WEBVTT

1 "" (0)
00:00:03.899 --> 00:00:12.269
Welcome and thank you for calling into sickness office and awareness
series. My name is Michelle. I'm a care manager for the autism specialty
team here at Sigma.

2 "" (0)
00:00:12.269 --> 00:00:24.810
Due to the format of this call, your Lion will remain muted throughout
the entirety of the seminar. Any questions received during the
presentation will be through the Webex platform and we should have time
at the end of the seminar for question and answer.

3 "" (0)
00:00:24.810 --> 00:00:30.450
I will note that we will only be answering questions that are on today's
topic, but there will.

4 "" (0)
00:00:30.450 --> 00:00:33.930
Be also an opportunity to complete a short survey at the end.

5 "" (0)
00:00:33.930 --> 00:00:40.740
A handle for today's seminar is available online. W. W. W. dot com.
Backslash autism.

6 "" (0)
00:00:40.740 --> 00:00:45.120
Scroll to current topics section in the middle of your page and click on
today's topic.

7 "" (0)
00:00:45.120 --> 00:00:53.970
Understanding regulation and sensory processing, or follow along
throughout the Webex presentation. A recording will be available once
finalized at the same website.

8 "" (0)
00:00:53.970 --> 00:01:01.170
Please note, not all policies cover today's topics for more specific
information on what your policy covers discussed.

9 "" (0)
00:01:01.170 --> 00:01:06.030
Today, please contact the autism team by calling the number on the back
of your card.

10 "" (0)
00:01:06.030 --> 00:01:12.540
Awesome, well, today I do have the pleasure of introducing Elizabeth
Duffy as well as Michelle.

11 "" (0)
00:01:12.540 --> 00:01:29.520
To do this presentation, Michelle is an occupational therapist and yoga
teacher who was passionate about connecting with people to facilitate
engagement and meaningful activities that support independents confidence
and goals chooses various techniques to build individual needs but.

12 "" (0)
00:01:29.520 --> 00:01:34.620
Not limited to sensory motor motor nature and activity based learning.

13 "" (0)
00:01:34.620 --> 00:01:49.140
Lizzie is an artistic and otherwise narrow, divergent, occupational
therapist who parents and our divergent child as well. She has been an
occupational therapist for 15 years and has experienced with all ages.
She became involved in the disability community and.

14 "" (0)
00:01:49.140 --> 00:01:53.610
Has learned to deeply appreciate the differences that naturally exist in
humanity.

15 "" (0)
00:01:53.610 --> 00:01:58.980
And with that, I will hand it over to Michelle and Lizzie, and we will
get started.

16 "Michelle Pettit, MA, OTR/L" (2127667200)
00:02:03.267 --> 00:02:09.900
Right Thank you so much for introducing us. So I, Michelle, I'm here with
my partner with Lindsey in today.

17 "Michelle Pettit, MA, OTR/L" (2127667200)
00:02:09.900 --> 00:02:15.900
The objectives that we're going to uncover, so it's going to be a lot of
material.

18 "Michelle Pettit, MA, OTR/L" (2127667200)
00:02:15.900 --> 00:02:20.640
Understanding that kids do well, if they can a quote from Dr last.

19 "Michelle Pettit, MA, OTR/L" (2127667200)
00:02:20.640 --> 00:02:24.360
We'll learn about person factors in relation to behavior.

20 "Michelle Pettit, MA, OTR/L" (2127667200)
00:02:24.360 --> 00:02:28.770
Will understand environmental and activity factors, including.

21 "Michelle Pettit, MA, OTR/L" (2127667200)
00:02:28.770 --> 00:02:35.370

Expectations on how they impact the behavior will examine the brain and
body connection and the impact of trauma.

22 "Michelle Pettit, MA, OTR/L" (2127667200)
00:02:35.370 --> 00:02:41.040
We'll have a sensory processing overview and a brief synopsis of how to
support 8 years.

23 "Michelle Pettit, MA, OTR/L" (2127667200)
00:02:45.000 --> 00:02:48.240
So, what are the behaviors we should think of the.

24 "Michelle Pettit, MA, OTR/L" (2127667200)
00:02:48.240 --> 00:02:54.330
Years of what we do and how we act in all situations not just when there
are refusals tantrums.

25 "Michelle Pettit, MA, OTR/L" (2127667200)
00:02:54.330 --> 00:02:57.570
Etc because of behaviors also, when we walk.

26 "Michelle Pettit, MA, OTR/L" (2127667200)
00:02:57.570 --> 00:03:00.690
Talk hug needs.

27 "Michelle Pettit, MA, OTR/L" (2127667200)
00:03:00.690 --> 00:03:04.290
So, essentially, any observable act you do is a behavior.

28 "Michelle Pettit, MA, OTR/L" (2127667200)
00:03:04.290 --> 00:03:12.360
Behaviors can be a complex response rooted and multiple factors often
involving person factors environmental factors.

29 "Michelle Pettit, MA, OTR/L" (2127667200)
00:03:12.360 --> 00:03:16.770
And activities or behaviors, have it.

30 "Michelle Pettit, MA, OTR/L" (2127667200)
00:03:16.770 --> 00:03:20.460
Many causes it may not be intentional.

31 "Michelle Pettit, MA, OTR/L" (2127667200)
00:03:20.460 --> 00:03:23.460
We may not always know the root of the behavior.

32 "Michelle Pettit, MA, OTR/L" (2127667200)
00:03:23.460 --> 00:03:28.380
We can at least try to understand that it is not coming from a malicious
punishment.

33 "Michelle Pettit, MA, OTR/L" (2127667200)
00:03:28.380 --> 00:03:35.370

Having the baseline of understanding allows us to come home from a place of care curiosity and compassion.

34 "Michelle Pettit, MA, OTR/L" (2127667200)
00:03:35.370 --> 00:03:39.570
Providing a safe place for children this quote from.

35 "Michelle Pettit, MA, OTR/L" (2127667200)
00:03:39.570 --> 00:03:47.250
Mr. Rogers sits in perfectly here in times of stress. The best thing for each other is to listen with her ears.

36 "Michelle Pettit, MA, OTR/L" (2127667200)
00:03:47.250 --> 00:03:51.900
Hearts and to be assured that our questions are just as important as there.

37 "Michelle Pettit, MA, OTR/L" (2127667200)
00:03:51.900 --> 00:03:55.885
Is.

38 "Lizzi Duffy" (2004796160)
00:03:55.885 --> 00:04:00.000
Hi, I'm Lizzie and I'm glad to be here today.

39 "Lizzi Duffy" (2004796160)
00:04:00.000 --> 00:04:07.740
It's also really important that we understand all the different factors that impact regulation.

40 "Lizzi Duffy" (2004796160)
00:04:07.740 --> 00:04:13.500
And I like to break it down into 3 main factors.

41 "Lizzi Duffy" (2004796160)
00:04:13.500 --> 00:04:18.060
Person factors, the environment and the activity itself.

42 "Lizzi Duffy" (2004796160)
00:04:18.060 --> 00:04:21.300
So, we're going to kind of.

43 "Lizzi Duffy" (2004796160)
00:04:21.300 --> 00:04:27.329
Think about what goes under person factors, and some of these things.

44 "Lizzi Duffy" (2004796160)
00:04:27.329 --> 00:04:30.599
Are like sensory processing.

45 "Lizzi Duffy" (2004796160)
00:04:30.599 --> 00:04:41.399
It could be how healthy a child is or maybe they how they slept. Well, how they slept the night before it could be.

46 "Lizzi Duffy" (2004796160)
00:04:41.399 --> 00:04:46.199
Their communication style.

47 "Lizzi Duffy" (2004796160)
00:04:46.199 --> 00:04:52.229
It could be so many different parts of it where, where they're at
developmentally.

48 "Lizzi Duffy" (2004796160)
00:04:52.229 --> 00:04:57.569
Um, all of those factors can be person factors so it's.

49 "Lizzi Duffy" (2004796160)
00:04:57.569 --> 00:05:02.939
A, very broad area to think about even our emotions. Our thoughts.

50 "Lizzi Duffy" (2004796160)
00:05:02.939 --> 00:05:07.349
Um, past trauma, I'll fit into those person factors.

51 "Lizzi Duffy" (2004796160)
00:05:07.349 --> 00:05:14.099
And then when we think about the environment and how the environment
impacts our behavior.

52 "Lizzi Duffy" (2004796160)
00:05:14.099 --> 00:05:18.809
We need to be thinking about, um, maybe.

53 "Lizzi Duffy" (2004796160)
00:05:18.809 --> 00:05:24.509
The physical aspects of the environment. So, is it in a classroom.

54 "Lizzi Duffy" (2004796160)
00:05:24.509 --> 00:05:28.769
Or is it in at the state? Fair.

55 "Lizzi Duffy" (2004796160)
00:05:28.769 --> 00:05:32.519
So, there's lots of different environmental aspects.

56 "Lizzi Duffy" (2004796160)
00:05:32.519 --> 00:05:36.059
That are different between a classroom and a state fair.

57 "Lizzi Duffy" (2004796160)
00:05:36.059 --> 00:05:39.959
Does the environment require a lot of.

58 "Lizzi Duffy" (2004796160)
00:05:39.959 --> 00:05:45.779
Walking or or in the opposite with a classroom sitting.

59 "Lizzi Duffy" (2004796160)
00:05:45.779 --> 00:05:48.989
Does the environment require.

60 "Lizzi Duffy" (2004796160)
00:05:48.989 --> 00:05:52.439
Um, being around a lot of other people.

61 "Lizzi Duffy" (2004796160)
00:05:52.439 --> 00:05:55.439
Versus being alone in your bedroom.

62 "Lizzi Duffy" (2004796160)
00:05:55.439 --> 00:06:00.179
So we think about those physical aspects of the environment.

63 "Lizzi Duffy" (2004796160)
00:06:00.179 --> 00:06:03.239
How loud it is.

64 "Lizzi Duffy" (2004796160)
00:06:03.239 --> 00:06:06.389
Um, all of those different.

65 "Lizzi Duffy" (2004796160)
00:06:06.389 --> 00:06:12.389
Aspects, and then, um, as well as things like the timing.

66 "Lizzi Duffy" (2004796160)
00:06:12.389 --> 00:06:16.679
Maybe things like seasons, um.

67 "Lizzi Duffy" (2004796160)
00:06:16.679 --> 00:06:19.769
And if you're thinking about, like, timing.

68 "Lizzi Duffy" (2004796160)
00:06:19.769 --> 00:06:26.069
Let's take going to an apple orchard. We live in Minnesota, so this is
an.

69 "Lizzi Duffy" (2004796160)
00:06:26.069 --> 00:06:35.819
Great time of the year for Apple orchards here going to an apple orchard
on the weekend in Minnesota is a very different environment.

70 "Lizzi Duffy" (2004796160)
00:06:35.819 --> 00:06:40.229
Then going to an apple orchard in the morning on a Tuesday.

71 "Lizzi Duffy" (2004796160)
00:06:40.229 --> 00:06:43.469
They're very, very different, um.

72 "Lizzi Duffy" (2004796160)
00:06:43.469 --> 00:06:47.819
So thinking about how timing can be a big.

73 "Lizzi Duffy" (2004796160)
00:06:47.819 --> 00:06:52.709
Difference the season can be a big difference. If you live in a place
like Minnesota.

74 "Lizzi Duffy" (2004796160)
00:06:52.709 --> 00:06:58.829
Um, and then we want to think about factors of the activity and that can
be how.

75 "Lizzi Duffy" (2004796160)
00:06:58.829 --> 00:07:02.729
How motivating it is, how boring it is.

76 "Lizzi Duffy" (2004796160)
00:07:02.729 --> 00:07:06.989
Do we have to do a lot of things with, like, messy play.

77 "Lizzi Duffy" (2004796160)
00:07:06.989 --> 00:07:11.309
Or is it are you supposed to sit, um.

78 "Lizzi Duffy" (2004796160)
00:07:11.309 --> 00:07:14.459
All of those different aspects of the activity.

79 "Lizzi Duffy" (2004796160)
00:07:14.459 --> 00:07:19.559
Um, how many steps are in an activity, and we'll go through these in more
detail.

80 "Lizzi Duffy" (2004796160)
00:07:19.559 --> 00:07:27.209
And finally expectations can go on any of these factors, but I really
like to pull them.

81 "Lizzi Duffy" (2004796160)
00:07:27.209 --> 00:07:32.759
That section out, because a lot of times we don't think about how.

82 "Lizzi Duffy" (2004796160)
00:07:32.759 --> 00:07:36.539
Expectations really do impact a person's.

83 "Lizzi Duffy" (2004796160)
00:07:36.539 --> 00:07:46.529
Behavior and whether the expectation is even necessary. A lot of our
expectations are kind of just passed down as traditions.

84 "Lizzi Duffy" (2004796160)
00:07:46.529 --> 00:07:52.109
Or, um, could be social expectation. So if you think about like, a.

