NHS
Forth Valley

Making Sense with the Natural World!

Developing sensory processing, self-regulation and mental health, through the Natural Health Award.

This booklet was developed jointly by NHS Forth Valley's Health Promotion Service and the Child and Adolescent Mental Health Service.

The information can support anyone participating in the Natural Health Award to make simple adjustments to their activities to support the development of sensory processing.

It can also help generally with anyone working or caring for children and young people to understand more about the senses and sensory processing as well as practical ways they can assist.

You can download the Natural Health Award from the following website:

https://nhsforthvalley.com/health-services/health-promotion/green-health/greenspace/

"We must teach our children
To smell the earth, to taste the rain,
To touch the wind, to see things grow,
To hear the sun rise and night fall,
To care."

John Cleal, poet & artist (2016)

Making Sense with the Natural World!

Developing sensory processing, self-regulation and mental health, through the Natural Health Award.

Sensory processing is when our brain receives and organises sensory information from our body and from the world around us. It enables us to use our bodies effectively and do the things we want to do.

This booklet has been written to accompany the Natural Health Award. It aims to provide additional information on what sensory processing is and why it is fundamental to children and young people's learning and development. The natural world is the perfect environment for sensory activities to take place.

The quote on page 1 provides an interesting starting point to consider what can be discovered from engaging with the natural world and how this learning can occur.

Much of this experience is through 'our senses', which not only provides the foundations for learning but can also assist with emotional and mental wellbeing.

In these times, technology, with all its' distractions, is at everyone's fingertips including those of our children. It feels more important than ever to highlight the benefits of being outdoors and experiencing the natural world.

The Natural Health Award provides a practical tool which supports practitioners, parents and carers to use the outdoors and the natural world to channel these benefits to improve children and young people's physical and mental wellbeing.

The Award is run by NHS Forth Valley Health Promotion Service and focuses on taking part in 15 flexible activities which get people active outside and closer to the natural world.

What do we mean by the natural world?

Anywhere outside, anywhere you have access to the outdoors. This might be woodland, a park, a field, a hillside, a garden, a beach….or it might be a solitary tree on a housing estate, a stretch of grass by the play park or some raised beds in a school playground.

What do our senses have to do with it?

Everything… they enable us to understand, experience and feel comfortable in our world.

