

## **Sensory training script Part 4 Smell**

This script is for use by Interpreters and is planned to work alongside the slides in the power-point presentation. Please feel free to print this off if required, and then translate each slide in sequence and in time with the presentation. Each section of the training has a script available.

### **Slide 1:**

Welcome to Derbyshire Health care NHS Foundation Trust's Community Paediatric Occupational Therapy team's Sensory Training for Parents and Carers. This training is designed to help you understand and develop sensory strategies to support your child.

### **Slide 2**

Olfactory/Smell

In this section we are going to be looking at the Olfactory sense or the sense of smell.

### **Slide 3:**

Smell receptors are found in the back of the nose.

Smells can be calming or alerting.

Our sense of smell has close links with the memory and emotional centres of the brain. This means that we can have very powerful responses to smells, both good and bad memories.

We respond quickly to smells within our environment.

If you are not sure what sensory information is causing your child distress, ask yourself if there is a smell present that might be challenging to your child.

### **Slide 4: Smells to calm**

You can use smells to help manage the sensory environment for your child. Avoid using too many different smells. Try to limit the number of smells, such as floral disinfectant, pine toilet freshener, musk perfumes, as these can add together and make an environment that is challenging and unpleasant.

Smells such as lavender, camomile or earthy smells like pine are calming, so using these smells in toiletry products, air fresheners or perfumes can help your child to be more calm.

Some children find the smell of a parent or loved ones perfume or body spray to be reassuring and calming – you can spray these onto handkerchiefs that the child can carry and use discretely throughout the day to help them be calm and feel safe.

Herbal teabags, such as camomile, or fruit teas can also be carried to support calming for your child.

### **Slide 5 smells to alert:**

Other smells act to alert, citrus, ginger and tea-tree are alerting smells using these smells in toiletry products, air fresheners or perfumes can help your child to be more alert. Starting the day with a citrus smelling face wash can help to alert some children.

Your child can carry a handkerchief with one of these smells sprayed onto it to help them alert themselves during the day.

### **Slide 6 Introducing new Techniques**

As with other techniques, introduce any new smell technique at a quiet time for your child.

If your child is able to understand, talk about the plan and agree how to practise this. Help them to choose a smell that can help them to stay calm.

Many techniques will need to be familiar before your child can respond by calming.

### **Slide 7 Techniques**

Desensitise your child to smells. Certain smells such as the school dining hall or toilet smells can be challenging to children, you can use Social stories to help your child accept smells such as toilet smells.

Prepare your child before they go into environments that have challenging smells. Use the outlining and deep pressure squash techniques demonstrated in deep pressure touch section two.

You can also desensitise your child by limiting the amount of time your child spends in this environment, slowly over time increase the time spent in the environment with the challenging smell.

### **Slide 8**

This is the end of Part Four Olfactory/smell. Please go to Section Five. If you do not need any other sensory information please go to the sensory day section of this training, there are two options one for Early Years and Primary aged children and one for Secondary aged children. At the end of these sections you will be given information about how to access a follow up session. Thank you.