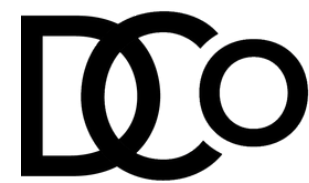




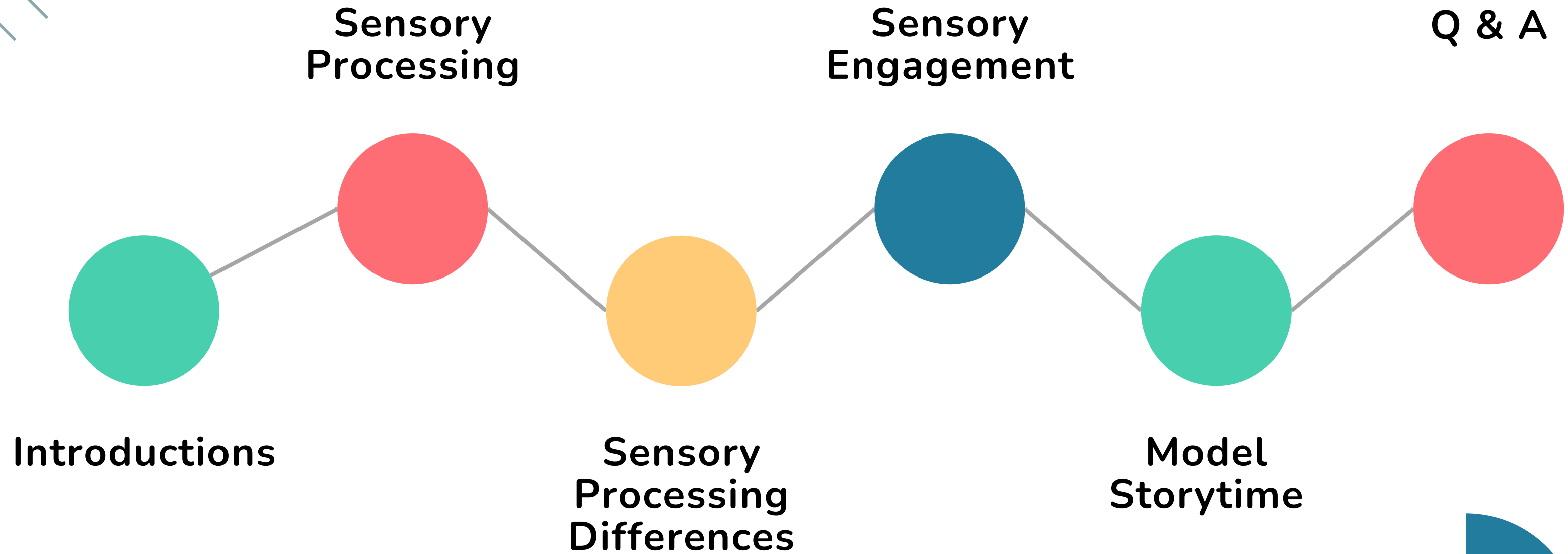
BEYOND THE BOOK

Creating a space where every child
thrives through sensory inclusion



DURHAM COUNTY
Library

TENTATIVE AGENDA





JENNIFER JAMSKY

Durham County Library Accessibility Services Coordinator

20+ years working in and with public library systems

10+ years working with disability community

Favorite Sensory Item:
LiteZilla



SARAH ALVERSON