85 "Lizzi Duffy" (2004796160)
00:07:52.109 --> 00:07:56.879
Steak house versus mcdonald's play land, um, or even.

86 "Lizzi Duffy" (2004796160)
00:07:56.879 --> 00:08:01.019
A church when there's a wedding versus a church with a funeral.

87 "Lizzi Duffy" (2004796160)
00:08:01.019 --> 00:08:04.109
Expectations aren't always clear.

88 "Lizzi Duffy" (2004796160)
00:08:04.109 --> 00:08:11.090
And they're not always necessary.

89 "Michelle Pettit, MA, OTR/L" (2127667200)
00:08:11.090 --> 00:08:18.509
And to help us understand those perfect person factors that are at the
root of behaviors, I really like this iceberg visual from.

90 "Michelle Pettit, MA, OTR/L" (2127667200)
00:08:18.509 --> 00:08:21.929
Up to the great person to learn from and and look into.

91 "Michelle Pettit, MA, OTR/L" (2127667200)
00:08:21.929 --> 00:08:26.609
So, above the iceberg are the actions, we can see it how someone.

92 "Michelle Pettit, MA, OTR/L" (2127667200)
00:08:26.609 --> 00:08:30.089
I was asking or what they what they're doing on the outside.

93 "Michelle Pettit, MA, OTR/L" (2127667200)
00:08:30.089 --> 00:08:35.759
And below the iceberg are all of the things that we cannot see that are
at the rate of behavior.

94 "Michelle Pettit, MA, OTR/L" (2127667200)
00:08:35.759 --> 00:08:41.579
Some of these things below the iceberg might be known. Like, if a child
is observing sick.

95 "Michelle Pettit, MA, OTR/L" (2127667200)
00:08:41.579 --> 00:08:46.109
Um, sometimes we don't know what's below the iceberg so.

96 "Michelle Pettit, MA, OTR/L" (2127667200)
00:08:46.109 --> 00:08:52.769

Looking at the physical body body, maybe there's an unknown medical
diagnosis or an unknown.

97 "Michelle Pettit, MA, OTR/L" (2127667200)
00:08:52.769 --> 00:08:57.119
Physical pain that the child is experiencing the physical body is.

98 "Michelle Pettit, MA, OTR/L" (2127667200)
00:08:57.119 --> 00:09:02.009
Also our motor skills and strengths, and that contributes to what we do
and how we at.

99 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:02.009 --> 00:09:09.239
Next looking at sensations, we all interpret sensory information
differently, which will dive into deeper shortly.

100 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:09.239 --> 00:09:14.939
And then there are feelings, thoughts and ideas that also contribute to
our behaviors. Sometimes we.

101 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:14.939 --> 00:09:18.239
Your thoughts and ideas can be assessed outwardly by.

102 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:18.239 --> 00:09:21.509
Trials, but sometimes they can't once I.

103 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:21.509 --> 00:09:27.869
Had a client could engage in some risky behaviors and 1 being required to
the top of the refrigerator.

104 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:27.869 --> 00:09:32.039
From, and from an outside perspective, maybe someone could observe it.

105 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:32.039 --> 00:09:37.409
As a naughty behavior, but there were treats on top of the refrigerator.

106 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:37.409 --> 00:09:41.459
So, under the iceberg, and maybe he was feeling hungry and.

107 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:41.459 --> 00:09:45.119
We had an idea to be independent. She also had.

108 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:45.119 --> 00:09:49.079
Skills in areas of a speech so maybe, you.

109 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:49.079 --> 00:09:52.259
Able to outward communicate with the 100.

110 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:52.259 --> 00:09:57.809
Additionally, this client also has some good strength and coordination so
he's able to think organize.

111 "Michelle Pettit, MA, OTR/L" (2127667200)
00:09:57.809 --> 00:10:03.449
And plan a way to get to the top and so in some of them.

112 "Michelle Pettit, MA, OTR/L" (2127667200)
00:10:03.449 --> 00:10:11.519
Observing this is it not a behavior we can see some things underneath
that contributed to this and then think of how we can support him to be.

113 "Michelle Pettit, MA, OTR/L" (2127667200)
00:10:11.519 --> 00:10:19.523
So this next slide, we're going to learn more about these under the
iceberg person factors.

114 "Lizzi Duffy" (2004796160)
00:10:19.523 --> 00:10:23.429
So, there are many personal factors that impact behavior and these.

115 "Lizzi Duffy" (2004796160)
00:10:23.429 --> 00:10:26.759
Factors very widely moment to moment.

116 "Lizzi Duffy" (2004796160)
00:10:26.759 --> 00:10:30.599
Uh, factors to consider include trauma.

117 "Lizzi Duffy" (2004796160)
00:10:30.599 --> 00:10:34.469
We may or may not be aware of trauma someone else's.

118 "Lizzi Duffy" (2004796160)
00:10:34.469 --> 00:10:41.219
Has experienced, and it is important to acknowledge that trauma could be
a factor in a person's behavior.

119 "Lizzi Duffy" (2004796160)
00:10:41.219 --> 00:10:45.719
Trauma responses are often triggered by things we may.

120 "Lizzi Duffy" (2004796160)
00:10:45.719 --> 00:10:48.839
Not be able to easily identify.

121 "Lizzi Duffy" (2004796160)

00:10:48.839 --> 00:10:53.399
Trauma responses are often out of the control of the person.

122 "Lizzi Duffy" (2004796160)
00:10:53.399 --> 00:10:59.519
The way we process sensory information can also impact our regulations.

123 "Lizzi Duffy" (2004796160)
00:10:59.519 --> 00:11:03.539
And each person processes, sensory information differently.

124 "Lizzi Duffy" (2004796160)
00:11:03.539 --> 00:11:07.049
So, you may experience the sound as pleasant.

125 "Lizzi Duffy" (2004796160)
00:11:07.049 --> 00:11:11.009
And others may find the sound harsh or even painful.

126 "Lizzi Duffy" (2004796160)
00:11:11.009 --> 00:11:14.489
Medical and health conditions, certainly.

127 "Lizzi Duffy" (2004796160)
00:11:14.489 --> 00:11:18.509
Impact regulation, and often we have less tolerance.

128 "Lizzi Duffy" (2004796160)
00:11:18.509 --> 00:11:23.069
To frustration, or other stimuli when we are not feeling well.

129 "Lizzi Duffy" (2004796160)
00:11:23.069 --> 00:11:30.779
If there's a big change in behavior, we really need to consider and
investigate if health may be a factor.

130 "Lizzi Duffy" (2004796160)
00:11:30.779 --> 00:11:39.299
It is also important to add that many people experience disinhibition as
a result of the way their brain operates.

131 "Lizzi Duffy" (2004796160)
00:11:39.299 --> 00:11:42.779
And then the example of this is tourette's syndrome.

132 "Lizzi Duffy" (2004796160)
00:11:42.779 --> 00:11:46.499
Where people may develop techs that are out of their control.

133 "Lizzi Duffy" (2004796160)
00:11:46.499 --> 00:11:49.949
The takes me up here and intentional.

134 "Lizzi Duffy" (2004796160)

00:11:49.949 --> 00:11:53.999
Such as text that include swearing, but they are not.

135 "Lizzi Duffy" (2004796160)
00:11:53.999 --> 00:11:58.979
And if we notice a significant change in a person's ticks, however.

136 "Lizzi Duffy" (2004796160)
00:11:58.979 --> 00:12:02.879
If they're increasing or decreasing significantly.

137 "Lizzi Duffy" (2004796160)
00:12:02.879 --> 00:12:08.219
Then we should investigate further this change in behavior is not intentional.

138 "Lizzi Duffy" (2004796160)
00:12:08.219 --> 00:12:12.059
But it still has meaning likewise.

139 "Lizzi Duffy" (2004796160)
00:12:12.059 --> 00:12:17.789
May or may not be communication stems flapping or.

140 "Lizzi Duffy" (2004796160)
00:12:17.789 --> 00:12:21.059
Repetitive other repetitive actions.

141 "Lizzi Duffy" (2004796160)
00:12:21.059 --> 00:12:27.569
Um, so they may just be the person trying to suit themselves or regulate.

142 "Lizzi Duffy" (2004796160)
00:12:27.569 --> 00:12:30.599
Um, and I really.

143 "Lizzi Duffy" (2004796160)
00:12:30.599 --> 00:12:37.529
I think I want to call that out that a lot of times we hear all behaviors communication, which is.

144 "Lizzi Duffy" (2004796160)
00:12:37.529 --> 00:12:41.039
True to some degree, but I think people.

145 "Lizzi Duffy" (2004796160)
00:12:41.039 --> 00:12:45.749
Leap and make the judgement that then the behavior is intentional.

146 "Lizzi Duffy" (2004796160)
00:12:45.749 --> 00:12:53.369
So really try to realize that a lot of times our behavior isn't necessarily.

147 "Lizzi Duffy" (2004796160)
00:12:53.369 --> 00:12:57.809
Intentionally trying to communicate something, but it still is.

148 "Lizzi Duffy" (2004796160)
00:12:57.809 --> 00:13:03.419
Physiological needs can also impact regulation.

149 "Lizzi Duffy" (2004796160)
00:13:03.419 --> 00:13:10.109
The best example, I can think of as being hungry. Um, and I think most of us have been there.

150 "Lizzi Duffy" (2004796160)
00:13:10.109 --> 00:13:13.559
A person's learning profile.

151 "Lizzi Duffy" (2004796160)
00:13:13.559 --> 00:13:18.089
Which can include motor cognitive communication and social skills.

152 "Lizzi Duffy" (2004796160)
00:13:18.089 --> 00:13:21.419
Or ability to impact regulation.

153 "Lizzi Duffy" (2004796160)
00:13:21.419 --> 00:13:26.489
For example, it is very frustrating if you do not understand something.

154 "Lizzi Duffy" (2004796160)
00:13:26.489 --> 00:13:35.999
Or, if you are misunderstood, we will talk more about how to support personal factors for regulation throughout this session.

155 "Lizzi Duffy" (2004796160)
00:13:35.999 --> 00:13:43.589
Um, the environment can also impact a person's regulation or behavior.

156 "Lizzi Duffy" (2004796160)
00:13:43.589 --> 00:13:49.529
The environments can often be modified to help support someone's regulation.

157 "Lizzi Duffy" (2004796160)
00:13:49.529 --> 00:13:58.769
And it is important to consider the physical characteristics of the environment. And those are things like temperature noise level.

158 "Lizzi Duffy" (2004796160)
00:13:58.769 --> 00:14:03.239
Distractions visual stimuli you should also.

159 "Lizzi Duffy" (2004796160)
00:14:03.239 --> 00:14:08.129

If the environment poses significant physical challenges, like.

160 "Lizzi Duffy" (2004796160)
00:14:08.129 --> 00:14:11.639
There's a bumpy landscape clutter.

161 "Lizzi Duffy" (2004796160)
00:14:11.639 --> 00:14:15.659
Fast moving objects like pets.

162 "Lizzi Duffy" (2004796160)
00:14:15.659 --> 00:14:24.749
Um, are there times of the day or season that the environment may be more
accessible or better match? The person's needs.

163 "Lizzi Duffy" (2004796160)
00:14:24.749 --> 00:14:27.899
So, the example of the.

164 "Lizzi Duffy" (2004796160)
00:14:27.899 --> 00:14:31.769
Apple orchard for someone like me, who is artistic.

165 "Lizzi Duffy" (2004796160)
00:14:31.769 --> 00:14:35.339
I'd much rather go during the week day in the morning.

166 "Lizzi Duffy" (2004796160)
00:14:35.339 --> 00:14:39.239
Then on the weekend, um, other people in animals.

167 "Lizzi Duffy" (2004796160)
00:14:39.239 --> 00:14:42.509
Involved are really important.

168 "Lizzi Duffy" (2004796160)
00:14:42.509 --> 00:14:47.489
Aspects of the environment and I don't think we are often consider that.

169 "Lizzi Duffy" (2004796160)
00:14:47.489 --> 00:14:50.759
So, as a caregiver, we are.

170 "Lizzi Duffy" (2004796160)
00:14:50.759 --> 00:14:54.329
Part of the environment, and we may be part of the problem.

171 "Lizzi Duffy" (2004796160)
00:14:54.329 --> 00:14:58.319
Or, as a provider, um, so it's really.

172 "Lizzi Duffy" (2004796160)
00:14:58.319 --> 00:15:01.649
Being able to think about that as well.

173 "Lizzi Duffy" (2004796160)
00:15:01.649 --> 00:15:09.149
So, if a person that's having difficulty, we must consider if others are contributing to that difficulty.

174 "Lizzi Duffy" (2004796160)
00:15:09.149 --> 00:15:18.689
So, like, an example is when my dog nudges me or barks and wines constantly, I can become quite agitated after a while.

175 "Lizzi Duffy" (2004796160)
00:15:18.689 --> 00:15:28.109
Expectations can be considered an environmental factor. So the example I gave of the mcdonald's play land versus.

