

Sensory experiences include touch, movement, body awareness, sight, sound, smell, taste, and the pull of gravity. Distinguishing between these is the process of Sensory Integration (SI). While the process of sensory integration occurs automatically and without effort for most, for some the process is inefficient. Extensive effort and attention are required in these individuals for sensory integration to occur, without a guarantee of it being accomplished. When this happens, goals are not easily completed, resulting in sensory integration disorder (SID) / sensory processing disorder (SPD).



The normal process of sensory integration begins before birth and continues throughout life, with the majority of sensory development occurring before the early teenage years. For most children sensory integration develops in the course of ordinary childhood activities. But for some children, sensory integration does not develop as efficiently as it

should. When the process is disordered, a number of problems in learning, motor skills and behavior may be evident. The ability for sensory integration to become more refined and effective coincides with the development process as it determines how well motor and speech skills, and emotional stability develop.

Those who have sensory integration dysfunction may be unable to respond to certain sensory information by planning and organizing what needs to be done in an appropriate and automatic manner. This may cause a primitive survival technique called "fright, flight, and fight" or withdrawal response, which originates from the "primitive" brain. This response often appears extreme and inappropriate for the particular situation.



By providing Sensory Integration services, we are able to supply vital sensory input and experiences that children with sensory processing issues need to grow and learn. The sensory integrative approach is guided by one important aspect: the child's motivation in selection of the activities. By allowing them to be actively involved, and explore activities that provide sensory experiences most beneficial to them, children become more mature and efficient at organizing sensory information.

Multi-Sensory Room

Our multi-sensory room is a place where children and adults with special needs can explore and develop their senses and skills. There are many different features ranging from a soft play area, interactive equipment which makes dramatic changes to the sensory environment using sound and lighting and a large swing with multiple "sitting" styles to suit each client's needs.

A multi-sensory room is extremely therapeutic for both children and adults with sensory processing disorders... from mild to severe. Our new multi-sensory room is designed to gently stimulate some, or all, of the senses depending on the needs of the client. This in turn leads to improvements in their overall health and development.

Controlled sensory input has been shown to be effective in reducing stress and improving concentration, eye-hand coordination and motor function for children and adults with special needs, developmental disabilities, autism, chronic pain, stroke, brain injuries, and other conditions.

Our aim is to develop and provide even more programs to help improve our clients' overall mental and physical abilities.

"The time that our son spends in the new multi-sensory room at Sara's Garden has been amazing! He used to always scream when he would be strapped into his car seat, but he can sit in this room in his seat the entire time and be content."

"The new multi-sensory room at Sara's Garden is an awesome addition to what they already offer my son. I believe his senses are heightened to a level not seen since before his brain injury. The use of textures, music, lighting and motion, in conjunction with their expertise in sensory integration, has made Maddy more aware of his environment. This is evident in the amount of eye contact, and the increased ability to reach out purposely for what he wants."

Sara's Garden

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