**Durham County Library Community
Engagement Administrator**

MLS from NCCU

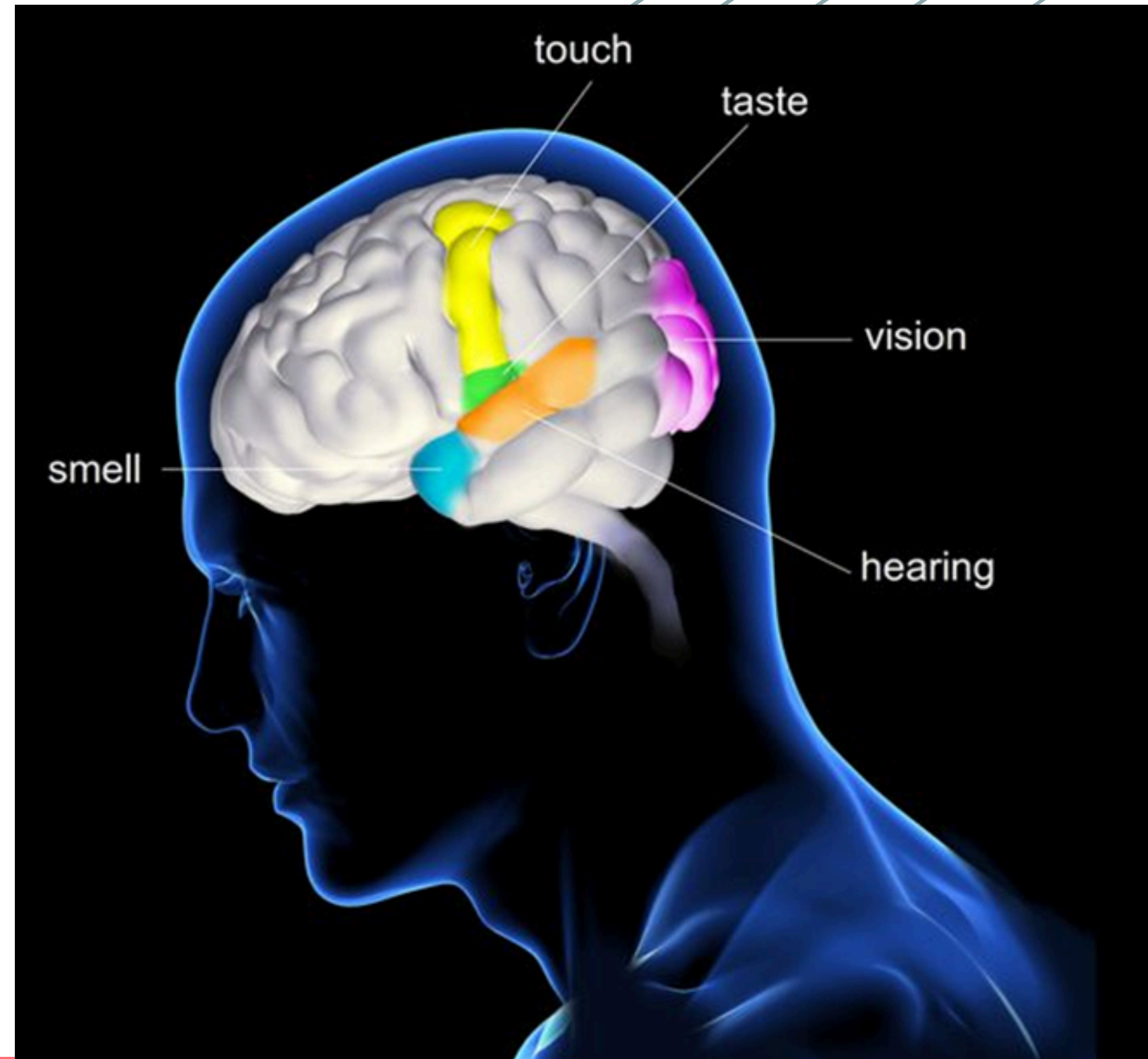
15 years in Public Libraries

**Favorite Sensory Item:
Sequin Wall
Panel/Pillow/Shirt**



WHAT ARE YOUR SENSES?





SENSORY PROCESSING

The way your central nervous system **RECEIVES** messages from the senses of its body or its environment, and uses that information to **ACT** with a **TYPICAL** motor response and/or in a **TYPICAL** behavioral way.