176 "Lizzi Duffy" (2004796160)
00:15:28.109 --> 00:15:32.249
Eating at a steak house societal expectations.

177 "Lizzi Duffy" (2004796160)
00:15:32.249 --> 00:15:43.679
And also be environmental. Um, so an example of that would be, you need to sit still and look at the teacher when in school, or stay seated and quiet and church.

178 "Lizzi Duffy" (2004796160)
00:15:43.679 --> 00:15:47.159
And these expectations really do need to be.

179 "Lizzi Duffy" (2004796160)
00:15:47.159 --> 00:15:50.939
Considered if they are impacting someone's regulation.

180 "Lizzi Duffy" (2004796160)
00:15:50.939 --> 00:15:54.569
Is it reasonable to expect a 2 year old to.

181 "Lizzi Duffy" (2004796160)
00:15:54.569 --> 00:15:58.649
That's still for 30 minutes. Is it even necessary?

182 "Lizzi Duffy" (2004796160)
00:15:58.649 --> 00:16:02.369
Can we do circle time sitting standing or.

183 "Lizzi Duffy" (2004796160)
00:16:02.369 --> 00:16:05.699
We're laying on our Tommy versus sitting cross legged.

184 "Lizzi Duffy" (2004796160)
00:16:05.699 --> 00:16:12.599
And if the child is not consistently needing an expectation, we need to.

185 "Lizzi Duffy" (2004796160)
00:16:12.599 --> 00:16:16.199
So, there's that expectation so many times.

186 "Lizzi Duffy" (2004796160)
00:16:16.199 --> 00:16:21.179
Even for ourselves, we're like, well, I was able to do that that 1 time.

187 "Lizzi Duffy" (2004796160)
00:16:21.179 --> 00:16:25.739
Or Susie was able to follow this expectation.

188 "Lizzi Duffy" (2004796160)
00:16:25.739 --> 00:16:29.489
Yesterday, why can't they do it today?

189 "Lizzi Duffy" (2004796160)
00:16:29.489 --> 00:16:32.729
And so if they're.

190 "Lizzi Duffy" (2004796160)
00:16:32.729 --> 00:16:39.359
If really just because they met the expectation once does not mean that
that expectation.

191 "Lizzi Duffy" (2004796160)
00:16:39.359 --> 00:16:45.059
Is reasonable it just means that all of the factors supporting their
engagement.

192 "Lizzi Duffy" (2004796160)
00:16:45.059 --> 00:16:48.059
We're working that in that moment.

193 "Lizzi Duffy" (2004796160)
00:16:48.059 --> 00:16:54.089
We can often change physical characteristics of the environment.

194 "Lizzi Duffy" (2004796160)
00:16:54.089 --> 00:16:59.789
Work with others involved and manage our expectations to improve
regulation.

195 "Lizzi Duffy" (2004796160)
00:16:59.789 --> 00:17:05.219
Examining these factors should be 1 of the 3 factors. We immediately.

196 "Lizzi Duffy" (2004796160)
00:17:05.219 --> 00:17:14.609
If someone is struggling, the activity itself, can impact regulation or
behaviors.

197 "Lizzi Duffy" (2004796160)
00:17:14.609 --> 00:17:20.279

We need to examine the physical cognitive and sensory demands of the
activity.

198 "Lizzi Duffy" (2004796160)
00:17:20.279 --> 00:17:23.759
We also need to consider other people or animals.

199 "Lizzi Duffy" (2004796160)
00:17:23.759 --> 00:17:31.589
Involved in the activity, and finally we should consider the expectations
that exist within the activity.

200 "Lizzi Duffy" (2004796160)
00:17:31.589 --> 00:17:37.019
An activity analysis can help us break down an activity to.

201 "Lizzi Duffy" (2004796160)
00:17:37.019 --> 00:17:41.189
To more clearly see areas we could modify or adapt.

202 "Lizzi Duffy" (2004796160)
00:17:41.189 --> 00:17:45.119
And I'm going to use feeding as, as an example.

203 "Lizzi Duffy" (2004796160)
00:17:45.119 --> 00:17:51.239
But you can do similar analysis of other activities if they are impacting
someone's regulation.

204 "Lizzi Duffy" (2004796160)
00:17:51.239 --> 00:17:56.159
Neal times are incredibly complex activities.

205 "Lizzi Duffy" (2004796160)
00:17:56.159 --> 00:18:00.599
Eating requires a person to physically stay upright.

206 "Lizzi Duffy" (2004796160)
00:18:00.599 --> 00:18:05.939
Chew and swallow foods, bind and gross motor skills to feed themselves.

207 "Lizzi Duffy" (2004796160)
00:18:05.939 --> 00:18:10.289
Cognitively mealtimes requires sequencing.

208 "Lizzi Duffy" (2004796160)
00:18:10.289 --> 00:18:14.429
Communication such as more. No, thank you.

209 "Lizzi Duffy" (2004796160)
00:18:14.429 --> 00:18:18.269
And problem solving, do I need to cut this up?

210 "Lizzi Duffy" (2004796160)

00:18:18.269 --> 00:18:22.859
What utensil should I use the sensory demands?

211 "Lizzi Duffy" (2004796160)
00:18:22.859 --> 00:18:28.409
Of mealtimes are incredibly high, the sound of yourself or others
chewing.

212 "Lizzi Duffy" (2004796160)
00:18:28.409 --> 00:18:32.039
The smell of the foods, the way the foods look.

213 "Lizzi Duffy" (2004796160)
00:18:32.039 --> 00:18:37.859
The textures of the food in your mouth, or when you touch the food with
your fingers.

214 "Lizzi Duffy" (2004796160)
00:18:37.859 --> 00:18:41.759
Being able to tell if you are hungry, full.

215 "Lizzi Duffy" (2004796160)
00:18:41.759 --> 00:18:48.419
Thirsty and if other people are around, there are social demands during
the mealtime.

216 "Lizzi Duffy" (2004796160)
00:18:48.419 --> 00:18:53.609
Other people may be encouraging you to eat maybe nicely or with bribery.

217 "Lizzi Duffy" (2004796160)
00:18:53.609 --> 00:18:58.709
Just eat 1 more bite emotions may be involved.

218 "Lizzi Duffy" (2004796160)
00:18:58.709 --> 00:19:02.699
There may be trauma from past mealtime experiences.

219 "Lizzi Duffy" (2004796160)
00:19:02.699 --> 00:19:07.859
Expectations from yourself, like, I will eat healthy.

220 "Lizzi Duffy" (2004796160)
00:19:07.859 --> 00:19:11.279
Or have a salad every day of this week others.

221 "Lizzi Duffy" (2004796160)
00:19:11.279 --> 00:19:15.749
You need to eat your vegetables or clean your plate before you have
desserts.

222 "Lizzi Duffy" (2004796160)
00:19:15.749 --> 00:19:20.729
Or society, mealtimes should be a social engagement.

223 "Lizzi Duffy" (2004796160)
00:19:20.729 --> 00:19:24.389
That families complete or on holidays.

224 "Lizzi Duffy" (2004796160)
00:19:24.389 --> 00:19:29.729
That needs to be the special occasion again if someone is struggling with
the.

225 "Lizzi Duffy" (2004796160)
00:19:29.729 --> 00:19:33.419
Something we need to immediately be thinking about whether or not.

226 "Lizzi Duffy" (2004796160)
00:19:33.419 --> 00:19:38.489
Activity factors are are impacting that person's regulation.

227 "Lizzi Duffy" (2004796160)
00:19:42.449 --> 00:19:46.589
So, now we're going to explore personal factors.

228 "Lizzi Duffy" (2004796160)
00:19:46.589 --> 00:19:49.979
And how they impact regulation more deeply.

229 "Lizzi Duffy" (2004796160)
00:19:49.979 --> 00:19:54.389
We all have sensory systems that help us interpret the world around.

230 "Lizzi Duffy" (2004796160)
00:19:54.389 --> 00:19:58.499
On these different systems allow us to hear.

231 "Lizzi Duffy" (2004796160)
00:19:58.499 --> 00:20:02.639
Smell taste and see things it helps us to know and.

232 "Lizzi Duffy" (2004796160)
00:20:02.639 --> 00:20:07.109
Understand where our body is in space how much pressure to use.

233 "Lizzi Duffy" (2004796160)
00:20:07.109 --> 00:20:15.059
And how to keep ourselves safe most of us are familiar with.

234 "Lizzi Duffy" (2004796160)
00:20:15.059 --> 00:20:19.079
There are 5 basic senses, touch, smell taste.

235 "Lizzi Duffy" (2004796160)
00:20:19.079 --> 00:20:23.429
Hearing them vision we also have 4 other.

236 "Lizzi Duffy" (2004796160)
00:20:23.429 --> 00:20:28.319
Other sensory systems, the scapular, which is our sense of movement.

237 "Lizzi Duffy" (2004796160)
00:20:28.319 --> 00:20:32.879
And that comes from receptors in our, in their ear.

238 "Lizzi Duffy" (2004796160)
00:20:32.879 --> 00:20:37.409
Proprioception, which is our sense of body position in that.

239 "Lizzi Duffy" (2004796160)
00:20:37.409 --> 00:20:40.469
That information comes from our joints and muscles.

240 "Lizzi Duffy" (2004796160)
00:20:40.469 --> 00:20:45.119
Interception is how our body.

241 "Lizzi Duffy" (2004796160)
00:20:45.119 --> 00:20:49.139
Interprets in response to our internal body signals.

242 "Lizzi Duffy" (2004796160)
00:20:49.139 --> 00:20:54.299
So, reception, um, I like to differentiate.

243 "Lizzi Duffy" (2004796160)
00:20:54.299 --> 00:20:58.529
We can see with our eyes, but we can also feel with our eyes.

244 "Lizzi Duffy" (2004796160)
00:20:58.529 --> 00:21:04.529
So seeing with her eyes vision, dealing with our eyes as in interception.

245 "Lizzi Duffy" (2004796160)
00:21:04.529 --> 00:21:08.249
So, if my eyes are burning or watering.

246 "Lizzi Duffy" (2004796160)
00:21:08.249 --> 00:21:11.879
I may be having allergies or.

247 "Lizzi Duffy" (2004796160)
00:21:11.879 --> 00:21:15.899
Maybe I'm sad or maybe I'm sick.

248 "Lizzi Duffy" (2004796160)
00:21:15.899 --> 00:21:21.089
But and interior section is really those internal.

249 "Lizzi Duffy" (2004796160)
00:21:21.089 --> 00:21:26.609

Uh, states that are like, oh, I'm hungry. I have to use the bathroom. I'm sad. I'm sick.

250 "Lizzi Duffy" (2004796160)
00:21:26.609 --> 00:21:32.279
And then Neuro section is our unconscious sense of safety.

251 "Lizzi Duffy" (2004796160)
00:21:32.279 --> 00:21:35.939
Neuro section isn't always included as the sensory.

252 "Lizzi Duffy" (2004796160)
00:21:35.939 --> 00:21:39.389
A system, but Michelle and I.

253 "Lizzi Duffy" (2004796160)
00:21:39.389 --> 00:21:43.319
Really believe it is a big contributor to behavior.

254 "Lizzi Duffy" (2004796160)
00:21:43.319 --> 00:21:47.699
Um, all of these systems work together to help us make.

255 "Lizzi Duffy" (2004796160)
00:21:47.699 --> 00:21:52.439
Sense of our world, our sensory systems allow us to engage and.

256 "Lizzi Duffy" (2004796160)
00:21:52.439 --> 00:21:58.199
And learn from our environment, participate and activities, and relate to others.

257 "Michelle Pettit, MA, OTR/L" (2127667200)
00:22:02.484 --> 00:22:06.419
Okay, and so we all have been through systems that vary.

258 "Michelle Pettit, MA, OTR/L" (2127667200)
00:22:06.419 --> 00:22:10.619
Interpret information around this differently. Our threshold varies.

259 "Michelle Pettit, MA, OTR/L" (2127667200)
00:22:10.619 --> 00:22:15.839
Person to person system, the system and moment to moment. So my sensory.

260 "Michelle Pettit, MA, OTR/L" (2127667200)
00:22:15.839 --> 00:22:19.229
Quite a bit different than like these, for example. I know.

261 "Michelle Pettit, MA, OTR/L" (2127667200)
00:22:19.229 --> 00:22:25.499
He really enjoyed visual input for calming, but I tend to avoid access visual simulation.

262 "Michelle Pettit, MA, OTR/L" (2127667200)

00:22:25.499 --> 00:22:28.769
I have a low threshold for that particular.

263 "Michelle Pettit, MA, OTR/L" (2127667200)
00:22:28.769 --> 00:22:32.909
And I've become easily from the.

264 "Michelle Pettit, MA, OTR/L" (2127667200)
00:22:32.909 --> 00:22:35.909
Right. However.

265 "Michelle Pettit, MA, OTR/L" (2127667200)
00:22:35.909 --> 00:22:44.069
proprioceptive system, so that input to my muscles and joins I have a
high threshold for that deep pressure. So I can see consistently. See.