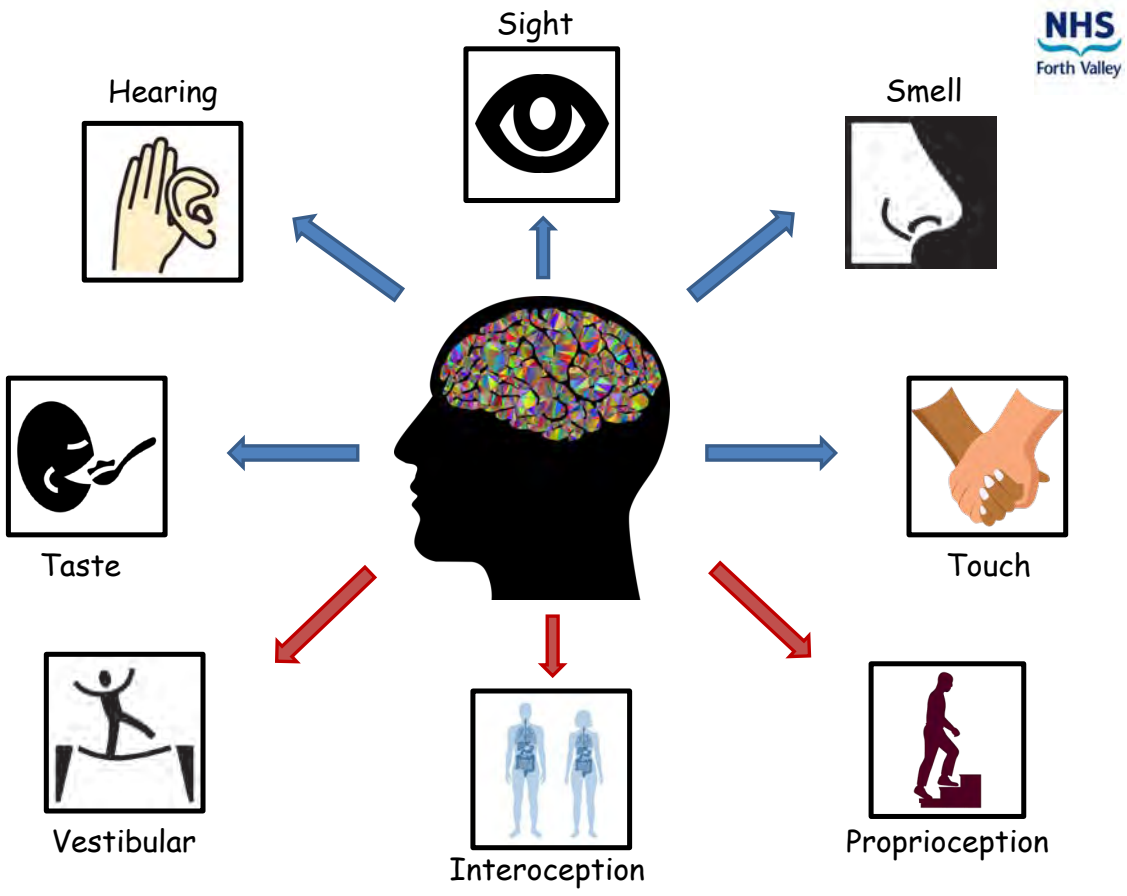
Our senses

Our senses are what help us to make sense of the world around us, our environment, but also how we feel within our bodies. For children, being able to make sense of their world will impact on their ability to play, learn, socialise and on their behaviour.

Did you know that we have **8 sensory systems**?

Five senses; **touch, sight, hearing, smell** and **taste** give us information about the world around us.

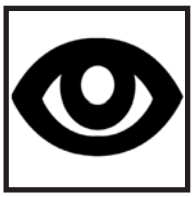
Three senses proprioception (body awareness), vestibular (balance) and **interoception (internal state)** give us information about our bodies. They help us understand what is happening in our body and will show how comfortable and able we feel with movement and activity.



Touch (tactile system)

The brain receives information from our skin.

This information tells us about what we are touching and it also protects us by letting us know if something is dangerously hot.



Sight (visual system)

Our eyes obtain information around us, and communicate with our brain, to make sense of what we see.

Hearing (auditory system)

Our ears obtain information around us about what we hear - loud/soft volume, high/low pitch, near/far distance. This helps us to orientate ourselves.

Smell (olfactory system)

Our nose obtains information about smells around us which helps us know how to respond. Smell is very closely linked to emotion and to memory e.g smelling a certain perfume may remind you of your Granny or a farm smell may remind you of a camping trip?

Taste (gustatory system)

This sense is linked closely to smell. How things taste can give us a warning of what we should/shouldn't eat and helps our appetite.

Vestibular (balance)

The vestibular system forms the foundations for all the other sensory systems, so early childhood movement experiences are crucial to development. This sense helps us to balance, to right ourselves if we trip, to keep looking ahead when walking over uneven ground and gives us a general sense of security and 'feeling grounded'.

Structures inside our inner ear give the brain information about movement, gravity and changing head position. Lots of gentle rocking given to a young baby helps to develop this sense. Providing opportunities to slide, jump, stop and start, wobble and swing will develop this sense.

Proprioception (body awareness)

Our muscles and joints send information to our brain telling us where our body is in space and how hard we are pressing, pushing or pulling. It allows us to drink from a cup in a controlled manner rather than throwing the drink over our shoulder, to put our hair into a ponytail and to judge force when throwing a ball or pressing down to use a pencil. A baby learns about proprioception in the womb, and then when born, cuddles from their care giver are vital to develop this sense. Opportunities to push, pull, lift, stretch and jump will help to develop this sense throughout childhood and beyond. Play parks, woodland and beaches are great places to develop both the proprioceptive and vestibular systems.

Interoception (internal state)

This is the body's very important, and often overlooked, sense which tells us what is happening inside our body. Children who have difficulty with interoception often find it difficult to identify emotions of; hunger, fullness, thirst, body temperature, need for bathroom, sadness and anxiety. This can impact on their ability to self-regulate and on their emotional wellbeing.

'Mindfulness practices have been shown to be one of the most effective, evidence-based interventions for improving interoceptive awareness.'

