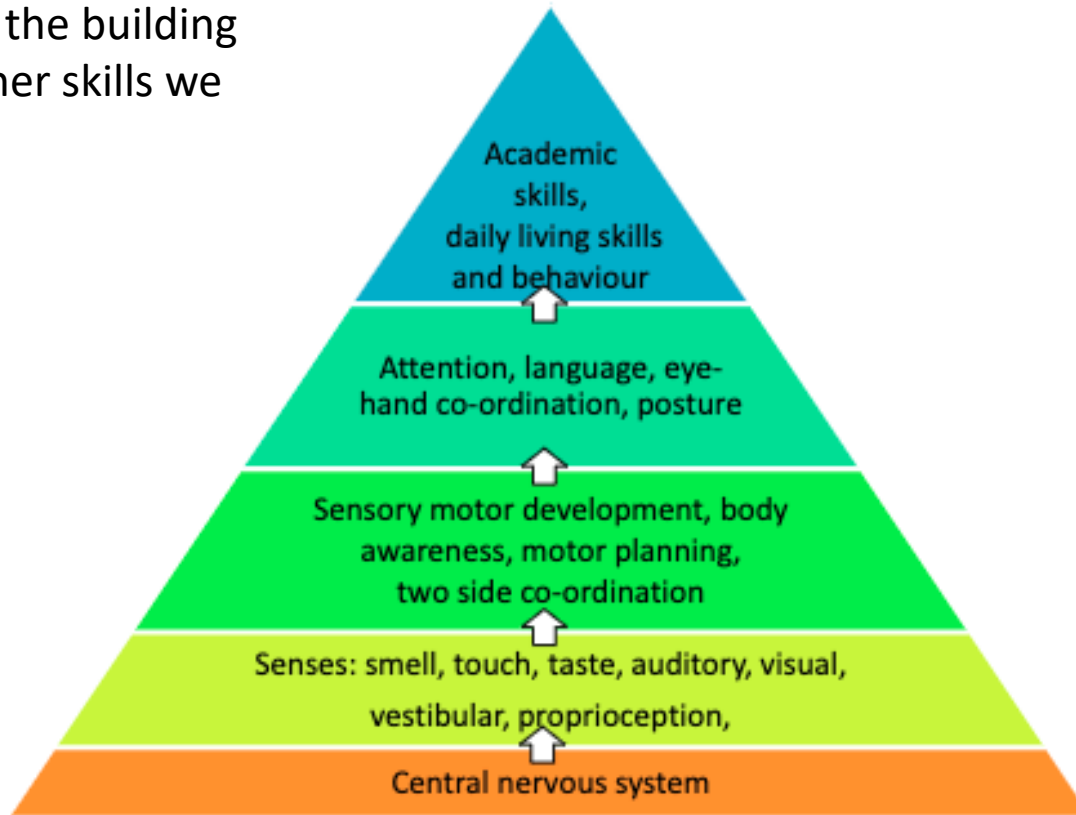
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# Why are our senses important?

Our senses are the building block for all other skills we learn in life.

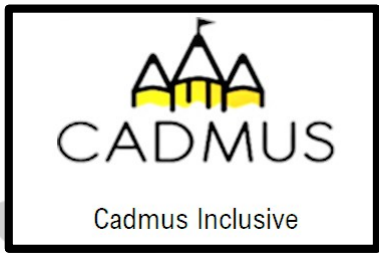


*Adapted from Williams and Shellenberger (1994).*

# Our Eight Senses

Hearing (auditory)
Sight (visual)
Smell (olfactory)
Touch (tactile)
Taste (gustatory)
Proprioception
Vestibular
Interoception





# Hearing

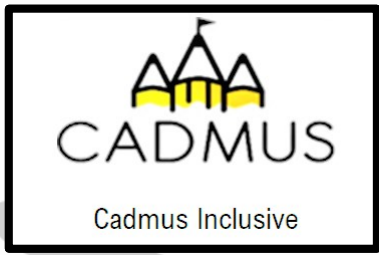
## What?

- We use our ears.
- Can be conscious and unconscious.
- Levels can be variable.

## Why?

- Can help us to detect threats.
- Helps us to 'tune in'.





