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MODULE 2

SENSORY PROCESSING DISORDER (SPD)





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WHAT IS SENSORY PROCESSING DISORDER?

Sensory processing disorder (SPD) is a neurological condition in which the brain has difficulty processing sensory input from the five senses (sight, sound, touch, taste, and smell) as well as proprioception (body awareness) and vestibular sense (balance and movement). It can lead to difficulties in daily life, affecting social interactions, learning, and emotional regulation.





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TYPES OF SENSORY PROCESSING CHALLENGES

01 Sensory Modulation Disorder (SMD)

02 Sensory-Based Motor Disorder (SBMD)

03 Sensory Discrimination Disorder (SDD)





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SENSORY MODULATION DISORDER (SMD) IS DIFFICULTY WITH REGULATING RESPONSES TO SENSORY INPUT

▶ **Sensory Over-Responsivity (Hypersensitivity)**

- Overwhelmed by loud noises, bright lights, or certain textures
- Avoids messy activities like finger painting
- Strong reactions to tags on clothing or certain food textures

▶ **Sensory Under-Responsivity (Hyposensitivity)**

- Doesn't notice pain, temperature changes, or name being called
- May not react to loud noises or strong smells
- Can appear unmotivated or sluggish

▶ **Sensory Seeking (Craving)**

- Constantly moving, jumping, or spinning
- Enjoys strong flavors, bright lights, or deep pressure
- Frequently touches objects or people



SENSORY-BASED MOTOR DISORDER (SBMD) IS DIFFICULTY WITH MOVEMENT AND COORDINATION



Dyspraxia (Motor Planning Issues)

- Trouble with fine motor skills (writing, buttoning clothes)
- Clumsy, frequently bumps into objects
- Struggles to learn new movements

Postural Disorder

- Weak muscle tone, poor balance
- Easily fatigued and prefers to sit rather than stand
- Avoids playground activities or sports



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SENSORY DISCRIMINATION DISORDER (SDD) IS DIFFICULTY DISTINGUISHING BETWEEN DIFFERENT SENSORY INPUTS

- **Trouble identifying objects by touch alone**
(without looking)
- **Difficulty differentiating sounds** (e.g., mixing up similar words)
- **Problems judging distances or depths** (leading to frequent tripping or bumping into things)





COMMON SIGNS TO IDENTIFY CHILDREN WITH SPD

▶ **Over-Responsivity (Hypersensitivity)**

- Easily overwhelmed by loud noises, bright lights, or strong smells
- Avoids touch or certain textures (e.g., food, clothing)
- Distracted by background noise that others ignore
- Avoids crowded or chaotic environments

▶ **Under-Responsivity (Hyposensitivity)**

- Seeks intense sensory experiences (e.g., spinning, jumping, crashing into things)
- Does not notice pain, temperature changes, or personal space boundaries
- Appears unmotivated or slow to respond to stimuli

▶ **Sensory-Seeking Behaviors**

- Constantly moving, fidgeting, or touching objects
- Loves rough play or strong hugs
- Enjoys chewing on objects (clothing, pencils, etc.)





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COMMON SIGNS TO IDENTIFY CHILDREN WITH SPD

▶ **Motor Coordination Issues**

- Struggles with fine motor skills (e.g., handwriting, buttoning clothes)
- Has difficulty with balance and coordination
- Avoids playground activities or sports

▶ **Emotional and Behavioral Challenges**

- Easily frustrated or has frequent meltdowns
- Struggles with transitions and unexpected changes
- Difficulty with social interactions due to sensory sensitivities





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STRATEGIES FOR CREATING INCLUSIVE LEARNING ENVIRONMENTS

1

Classroom Environment Adjustments

- **Reduce sensory overload:** Minimize background noise, use soft lighting, and limit strong smells.
- **Provide sensory-friendly seating:** Offer wobble seats, fidget tools, or weighted lap pads for comfort.
- **Create quiet zones:** Designate a space where students can take breaks when overwhelmed.
- **Control classroom visuals:** Use neutral colors and limit excessive decorations.