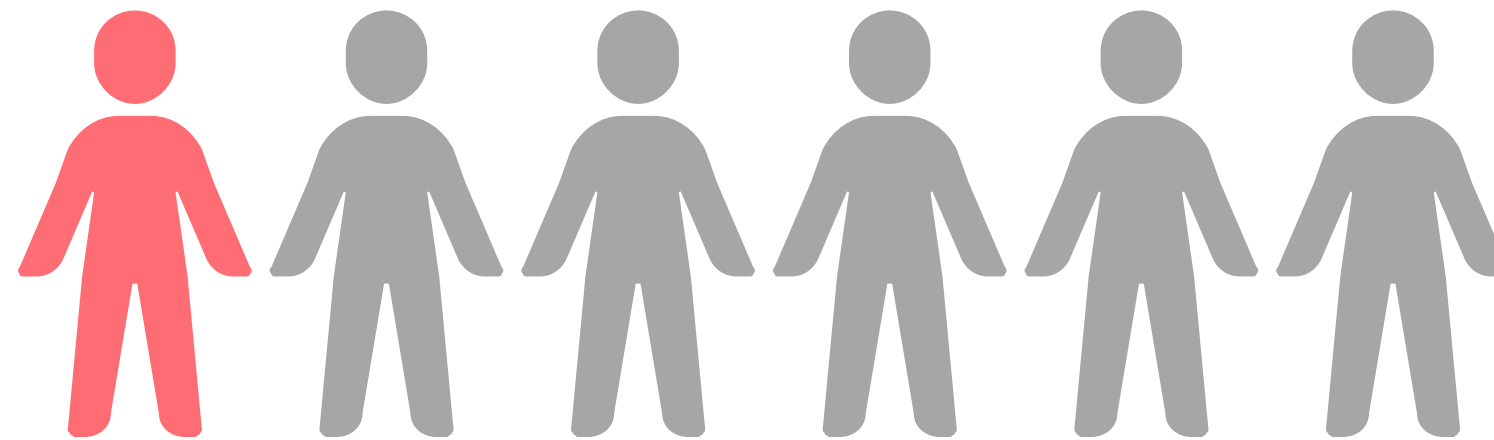
**"SENSES ARE THE BRIDGE
BETWEEN THE OUTSIDE WORLD
AND THE INSIDE WORLD."**

Maurits Eijgendaal
President of the International Snoezelen-MSE Association



SENSORY PROCESSING DIFFERENCES

When an individual's brain is **UNABLE TO INTERPRET** or organize sensory input from the body or surroundings, **ACTING** in a way that may appear **ATYPICAL** or inefficient.

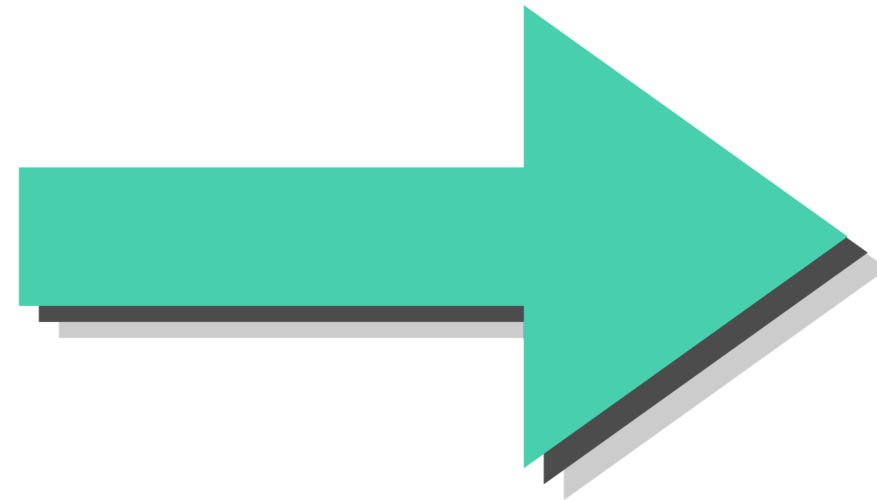


1 OUT OF 6

Research approximates
1 in every 6 children
experiences differences in
processing that may impact
aspects of everyday life.

