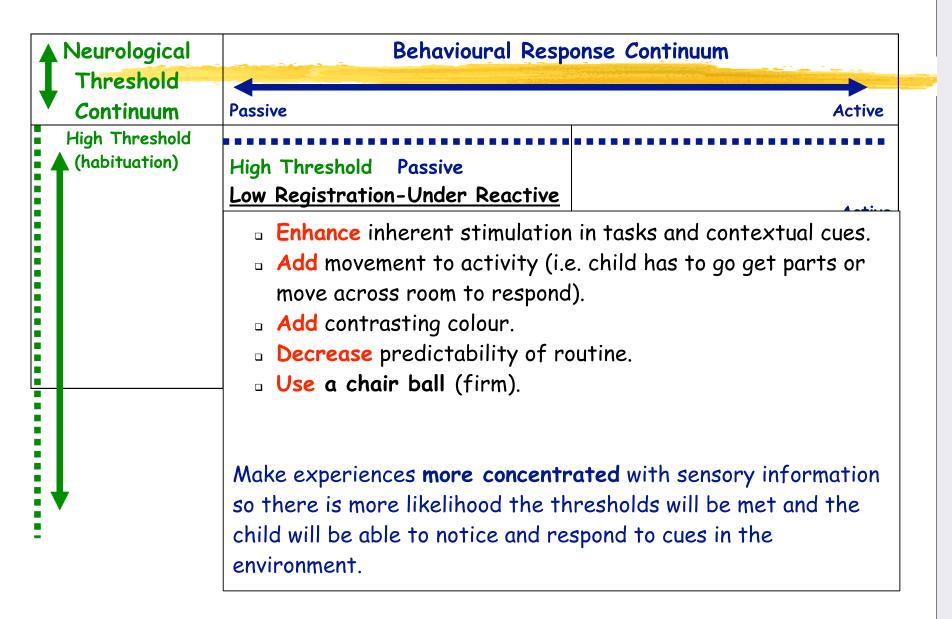
Relationships between Neurological Thresholds & Behavioural Responses

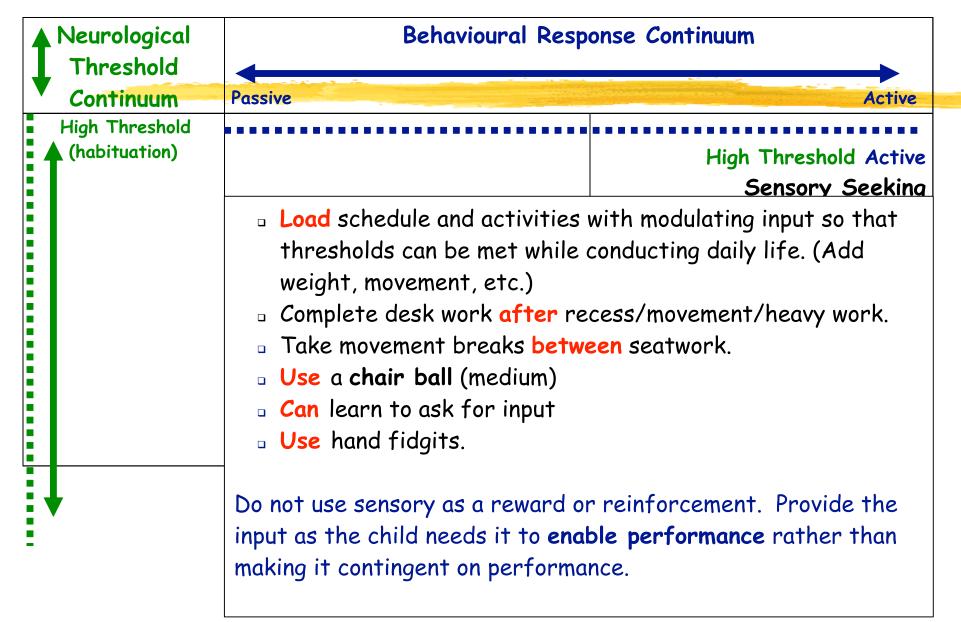
▲ Neurological	Behavioural Response Continuum				
Threshold Continuum	Passive			Active	
High Threshold (habituation)	Passive Low Registration -Uninterested -Dull Affect -Withdrawn -'Overly tired' -Doesn't seem to care -Self-Absorbed	Under-Respond -High ability to focus on one thing -Less affected by environment	Active -Active -Continually engaging -Fidgety -Excitable	Active ensory Seeking -High ability to generate ideas & responses -Notices & enjoys all activity in the environment	
	Passive -Distractible -Hyperactive -Complainer -Vigilant	-High ability to notice what is going on in the environment -Particular about task completion	-Rule bound -Reliant on rigid ritua -Resistant to change	Active -High ability to Is design and implement structure -Enjoys routines	
Low Threshold (sensitization)	<u>Sensitivity to</u> <u>Stimuli</u>	Over-Resp	onsive	<u>Sensation</u> <u>Avoiding</u>	

Model by Winnie Dunn PhD, OTR, FAOTA

Strategies and Ideas



Strategies and Ideas



Relationships between Neurological Thresholds & Behavioural Responses

Neurological Threshold	Behavioural Response Continuum					
Continuum	Passive	Ac	ctive			
High Threshold	*Decrease amount of stimuli in environment. *Teach child regulating strategies (vest, squeeze, pressure) *Provide discriminatory input, (proprioception, body mapping) *Use predictable patterns of visual/auditory routines. *Provide headphones/white noise *Decrease angular and alerting movement.					
(habituation)						
	*Use chair ball (soft) Talk to these kids, help them to label and describe sensory					
	experiences and then move on. Social stories work well. Gradually expose them to increasing doses of input, allow them to desensitize at their own rate.					
Low Threshold (sensitization)	<u>Sensitivity to</u> <u>Stimuli</u>	HELP THEM TO FEEL SAFE !				

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Relationships between Neurological Thresholds & Behavioural Responses

▲ Neurological	Behavioural Response Continuum				
Threshold					
Continuum	Passive	Active			
High Threshold					
(habituation)	*Honour the child's need to reduce sensory input (the world feels dangerous).				
	 *Gradually broaden sensory processing experiences within the child's rituals and habits. Use favourite activities and materials, but gradually increase intensity. *Carefully construct events to introduce a wider range of sensory experiences so the child can habituate to them. 				
	*Take something the child is comfortable and happy with and expand sensory qualities.				
	$*$Reduce stress by following the child's lead and don't be directing.				
:↓	When agitated, allow quiet time, allow the child to decompress.				
Low Threshold (sensitization)	Minimize the use of language.	Sensation			
(sensinzunon)		Avoiding			