# Sight - Visual

## What?

- Our eyes to see.

## Why?

- We rely on sight as a dominant sense
- It allows us to connect with our surroundings and
- keep us safe
- The eyes are the physical portal through which data from the environment is collected and sent to your brain for processing.



# Smell - Olfactory

## What?

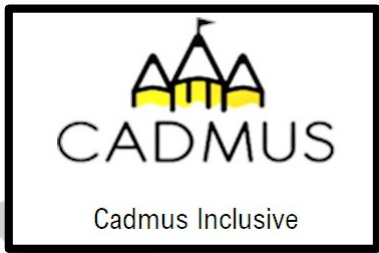
- Referred to as 'olfactory'.
- Closely linked to taste.
- One of our first 'out of the womb' senses to develop.
- Loss of smell (anosmia), smelling things that are not there (phantosmia), reduced sense of smell (hyposmia).

## Why?

- Helps us to detect if something isn't 'quite right'.







# Touch - Tactile

## What?

The largest external sense.

The outside of our body but also the inside that helps us recognise temperature.

Touch processes information from the skin organ.

## Why is it important?

Allows us to be precise with our motor skills (hold pencil, open lunchbox, use scissors).

- Move our body away if something is dangerous (e.g touching a hot plate).
- Understand size, shape, texture of objects and people in the environment, e.g discriminating between a pencil and a sharper in a pencil case.
- Recognise if we are in pain / helps with self-regulation.



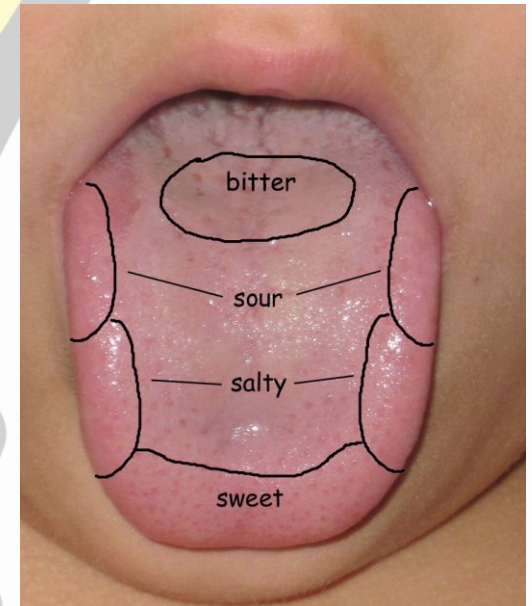
# Taste

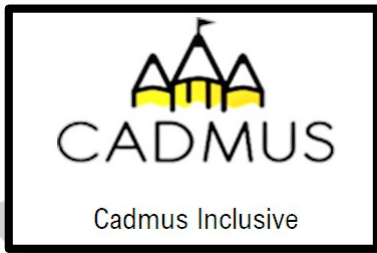
## What?

- Located through our mouths – tongue.
- Closely linked to smell.

## Why?

- Provides safety feedback.





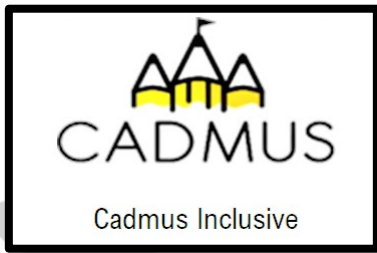
# Proprioception

## What?

- Awareness of the position and movement of the body in space.
- Mostly an unconscious process.
- Helps us to move and judge force.
- Without it we rely on visual input.

## Why?

- Access all motor based tasks.
- Spatial awareness.



# Vestibular

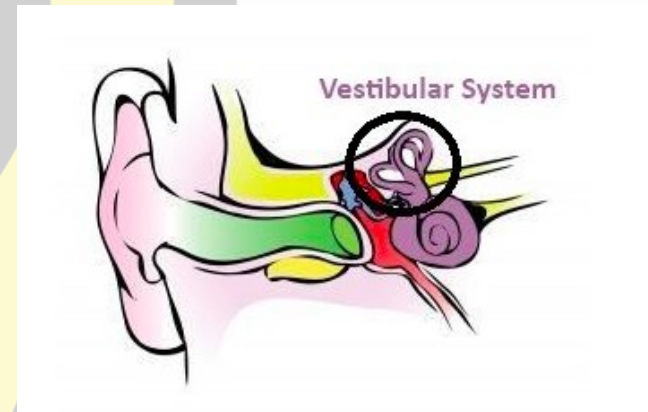
## What?