266 "Michelle Pettit, MA, OTR/L" (2127667200)
00:22:44.069 --> 00:22:47.969
That through yoga, eating food.

267 "Michelle Pettit, MA, OTR/L" (2127667200)
00:22:47.969 --> 00:22:51.869
However, it doesn't always mean that.

268 "Michelle Pettit, MA, OTR/L" (2127667200)
00:22:51.869 --> 00:22:55.889
I had the same threshold inputs because our various.

269 "Michelle Pettit, MA, OTR/L" (2127667200)
00:22:55.889 --> 00:23:00.929
System can fluctuate them moment to moment. So, for example, when I am.

270 "Michelle Pettit, MA, OTR/L" (2127667200)
00:23:00.929 --> 00:23:05.819
Alert and just in the middle of my day, my threshold for a tactile input.

271 "Michelle Pettit, MA, OTR/L" (2127667200)
00:23:05.819 --> 00:23:11.489
Tend to be pretty middle of the road I can get messy on my face or hands
and it doesn't bother me.

272 "Michelle Pettit, MA, OTR/L" (2127667200)
00:23:11.489 --> 00:23:16.289
But at the same time, I don't really go above and beyond to find more
tactile input.

273 "Michelle Pettit, MA, OTR/L" (2127667200)
00:23:16.289 --> 00:23:22.979
However, when I'm retired, my threshold for touch is much lower.

274 "Michelle Pettit, MA, OTR/L" (2127667200)
00:23:22.979 --> 00:23:26.129
I'm very picky about wearing clothing and I.

275 "Michelle Pettit, MA, OTR/L" (2127667200)
00:23:26.129 --> 00:23:30.329
Can't tolerate the feeling of 2 different blankets when I'm going to bed
at night.

276 "Michelle Pettit, MA, OTR/L" (2127667200)
00:23:30.329 --> 00:23:36.629
So that's an example of those pushing factors can affect it for a moment
to moment. And you can.

277 "Michelle Pettit, MA, OTR/L" (2127667200)
00:23:36.629 --> 00:23:41.159
Maybe relate in some fashion house and 3 differences, impact your
everyday life.

278 "Michelle Pettit, MA, OTR/L" (2127667200)
00:23:41.159 --> 00:23:48.299
Anthony challenging for someone and to kind of.

279 "Michelle Pettit, MA, OTR/L" (2127667200)
00:23:48.299 --> 00:23:51.479
Demonstrate that low versus high threshold a little bit.

280 "Michelle Pettit, MA, OTR/L" (2127667200)
00:23:51.479 --> 00:23:56.879
We're going to use Katie here as an example of having a low threshold for
auditory.

281 "Michelle Pettit, MA, OTR/L" (2127667200)
00:23:56.879 --> 00:24:01.799
And because she already started very full with very little.

282 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:01.799 --> 00:24:06.089
Room in it for, for additional and noises.

283 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:06.089 --> 00:24:10.649
Auditory input, so let's say Katie wakes up in the morning.

284 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:10.649 --> 00:24:14.129
Bring to the sound of her 80 brother's crying.

285 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:14.129 --> 00:24:18.449
We'll add a little bit more to that. It is going to be.

286 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:18.449 --> 00:24:22.559
Kids talking on the school bus, more, just added to.

287 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:22.559 --> 00:24:26.969

And then the school bell, it rains more, it gets added to the.

288 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:26.969 --> 00:24:31.559
The top and her cup overflows and then that leads to that this
regulation.

289 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:31.559 --> 00:24:36.149
But there are ways that we can make more space in our cost to.

290 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:36.149 --> 00:24:40.169
And now on the other end of it.

291 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:40.169 --> 00:24:43.709
Um, we can look at kill here who has a high.

292 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:43.709 --> 00:24:47.879
For this particular input, so he can then in a circle.

293 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:47.879 --> 00:24:52.109
All day or swing all day we've never seeming to get busy.

294 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:52.109 --> 00:24:56.219
And he's so happy anyway deleted.

295 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:56.219 --> 00:24:59.339
Get this opportunity just been in Spain.

296 "Michelle Pettit, MA, OTR/L" (2127667200)
00:24:59.339 --> 00:25:03.239
And so again, this input of this would be like.

297 "Michelle Pettit, MA, OTR/L" (2127667200)
00:25:03.239 --> 00:25:07.259
To see this through our inner ears, your motion, or had going on.

298 "Michelle Pettit, MA, OTR/L" (2127667200)
00:25:07.259 --> 00:25:10.739
Upgrade alignment with her body in this spacial awareness.

299 "Michelle Pettit, MA, OTR/L" (2127667200)
00:25:10.739 --> 00:25:13.919
And the fact that he can send them all day.

300 "Michelle Pettit, MA, OTR/L" (2127667200)
00:25:13.919 --> 00:25:20.009

It shows that he has high threshold, and he has a lot of room for a moment. You could keep filling it up.

301 "Michelle Pettit, MA, OTR/L" (2127667200)
00:25:20.009 --> 00:25:24.119
And when he doesn't get to swim center swing his.

302 "Michelle Pettit, MA, OTR/L" (2127667200)
00:25:24.119 --> 00:25:28.949
Is empty and doesn't get filled enough and then this can be this regulated.

303 "Michelle Pettit, MA, OTR/L" (2127667200)
00:25:28.949 --> 00:25:36.539
We go now, we'll move on.

304 "Michelle Pettit, MA, OTR/L" (2127667200)
00:25:36.539 --> 00:25:39.629
Looking at the brain, so the way our brain.

305 "Michelle Pettit, MA, OTR/L" (2127667200)
00:25:39.629 --> 00:25:45.779
Processes sensory information impacts regulation and behaviors our brain also a.

306 "Michelle Pettit, MA, OTR/L" (2127667200)
00:25:45.779 --> 00:25:50.249
This is in response to input an automatic or intentional weight.

307 "Michelle Pettit, MA, OTR/L" (2127667200)
00:25:50.249 --> 00:25:57.059
So now touch on neurology and how it impacts. So we haven't met.

308 "Michelle Pettit, MA, OTR/L" (2127667200)
00:25:57.059 --> 00:26:00.959
Parts of it for free, but right now we're going to focus on the emotional.

309 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:00.959 --> 00:26:05.939
And the rational break, the emotional brain is made up of our brains then and I.

310 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:05.939 --> 00:26:09.419
System and this is referred to as the reptilian brain.

311 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:09.419 --> 00:26:15.149
Is it is the older part of our brain that controls more basic and automatic function.

312 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:15.149 --> 00:26:18.989

For example, the brainstem controlled the heart lung.

313 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:18.989 --> 00:26:23.069
And the printed immune system, it impacts our sleep.

314 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:23.069 --> 00:26:29.009
Appetite touch digestion in a radical and the Olympic system controls.

315 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:29.009 --> 00:26:32.819
The flight or freeze response, which is activated by.

316 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:32.819 --> 00:26:37.289
Intense emotion and really stress hormones for our bodies.

317 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:37.289 --> 00:26:41.159
To have the increased heart rate to be able to take flight.

318 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:41.159 --> 00:26:45.269
Or the increase strength needed to fight, for example, imagine.

319 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:45.269 --> 00:26:50.099
Blocking casually down the street and we feel like they're limbic system is.

320 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:50.099 --> 00:26:55.949
Be triggered by an intense wave of fear and your body automatically without time for a.

321 "Michelle Pettit, MA, OTR/L" (2127667200)
00:26:55.949 --> 00:27:02.039
The level of thinking, processing involved, our heart rate blood pressure and oxygen will increase automatically.

322 "Michelle Pettit, MA, OTR/L" (2127667200)
00:27:02.039 --> 00:27:05.669
Preparing us either fight or take flight and run for the.

323 "Michelle Pettit, MA, OTR/L" (2127667200)
00:27:05.669 --> 00:27:10.079
Some of the line up for it and for.

324 "Michelle Pettit, MA, OTR/L" (2127667200)
00:27:10.079 --> 00:27:13.829
And some of us will freeze. So this is why sometimes.

325 "Michelle Pettit, MA, OTR/L" (2127667200)

00:27:13.829 --> 00:27:20.879
Times when you hear a wild new story, let's say, for example, someone
getting attacked, you mean, that made wonder why they didn't.

326 "Michelle Pettit, MA, OTR/L" (2127667200)
00:27:20.879 --> 00:27:25.949
Type back why did they didn't call for help or why did they didn't do
this for that and why.

327 "Michelle Pettit, MA, OTR/L" (2127667200)
00:27:25.949 --> 00:27:29.489
The answer is, they didn't have the ability to include a higher level.

328 "Michelle Pettit, MA, OTR/L" (2127667200)
00:27:29.489 --> 00:27:32.489
Of not because of the Olympic system was activated.

329 "Michelle Pettit, MA, OTR/L" (2127667200)
00:27:32.489 --> 00:27:38.911
Control the situation and protect the body from danger.

330 "Lizzi Duffy" (2004796160)
00:27:38.911 --> 00:27:42.449
And again, we often see behavior and.

331 "Lizzi Duffy" (2004796160)
00:27:42.449 --> 00:27:47.399
Is intentional when it is often a complex mixture of automatic.

332 "Lizzi Duffy" (2004796160)
00:27:47.399 --> 00:27:54.809
Responses and intention, we also may mistakenly believe behavior has
motivations.

333 "Lizzi Duffy" (2004796160)
00:27:54.809 --> 00:27:58.829
That are not developmentally possible for young children.

334 "Lizzi Duffy" (2004796160)
00:27:58.829 --> 00:28:04.679
And an example of this is impulse control of emotions and behaviors.

335 "Lizzi Duffy" (2004796160)
00:28:04.679 --> 00:28:10.409
Begin to develop around 3 and a half to 4 years of age.

336 "Lizzi Duffy" (2004796160)
00:28:10.409 --> 00:28:13.709
And continues to develop through our twenties.

337 "Lizzi Duffy" (2004796160)
00:28:13.709 --> 00:28:17.429
Um, and so when we think about that.

338 "Lizzi Duffy" (2004796160)
00:28:17.429 --> 00:28:22.019
I think a lot of times we expect the children to be many adults.

339 "Lizzi Duffy" (2004796160)
00:28:22.019 --> 00:28:25.319
And it's not the case, they don't have that capacity.

340 "Lizzi Duffy" (2004796160)
00:28:25.319 --> 00:28:31.379
Um, and we can't cover extensively how our brains impact behavior today.

341 "Lizzi Duffy" (2004796160)
00:28:31.379 --> 00:28:34.949
That you can dive deeper by exploring our references.

342 "Lizzi Duffy" (2004796160)
00:28:34.949 --> 00:28:39.209
We do want to give you a basic understanding of our.

343 "Lizzi Duffy" (2004796160)
00:28:39.209 --> 00:28:43.109
That makes nervous system and how that can drive behaviors.

344 "Lizzi Duffy" (2004796160)
00:28:43.109 --> 00:28:47.939
Doctor, Mona della hook explains that behaviors are in adapt.

345 "Lizzi Duffy" (2004796160)
00:28:47.939 --> 00:28:52.019
Patient to a child's autonomic nervous system.

346 "Lizzi Duffy" (2004796160)
00:28:52.019 --> 00:28:55.469
And there are 2 branches of the Nat autonomic.

347 "Lizzi Duffy" (2004796160)
00:28:55.469 --> 00:28:59.519
Nervous system the sympathetic and parasympathetic.

348 "Lizzi Duffy" (2004796160)
00:28:59.519 --> 00:29:04.319
Branches the parasympathetic branch has 2 pathways.

349 "Lizzi Duffy" (2004796160)
00:29:04.319 --> 00:29:08.579
The dorsal vehicle and the ventral vehicle pathways.

350 "Lizzi Duffy" (2004796160)
00:29:08.579 --> 00:29:12.599
The ventral vehicle pathway is the calm engaged.

351 "Lizzi Duffy" (2004796160)
00:29:12.599 --> 00:29:20.759

Thinking and learning pathway. The dorsal vehicle pathway is the freeze
shutting down isolation pathway.

352 "Lizzi Duffy" (2004796160)
00:29:20.759 --> 00:29:24.929
And kids, unless pathway at times could be mistaken as.

353 "Lizzi Duffy" (2004796160)
00:29:24.929 --> 00:29:31.829
Clients or well behaved synthetic pathway is our fight or flight pathway.

354 "Lizzi Duffy" (2004796160)
00:29:31.829 --> 00:29:35.819
If a child is either in the dorsal vehicle, or the simple.

355 "Lizzi Duffy" (2004796160)
00:29:35.819 --> 00:29:42.719
Sympathetic pathway, they are more likely to have unintentional reactions
or stress responses.

356 "Lizzi Duffy" (2004796160)
00:29:42.719 --> 00:29:47.819
We know this is complex and a lot of information.

357 "Lizzi Duffy" (2004796160)
00:29:47.819 --> 00:29:52.679
But the main takeaway is that people's behavior is influenced by our.