INPUT SENSITIVITY

Oversensitivity/
Hypersensitivity



Sensory
Avoider

Under sensitivity/
Hyposensitivity



Sensory
Seeker



THIS

enjoys tight hugs

avoids messy play

prefers spicy food

high pain tolerance

always in motion

enjoys making noises

dislikes smells that
others might not notice

AND

dislikes hugs

loves messy play

prefers bland foods

low pain tolerance

has low energy

sensitive to sounds

unaware of smells that
bother others

THIS

	Sensory Seeker	Sensory Avider
Hearing	loud music, television, background noise	Covers ears when they hear loud noises such as the vacuum cleaner, loud groups of people
Seeing	go towards colourful toys, patterns, pictures- like a bug to the light	trouble with bright lights, colours etc; may even wear sunglasses when they go places like the shopping centre
Smelling	Smells everything; flowers, candles etc	May complain about the smell of many things, may have a very acute sense of smell
Tasting	Enjoys spicy/hot foods Will try a variety; to test what they like and don't	Limited variety of foods they like, based on flavour, texture and even the colour of the food "eating only the red things"
Touching	Enjoys tight hugs, wrestling with siblings, the feel of stuff on their bare feet, playing with mud, bubbles, water (you name it they love it- usually the messier the better)	Refuses to be hugged and touched, sometimes even by their own parents. Avoids messy activities , hates certain clothes (for example school uniform) because of the texture and material



WORDS TO REMEMBER

“There is no cookie cutter shaped like a child with sensory processing differences.”

Janet Wright Stafford, OTR/L

Kranowitz, Carol Stock. *The Out-of-Sync Child Has Fun: Activities for Kids with Sensory Processing Disorder.*
New York: A Perigee Book, 2003.



Who can benefit from
sensory engagement?

ANYONE. EVERYONE.

Sensory Engagement
“has been shown to increase awareness, brain arousal, exploration of one’s environment, choice, mental and physical relaxation, enjoyment, and improved social well-being and quality of life.”

Sandra Fornes, Ed.D.
Christopher Douglas Hidden
Angel Foundation, Inc.



Benefits of Sensory Engagement

Emotional

Communication & Social Skills

Cognitive

Motor Skills & Body Awareness

Exploration & Independence

Helps calm, relax, and comfort

Supports self-regulation

Reduces environmental overwhelm

Encourages confidence

Creates motivation and joy

Supports communication development

Boosts communication

Strengthens social engagement

Builds foundational brain connections

Supports early cognitive development

Elevates brain activity

Supports problem-solving

Enhances attention and focus

Enhances early motor skills

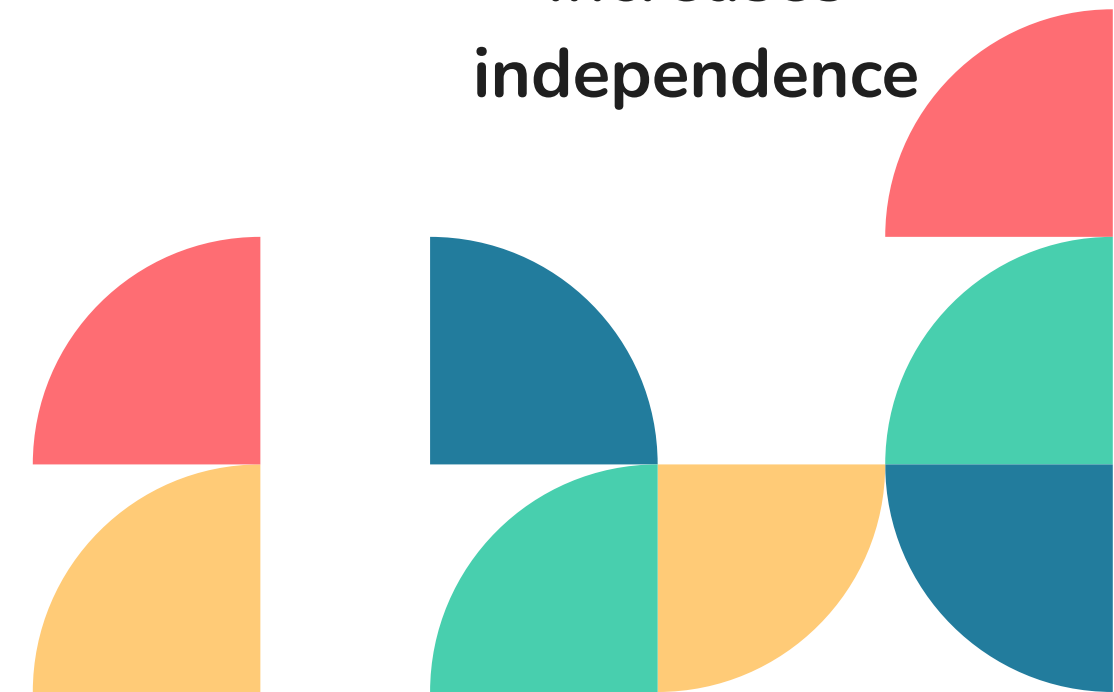
Builds motor skills

Improves body awareness

Encourages exploration and curiosity

Makes daily routines easier

Increases independence



MODES OF ENGAGEMENT



Individual Engagement

An individual interacts with the elements and equipment in the space, being in full control of their surroundings and levels of stimulation