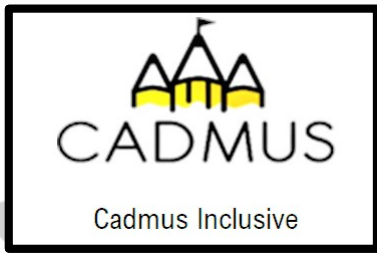
Responsible for providing our brain with information about:

- Motion.
- Head position.
- Spatial orientation.
- Keeping our balance.
- Stabilising our head and body during movement.
- Maintaining posture.

## Why?

- Learning / day to day living requires good attention and focus.
- Balance and postural control are essential for motor skills, e.g. sitting at a desk.
- Spatial awareness – even ensuring letters and numbers are the right way round.





# Interoception

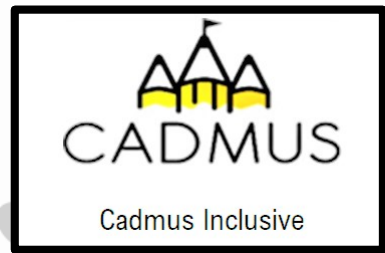
## What?

Recognising and understanding what is happening inside your own body:

- Body temperature.
- Hunger and thirst levels.
- Toilet needs.
- Pain level.
- Tiredness/fatigue level.
- Feeling ill.
- Emotions.
- Itchiness.

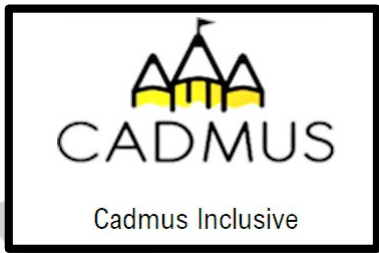
## Why?

- Essential to be able to self-regulate and be in an appropriate state of alertness.
- Children need to develop interoceptive awareness so they can plan when going to the toilet, or understand the difference between feeling physically sick and feeling anxious.



# For me to feel at ease before an appointment

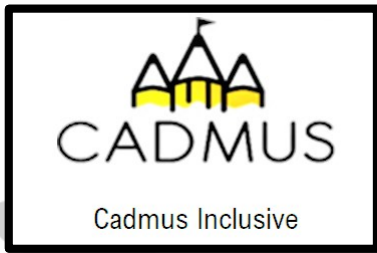




# My sensory no nos!



Toilet out of order

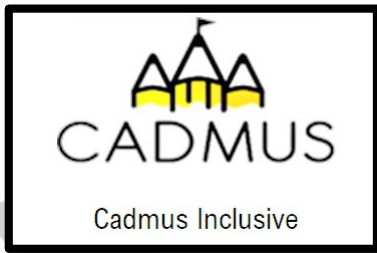


# Why this?

“Instead of assuming that brains control behaviour based on sensory stimuli, it makes more sense to assume that brains adapt behaviour to control the stimuli they get from the world.”

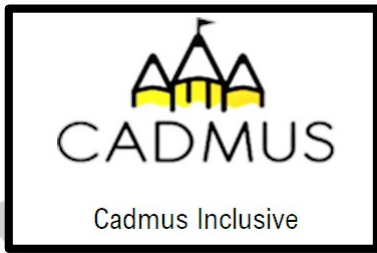
William T Powers ‘Making Sense of Behavior’: The Meaning of Control by William T. Powers (1998-08-01)





# What is Sensory Processing?

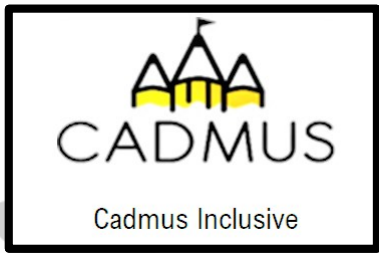
- A neurological process - occurs in our brains.
- The act of organising sensations for use.
- An unconscious process – it usually occurs automatically.
- Gives meaning by filtering and choosing.
- Allows us to respond in a purposeful manner.
- Forms foundations for learning, behaviour & daily living.



