

Sensory training script Part 5 Vision

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 This section is about the sense of vision or sight.

Slide 3:

Our visual sense receptors are found in the back of the eyes.

Vision gives us lots of important information about our environment, and it also acts to tell us of changes in the environment that we might have to respond and adapt to – such as enabling us to reach an item we want or to avoid an obstacle in our path, or recognising that something is moving towards us and we need to change direction or stop to avoid.

Our vision helps us to identify objects such as toys, to recognise letters when reading, it tells us about colours, textures and the size of objects.

Our vision also helps us to understand depth/height perception which is important when we are moving around.

Slide 4 Techniques at home:

At home:

If your child is sensitive to visual information you might see them putting their hands over their eyes or hiding away.

Avoid cluttered or clashing visual environments. – Think about your home, limit wall hangings (posters, pictures); use neutral colours to create a calm space.

Avoid bright flashing lights or busy TV/computer screens. Confine Christmas decorations to one corner of the room, and make sure your child can sit in a position to avoid looking at them if they need to.

Create a blackout space, behind the sofa, under a blanket over two chairs or use a black out tent which can help.

Use black out blinds or curtains in bedrooms.

Most importantly of all - STOP USING SCREEN DEVICES AT LEAST 2 HOURS BEFORE BEDTIME

Slide 5 Techniques out and about:

Out and About:

Busy community environments where there are lots of people moving around in a space can be overly alerting to our visual system and can cause distress. Use of a cap and/or sunglasses can reduce the amount of movement your child sees. Your child can wear a hood that will also reduce what they can see around them.

If your child becomes distressed, get them to turn to face your body to cut out the movement around them, guide them out of the situation.

Choose a quiet time to go to shopping areas, when there are fewer people about.

Investigate Autism Aware shopping times, cinema, theatre, and sports opportunities.

Prepare your child using visual cues, such as visual timetables before any outdoor activity.

Slide 6: Introducing new techniques

As with all the sensory systems introduce any new 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.

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

Slide 7:

Desensitise to visual environments slowly over time, by increasing your child's exposure to difficult environments gradually.

Use the deep pressure techniques of outlining and deep pressure squash as demonstrated in Section Two Touch.

Use Social Stories to explain what is going to happen and what your child will see.

Use visual timetables.

If your child uses specific smells to help them calm use these during challenging environments.

Slide 8: End of section

This is the end of Part Five Vision /Sight. Please go to Section six. 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.