Mahler K 2021

Some children will benefit from adult support to initiate structure, routine and reminders so that the child is drinking enough fluids, eating enough or eating less, wearing suitable clothing and establishing independent toileting.

Sensory processing….why it is important!

- It is important as it allows us to make sense of the world around us, lets us feel comfortable within our bodies and able to move and engage in every day and meaningful activities.
- It is how we collect sensory information from the environment around us and from inside our bodies. We interpret this information, filter out what we don't need to pay attention to and then create an action plan about how we are going to respond.
- It is a complex process which develops as we grow.
- It gives meaning to what is being experienced and allows a child to focus on what is important, such as listening to a teacher, rather than being distracted by noise of traffic outside.
- In most people sensory processing is happening all the time and occurs automatically. It happens without us having to think about it.

Understanding My Child's Senses - link to YouTube video by NHS Forth Valley Children's Occupational Therapy

https://youtu.be/vf5erdoGGVw

Sensory preferences… we all have them!

We all have our own sensory preferences. Everyone processes sensory input differently and that's okay.

Some people prefer different textures of fabric for clothing, others can tolerate any. Some people like loud rock music, others like quiet classical tunes. Some people can't tolerate their food touching on a plate.

It is only when these preferences get in the way of our ability to engage in everyday routines and/or avoiding certain environments that it becomes a problem.

When sensory processing goes wrong!

Sometimes sensory processing does not happen smoothly. It becomes a problem when an inability to process, organise and integrate sensory information correctly, impacts on daily life.

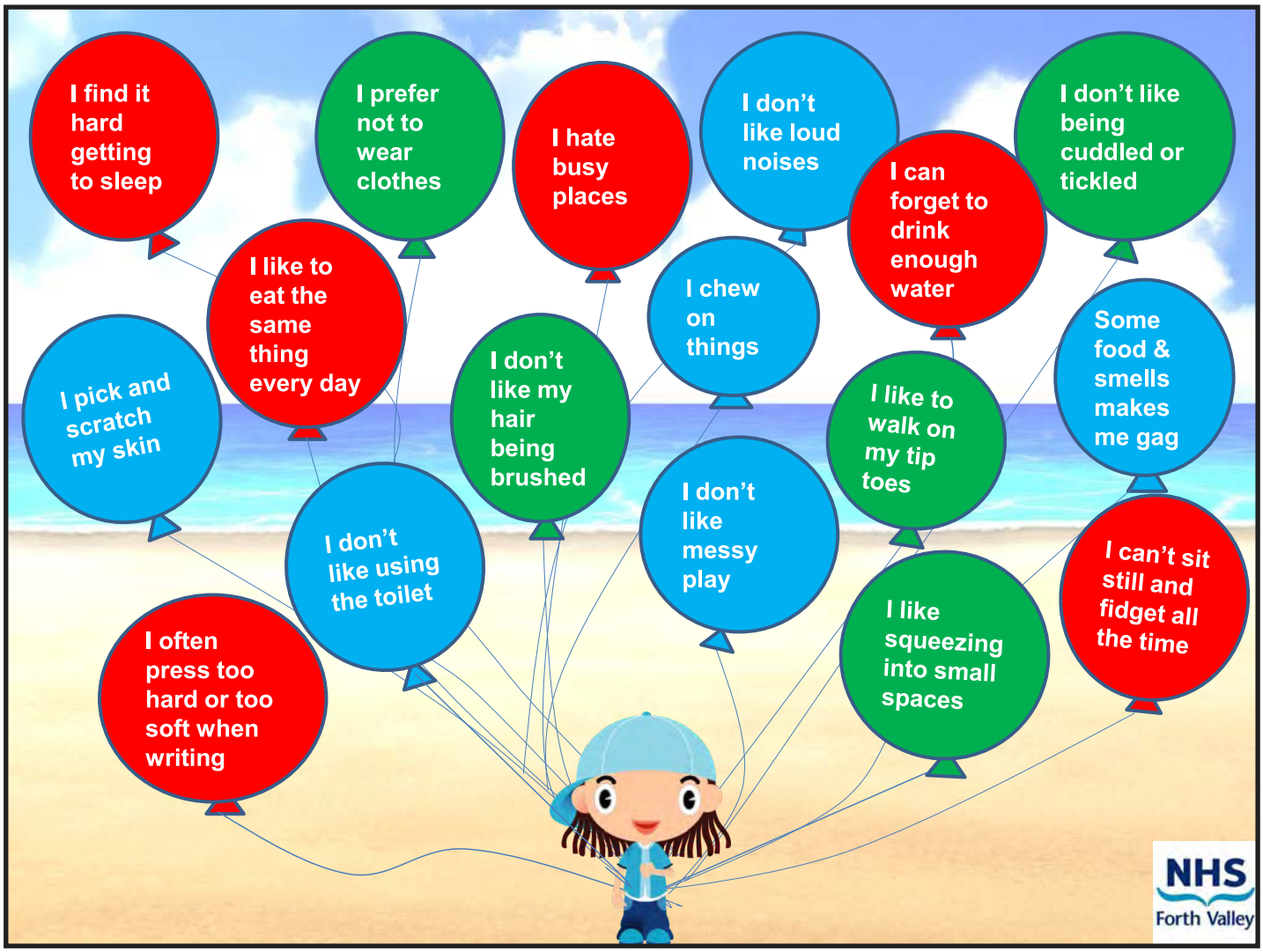
Sensory difficulties can occur in isolation. However, more frequently they occur in combination with other diagnoses e.g. people with:

- **Autistic spectrum disorder (ASD)**
- **Attention deficit hyperactivity disorder (ADHD)**
- **Learning disabilities**
- **Developmental coordination disorder (DCD) / dyspraxia**
- **Developmental trauma**

What you might see

Over (hyper) sensitivity – too much information/inability to 'filter'.

The overly sensitive child may hate getting dirty, are very sensitive to textures of food and clothing. They may be prone to car sickness and dislike bright lights or loud noises. They are often fussy eaters and may gag in disgust to stimuli such as smell, taste and texture.



Under (hypo) sensitivity - too little information.

The under-sensitive child may not notice if their face is dirty. This child may drop things as they find holding onto things challenging. They may be prone to falling and may spin for a long time without getting dizzy. This child may eat very spicy or hot food without noticing a difference.

Sensory seeking

This child is on the go, loves being upside down and taking risks. They may love being 'squeezed' and enjoy vigorous play. TV may be on full blast and inedible objects may be licked or chewed. Many of these behaviours happen as a result of difficulties with sensory processing, not because the child is choosing to misbehave.

Children often do not fit neatly into one category and will, at times, fluctuate between over/under sensitivity and seeking.

How can engaging in the natural world help?

Touch (tactile system)

Many studies have shown that spending time in a forest, sometimes referred to as forest bathing, can have a soothing effect on our emotions. Interestingly, a research paper by Ikei (2017) demonstrated that the same responses can be gained from just touching wood with our eyes closed for 90 seconds!

Touching rough bark or moist moss with fingertips, throwing autumnal leaves into the air, squelching wet mud, opening up a beech nut, feeling rain fall onto your face, running sand through hands… these will all help to improve a child's ability to tolerate and process their sense of touch. Many of these activities can be experienced through a child using their imagination and playing when left with some unstructured time outside.

Sight (visionary system)

What we see around us in nature can be easier for the eyes to register and to process. Colours are generally less vivid and more complementary. Greens and blues are known to be relaxing and easier to process. Scale can be extremely interesting to contemplate; looking up through a tree canopy to the sky or looking at an ant or a tiny flower. These create opportunities for a child to appreciate and enjoy visual wonders but also to contemplate where they fit into the world.

People with Autism are very vulnerable to sensory overload, so they become overwhelmed, and often distressed, in situations that wouldn't bother other people. This happens when they are unable to process certain sensory sensations – such as bright lights or many people talking at the same time. It is much less likely for sensory overload to happen whilst in the natural world.

Hearing (auditory system)

Sound, when outside in nature, is generally easier to tolerate. Most often the sounds are more subdued and there are less of them.

> **"birdsong creates a state called body relaxed, mind alert – relaxing people physically but stimulating them cognitively"**
>
> Julian Treasure 'Sound Business' 2006

In 2012 scientists at University of Surrey studied the benefits of birdsong to our mood, finding that it helped to re-focus and restore attention.

