



What is regulation?

Buckinghamshire Healthcare
NHS Trust

“Sensory regulation is the process through which our nervous system integrates and adjusts sensory input, enabling us to maintain balance and optimal levels of arousal”

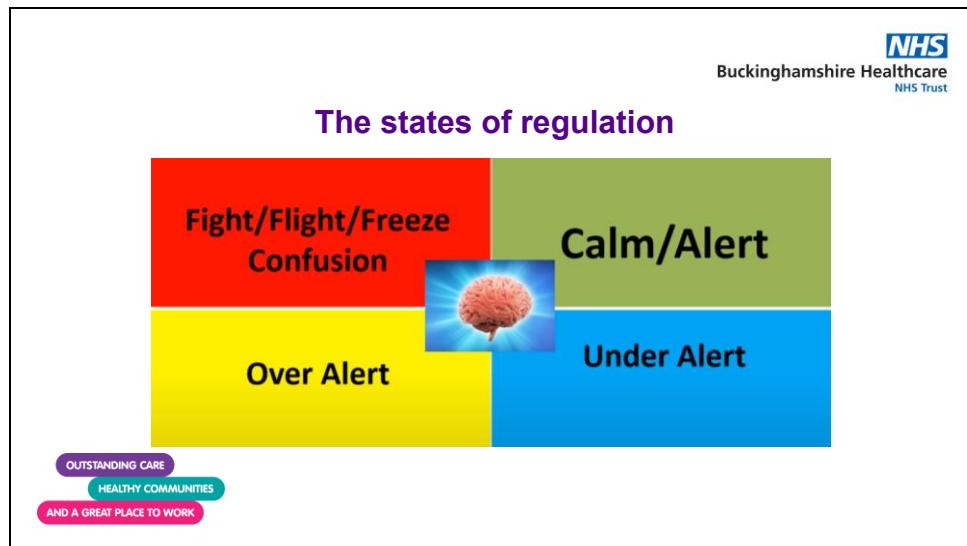
Sensory behaviours are a form of sensory regulation- **we only stop these if they are not safe and may cause harm**

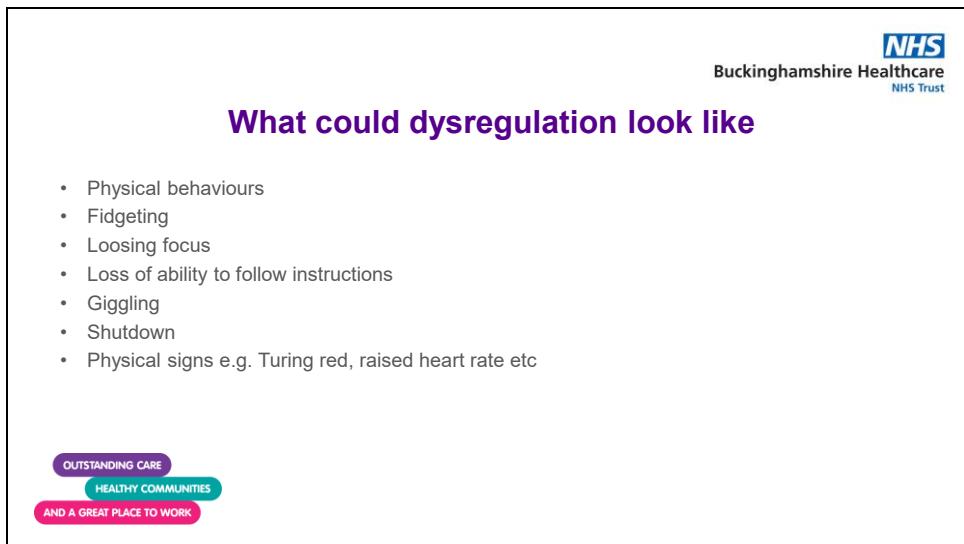
Other factors that impact on regulation: Trauma, emotional regulation, sleep, medication, anxiety. **Sensory is only part of the picture**

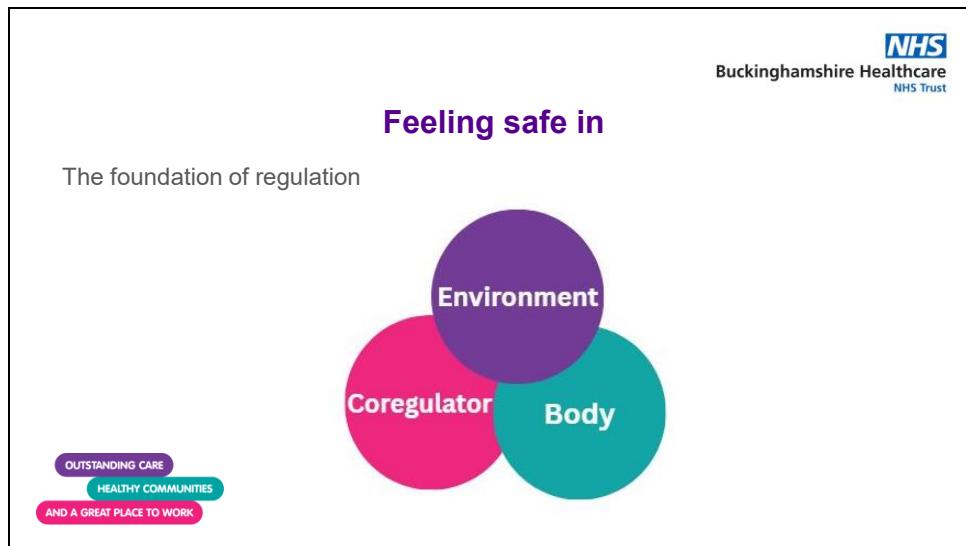
A photograph of a clear glass being filled with water from above. The water is bubbling and creating ripples on the surface, illustrating the concept of sensory input and regulation.