# Sensory Modulation

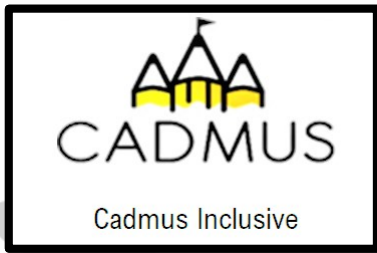
- How your nervous system regulates your brain's response to a stimuli.
- Alerts you to important information to help you stay safe and responding appropriately.

**Perceive, Process and React**



# Sensory Processing Difficulties

- The sensory organs aren't working appropriately.
- The brain doesn't process the information correctly.
- We can then over and under respond.



# How it can present

- If you have a child in your clinic experiencing sensory processing difficulties what might you see?

Attention and  
Listening difficulties

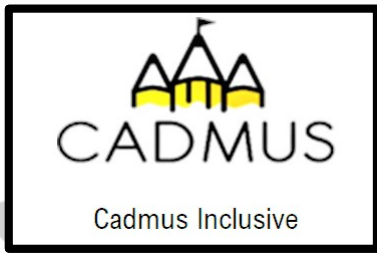
'Unusual' or  
inappropriate  
behaviours

Fidgety or Passive

Avoidant  
behaviours

Appointment  
abandonment

Emotional



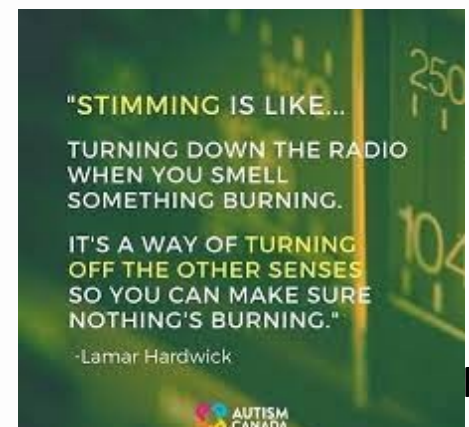
# Stimming

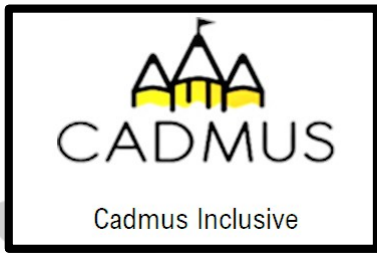


- Self stimulating behaviours



- Can counteract a lack of sensitivity by stimulating the sensory system
- May have a calming effect, focussing attention away from the overwhelming experience.
- Can be comforting if anxious.
- Avoid removing a stim altogether.

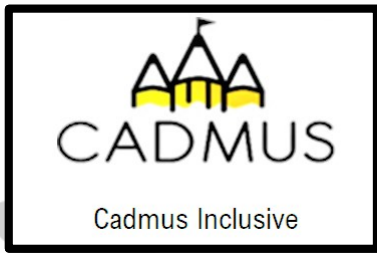




# Sensory needs

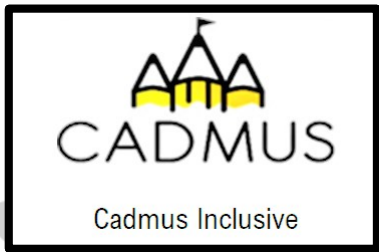
- Sensory needs are a physiological need and a reaction to the stimulus and environment around us.
- We need to feel ‘just right’
- Sensory needs workshop will explore further how we can support children to feel ‘just right’





# Communication Needs

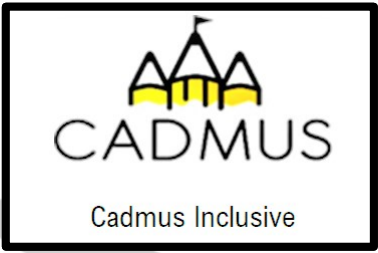
- Attention and listening skills.
- Receptive language.
- Judging need v impact of hearing.