The soft sound of wind in trees, the sound of a trickling stream or a rushing river, sometimes, depending on season, seed pods can be heard popping and bees buzzing. Active listening can be a 'mindful' experience, instilling a sense of relaxation and of connectedness. With practice this can then help children to tolerate and filter out noise within busier environments, like a classroom.

Smell (olfactory system)

Smells, in nature, are generally less irritating and lingering for a child who may have high sensitivity to e.g cooking smells. Another aspect is the predictability of smells in nature which are easier than those in closed environments such as a café.

'smell the earth…and taste the rain'

Smelling a flower or some edible fruit, such as wild raspberries, could be used as part of graded exposure to new foods. Building confidence, even through just touching and smelling can gradually lead to a child increasing tolerance to smell and taste. Every small step, such as touching and smelling something unfamiliar should be celebrated.

Taste (gustatory system)

Our sense of taste is actually a combination of taste, smell, texture, sight and even sound. Most people will talk of food tasting better when eaten outdoors. Although there is no clear scientific explanation for this, psychologists have found that our physical sensation and emotional response is greatly improved through both our perception and our environment. Being outdoors is known to improve our mental wellbeing, helping us feel more relaxed calm and present. All of this can lead to us having a heightened awareness, so eating outdoors enhances our experience.

The other connection between taste and the outdoors is that there are many edible plants growing wild in our countryside; wild brambles, garlic, mushrooms, hazelnuts and herbs such as wood sorrel and cow parsley.

Please remember that we are pre-programmed to detect items that taste bitter for a reason; it alerts us to the fact that some may be poisonous. Real care must be taken to ensure that anything you pick is definitely edible as there are some highly poisonous plants, berries and fungi growing in the natural world as well.

You should also only take what you need and leave plenty for the birds and other wildlife that rely on this food source.

You can always pack a simple picnic to take outdoors with you.

For more information on foraging for wild food, scan the QR code or visit:

www.visitscotland.com/blog/nature-geography/foraging/

Vestibular and Proprioception

Many activities will assist to develop both systems, since the vestibular and proprioceptive systems are usually being activated through engagement in physical activities, like riding a bike or climbing a tree.

Opportunities for movement in the natural world are endless!

- **Swinging**
- **Building**
- **Running**
- **Pulling**
- **Creating**
- **Climbing**
- **Pushing**
- **Jumping**
- **Spinning**
- **Investigating**
- **Splashing**
- **Carrying**

All of the above will develop balance and body awareness. Effective vestibular and proprioceptive systems creates a body and mind which is better able to process all other senses and be in a regulated and ready state to learn.

Interoception

Mindfulness has been evidenced as one of the most valuable interventions in supporting the development of interoception. If you want to find out more about mindfulness, please watch the video on an introduction to mindfulness. www.youtube.com/watch?v=OJy7YrKOK9s

The natural world has been shown to be one of the most effective environments in which to practise mindfulness. Even a simple activity such as lying looking up at the branches of a tree swaying in the breeze, noticing the sun twinkling through them, listening to the sounds of the leaves gently brushing off each other and smelling the earth and plants around, can support us to take notice of how we are feeling internally at that moment in time.

Practising to recognise what is happening inside our body can have a positive impact on our ability to self-regulate and on our emotional wellbeing.

It is important to remember that our sensory systems do not work independently from each other, instead they inter depend and inter relate. This makes being in a natural environment even more beneficial as it stimulates many of the senses simultaneously, supporting them to work together in a coordinated way, and creating positive memories and experiences. The natural world has the potential to provide extensive sensory experiences without overloading sensory systems.

Self-regulation……feeling 'just right'!

Self-regulation is all about balance or equilibrium, so that we can be in a 'just right' state for any given task or situation. It involves sensory processing, our emotions and our behaviours.

Since we are all individuals, we also have our own unique ways of regulating ourselves. As adults, most of us have found ways to calm ourselves down when over stimulated or to energise ourselves when under stimulated; such as having a bath at the end of the day, or going for a walk after a day sitting at the computer. Children are still developing this and often require some support to find suitable strategies.

Self regulation is important for the child to learn at school, behave in socially acceptable ways, control impulses, make friends, make good decisions and manage stress.

Children who are over sensitive, who feel things strongly and intensely often find it more difficult to self-regulate.