358 "Lizzi Duffy" (2004796160)
00:29:52.679 --> 00:29:58.589
Nervous system, when we understand this, we are able to see that. Not all
behavior is.

359 "Lizzi Duffy" (2004796160)
00:29:58.589 --> 00:30:01.679
Intentional or has motivation behind it.

360 "Michelle Pettit, MA, OTR/L" (2127667200)
00:30:07.765 --> 00:30:13.229
So, as we take in information from our environment around us, we may
either state in the.

361 "Michelle Pettit, MA, OTR/L" (2127667200)
00:30:13.229 --> 00:30:17.069
Ventral pathway and space ready to social.

362 "Michelle Pettit, MA, OTR/L" (2127667200)
00:30:17.069 --> 00:30:21.209
Didn't ready to learn, or we may go into the doors for legal pathway.

363 "Michelle Pettit, MA, OTR/L" (2127667200)
00:30:21.209 --> 00:30:26.399
Or set and shut down, or the synthetic pathway may be activated going.

364 "Michelle Pettit, MA, OTR/L" (2127667200)
00:30:26.399 --> 00:30:31.649
Fight or flight, how we interpret this information around us is based on
our.

365 "Michelle Pettit, MA, OTR/L" (2127667200)
00:30:31.649 --> 00:30:35.939
The ability to assess danger and safety around us.

366 "Michelle Pettit, MA, OTR/L" (2127667200)
00:30:35.939 --> 00:30:39.419
If I know receptors are working properly with.

367 "Michelle Pettit, MA, OTR/L" (2127667200)
00:30:39.419 --> 00:30:42.479
Do you respond to danger in an appropriate manner?

368 "Michelle Pettit, MA, OTR/L" (2127667200)
00:30:42.479 --> 00:30:45.659
Are able to recover from danger and feel safe again.

369 "Michelle Pettit, MA, OTR/L" (2127667200)
00:30:45.659 --> 00:30:52.199
You can think of Neuro receptors as the smoke alarms to brain and body.
If working properly.

370 "Michelle Pettit, MA, OTR/L" (2127667200)
00:30:52.199 --> 00:30:56.759
The green light is on and the alarm will trigger if there is danger of a
fire.

371 "Michelle Pettit, MA, OTR/L" (2127667200)
00:30:56.759 --> 00:31:00.449
If the smoke alarm is not working properly, the alarm may be.

372 "Michelle Pettit, MA, OTR/L" (2127667200)
00:31:00.449 --> 00:31:03.809
When there is not the danger of a fire, or maybe.

373 "Michelle Pettit, MA, OTR/L" (2127667200)
00:31:03.809 --> 00:31:09.599
It doesn't at all in there is a fire. However, it's so important to
recognize.

374 "Michelle Pettit, MA, OTR/L" (2127667200)
00:31:09.599 --> 00:31:13.799
That our reception is individualized, and we each have our own.

375 "Michelle Pettit, MA, OTR/L" (2127667200)
00:31:13.799 --> 00:31:18.029
Interpreting the information around us and telling us what a safe.

376 "Michelle Pettit, MA, OTR/L" (2127667200)
00:31:18.029 --> 00:31:22.469

And what is threatening, and there are certain things we can do to ensure and.

377 "Michelle Pettit, MA, OTR/L" (2127667200)
00:31:22.469 --> 00:31:32.969
1 individual the trauma and.

378 "Michelle Pettit, MA, OTR/L" (2127667200)
00:31:32.969 --> 00:31:36.149
The brain and automatic autonomic nervous.

379 "Michelle Pettit, MA, OTR/L" (2127667200)
00:31:36.149 --> 00:31:39.599
System in many ways 1st off our ability to.

380 "Michelle Pettit, MA, OTR/L" (2127667200)
00:31:39.599 --> 00:31:43.559
Perceived dangerous safety maybe asked you to faulty Neuro.

381 "Michelle Pettit, MA, OTR/L" (2127667200)
00:31:43.559 --> 00:31:48.599
Which contributes to our survival mechanisms of our millions.

382 "Michelle Pettit, MA, OTR/L" (2127667200)
00:31:48.599 --> 00:31:55.769
As of earlier working against that so I've mentioned in the previous slide maybe our.

383 "Michelle Pettit, MA, OTR/L" (2127667200)
00:31:55.769 --> 00:32:00.059
And it's being triggered when there is no danger or the alarm is not being triggered at all. And.

384 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:00.059 --> 00:32:06.419
All right danger Olympic system is also impacted because neurons that fighter together.

385 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:06.419 --> 00:32:10.529
Wire together, so the child is continuing feeling here and.

386 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:10.529 --> 00:32:14.189
Their brain is set up to be able to play explore and.

387 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:14.189 --> 00:32:18.569
However, if a child is often, continually feeling scared and.

388 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:18.569 --> 00:32:23.099
And rejected their brain will be set up for continuous feelings of fear and a.

389 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:23.099 --> 00:32:29.309
And because these neurons that continually fire together will become the child default settings.

390 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:29.309 --> 00:32:32.969
This really the term neuroplasticity meaning.

391 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:32.969 --> 00:32:36.119
Brain is plastic and it's multiple and.

392 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:36.119 --> 00:32:40.859
Changeable based on experiences, psychological problems.

393 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:40.859 --> 00:32:44.999
Challenge our basic functions of the brain to think of how.

394 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:44.999 --> 00:32:48.389
Even stress and experienced problems with with.

395 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:48.389 --> 00:32:53.609
Appetite touch digestion and we also have.

396 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:53.609 --> 00:32:57.989
Stress hormones that are impacted by trauma. It's irrelevant. Adrenaline is.

397 "Michelle Pettit, MA, OTR/L" (2127667200)
00:32:57.989 --> 00:33:01.379
The hormone we hear about when someone does something with in there.

398 "Michelle Pettit, MA, OTR/L" (2127667200)
00:33:01.379 --> 00:33:07.679
In danger, and all of a sudden have the ability to lift the car off of the human typically adrenaline.

399 "Michelle Pettit, MA, OTR/L" (2127667200)
00:33:07.679 --> 00:33:12.419
We'll increase when it's needed, but it will then return back to a normal level.

400 "Michelle Pettit, MA, OTR/L" (2127667200)
00:33:12.419 --> 00:33:18.659
That thread is gone, but if someone is traumatized, their stress hormones can be activated quickly. And in.

401 "Michelle Pettit, MA, OTR/L" (2127667200)
00:33:18.659 --> 00:33:21.749
And so even on my way, stressful situation.

402 "Michelle Pettit, MA, OTR/L" (2127667200)
00:33:21.749 --> 00:33:27.929
Having elevated stress hormones can contribute to difficulty with
executive, functioning irritability.

403 "Michelle Pettit, MA, OTR/L" (2127667200)
00:33:27.929 --> 00:33:33.490
In other long term health conditions.

404 "Lizzi Duffy" (2004796160)
00:33:33.490 --> 00:33:39.419
It is so important to also consider that our health and physiological
needs.

405 "Lizzi Duffy" (2004796160)
00:33:39.419 --> 00:33:44.009
Can impact our behaviors some of these factors we may.

406 "Lizzi Duffy" (2004796160)
00:33:44.009 --> 00:33:51.749
Not know about the child we may or may not know if they slept well, the
night before if they ate a good breakfast.

407 "Lizzi Duffy" (2004796160)
00:33:51.749 --> 00:33:55.559
And I'm sure most of you have been hangry.

408 "Lizzi Duffy" (2004796160)
00:33:55.559 --> 00:33:59.789
I know I'm not at my best when I'm not feeling well, and.

409 "Lizzi Duffy" (2004796160)
00:33:59.789 --> 00:34:04.559
Times kids don't have the ability to communicate. Exactly.

410 "Lizzi Duffy" (2004796160)
00:34:04.559 --> 00:34:08.249
What is bothering them? They may just not feel right?

411 "Lizzi Duffy" (2004796160)
00:34:08.249 --> 00:34:11.999
Just keep in mind that these may be a factor and how.

412 "Lizzi Duffy" (2004796160)
00:34:11.999 --> 00:34:15.599
A child or an adult is behaving, so we.

413 "Lizzi Duffy" (2004796160)
00:34:15.599 --> 00:34:22.019

If a child or an adult is having a hard time, we should be thinking are there physiological needs met.

414 "Michelle Pettit, MA, OTR/L" (2127667200)
00:34:26.766 --> 00:34:30.509
Now, we'll look at learning profiles, so learning for.

415 "Michelle Pettit, MA, OTR/L" (2127667200)
00:34:30.509 --> 00:34:33.929
How it's a term that we're using some long drive, which is.

416 "Michelle Pettit, MA, OTR/L" (2127667200)
00:34:33.929 --> 00:34:38.009
Another excellent resource, especially when it comes to strength based approaches and to.

417 "Michelle Pettit, MA, OTR/L" (2127667200)
00:34:38.009 --> 00:34:41.729
Boarding access to individuals, so they use the term learning.

418 "Michelle Pettit, MA, OTR/L" (2127667200)
00:34:41.729 --> 00:34:46.889
Profile while looking at different autism learning styles, and we're just expanding on that.

419 "Michelle Pettit, MA, OTR/L" (2127667200)
00:34:46.889 --> 00:34:51.239
If we all have strengths and difficulties when it comes to learning, including our.

420 "Michelle Pettit, MA, OTR/L" (2127667200)
00:34:51.239 --> 00:34:55.229
And or typical children anyways well.

421 "Michelle Pettit, MA, OTR/L" (2127667200)
00:34:55.229 --> 00:34:58.439
Looking at social communication, some people can learn.

422 "Michelle Pettit, MA, OTR/L" (2127667200)
00:34:58.439 --> 00:35:02.279
Send it through empathy or humor or imagine a play, but some may have.

423 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:02.279 --> 00:35:05.459
To cookie learning that way. Most of us also.

424 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:05.459 --> 00:35:08.999
Better if it's based around the topic, we're interested in.

425 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:08.999 --> 00:35:13.979
It's also important to keep in mind. Some children have difficulty carrying over.

426 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:13.979 --> 00:35:18.569
Something they learn to different environments and context, and they
might need more.

427 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:18.569 --> 00:35:23.039
Or, to generalize what they've learned children's attention.

428 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:23.039 --> 00:35:27.359
Bills also different some children can attend to a task longer than.

429 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:27.359 --> 00:35:32.249
And or other children may be attended to different things that are
involved in.

430 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:32.249 --> 00:35:36.239
The child could be focusing on the details of the instructions.

431 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:36.239 --> 00:35:41.099
It's 1 of the voice of the future that you can explain the instructions.

432 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:41.099 --> 00:35:45.119
Or maybe they're focusing on the facial expressions, or what the.

433 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:45.119 --> 00:35:52.139
Child is doing next to them. Many people also learn better if we are
following the same routine and we know.

434 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:52.139 --> 00:35:55.649
What is expected of them, but if something thrilled with that.

435 "Michelle Pettit, MA, OTR/L" (2127667200)
00:35:55.649 --> 00:36:00.449
Some of us may have more flexibility to jump into the new team or other.

436 "Michelle Pettit, MA, OTR/L" (2127667200)
00:36:00.449 --> 00:36:05.579
It might become this related with the unexpected some people might have.

437 "Michelle Pettit, MA, OTR/L" (2127667200)
00:36:05.579 --> 00:36:09.269
Difficulty with auditory processing or receptive language.

438 "Michelle Pettit, MA, OTR/L" (2127667200)
00:36:09.269 --> 00:36:15.119

And learn more effectively, effectively with the visuals. Yeah. Also,
I'll have.

439 "Michelle Pettit, MA, OTR/L" (2127667200)
00:36:15.119 --> 00:36:20.669
Different executive functioning abilities, and it can be challenging for
someone to initiate a task or they might.

440 "Michelle Pettit, MA, OTR/L" (2127667200)
00:36:20.669 --> 00:36:23.759
Smaller instruct might need to.

441 "Michelle Pettit, MA, OTR/L" (2127667200)
00:36:23.759 --> 00:36:29.194
Production broken into smaller tab.

442 "Lizzi Duffy" (2004796160)
00:36:29.194 --> 00:36:36.539
So, in summary, many factors, influence our behavior, including personal
factors.

443 "Lizzi Duffy" (2004796160)
00:36:36.539 --> 00:36:41.639
Environmental factors, activity, factors and expectations.

444 "Lizzi Duffy" (2004796160)
00:36:41.639 --> 00:36:45.839
And the 1st thing, we need to consider our.

445 "Lizzi Duffy" (2004796160)
00:36:45.839 --> 00:36:49.799
Needs met, especially safety and physical needs.

446 "Lizzi Duffy" (2004796160)
00:36:49.799 --> 00:36:54.389
Um, if someone's needs aren't met, we.

447 "Lizzi Duffy" (2004796160)
00:36:54.389 --> 00:36:57.599
We're not going to get very far, um.

448 "Lizzi Duffy" (2004796160)
00:36:57.599 --> 00:37:02.099
And safety and connection are are really truly and.

