



Sensory Processing with GriffinOT Evaluation Results





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1. Background

Sensory Processing with GriffinOT is the latest online course offered by GriffinOT. It is a seven hour online course designed to teach educators how they can support individuals with sensory processing differences in their classroom. The content incorporates our learning from earlier versions of our online sensory courses and our experiences with delivering face to face training. All content is written and delivered by senior paediatric occupational therapist Kim Griffin.

The course is divided into three levels:



Level 1

- Free introduction
- Learn about the eight senses
- Includes a basic introduction to sensory processing



Level 2

- Explores how you can start using strategies to help individuals who experience sensory differences
- Provides a framework you can use to monitor sensory strategies
- Describes how sensory differences might present in autism



Level 3

- Explores sensory processing in further depth, including dyspraxia and posture
- Considers the neurology underlying sensory responses
- Explores specific strategies you can use to help individuals who experience sensory differences, e.g. sensory diets, weighted blankets, sensory seating



2. Evaluation

In order to evaluate the impact of the training on educator's knowledge and confidence, GriffinOT has partnered with seven schools. These schools self identified after a request on GriffinOT's social media channels and email newsletter. Schools were given free access to the training in return for participating in the evaluation. Participants completed questionnaires before the training and after Level 2 and 3. They were also given opportunities to make suggestions on changes to or additions to the course content.



3. Timeline

Pre-Evaluation

October 2017

Our first sensory course “Sensory Processing and Modulation” was piloted.

April 2018

Using pilot participant feedback, made changes to the course. The precursor to our current sensory training “Sensory Processing What’s the Fuss” was released.

April 2020

Sensory Processing with GriffinOT replaces Sensory Processing What’s the Fuss. This update incorporates participant feedback from the previous two years.

Evaluation

March 2020

Participants complete the initial knowledge and confidence questionnaires.

April - May 2020

Participants watch Level 1 & 2 of the course.

June 2020

Fifty-one participants have finished Level 2. First results reported (current report).

August 2020

Second results will be reported. This will include data from remaining participants who have finished Level 2. (Due to Covid-19 there has been a delay with some participants being able to complete the training).

December 2020

Final results will be reported. This will include feedback from Level 3.

4. Participants

Seven schools based in England have participated in the evaluation. Ninety-two participants joined the evaluation in March. This included a mix of senior and junior teachers and teaching assistants.

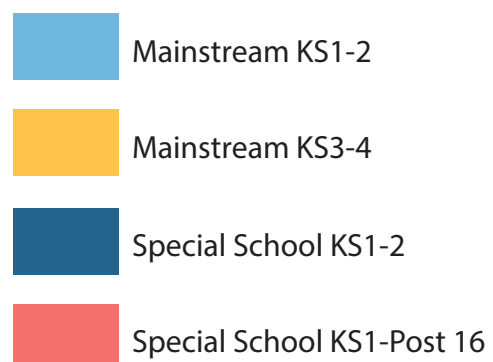
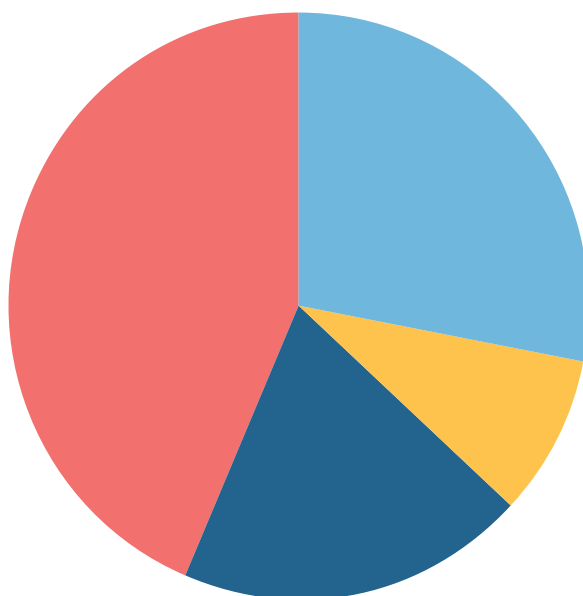