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STRATEGIES FOR CREATING INCLUSIVE LEARNING ENVIRONMENTS

2

Instructional Strategies

- **Offer multisensory learning:** Combine visual, auditory, kinesthetic, and tactile elements to engage students.
- **Use structured routines:** Predictability helps students feel secure.
- **Give movement breaks:** Allow short physical activities to help with self-regulation.
- **Provide alternative ways to complete tasks:** Offer options like oral responses, typing instead of handwriting or hands-on activities.





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STRATEGIES FOR CREATING INCLUSIVE LEARNING ENVIRONMENTS

3

Sensory-Supportive Social Strategies

- **Teach self-regulation skills:** Encourage deep breathing, sensory breaks, or mindfulness techniques.
- **Foster peer understanding:** Educate classmates about sensory differences to promote empathy.
- **Respect personal space:** Allow students to choose seating arrangements that feel comfortable.





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STRATEGIES FOR CREATING INCLUSIVE LEARNING ENVIRONMENTS

4

Collaboration with Specialists

- **Cooperate with others:** Work together with occupational therapists, speech therapists, and special educators to tailor accommodations.
- **Communicate regularly with parents** to understand triggers and effective strategies used at home.





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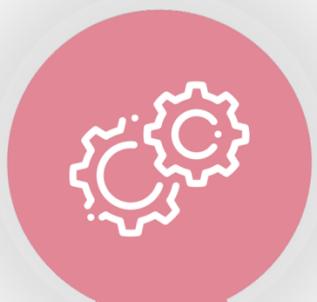
STRATEGIES FOR CREATING INCLUSIVE LEARNING ENVIRONMENTS



By implementing these strategies, educators can create a classroom where students with SPD feel safe, supported and ready to learn.

SENSORY-FRIENDLY EXERCISE SCRIPT FOR CHILDREN WITH SPD

Step 1



Warm-up: Sensory Superpowers Activation

To help children recognize their sensory strengths and activate their bodies and senses.

Step 2



Core Activities: Based on Needs & Strengths

e.g., To encourage movement exploration while developing coordination and balance.
To strengthen fine motor skills and sensory integration using hands.
To improve balance and coordination through movement challenges.

Step 3



Cool Down: Safe Space Relaxation

To help children self-regulate and feel calm after movement activities.

Step 4



Conclusion: Positive Reinforcement

Summarizing with a group reflection, praise their efforts and offering sensory-friendly reward.



TIPS AND RECOMENDATION FOR TEACHERS

Observe the child's response to different textures, sounds, movement, and social settings
- evaluate how a child responds to sensory input in daily activities.

Cooperate with other specialists and parents to make a sensory plan
- use motor, coordination, and self-regulation planning.

Reduce background noise (use noise-canceling headphones).

Allow dim lighting or natural light instead of bright fluorescent lights.

Allow standing desks or movement-friendly seating (yoga ball, wobble stool).

Use soft, seamless clothing to avoid irritation.

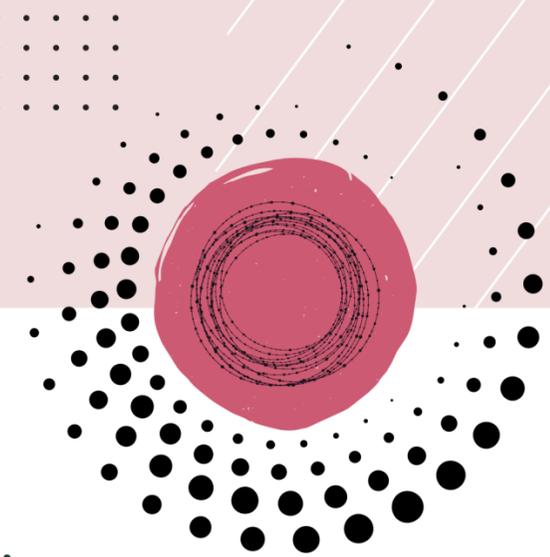
Use visual schedules to prepare for transitions.

Provide deep-pressure activities as weighted blankets, firm hugs, or compression clothing.

Avoid unexpected touch
-let the child initiate contact.

Offer sensory breaks with active movement as jumping, running, dancing.

Encourage oral sensory activities as chewing gum, or crunchy snacks.





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