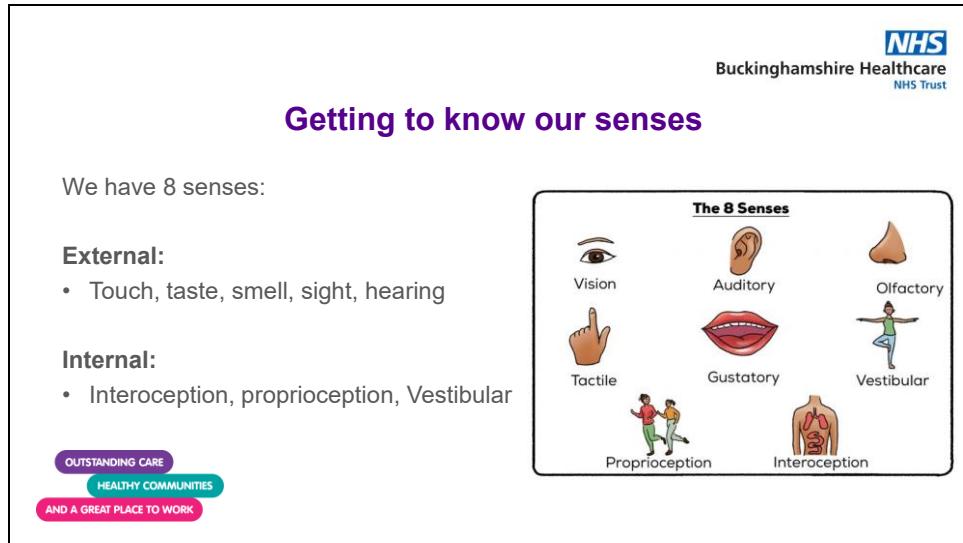
A photograph of four clear glasses arranged in a descending staircase pattern. The glasses are filled with water, with the tallest glass containing the most water and the shortest glass containing the least. This visual metaphor represents a hierarchy or a progression in the context of sensory regulation.

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How to create safety- Co regulator

- Those supporting the child should understand how they present in each sensory state.
 - Offering the best strategies at the right time e.g. if the child is over alerted easily offer more calming input
 - This allows their co regulator to proactively react and offer support/strategies.
 - Help the child advocate for their sensory needs.
 - Support them to understand their feelings e.g "I can see you are frustrated"




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How can OT support young people to feel regulated/safe?

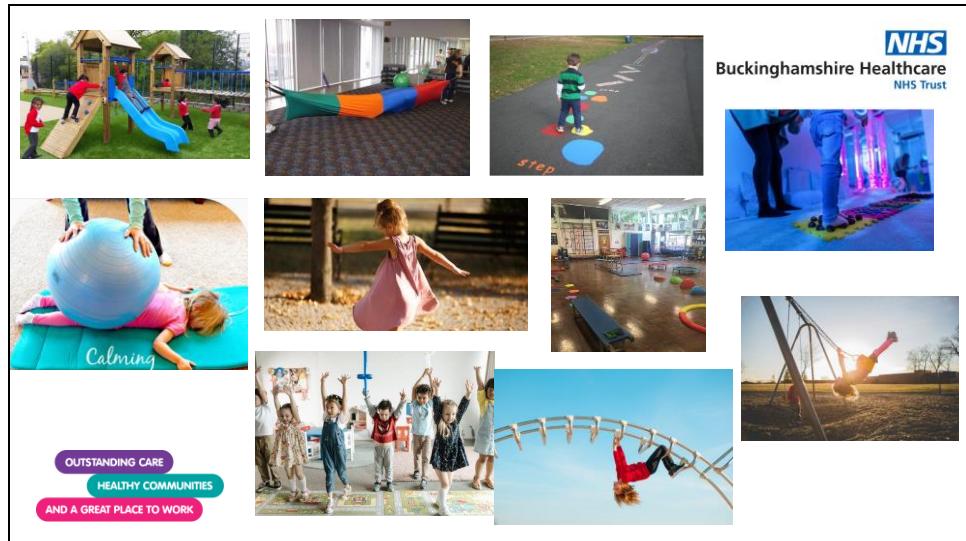
- Sensory strategies e.g. Sensory circuits, calming activities
- Sensory friendly environments
- Accommodations e.g. uniform, ear defenders, dynamic seating options
- Staff have knowledge and understanding
- Co regulation- a child will not always be able to self-regulate

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Slide 9





Case study

Henry is an autistic 8-year-old boy. He is often fidgety in his seat and can't cope in class for longer than 30 minutes. Without any warning he will become dysregulated causing him to throw and push classroom furniture, he will often run from the classroom and hide.

How can we support Henry's sensory regulation?

- Sensory audit
 - Sensory strategies e.g. sensory circuits, proprioception, heavy work
 - Accommodations e.g. a safe play to retreat, regular breaks, dynamic seating

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