Practising to recognise what is happening inside our body can have a positive impact on our ability to self-regulate and on our emotional wellbeing.

Dysregulation

Sometimes children get described as being dysregulated. This term refers to *'when seemingly small things create big internal sensations, a sense of discomfort or even panic can follow'.*

Odum, S Golomb, R (2021)

At times, the world can appear so confusing that their bodies go into 'fight, flight or freeze'. When this happens children may shout, scream, become aggressive (fight), hide or run away (flight). They could appear to shut down or not speak (freeze).

Sometimes these behaviours can appear to be over reactions and can be confusing and frustrating; for both the young person and the parent or carer.

Reasoning or discussion is difficult to achieve during dysregulation since the primitive part of the brain is concentrating on basic survival. A child must first be regulated, physically and emotionally settled, before trying to problem solve.

Some ideas for regulation are:

- Give space
- Allow time
- Validate feelings - can they name their feelings in their own words?
- Quiet corner, den, pop up tent
- Distraction
- Patterned, repetitive, rhythmic movement – drumming or tapping

- Sensory strategies such as – cosy beanbag, heavy blanket, chosen music/sounds, chewing gum, sucking ice pole, sucking drink through a straw, fidget toy.
- Movement activities such as jumping, swinging, jumping jacks or skipping.
- Go outside into nature – most of the ideas in this list can take place outdoors. Nature has an ability to aid regulation, even a simple 5 minute walk can help.
- Mindfulness strategy – Five things
  - 5 things you can see
  - 4 things you can hear
  - 3 things you can touch
  - 2 things you can smell
  - Then take 1 big, deep breath

Dysregulation can impact on a child's capacity to learn, play, function and form friendships. Without alternatives being found, behaviours can become habit forming and can become the norm.

Finding solutions that work for the child takes time.

Recognise if you yourself are in a dysregulated state, acknowledge this and accept you may not be the best person to interact with the child at this time.

Useful tools for supporting regulation:

- Providing structure
- Routine
- Predictability
- Support the child to be able to anticipate change
- Sensory ladders – can help a child or young person to recognise and label how their body might look and feel when they have too much energy, too little energy or feel just right. It is uniquely personalised to them and supports them to use sensory strategies to self-regulate.
- Use of visuals such as stickers or pictures of what's happening, a chalk board with the days' sequence of activities or timetables may be useful. Prepare the child for what activities they will be taking part in.
- Anticipating change could be assisted by actions such as finding out what the weather will be like during the time that you plan to go outside. This supports the child to anticipate what it will be like; will the wind be blowing on their face; how will it feel. They can then be prepared for the sensations they will face which in turn will reduce their anxiety.

Most importantly, be patient and show compassion for the child.

Bruce Perry self regulation video

www.youtube.com/watch?v=ZVRO7PdYRnM

The Natural Health Award framework offers an opportunity to put into practise some of the information and ideas within this booklet. With minor additions the activities can be used to support the effective development of children and young people's sensory processing, self-regulation, mental and physical wellbeing.

The 5 Ways to Wellbeing was originally devised by the New Economics Foundation.

Here are some activity ideas which could be facilitated within the Natural Health Award to assist this.

Core: Visit a wooded area – devise an activity which explores the area and involves at least 30 minutes of physical activity.

Sensory opportunities:

- Feed your vestibular and proprioceptive systems – woodland areas provide a feast of activities, swing from branches, climb and crawl over them, push and pull them, pile them up, balance on them, the list is endless.
- Notice how your body and mind feels, before and after – interoception

Core: Be an explorer, walk 1,000 steps observing nature along the way and devise a fun way of recording it. See how many 1,000 steps you can do, (10,000 steps if you can manage it).

Sensory opportunities:

- Set yourself a realistic goal which incorporates activity and observing nature.
- Maybe to find a particular tree (e.g. conkers in autumn) or to identify a particular bird song – these activities stimulate sight and hearing, but what small activities can you add to stimulate more senses? Smell what you find, touch the bark or a feather, notice the difference of how they feel, weave a wiggly path to where you are going and get everyone to follow like a snake behind – proprioception and vestibular. Lie on your back and look up at the tree, take time to feel what is happening inside your body and what your emotions are – interoception.
- Can you break the steps down into sections, e.g. flap your arms like a bird for 50 steps, run a hundred steps, hop 10 steps, walk backwards for 20 steps, balance on one leg for 15 seconds etc. – proprioception and vestibular.