7 Schools

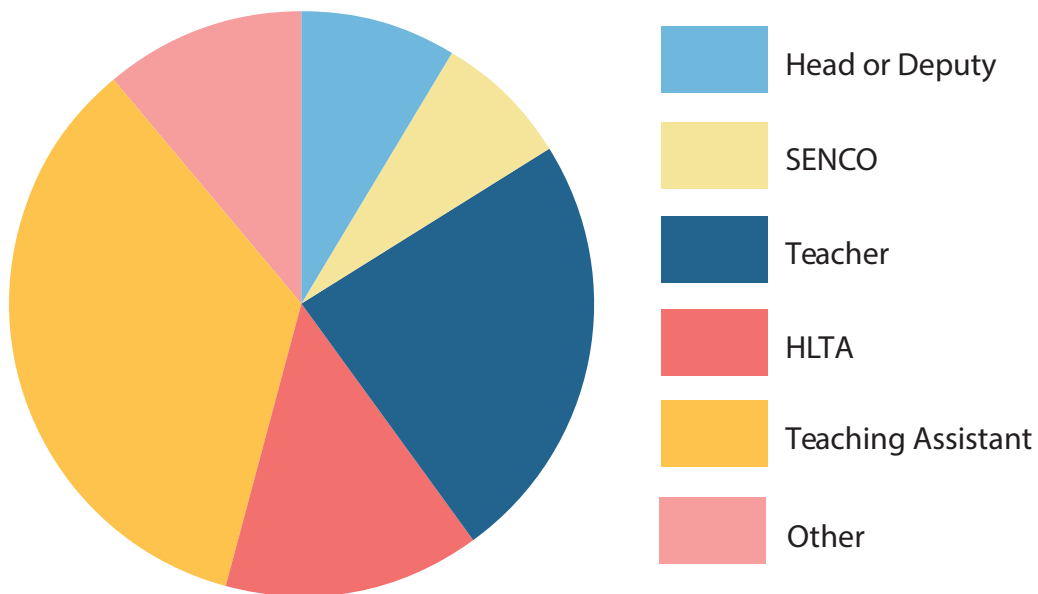


92 Participants

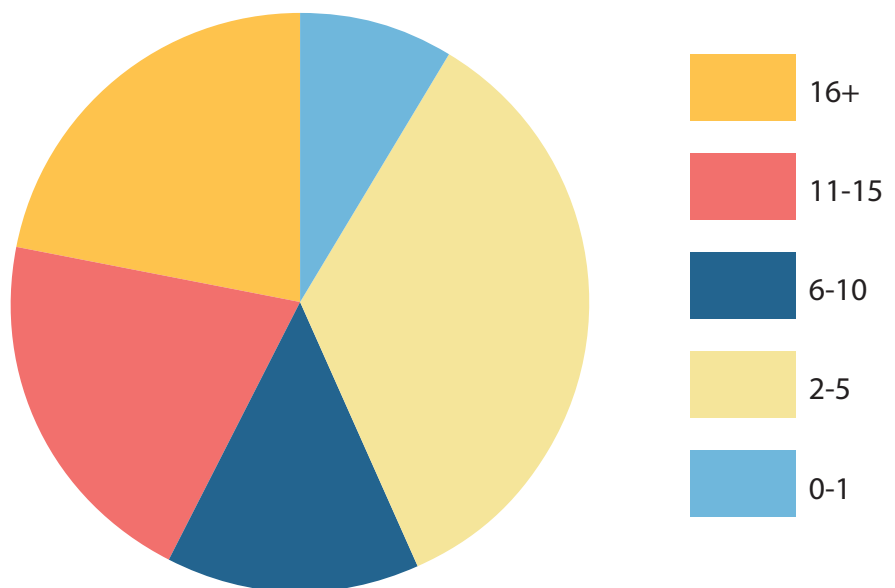
Where the participants work



Participant job title



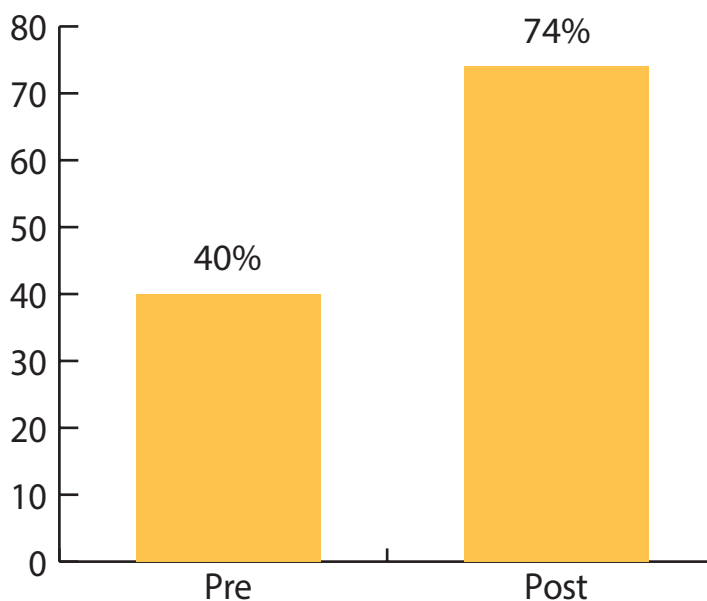
Years of teaching experience



5. Preliminary results

Fifty-one participants have completed Level 2 of the training. The coronavirus lockdown has delayed some of the participants from completing the training. Full results will be available in December 2020. Initial results indicate a positive change in both participant knowledge and confidence after completing Level 2 of the training.

Change in Knowledge

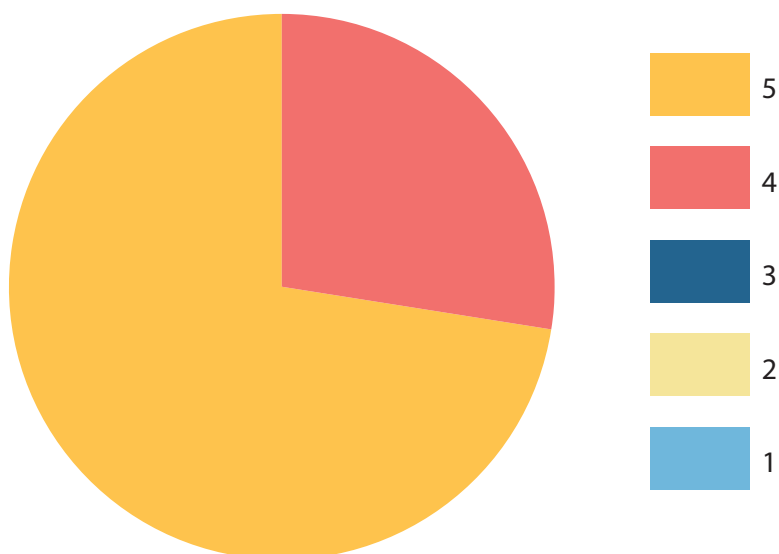


This chart shows the change in participant knowledge before starting the training and after completing Level 2. There is an 85% increase in educators' knowledge between starting and completing Level 2 of the training.

72%

of students rated the content of the course 5 out of 5.

Course Content Rating

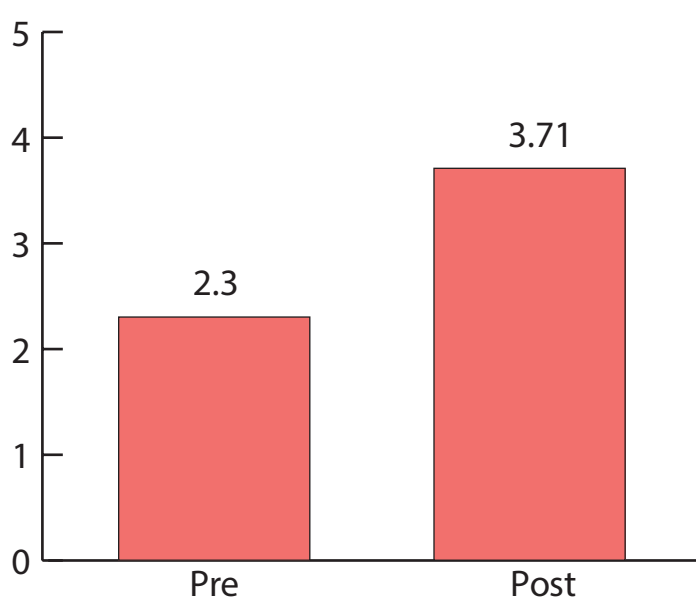


On a scale from 1-5, how has your confidence changed?

QUESTION	PRE	POST
How do you rate your knowledge of how sensory processing issues might present at school?	2.14	3.93
How do you rate your confidence in identifying if an individual might have sensory processing difficulties?	2.47	3.83
How do you rate your confidence in identifying which sense an individual might be having sensory processing difficulties with?	1.98	3.61
How do you rate your confidence in identifying if a behaviour has a sensory base, or if there is another cause?	2.14	3.44
How do you rate your confidence in supporting individuals with sensory processing difficulties?	2.53	3.82
Thinking about the sensory supports you currently use, how confident are you that you're choosing the right support to help the child?	2.43	3.65
How confident are that you're using sensory strategies correctly with a child?	2.38	3.66

This chart shows the overall change in participant confidence before and after completing Level 2. The score is rated out of five. Educators report a 60% increase in their confidence in supporting individuals with sensory processing differences in the classroom.