Group Engagement

Two or more people interact with the elements and equipment together, for therapy, teaching, or play

STRATEGY AND PLANNING

Things to consider for intentional sensory engagement

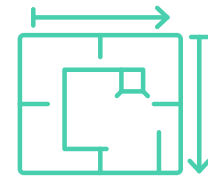
01



Budget

- Immediate Needs
- Long term maintenance and replacement

02



Physical Space

- Size
- Open vs. Closed
- Traffic Patterns
- Mobility-
Permanent/
Temporary

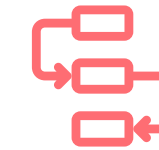
03



Primary Use

- Programming
- Instruction/Therapy
- Play
- Stimulation and/or calming

04



Equipment/Tools

- Who is primary demographic?
- Preferences/goals
- Wear & Tear
(Things break!)
- Safety
- Cleaning

SENSORY ENGAGEMENT

1

**Physical
Environment/
Permanent
Space**

2

**Mobile
Sensory
Solution
Tools**

3

**Inclusive
Programming**



SENSORY ENGAGEMENT: Sensory Environment



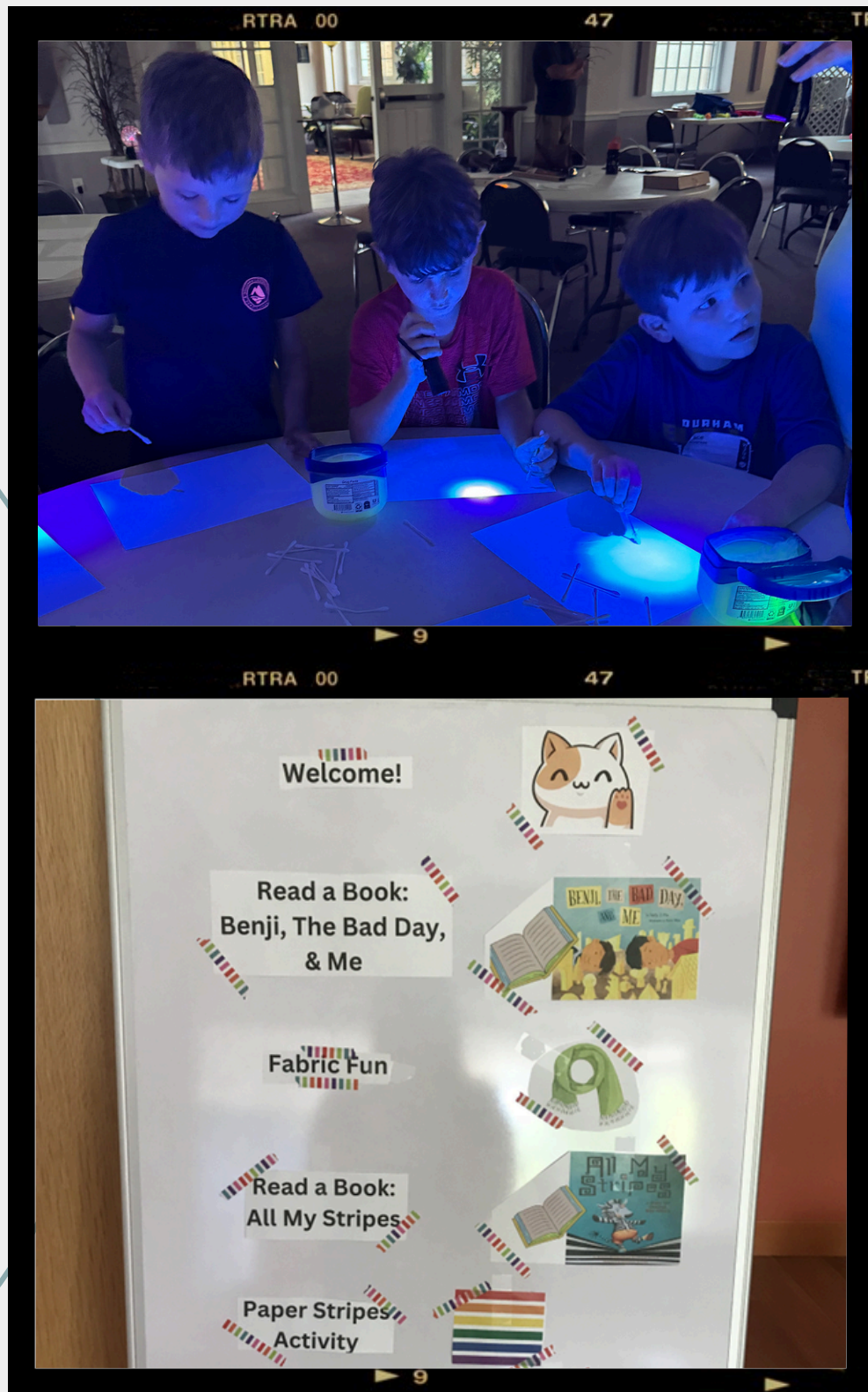
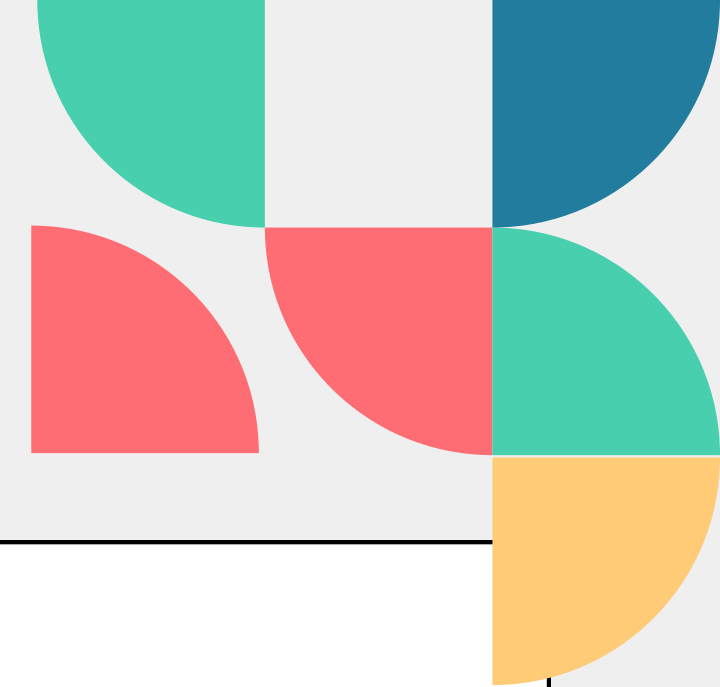
SENSORY ENGAGEMENT:

Mobile Sensory Solutions



SENSORY ENGAGEMENT:

Sensory Inclusive Programming

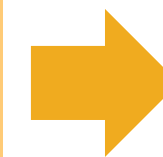


Let's explore the basics:

- Stimulation Levels (high/low/mix)
- Sensory Bin - use those mobile sensory solutions!
- Visual Schedule
- Transitions - Timers, Music, Fingerplay, Hand Motions