449 "Lizzi Duffy" (2004796160)
00:37:02.099 --> 00:37:05.699
That we need to meet, um, when.

450 "Lizzi Duffy" (2004796160)
00:37:05.699 --> 00:37:08.729
We can support personal factors.

451 "Lizzi Duffy" (2004796160)

00:37:08.729 --> 00:37:14.789
Um, this may mean, we understand noise bothers our child, so we may
provide headphones.

452 "Lizzi Duffy" (2004796160)
00:37:14.789 --> 00:37:18.059
Or work to eliminate excess noise when possible.

453 "Lizzi Duffy" (2004796160)
00:37:18.059 --> 00:37:26.429
Thirdly, we can modify the environment or expectations around our child
so they can be more comfortable and successful.

454 "Lizzi Duffy" (2004796160)
00:37:26.429 --> 00:37:29.819
And this could be having dinners on lights.

455 "Lizzi Duffy" (2004796160)
00:37:29.819 --> 00:37:32.999
Ensuring clothing fabrics are smooth.

456 "Lizzi Duffy" (2004796160)
00:37:32.999 --> 00:37:37.199
Providing flavors of toothpaste, they enjoy those kind of thing.

457 "Lizzi Duffy" (2004796160)
00:37:37.199 --> 00:37:44.189
Finally, we can adapt the activity, which may include using visuals to
help break down a task.

458 "Lizzi Duffy" (2004796160)
00:37:44.189 --> 00:37:48.359
Using 1 step instructions and giving the extra time to.

459 "Lizzi Duffy" (2004796160)
00:37:48.359 --> 00:37:55.949
Process information, um, does anyone want have an example or.

460 "Lizzi Duffy" (2004796160)
00:37:55.949 --> 00:38:03.359
Like, behavior, they want to kind of use to walk through these actions.

461 "Lizzi Duffy" (2004796160)
00:38:15.570 --> 00:38:33.300
I'm not sure if the participants are on.

462 "Lizzi Duffy" (2004796160)
00:38:33.300 --> 00:38:37.710
And so they would have to. That's okay. Reply.

463 "Lizzi Duffy" (2004796160)
00:38:37.710 --> 00:38:46.260
Either in the slides or the chat, but I was just looking really quick at
the questions that we have had come in.

464 "Lizzi Duffy" (2004796160)
00:38:46.260 --> 00:38:49.470
If you guys can see those on.

465 "Lizzi Duffy" (2004796160)
00:38:49.470 --> 00:38:52.650
Final panel maybe 1 of these, maybe.

466 "Lizzi Duffy" (2004796160)
00:38:52.650 --> 00:38:56.385
An example, to be able to.

467 "Michelle Pettit, MA, OTR/L" (2127667200)
00:39:04.121 --> 00:39:07.221
Okay, let's.

468 "Lizzi Duffy" (2004796160)
00:39:07.221 --> 00:39:15.120
Let's do the puberty 1 and maybe we can, um, we can think about, like.

469 "Lizzi Duffy" (2004796160)
00:39:15.120 --> 00:39:19.050
Beijing, because this is a common thing that our.

470 "Lizzi Duffy" (2004796160)
00:39:19.050 --> 00:39:25.740
Um, that people struggle with when they're little, and then when they.

471 "Lizzi Duffy" (2004796160)
00:39:25.740 --> 00:39:28.830
Puberty and.

472 "Lizzi Duffy" (2004796160)
00:39:28.830 --> 00:39:31.830
So, let's think about, um.

473 "Lizzi Duffy" (2004796160)
00:39:31.830 --> 00:39:37.650
Our teenager is all of a sudden really resisted to showering.

474 "Lizzi Duffy" (2004796160)
00:39:37.650 --> 00:39:42.660
Um, when we think about our needs met.

475 "Lizzi Duffy" (2004796160)
00:39:42.660 --> 00:39:46.770
Um, some of the needs we might be thinking about is.

476 "Lizzi Duffy" (2004796160)
00:39:46.770 --> 00:39:50.910
Okay, like are we asking the teenager to.

477 "Lizzi Duffy" (2004796160)

00:39:50.910 --> 00:39:57.840
Hour in the morning before breakfast, maybe there.

478 "Lizzi Duffy" (2004796160)
00:39:57.840 --> 00:40:04.260
Agree or maybe they didn't sleep. Well, so could we change the timing of.

479 "Lizzi Duffy" (2004796160)
00:40:04.260 --> 00:40:07.500
The showers so that those needs are met.

480 "Lizzi Duffy" (2004796160)
00:40:07.500 --> 00:40:11.520
You can think about safety or.

481 "Lizzi Duffy" (2004796160)
00:40:11.520 --> 00:40:15.270
Connection with the shower maybe, um.

482 "Lizzi Duffy" (2004796160)
00:40:15.270 --> 00:40:21.870
Just with the changing, the way your body's changing, maybe they feel
awkward.

483 "Lizzi Duffy" (2004796160)
00:40:21.870 --> 00:40:25.950
We're not sure of, um, how to.

484 "Lizzi Duffy" (2004796160)
00:40:25.950 --> 00:40:32.820
Maybe they're thinking I really would like to shave my legs, but I don't
know how to be safe about it. Those kinds of things. So.

485 "Lizzi Duffy" (2004796160)
00:40:32.820 --> 00:40:36.840
Um, we can think about those, those.

486 "Lizzi Duffy" (2004796160)
00:40:36.840 --> 00:40:40.680
Immediate needs, um.

487 "Lizzi Duffy" (2004796160)
00:40:40.680 --> 00:40:47.880
And then if we're supporting person factors, and I'm used to having the.

488 "Lizzi Duffy" (2004796160)
00:40:47.880 --> 00:40:51.960
Question here, so it's kind of hard, um.

489 "Lizzi Duffy" (2004796160)
00:40:51.960 --> 00:40:59.970
We can think about, like, things like the sensory aspects of a shower.
So.

490 "Lizzi Duffy" (2004796160)
00:40:59.970 --> 00:41:03.840
I typically if I have someone who's struggling with.

491 "Lizzi Duffy" (2004796160)
00:41:03.840 --> 00:41:09.060
An activity like this, especially if they're older, I'll say all right.
So what do you.

492 "Lizzi Duffy" (2004796160)
00:41:09.060 --> 00:41:14.340
8, what do you hate about showering and they may.

493 "Lizzi Duffy" (2004796160)
00:41:14.340 --> 00:41:19.350
I have trouble getting started with ideas, or they may be like, oh, I
really hate.

494 "Lizzi Duffy" (2004796160)
00:41:19.350 --> 00:41:23.730
The feeling of my hair sliding down my legs.

495 "Lizzi Duffy" (2004796160)
00:41:23.730 --> 00:41:31.560
And then you're like, oh, well, yeah, I can see where that could be
really bothersome.

496 "Lizzi Duffy" (2004796160)
00:41:31.560 --> 00:41:36.420
So, maybe we have them wear, like, a tank top.

497 "Lizzi Duffy" (2004796160)
00:41:36.420 --> 00:41:39.780
As they shower that collects the hair and keeps it from.

498 "Lizzi Duffy" (2004796160)
00:41:39.780 --> 00:41:43.380
Sliding down their body, or maybe.

499 "Lizzi Duffy" (2004796160)
00:41:43.380 --> 00:41:46.410
They'll say, you know, it's getting in and out of.

500 "Lizzi Duffy" (2004796160)
00:41:46.410 --> 00:41:50.430
The shower, um, when I get out, I get so cold.

501 "Lizzi Duffy" (2004796160)
00:41:50.430 --> 00:41:53.730
And I just I really don't like that.

502 "Lizzi Duffy" (2004796160)
00:41:53.730 --> 00:41:57.180
So, maybe we move where we have the towel.

503 "Lizzi Duffy" (2004796160)
00:41:57.180 --> 00:42:01.410
So, it's right next to the shower, they can dry up in the shower.

504 "Lizzi Duffy" (2004796160)
00:42:01.410 --> 00:42:08.880
Um, it could be anything to do with the soaps. The smells.

505 "Lizzi Duffy" (2004796160)
00:42:08.880 --> 00:42:14.280
Maybe they're bored and they're like, oh, I'd rather.

506 "Lizzi Duffy" (2004796160)
00:42:14.280 --> 00:42:18.840
The plain video games with my buddies. So can we make.

507 "Lizzi Duffy" (2004796160)
00:42:18.840 --> 00:42:25.140
The environment, the, like, make the showering part more interesting. So
maybe they could.

508 "Lizzi Duffy" (2004796160)
00:42:25.140 --> 00:42:28.260
Buy special soaps, or have music playing.

509 "Lizzi Duffy" (2004796160)
00:42:28.260 --> 00:42:34.470
Um, and so when we ask what do you hate about this?

510 "Lizzi Duffy" (2004796160)
00:42:34.470 --> 00:42:39.060
Activity or what is hard for you about this, this task.

511 "Lizzi Duffy" (2004796160)
00:42:39.060 --> 00:42:43.770
They, they, we may have to queue them too. We may have to be like, is
there any.

512 "Lizzi Duffy" (2004796160)
00:42:43.770 --> 00:42:48.930
Thing about the bath tub itself or the shower itself that bothers you.

513 "Lizzi Duffy" (2004796160)
00:42:48.930 --> 00:42:55.350
And maybe they're like, oh, I hate it when the shower curtain touches me.

514 "Michelle Pettit, MA, OTR/L" (2127667200)
00:42:58.441 --> 00:43:01.860
Oh, is it okay if I.

515 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:01.860 --> 00:43:05.610
Something here too yes. Yeah. So, thinking about.

516 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:05.610 --> 00:43:08.610
Um, the point of the.

517 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:08.610 --> 00:43:12.330
Parental resistance that came up in this initial.

518 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:12.330 --> 00:43:15.930
Question that is definitely a challenge is.

519 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:15.930 --> 00:43:18.960
Something that is a lot of the teams are.

520 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:18.960 --> 00:43:23.700
Anybody that I work with it, it's always different coming from the.

521 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:23.700 --> 00:43:31.050
And sometimes it is helpful to have that outside person to have those
conversations or.

522 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:31.050 --> 00:43:35.970
You know, really making it more of a conversation.

523 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:35.970 --> 00:43:39.810
Demand I only I had a brief.

524 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:39.810 --> 00:43:44.010
Um, period of posturing a teenager for a.

525 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:44.010 --> 00:43:48.510
A year, and it was just depending on.

526 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:48.510 --> 00:43:52.320
Who she was having those conversations with her conversation.

527 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:52.320 --> 00:43:55.800
We were much different than the conversation she had.

528 "Michelle Pettit, MA, OTR/L" (2127667200)
00:43:55.800 --> 00:44:01.200
With my husband, and it would depend on the time of day what what we were
doing.

529 "Michelle Pettit, MA, OTR/L" (2127667200)
00:44:01.200 --> 00:44:05.040
Can we make a special time for that?

530 "Michelle Pettit, MA, OTR/L" (2127667200)
00:44:05.040 --> 00:44:09.120
Conversation kind of thinking about.

531 "Michelle Pettit, MA, OTR/L" (2127667200)
00:44:09.120 --> 00:44:13.110
All those factors, those other person factors in relation to, you.

532 "Michelle Pettit, MA, OTR/L" (2127667200)
00:44:13.110 --> 00:44:19.203
Been having that conversation with them.

533 "Lizzi Duffy" (2004796160)
00:44:19.203 --> 00:44:24.570
Um, yeah, and I think like, really.

534 "Lizzi Duffy" (2004796160)
00:44:24.570 --> 00:44:29.880
Coming at it from, like, a problem solving perspective to like.

535 "Lizzi Duffy" (2004796160)
00:44:29.880 --> 00:44:33.330
And when we're thinking about the.

536 "Lizzi Duffy" (2004796160)
00:44:33.330 --> 00:44:36.390
Maybe our expectations around.

537 "Lizzi Duffy" (2004796160)
00:44:36.390 --> 00:44:41.010
Showering for our teenager, like, maybe.

538 "Lizzi Duffy" (2004796160)
00:44:41.010 --> 00:44:44.550
We're expecting them to shower every day. Can we come up with.

539 "Lizzi Duffy" (2004796160)
00:44:44.550 --> 00:44:48.180
A compromise, there's something where they.

540 "Lizzi Duffy" (2004796160)
00:44:48.180 --> 00:44:51.690
Use like or something.

541 "Lizzi Duffy" (2004796160)
00:44:51.690 --> 00:44:54.870
Every other day, or can we use.

542 "Lizzi Duffy" (2004796160)

00:44:54.870 --> 00:45:00.450
Dry shampoo, but we want to really be thinking about how can we.

543 "Lizzi Duffy" (2004796160)
00:45:00.450 --> 00:45:04.230
Problem solve this how can we identify those barriers?

544 "Lizzi Duffy" (2004796160)
00:45:04.230 --> 00:45:10.650
And we may need to use, perhaps to get some of those barriers.

