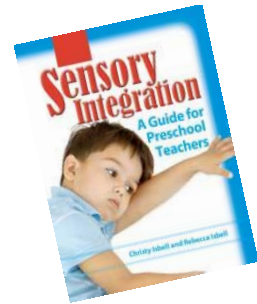


Why can't he sit still? A Sensory Integration Approach for the "Overactive" Young Child

Dr. Christy Isbell
Cisbell@Milligan.edu
www.ChristyIsbell.com

Information taken from:

- ▶ *Isbell, C. and Isbell, R. (2007). Sensory Integration: A Guide for Preschool Teachers*
- ▶ Available on Amazon.com



Vestibular (Movement and Balance) Seeker

- ▶ Most common type of Sensory Seeking Disorder
- ▶ Brain says "GIVE ME MORE" movement!
- ▶ Child craves and seeks more movement than typical children

Vestibular (Movement) Seeker

- ▶ **Vestibular Seeker's brain tell his body to move so that he can stay alert and attentive and LEARN!**
- ▶ **The Result is... An "Overactive" Child**

A Vestibular Seeker may:

- ▶ Be unable to sit still
 - ▶ Be in constant motion
 - Ex. swaying, bouncing, fidgeting, wiggling, or pacing
 - ▶ Take safety risks
 - ▶ Be impulsive
 - ▶ Run instead of walk
 - ▶ Look like a child who has ADD!
- Some children who are Vestibular Seekers have ADD, but not all of them do!

Vestibular Seeker vs. Attention Deficit Disorder (ADHD/ADD)

- ▶ 2 different neurological disorders
- ▶ Estimated 40%–60% of children with one disorder have symptoms of the other
- ▶ Preliminary research indicates that 1 in 4 children are misdiagnosed with ADHD when they actually have Sensory Processing Disorder (SPD)
- ▶ www.SPDFoundation.net

What can we do to help the overactive child in the classroom?

You've Got to MOVE to LEARN!!!!!!

Tools for the Overactive Child:

- ▶ SUV Gas Principle
- ▶ Takes a lot of **movement** to fill up this child's tank!
- ▶ **Movement experiences help PREVENT challenging behaviors!**

Preschool and Child Care Research

- ▶ Observational Study
- ▶ 88% of day NO active play opportunities
- ▶ Of active play opportunities, only 14% was moderate-vigorous physical activity
- ▶ Most moderate-vigorous physical activity was outside
- ▶ **Preschoolers have significantly fewer opportunities for physical activity than recommended**
 - (Tandon, Saelens, Christakis, 2015)

Evidence-Based Research

Composite of 20 student brains taking the same test



- ▶ 20 minutes of walking before taking a test
- ▶ Improved scores

Dr. Charles Hillman,
University of Illinois
www.iom.edu/studentbody

Tools for the Overactive Child:

- ▶ Alternate active and quiet learning activities.
- ▶ Center-based Environment
- ▶ Large motor activity INSIDE or OUTSIDE
 - One hour a day is best!
 - You can break this up.

Pica (2003) Your Active Child.

Evidence-Based Research

- ▶ <http://newsevents.tcu.edu/stories/research-shows-more-recess-improves-learning-outcomes/>
- ▶ Texas Christian University- 15 minutes of recess 4x's a day
- ▶ Improved Learning

Evidence-Based Recommendations

- ▶ <http://www.readandride.org>
- ▶ More time on bikes = Increase in reading proficiency on standardized tests.



Movement Breaks: Every 25 minutes

- Walk
- Jump up and down
- Bounce on a therapy ball
- ▶ Mini Trampoline
- ▶ Dance
- ▶ Spin

CHANGE THE ACTIVITIES on REGULAR BASIS:

So child's brain will not become accustomed

BIG Movement Transitions

- ▶ Animal Walks
- ▶ Hop
- ▶ Skip
- ▶ March
- ▶ Stomp
- ▶ Wiggle
- ▶ Fly

Group Activity: Brainstorming

- ▶ Think of one "Movement Break" or "Big Movement Transition" experience.
- ▶ Be creative
- ▶ Be ready to share!

BREATHE

- ▶ Need to transition from moving to quiet
- ▶ 4 Deep Breaths: In through nose/out through mouth- "Smell the flowers"
- ▶ Bunny Breaths
- ▶ Snake Breaths
- ▶ Elephant Breaths
- ▶ Lion roars

Positioning Options for Learning:

- ▶ Sit on cushion in chair
- ▶ Sit on therapy ball at table
- ▶ Sit in rocking chair at circle

Help Children Understand Individual Differences.

Give Children a couple of rules for use.

Evidence-Based Recommendations!

- ▶ Texas A & M- Standing Desks for students with ADHD
- ▶ <http://neatoday.org/2014/11/05/standing-desks-are-helping-students-think-on-their-feet/>

Evidence-based Recommendations Therapy Cushions



Umeda & Deitz (2011)

Evidence-Based Recommendations Therapy Ball Chairs



- ▶ Bagatell, Mirigliani, Patterson, Reyes & Test (2010)

All Children Benefit from Movement, but “Overactive” Children Benefit the Most!

Copywritten 2017.
Not for use without expressed written permission of
Christy Isbell
CIsbell@Milligan.edu