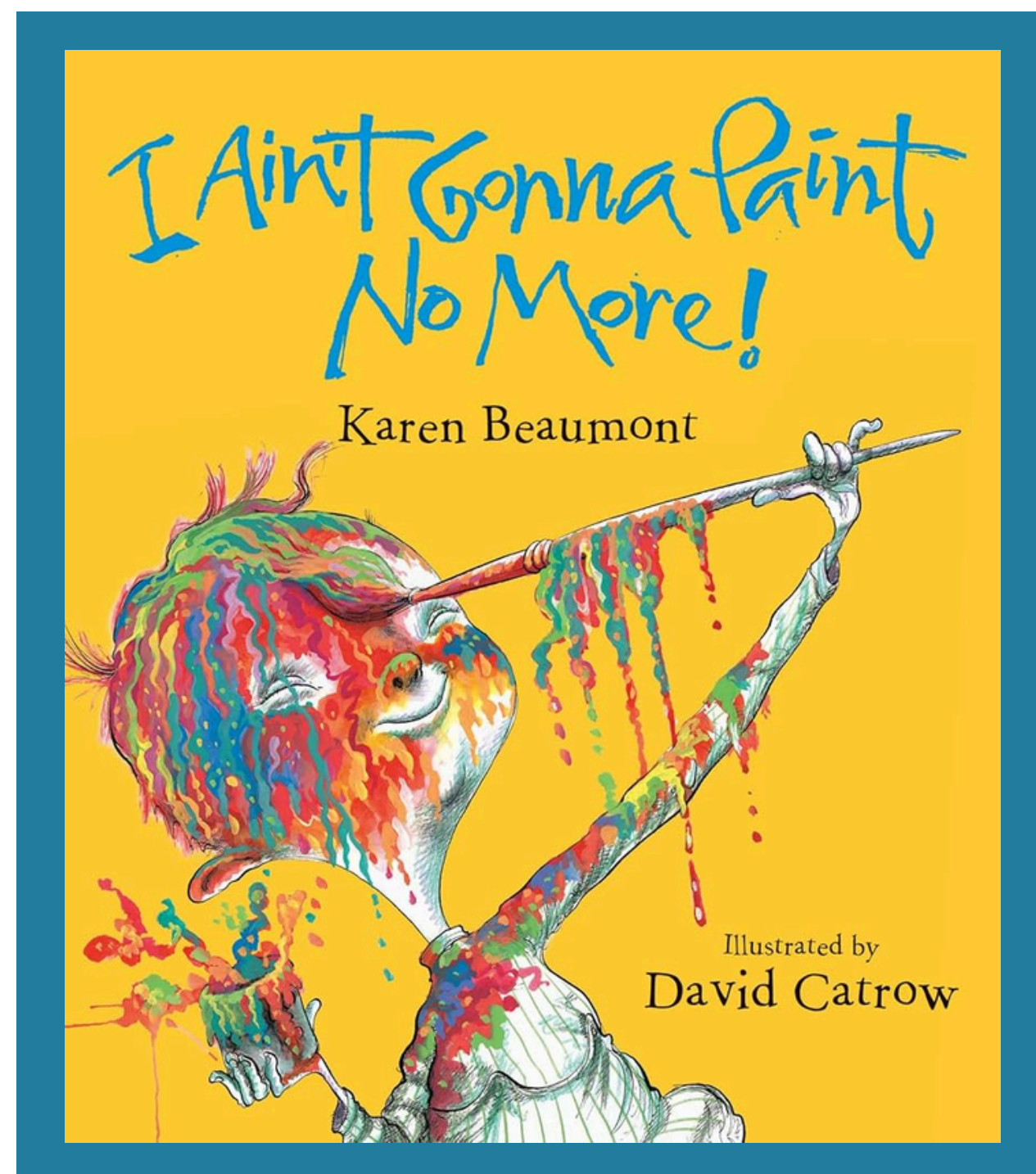
Example:

*Open, shut them, open, shut them,
Fold them in your lap, lap, lap.*



Time to sit quietly, criss cross
applesauce for the story!

SEE IT IN ACTION



**WHAT
STOOD OUT
TO YOU?**





IF NOTHING ELSE, REMEMBER...

Start simply

Use what you
ALREADY have!

Be **INTENTIONAL!**

Go beyond the
expected

Try and try **AGAIN!**

Don't be afraid to fail

When you've done the
work to understand
your audience—

TRUST yourself!

Get **CREATIVE**

What's something
you've always wanted
to try?

Connect with
COMMUNITY

You do not have to do
this alone!





QUESTIONS?

Jennifer Jamsky
Durham County Library
Accessibility Services Coordinator
919-560-0183
jjamsky@dconc.gov

Sarah Alverson
Durham County Library
Community Engagement Administrator
919-560-0127
salverson@dconc.gov



THANK YOU!