Free choice: Devise and carry out an activity outdoors that involves physical activity that gets you out of breath and feeling warm.

Sensory opportunities:

- Run, walk, or ride a bike, climb a tree, balance on large logs or stones.
- Throw stones into water – watch for the ripples, hear the sound of the stone dropping into the water, see how far you can get them? Stimulates senses of proprioception, sight, sound and touch.
- Do you feel different afterwards? - interoception

Core: Make a piece of natural art and take photos to record it.

Sensory opportunities:

- Art can be 'transient' i.e. doesn't need to be long lasting. A pattern made using twigs or a drawing on a frosty window can be captured in a photo. Explore what emotions the piece of art work induces at the time. The photo can then be used at a later date to help recognise what emotions are identified with the memory of taking part in the activity.

Core: Choose an activity which enables you to really take notice of the natural world.

Sensory opportunities:

- Go and sit in a wood, on a hillside or in a garden. Turn your phone off and just listen, feel and be in the moment. Mindfulness activities can assist interoception.
- When going for a walk with kids....call it something else; an adventure, an expedition, a puddle splash?
- Smell the air, smell the rain, see how the colours become brighter after rain.
- Find the best tree trunk and make a face from mud and natural materials on the bark. Stimulate the senses of sight, smell and touch. Handling and forming the mud can help to regulate the tactile system.

Free choice: Devise and carry out an activity outdoors which incorporates, the 'natural world', 'taking notice' and 'physical activity'.

Sensory opportunities:

- Build a 'den', get inside and look through the gaps to see what you can see.
- Hug a tree, plant a tree, draw a tree, climb a tree.
- Observe which birds visit a tree, find what kind of nesting box they would use and then build and place one in the tree and watch to see if the birds use it.
- Take your shoes and socks off to feel dew on grass.
- Listen to the wind in the trees, or the sound of rain falling or a stream nearby.
- Go for a walk and link to a favourite book such as **Stick Man** or, **We're Going on a Bear Hunt**, **Owl Babies** or **Gruffalo** and let imaginations go wild.

Core: Choose a creature, plant or tree, get outside and study it and discover interesting facts about your chosen subject.

Sensory opportunities:

- Touch it, smell it, listen to it....
- How does it change in different seasons?
- Pick raspberries, taste them fresh then look up recipes and make something from them to see how their taste changes?
- Take photos while you are out. Whilst looking at them later remember how you felt while you were taking them - interoception.

Core: Learn about an element of the Scottish Outdoor Access Code. Put into practice some of what you have learnt.

Sensory opportunities:

- At the heart of the code is the right to access the outdoors, but with those rights comes the responsibility of ensuring that you do not prevent people who manage the land from making a living. The senses of sight and hearing need to be constantly alert when out in the countryside as situations can change quickly. Watch for signs of fields being ploughed or sown, trees being felled, or livestock being present etc.

Free choice: Devise and carry out an activity outdoors which incorporates, the 'natural world', 'learning' and 'physical activity'.

Sensory opportunities:

- The most obvious activity is to learn something about the natural world but why not combine this with learning about you and what makes you unique. Think about your own preferences:
- Walk and stop every 5 minutes to take note of what you can hear. Which sounds do you like?
- How do different weathers make you feel? Try going out in the rain or the wind, splash in puddles and run as a human kite.
- Do you like jumping, swinging, stomping, splashing?

Core: Take part in an activity which aims to help conserve our natural world e.g. make and put up a bat or bird box, a butterfly feeder, clear a pond, plant wild flowers for bumble bees or butterflies etc.

Sensory opportunities:

- Engage in some 'messy play' to regulate the tactile system.
- Clearing a pond or ditch provides opportunities for touching different textures such as mud, water, plants as well as potentially offering different smell, sight and sound challenges.
- Visual stimulation provided through creative tasks, natural colours and textures.
- Practise recognising inner emotions while taking part in activities to support interoception.
- Bending, digging, stretching to clear a pond or squeezing between branches to put up a bird box will all help develop the vestibular and proprioception systems.