545 "Lizzi Duffy" (2004796160)
00:45:10.650 --> 00:45:15.390
To discover what those barriers are, but anytime I do this with someone.

546 "Lizzi Duffy" (2004796160)
00:45:15.390 --> 00:45:20.400
It's amazing what comes up.

547 "Lizzi Duffy" (2004796160)
00:45:20.400 --> 00:45:24.450
And what people bring up, and so it's, it's always a really good.

548 "Lizzi Duffy" (2004796160)
00:45:24.450 --> 00:45:30.120
Way of trying to problem solve because sometimes we assume we know.

549 "Lizzi Duffy" (2004796160)
00:45:30.120 --> 00:45:37.050
Why someone doesn't want to do something, and it could be for very different reasons and what we were thinking.

550 "Lizzi Duffy" (2004796160)
00:45:37.050 --> 00:45:40.320
Um, and.

551 "Lizzi Duffy" (2004796160)
00:45:40.320 --> 00:45:44.910
You know, for, and then, I think a lot of times.

552 "Lizzi Duffy" (2004796160)
00:45:44.910 --> 00:45:51.060
The people that we work with, when they our, our kids, when they come up with a solution to that barrier.

553 "Lizzi Duffy" (2004796160)
00:45:51.060 --> 00:45:56.190
Doesn't necessarily mean we need to try all of the solutions.

554 "Lizzi Duffy" (2004796160)
00:45:56.190 --> 00:46:00.180
Or ideas that we come up with, but maybe pick a few.

555 "Lizzi Duffy" (2004796160)

00:46:00.180 --> 00:46:05.100
And sometimes they feel so empowered because they solve that problem. And
now I like.

556 "Lizzi Duffy" (2004796160)
00:46:05.100 --> 00:46:09.690
Debate, um, sometimes we have teenagers who.

557 "Lizzi Duffy" (2004796160)
00:46:09.690 --> 00:46:15.690
Again, like Michelle said, it, it depends on who is watching the subject
with them or.

558 "Lizzi Duffy" (2004796160)
00:46:15.690 --> 00:46:21.000
Um, the time of day you have that conversation, those kind of thing.

559 "Lizzi Duffy" (2004796160)
00:46:21.000 --> 00:46:27.150
Um, but this can be really empowering. I use this with adults to.

560 "Lizzi Duffy" (2004796160)
00:46:27.150 --> 00:46:32.310
And identifying the barriers coming up with some.

561 "Lizzi Duffy" (2004796160)
00:46:32.310 --> 00:46:37.902
Supports and solutions can really help.

562 "Michelle Pettit, MA, OTR/L" (2127667200)
00:46:37.902 --> 00:46:43.320
We could start going through maybe some of the questions.

563 "Michelle Pettit, MA, OTR/L" (2127667200)
00:46:43.320 --> 00:46:48.750
Yeah, I was just going to say there's lots of questions in now, you know,
some of them are.

564 "Michelle Pettit, MA, OTR/L" (2127667200)
00:46:48.750 --> 00:46:52.800
For example, specific to what we just reviewed.

565 "Michelle Pettit, MA, OTR/L" (2127667200)
00:46:52.800 --> 00:46:57.860
But just so, you know, whatever, whatever approach you all 1 page.

566 "Michelle Pettit, MA, OTR/L" (2127667200)
00:46:57.860 --> 00:47:01.200
Yeah, well I can take this 1st, 1 that I see here about.

567 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:01.200 --> 00:47:04.200
How can you encourage the child to verbalize?

568 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:04.200 --> 00:47:08.040
Sensory experiences whether good or bad um.

569 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:08.040 --> 00:47:11.160
I like to start with, you know, exploring.

570 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:11.160 --> 00:47:14.910
Sensory things in a very playful way.

571 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:14.910 --> 00:47:19.320
And also seeing what they're naturally drawn towards, so maybe you see
them.

572 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:19.320 --> 00:47:23.010
Jumping or spinning a lot. Those are.

573 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:23.010 --> 00:47:26.100
Thinking about those sensors things there is naturally drawn towards and.

574 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:26.100 --> 00:47:30.450
I am thinking about how you can provide more of those natural
opportunities with the.

575 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:30.450 --> 00:47:34.020
For the regulation, but then.

576 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:34.020 --> 00:47:38.940
Kind of identifying what what they like, what they don't.

577 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:38.940 --> 00:47:43.770
Mike visuals can be a really helpful tool.

578 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:43.770 --> 00:47:47.580
I'll recommend autism level up. They have a 1.

579 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:47.580 --> 00:47:51.060
Website with a lot of great tools, Lucy and I both.

580 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:51.060 --> 00:47:55.110
The regulator a lot it's called, it's broken down.

581 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:55.110 --> 00:47:59.010
And even sensory system, and you can go through it with.

582 "Michelle Pettit, MA, OTR/L" (2127667200)
00:47:59.010 --> 00:48:03.720
Child or observe the child to see, like, always, this upcoming activity
is.

583 "Michelle Pettit, MA, OTR/L" (2127667200)
00:48:03.720 --> 00:48:07.290
Am I in a neutral state? Is it Anthony up.

584 "Michelle Pettit, MA, OTR/L" (2127667200)
00:48:07.290 --> 00:48:10.680
And how much do I like this activity? And then I would do.

585 "Michelle Pettit, MA, OTR/L" (2127667200)
00:48:10.680 --> 00:48:14.400
And then kind of doing those places experiences when.

586 "Michelle Pettit, MA, OTR/L" (2127667200)
00:48:14.400 --> 00:48:17.850
The child is already in a regulated state of.

587 "Michelle Pettit, MA, OTR/L" (2127667200)
00:48:17.850 --> 00:48:22.080
It can be hard to tell, you know, the effects of something that.

588 "Michelle Pettit, MA, OTR/L" (2127667200)
00:48:22.080 --> 00:48:28.950
If if we're, like, really feeling too low, or if we're already kind of
really ramped up and.

589 "Michelle Pettit, MA, OTR/L" (2127667200)
00:48:28.950 --> 00:48:38.496
Moody or something like that.

590 "Lizzi Duffy" (2004796160)
00:48:38.496 --> 00:48:42.270
Yeah, and I think like sensory, like if the.

591 "Lizzi Duffy" (2004796160)
00:48:42.270 --> 00:48:45.780
I think it depends too on, um.

592 "Lizzi Duffy" (2004796160)
00:48:45.780 --> 00:48:53.820
I like sometimes to find, especially for a younger child to, um.

593 "Lizzi Duffy" (2004796160)
00:48:53.820 --> 00:48:57.870
To expand the way that someone can describe a sensory.

594 "Lizzi Duffy" (2004796160)
00:48:57.870 --> 00:49:01.530
Experience can help with that and reception.

595 "Lizzi Duffy" (2004796160)
00:49:01.530 --> 00:49:04.830
Um, which is our internal.

596 "Lizzi Duffy" (2004796160)
00:49:04.830 --> 00:49:09.000
Body awareness, um, is really having.

597 "Lizzi Duffy" (2004796160)
00:49:09.000 --> 00:49:12.810
More words that we can use to describe.

598 "Lizzi Duffy" (2004796160)
00:49:12.810 --> 00:49:21.210
A sensory experience, so, um, with a really young child, we might start
with like, a cold and warm visual and we might.

599 "Lizzi Duffy" (2004796160)
00:49:21.210 --> 00:49:25.080
Different ways things can feel cold and warm.

600 "Lizzi Duffy" (2004796160)
00:49:25.080 --> 00:49:28.230
Um, we might think of.

601 "Lizzi Duffy" (2004796160)
00:49:28.230 --> 00:49:31.260
Tight loose.

602 "Lizzi Duffy" (2004796160)
00:49:36.090 --> 00:49:41.790
Can help us give more of a broad way of describing.

603 "Lizzi Duffy" (2004796160)
00:49:41.790 --> 00:49:47.520
Sensory experiences, um, and I think sometimes that can help.

604 "Lizzi Duffy" (2004796160)
00:49:47.520 --> 00:49:51.030
With kids, if they're struggling to.

605 "Lizzi Duffy" (2004796160)
00:49:51.030 --> 00:49:54.780
Tell you, if something's bothering them or not.

606 "Lizzi Duffy" (2004796160)
00:49:54.780 --> 00:49:58.560
Um, I hope that answers.

607 "Lizzi Duffy" (2004796160)

00:49:58.560 --> 00:50:06.780
That question, um, and.

608 "Lizzi Duffy" (2004796160)
00:50:06.780 --> 00:50:09.840
I think we kind of, we talked through the.

609 "Lizzi Duffy" (2004796160)
00:50:09.840 --> 00:50:16.440
Puberty, um, what's a bathing example? But.

610 "Lizzi Duffy" (2004796160)
00:50:16.440 --> 00:50:21.930
Um, if, um.

611 "Lizzi Duffy" (2004796160)
00:50:21.930 --> 00:50:27.930
If you want to expand on that type type more into the question and
answering.

612 "Lizzi Duffy" (2004796160)
00:50:27.930 --> 00:50:32.250
We'll try to if we then answer that question for you, we'll try to get to
it.

613 "Lizzi Duffy" (2004796160)
00:50:32.250 --> 00:50:37.200
My son doesn't want us to change furniture in the house ever.

614 "Lizzi Duffy" (2004796160)
00:50:37.200 --> 00:50:41.490
Could you suggest strategies for helping him accept replacing.

615 "Lizzi Duffy" (2004796160)
00:50:41.490 --> 00:50:45.300
Furniture, so.

616 "Lizzi Duffy" (2004796160)
00:50:45.300 --> 00:50:50.880
Sometimes, I think, um, with kids.

617 "Lizzi Duffy" (2004796160)
00:50:50.880 --> 00:50:56.430
Especially if they're younger, I feel like when my son was really little.

618 "Lizzi Duffy" (2004796160)
00:50:56.430 --> 00:51:00.900
Well, any change was really upsetting to him. Part of it is.

619 "Lizzi Duffy" (2004796160)
00:51:00.900 --> 00:51:04.710
Part of it is.

620 "Lizzi Duffy" (2004796160)

00:51:04.710 --> 00:51:09.660
Just, they have so little control, I think, and.

621 "Lizzi Duffy" (2004796160)
00:51:09.660 --> 00:51:14.220
Developmentally they're wanting some of that control part of it is, it
gives it.

622 "Lizzi Duffy" (2004796160)
00:51:14.220 --> 00:51:17.250
Predictability and if you're.

623 "Lizzi Duffy" (2004796160)
00:51:17.250 --> 00:51:21.150
Um, keto was really young that.

624 "Lizzi Duffy" (2004796160)
00:51:21.150 --> 00:51:24.810
Will improve with time as you're able to expand on that.

625 "Lizzi Duffy" (2004796160)
00:51:24.810 --> 00:51:29.370
Underlying skill of flexibility, um, but.

626 "Lizzi Duffy" (2004796160)
00:51:29.370 --> 00:51:33.240
Furniture can be it can be a really big change, especially if.

627 "Lizzi Duffy" (2004796160)
00:51:33.240 --> 00:51:37.020
The texture of the furniture is different. Um.

628 "Lizzi Duffy" (2004796160)
00:51:37.020 --> 00:51:41.280
Maybe there are aspects of the furniture that.

629 "Lizzi Duffy" (2004796160)
00:51:41.280 --> 00:51:44.940
Your child really really liked so sometimes you.

630 "Lizzi Duffy" (2004796160)
00:51:44.940 --> 00:51:49.410
And I don't know how much your child is able to verbalize.

631 "Lizzi Duffy" (2004796160)
00:51:49.410 --> 00:51:52.950
Um, but making sure.

632 "Lizzi Duffy" (2004796160)
00:51:52.950 --> 00:52:00.120
If you do have to change the furniture, could we change it in very, very
small ways. So, maybe your.

633 "Lizzi Duffy" (2004796160)

00:52:00.120 --> 00:52:04.740
Sustained, can we get a couch cover for now?

634 "Lizzi Duffy" (2004796160)
00:52:04.740 --> 00:52:14.741
Um, and can we make sure that the fabric of the couch cover could be
similar to the fabric of the couch? Um.

635 "Michelle Pettit, MA, OTR/L" (2127667200)
00:52:14.741 --> 00:52:19.530
For the choice to be involved to for the.

636 "Michelle Pettit, MA, OTR/L" (2127667200)
00:52:19.530 --> 00:52:24.870
Child, not that you want them probably designing your whole house, but.

637 "Michelle Pettit, MA, OTR/L" (2127667200)
00:52:24.870 --> 00:52:30.399
Like, 2 options that you like or something.

638 "Lizzi Duffy" (2004796160)
00:52:30.399 --> 00:52:36.210
Yeah, you'd get like this really outrageous looking how much if you took
them to the.

639 "Lizzi Duffy" (2004796160)
00:52:36.210 --> 00:52:39.930
Um, that.

640 "Lizzi Duffy" (2004796160)
00:52:39.930 --> 00:52:46.860
But you could, like, bring them to 1 couch and say oh, which color do you
like the best or something?