# Engaged Attention





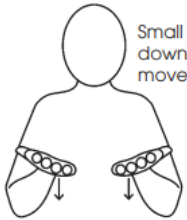
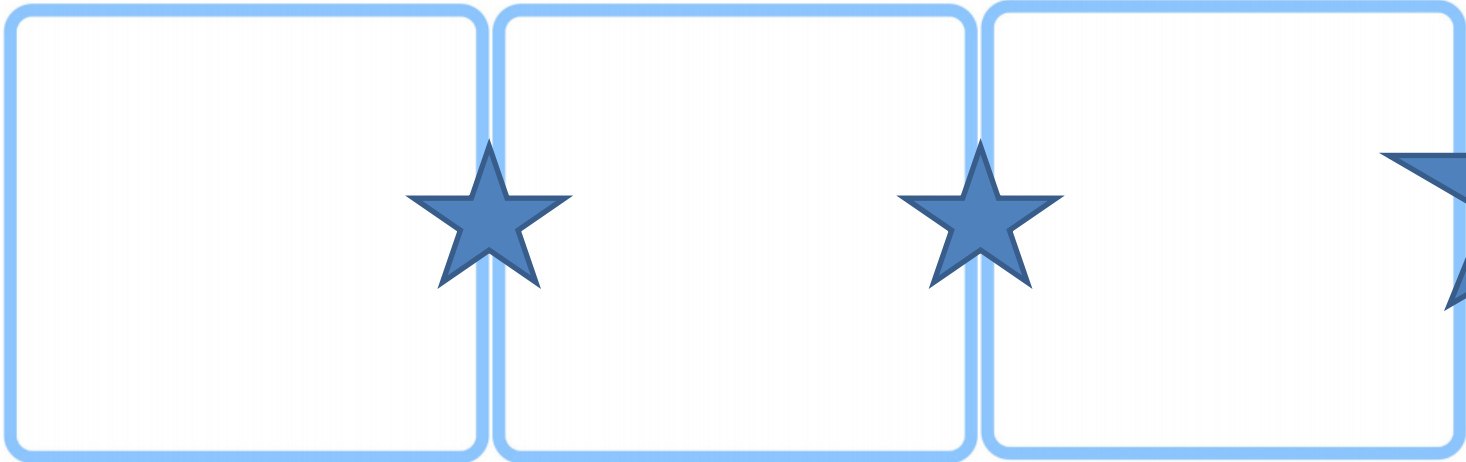


# Visuals

Now

Next

Then



Small quick downward movement

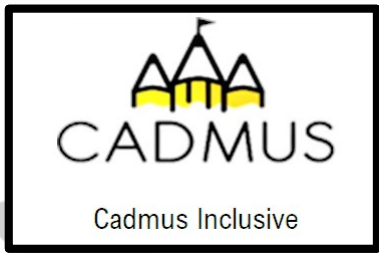
Now



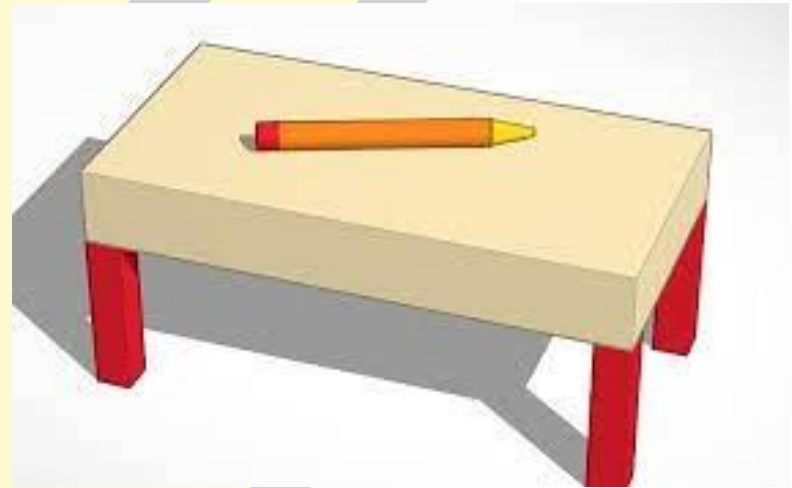
Next



finished



# Information Carrying Words





Cadmus Inclusive

# Thank you!



thank you



## Keep in touch!

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