Core: Bring out your creative side and make something involving natural materials and give it as a gift to someone.

Sensory opportunities:

- Be experimental with what you find.
- Don't just look for materials, look at them, feel and smell them; leaves, sticks, grasses, seeds – stimulates senses of sight, touch and smell.
- Really take notice of what you find, compare their size, colour, shape etc. – interoception, sight and touch.
- Take photos on your phone of close up detail such as the veins on a leaf or the spots on a ladybird. Make a framed photo or a postcard to send to a friend.
- Pressed leaves and flowers in a large book can be used to create pictures/cards to give as a gift.

Free choice: Devise and carry out an activity outdoors which incorporates, the 'natural world', 'giving' and 'physical activity'.

Sensory opportunities:

- Devise a sensory trail which engages all the senses.
- Use sticks to make twisting or angled temporary pathways for others to follow to support, vestibular and proprioception.
- Engage the visual senses by searching for natural materials that have a certain shape or colour or size to make a natural art installation.
- Identify various objects that have distinctive smells.
- Search and gather materials to make a den with. Take time to sit inside and enjoy the sense of being enclosed in a safe space. Leave it for others who come across it to enjoy.

Core: Take part in an activity which enables you to share some of your experiences with other people or in a group activity.

Sensory opportunities:

- Socialisation and sharing can assist with motivation, self-esteem and emotional wellbeing.
- Several organisations such as The National Trust and Scottish Wildlife Trust offer opportunities to connect, share interests and activity ideas.

Core 2: Take part in a group activity outdoors.

Sensory opportunities:

- Link up with your local care home and see if you can do a joint activity such as making mud pies together or bird feeders or planting bulbs into pots. This is a great cross generational activity that involves touch and vision and helps to bring the inner child out in everyone.
- Meet with other families and have a scavenger hunt and picnic. You can engage all the senses with this one activity.

Free choice: Devise and carry out one other activity which incorporates, the 'natural world', 'connecting with people' and 'physical activity'.

Sensory opportunities:

- Meet up with some friends and build an obstacle course together. Once complete, try it 3 times each and see if you can improve on personal best times.
- Find branches to make a seesaw and some seats then try them out and leave them for other people to have fun on. Both activities can stimulate sight, hearing, vestibular and proprioception systems.

"Restore balance. Most kids have technology, school and extracurricular activities covered. It's time to add a pinch of adventure, a sprinkle of sunshine and a big handful of outdoor play."

Penny Whitehouse (2020) creator of **Mother Natured** website

Hopefully this booklet will provide some information, strategies and ideas in considering our sensory systems and the benefits from engaging in the natural world.
Children are often great at finding what they need... let them explore, let them play creatively and remember to have fun!

Additional Resources

Making an obstacle course which supports regulation and includes alerting, organising and calming activities with Beacon House.

https://www.youtube.com/watch?v=0vLvoEXLApA

Building an obstacle course for toddlers - how obstacle courses help toddlers with problem solving skills

https://www.bbc.co.uk/tiny-happy-people/toddlers-learn-to-overcome-obstacles/zv6rhbk

Brainstem calmer activities: https://beaconhouse.org.uk/wp-content/uploads/2019/09/Brainstem-Calmer-Activities.pdf

Is it a survival strategy behind the behaviour?

https://beaconhouse.org.uk/wp-content/uploads/2019/09/Labels-1.pdf

What if we are curious about behaviour?

https://beaconhouse.org.uk/wp-content/uploads/2019/09/What-if...-1.jpg

https://www.sheffieldchildrens.nhs.uk/services/child-development-and-neurodisability/sensory-processing-difficulties/ this website provides information and useful videos on sensory processing and suggested strategies.

https://www.nhsggc.org.uk/kids/resources/information-packs/making-sense-of-your-sensory-behaviour-falkirk-council-booklet/ link to Falkirk booklet 'making sense of sensory behaviour.

https://www.nhsggc.org.uk/kids/ This website has extensive information on functional difficulties and solutions, also has sensory processing video.

Sensory ladders explained for parents and carers - https://sensoryladders.org/courses/sensory-ladders-for-parents/

Sensory Ladders explained for Health, Education & Social Care Teams -https://sensoryladders.org/courses/sensory-ladders-for-ahps/

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June 2022