Overall Change in Confidence



6. Value of the training

Participants were asked what the two most valuable pieces of learning in Levels 1 & 2 were for them. These are some of the responses they gave.

*"I have learnt what an incredibly **high impact** sensory processing disorder has on a **child's learning**. There is a lot of information to gather and that it is important to communicate with a range of people, parents, children, OT specialists in order that the child receives what they need and for this **support** to be continued and monitored throughout their life."*

*"The most **valuable** piece of learning for me was that you can't just timetable in sensory diets, or that you shouldn't. This gives me the **confidence** to continue what I am currently doing and feel I can voice this more if others disagree. Learning the different senses and about **proprioceptors** and **vestibular** was also really valuable."*

*"I feel I am better able to **identify** sensory processing disorders and have more **tools** and **strategies** to support and monitor the children."*

*"The course has made me **more aware** of the difficulty some students must find in the overall classroom environment. It has made me realise I need to **change** some of my **strategies** and **practices**."*

*"I feel I have a more **in depth knowledge** of the senses individuals have and I will be using this with the **students I support**. The **recommendations** for helping really have stuck with me and the triangle outlining contributors to arousal was **really helpful** and **visually useful**."*

*"It was **valuable** to recognise that what we think is the cause of a behaviour or reaction, may actually not be the cause at all. We need to consider more than just what's happening at that moment. The **clarification** on how to **monitor** the **sensory strategies** we are using was useful."*

*"Firstly, I learnt the importance of scheduling so that those children who are **sensory sensitive** are not overloaded by several stressful sensory experiences in quick succession. Secondly, I learnt to establish whether **sensory seeking** is due to a sensory **overload** involving one or more of the other senses."*

*"I have a **much clearer understanding** of the theory but more importantly, of what **sensory processing** itself actually is."*

*"The course **highlighted** that **sensory strategies** must be **monitored** and that I need to collect observations regularly on what is working and what is not. I will also be more aware of how pre-events may **impact arousal** and **plan appropriately**."*

7. Changes in classroom practice

Participants were also asked the questions 'How will you change your practice in your classroom day to day?' These are some of their responses.

*"I feel **better equipped** to adapt my planning to suit the needs of my SEN children and will include more **visual support** for them."*

*"I feel **more confident** in using the sensory diet and **monitoring** it and also **identifying** others in the class that may benefit from some of it too."*

*"Once I am back in the classroom, I look forward to putting what I've learnt into practice, **using techniques** and sharing knowledge with colleagues. I will also be more aware of how pre-events may impact arousal and plan appropriately. I realise I need to **change** some of my **strategies** and **practices**."*

*"The course content will enable me to really evaluate all the contributing factors to arousal to try to **understand** the bigger picture so I can work out what to do in order to help children reach **optimal arousal**."*

*"The course has made me **more aware** of what to look out for so I will always be vigilant and when I have a child who is displaying the signs I will know **how best to help them**."*

*"I'm going to sit down and **re-evaluate my procedures**, strategies and monitoring to ensure they fully take into account the **needs** of the children I teach."*

*"I will begin to **monitor** our strategies more closely."*

*"I do not currently work with a pupil who has a sensory processing **disorder** but this could change next year. If so, I'll be in a **much better position to identify concerns**, implement sensory strategies suggested by the OT and monitor their **effectiveness** by looking out for positive changes in a child's focus and participation."*

*"I have a very progressive and forward thinking class teacher who is perceptive to the different and differing needs of our **SEN children**. In our class we try to find a reason for behaviours and help pupils to get the **most out of life and learning**. For me the training will help me to monitor the progress of individual children in a more **effective and organised** way."*

*"I now have a **heightened awareness** of the childrens' **behaviours and responses**, particularly those who may be under-responsive or those who may tend to shutdown when overloaded."*

*"Once I am back in the classroom, I look forward to putting what I've learnt into practice, using **techniques** and **sharing** knowledge with colleagues."*

87% *would recommend
our training to others*



"It's great to hear that the training has helped educators with their confidence and practice when supporting children with SEN. My ultimate goal is that all educators will be able to access additional training on sensory processing."

-Kim Griffin, Founder of GriffinOT

