



Young Person Case Study

Young person: E

Date: 11.12.2018

Age: 17

Case Study Focus: to address E's sensory needs

Background:

E is a day student. It has been identified through an ongoing OT assessment process at Underley that E has sensory processing needs. E responds well to routines and benefits from being in this specialist provision. However, at the start of term E's teaching assistant Michelle (TA3) came to seek advice from therapy, as E was displaying unsettled behaviour and E was assigned to my caseload. E had been attempting to grab people and when anxious E would touch and subsequently squeeze others people's heads.

Furthermore it seemed that E needed additional support for his sensory needs. E's Sensory Profile updated in 2018, shows E's sensory sensitivity and sensory avoidance of various sensations. This can cause E to become unsettled when he is over exposed to sensory experience or during periods of high anxiety. These behaviours also increase during transitions and when E was anxious.

What I did:

Firstly, I went through E's 'Sensory Diet' with Michelle as she was working with E in class (see separate Sensory Profile for strategies).

I wrote a therapy plan for E with very simple targets, agreed by E and supported by Michelle.

1. *E will better self-regulate to avoid undue stress*
2. *E will not touch people's heads at any time.*

Outcomes:

According to TA3 Michelle on the 11.12.18, E has benefited from routines in school which also helps him to avoid undue stress. His routines include weekly targeted therapy sessions in the sensory room advised by OT and delivered by education staff. Alongside this, E has learnt to request to return to his desk space in school, when he identifies he is stressed. According to Michelle, he sees this as a safe retreat space to destress. This is a positive sign that he is able to communicate his needs and better self-regulate.

E was also provided with a weighted blanket for his desk, yet Michelle stated that E has not used it, despite being prompted. In reference to head touching, Michelle reported that at this time, E does not touch other people's heads and uses a reward system of listening to church bells at the end of the day (provided by OT), if he is able to go a whole day without touching anyone's head. This is a clear motivator for E which offers him a better alternative.

TA Michelle has also spoken with E's parents so that they can be aware and can encourage E to follow the same approach at home of listening to church bells. He has exceeded expectations with this target, as E has not touched or grabbed anyone's head in school or term.

Conclusion and Evaluation:

E's sensory needs are now widely recognised and therefore he will require ongoing OT input for these needs. It is encouraging to see that E is learning to recognise his sensory needs and how to access them in a meaningful way. As a result, E will continue with the target of continuing to better self-regulate, to avoid undue stress.

Moving forwards, a robust assessment and reporting of E's independence skills would be advised in preparation for adulthood as he transitions from Underley.

Charlotte Kempster (OT on 12.12.2018)