641 "Lizzi Duffy" (2004796160)
00:52:46.860 --> 00:52:55.200
Um, hopefully that can help, but building and that flexibility.

642 "Lizzi Duffy" (2004796160)
00:52:55.200 --> 00:52:58.530
With very small changes can be helpful in having.

643 "Lizzi Duffy" (2004796160)
00:52:58.530 --> 00:53:02.100
Some choice and control over it, but if they are.

644 "Lizzi Duffy" (2004796160)
00:53:02.100 --> 00:53:05.130
Verbal, um, or able to express.

645 "Lizzi Duffy" (2004796160)
00:53:05.130 --> 00:53:08.370
Verbally or by typing.

646 "Lizzi Duffy" (2004796160)
00:53:08.370 --> 00:53:12.090
Or, with pictures, what they really like about.

647 "Lizzi Duffy" (2004796160)
00:53:12.090 --> 00:53:16.650
The furniture that can help you maybe understand what's.

648 "Lizzi Duffy" (2004796160)
00:53:16.650 --> 00:53:21.150
Um, you know, maybe what direction to go in.

649 "Lizzi Duffy" (2004796160)
00:53:21.150 --> 00:53:26.430
Um, but I do think with time as they get more flexibility.

650 "Lizzi Duffy" (2004796160)
00:53:26.430 --> 00:53:31.110
You'll be able to make bigger changes.

651 "Lizzi Duffy" (2004796160)
00:53:31.110 --> 00:53:34.710
To I know we're kind of running.

652 "Lizzi Duffy" (2004796160)
00:53:34.710 --> 00:53:38.580
Towards the top of the hour, but there was a question that just came in
that I.

653 "Lizzi Duffy" (2004796160)
00:53:38.580 --> 00:53:42.120
That might be a good just to at least start.

654 "Lizzi Duffy" (2004796160)
00:53:42.120 --> 00:53:46.002
Start on, if you guys don't mind, it's the last question it said.

655 "Michelle Pettit, MA, OTR/L" (2127667200)
00:53:46.002 --> 00:53:52.140
My child is a limited verbal skills is trying to avoid school and has
said to me, that school is scary and.

656 "Michelle Pettit, MA, OTR/L" (2127667200)
00:53:52.140 --> 00:53:59.580
And the school is not helpful in trying to identify possible sources of
stress. What can we do to help determine if it's sensory issue or
environment.

657 "Michelle Pettit, MA, OTR/L" (2127667200)
00:53:59.580 --> 00:54:04.470
Cancel I just think it's a good opportunity for discussion even about.

658 "Michelle Pettit, MA, OTR/L" (2127667200)
00:54:04.470 --> 00:54:11.605

Coordinating with other professionals as well, if if you are able to
speak to that.

659 "Lizzi Duffy" (2004796160)
00:54:11.605 --> 00:54:17.370
Yeah, I think, um, I think some skills.

660 "Lizzi Duffy" (2004796160)
00:54:17.370 --> 00:54:22.200
Tools are better at collaborating with parents than others.

661 "Lizzi Duffy" (2004796160)
00:54:22.200 --> 00:54:31.350
Um, and I think the, the important thing to do is to try if your child
does not have an.

662 "Lizzi Duffy" (2004796160)
00:54:31.350 --> 00:54:34.920
Is to start with that process.

663 "Lizzi Duffy" (2004796160)
00:54:34.920 --> 00:54:38.370
Of trying to get your your child to.

664 "Lizzi Duffy" (2004796160)
00:54:38.370 --> 00:54:41.700
Get on an, or a 504 plan.

665 "Lizzi Duffy" (2004796160)
00:54:41.700 --> 00:54:47.220
Which is basically the school is then required.

666 "Lizzi Duffy" (2004796160)
00:54:47.220 --> 00:54:50.610
To provide some accommodations and supports.

667 "Lizzi Duffy" (2004796160)
00:54:50.610 --> 00:54:56.340
That is not an easy process and sometimes.

668 "Lizzi Duffy" (2004796160)
00:54:56.340 --> 00:55:01.320
Throughout that process, there's going to be a lot of advocating.

669 "Lizzi Duffy" (2004796160)
00:55:01.320 --> 00:55:05.430
As well, but that would be the 1st step if they aren't.

670 "Lizzi Duffy" (2004796160)
00:55:05.430 --> 00:55:08.700
On an, or 5 or 5 or 4 plans.

671 "Lizzi Duffy" (2004796160)
00:55:08.700 --> 00:55:12.090

Um, and and then.

672 "Lizzi Duffy" (2004796160)
00:55:12.090 --> 00:55:15.270
You, especially if.

673 "Lizzi Duffy" (2004796160)
00:55:15.270 --> 00:55:20.550
Your child is the younger you could try to say, can I come in and.

674 "Lizzi Duffy" (2004796160)
00:55:20.550 --> 00:55:25.380
The classroom, and just see if there are things that I could do to help.

675 "Lizzi Duffy" (2004796160)
00:55:25.380 --> 00:55:31.740
Port him, um, because kids have a right to feel safe.

676 "Lizzi Duffy" (2004796160)
00:55:31.740 --> 00:55:38.340
And so if they're saying scary, you know, I think it's worth the.

677 "Lizzi Duffy" (2004796160)
00:55:38.340 --> 00:55:42.879
Asking if it's okay if you come and observe, um.

678 "Michelle Pettit, MA, OTR/L" (2127667200)
00:55:42.879 --> 00:55:48.690
Because having an, do it with you too, that does consultation.

679 "Michelle Pettit, MA, OTR/L" (2127667200)
00:55:48.690 --> 00:55:52.920
Um, we end up.

680 "Michelle Pettit, MA, OTR/L" (2127667200)
00:55:55.980 --> 00:56:00.090
That with him saying that it's loud.

681 "Michelle Pettit, MA, OTR/L" (2127667200)
00:56:00.090 --> 00:56:04.560
You know, I don't know if you've tried any like your floods or no.

682 "Michelle Pettit, MA, OTR/L" (2127667200)
00:56:04.560 --> 00:56:08.670
It's producing headphones too, that we could use sometimes both.

683 "Michelle Pettit, MA, OTR/L" (2127667200)
00:56:08.670 --> 00:56:14.610
The tricky because of the sensation of them to, um.

684 "Michelle Pettit, MA, OTR/L" (2127667200)
00:56:14.610 --> 00:56:20.160
But, and then determining if it's a sensory issue, or is.

685 "Michelle Pettit, MA, OTR/L" (2127667200)
00:56:20.160 --> 00:56:24.690
Mental sensory issue that's a really interesting question, because we
kind of.

686 "Michelle Pettit, MA, OTR/L" (2127667200)
00:56:24.690 --> 00:56:29.820
Observed sensory a lot based on what's going on.

687 "Michelle Pettit, MA, OTR/L" (2127667200)
00:56:29.820 --> 00:56:35.070
In the environment, just because, you know, we don't want to put it just
because all of us.

688 "Michelle Pettit, MA, OTR/L" (2127667200)
00:56:35.070 --> 00:56:41.460
Sensory systems are different, it doesn't mean that they're like wrong or
or bad.

689 "Michelle Pettit, MA, OTR/L" (2127667200)
00:56:41.460 --> 00:56:45.990
And so then really what we really look at the sensory environment.

690 "Michelle Pettit, MA, OTR/L" (2127667200)
00:56:45.990 --> 00:56:49.620
And see what we can do to match our sensory needs.

691 "Michelle Pettit, MA, OTR/L" (2127667200)
00:56:49.620 --> 00:56:56.136
Um, if that's helpful in regards to kind of framing it.

692 "Lizzi Duffy" (2004796160)
00:56:56.136 --> 00:57:00.090
Yeah, and I think, um, if the.

693 "Lizzi Duffy" (2004796160)
00:57:00.090 --> 00:57:03.390
Child is on an AP, um.

694 "Lizzi Duffy" (2004796160)
00:57:03.390 --> 00:57:06.750
Or a 504 plan, um.

695 "Lizzi Duffy" (2004796160)
00:57:06.750 --> 00:57:09.870
You can request that.

696 "Lizzi Duffy" (2004796160)
00:57:09.870 --> 00:57:17.700
That the ICU, if there's an occupational therapist on the plan that they
look into those things.

697 "Lizzi Duffy" (2004796160)
00:57:17.700 --> 00:57:21.030

Um, you can look at the accommodations and.

698 "Lizzi Duffy" (2004796160)
00:57:21.030 --> 00:57:29.820
The parts that are listed on the plan and if, and sometimes those are
listed in the plan and the teacher.

699 "Lizzi Duffy" (2004796160)
00:57:29.820 --> 00:57:34.410
Isn't using them and they really are.

700 "Lizzi Duffy" (2004796160)
00:57:34.410 --> 00:57:39.180
Required to use them if they are listed as an accommodation on the plan.

701 "Lizzi Duffy" (2004796160)
00:57:39.180 --> 00:57:43.290
So, I hope that kind of helps.

702 "Lizzi Duffy" (2004796160)
00:57:43.290 --> 00:57:47.340
And in Minnesota, there's some different, um.

703 "Lizzi Duffy" (2004796160)
00:57:47.340 --> 00:57:50.940
Agencies that can help with these.

704 "Lizzi Duffy" (2004796160)
00:57:50.940 --> 00:57:56.880
Um, these kind of issues like PACER.

705 "Lizzi Duffy" (2004796160)
00:57:56.880 --> 00:58:00.240
Um, and I don't know what else is.

706 "Lizzi Duffy" (2004796160)
00:58:00.240 --> 00:58:03.720
Um, around in different states, but.

707 "Lizzi Duffy" (2004796160)
00:58:03.720 --> 00:58:08.040
Um, I was.

708 "Lizzi Duffy" (2004796160)
00:58:08.040 --> 00:58:11.820
I would also suggest that you could look into wherever you are.

709 "Lizzi Duffy" (2004796160)
00:58:11.820 --> 00:58:16.500
If there's any school advocacy groups, um.

710 "Lizzi Duffy" (2004796160)
00:58:20.280 --> 00:58:24.420
And it looks like there is a pull up.

711 "Lizzi Duffy" (2004796160)
00:58:24.420 --> 00:58:28.680
Now, we, we really do hope that you got some.

712 "Lizzi Duffy" (2004796160)
00:58:28.680 --> 00:58:32.490
Good information. I'm going to move forward. We have.

713 "Lizzi Duffy" (2004796160)
00:58:32.490 --> 00:58:36.300
Helpful resources, um.

714 "Lizzi Duffy" (2004796160)
00:58:36.300 --> 00:58:39.690
And then if you want.

715 "Lizzi Duffy" (2004796160)
00:58:39.690 --> 00:58:43.410
To reach out to us, you can by going on.

716 "Lizzi Duffy" (2004796160)
00:58:43.410 --> 00:58:49.410
Our website or emailing us at info at.

717 "Lizzi Duffy" (2004796160)
00:58:49.410 --> 00:58:55.904
Roots and wings N. N dot com.

718 "Michelle Pettit, MA, OTR/L" (2127667200)
00:58:55.904 --> 00:58:59.460
Thank you so much for your time. Everyone Thank you.

719 "Michelle Pettit, MA, OTR/L" (2127667200)
00:58:59.460 --> 00:59:03.540
Yeah, thank you guys just again, thank you for being here. You.

720 "Michelle Pettit, MA, OTR/L" (2127667200)
00:59:03.540 --> 00:59:08.520
I would just attending with Lucy and Michelle for providing.

721 "Michelle Pettit, MA, OTR/L" (2127667200)
00:59:08.520 --> 00:59:13.650
Such wonderful information. If you have any questions about therapy
you've discussed, or questions today.

722 "Michelle Pettit, MA, OTR/L" (2127667200)
00:59:13.650 --> 00:59:19.710
We weren't able to answer due to time, please contact the autism team by
calling the number on the back of your insurance card.

723 "Michelle Pettit, MA, OTR/L" (2127667200)
00:59:19.710 --> 00:59:27.210

And then it's just a reminder again, the recording will be available
online at W. W. W. dot com. So backslash autism.

724 "Michelle Pettit, MA, OTR/L" (2127667200)
00:59:27.210 --> 00:59:30.540
Once it is finalized please be sure to mark your calendar.

725 "Michelle Pettit, MA, OTR/L" (2127667200)
00:59:30.540 --> 00:59:35.730
To join us on January on the 11th and 2024 for.

726 "Michelle Pettit, MA, OTR/L" (2127667200)
00:59:35.730 --> 00:59:41.040
Presentation regarding sleep, routine, readiness and training. Thanks.
Everyone. I hope you have a great.

727 "Michelle Pettit, MA, OTR/L" (2127667200)
00:59:54.961 --> 01:00:06.900
Thank you. Is there anything else you need from us? Is it just thank you
guys. Okay. Okay. Have a good day.

728 "Michelle Pettit, MA, OTR/L" (2127667200)
01:00:06.900 --> 01:00:26.900
Bye.