




# SUPERPATHWAYS™

Sensory Wellbeing Solutions for Children



School resource tool for students with Autism, Dyspraxia, ADHD, Sensory Processing Disorder, Dyslexia, ODD to support their learning, communication, socialise or physical challenges.



 **SUPERCALM™** have designed unique sensory wall and floor pathways based around maximising child engagement to aid in emotional awareness, sensory awareness and emotional & body regulation.

## WHAT ARE SENSORY PATHWAYS

A resource tool designed for SNA's and resource teams to support students with additional needs during resource time or movement breaks. The pathway is based around the concept of using exercise movements incorporating imaginative play to trigger hormones and neurotransmitters in the brain that have a positive impact on mood, focus, arousal levels to help a child to feel calmer and emotionally regulated to rejoin their peers in a classroom setting.



## WHAT IS THE SENSORY PATHWAY MADE FROM

A pathway is an arrangement of child focused self adhesive floor and wall stickers. They are specially designed in various colours, shapes, patterns and images to appeal to children and encourage cooperation and enjoyment of particular movement/exercises. The stickers are placed on the floor and walls to form a pathway a child can follow to motivate them to perform a set of movements that will offer a range of sensory benefits while helping the child develop important executive functioning skills:

# Did you know?

# 68%

**Irish School Principals  
Surveyed Believe**

SNA's ARE NOT EDUCATED AND  
INFORMED TO A HIGH ENOUGH  
STANDARD TO CATER FOR CHILDREN  
ON THE SPECTRUM

# 92%

**Irish School Principals  
Surveyed Believe**

THE DEPARTMENT OF EDUCATION  
DO NOT PROVIDE ADEQUATE  
SENSORY EQUIPMENT FOR  
SCHOOLS WITH NEURODIVERSE  
CHILDREN

RESULTS BASED ON SUPERCALM SURVEY OF 100 IRISH PRIMARY SCHOOL  
PRINCIPALS, NATIONWIDE, NOV 2020



# WHAT

## SKILLS CAN IT TEACH



Emotional Regulation

Body Regulation

Social/ Communication

IMPORTANT SKILLS  
TO DEVELOP  
FOR SOCIALISING,  
COMMUNICATION  
& WELLBEING

Concentration & Memory

Listening & Recall

Arousal Levels/Engagement

Hyperactivity Behaviour

IMPORTANT SKILLS  
TO DEVELOP FOR  
LEARNING, LISTENING,  
SOCIAL INCLUSION &  
WELLBEING

Motor Planning, Sequencing

Gross & Fine Motor Strengthening

Coordination, Balance,

Dexterity & Core Strength

IMPORTANT SKILLS  
TO DEVELOP TO LIVE  
INDEPENDENTLY  
- FUNCTION LIKE PEERS  
- PARTICIPATE IN GROUPS  
- SELF CARE  
- WELLBEING





- 1 inclusive communities are critical to human wellbeing. A customised space in a school for students with additional needs demonstrates the importance of providing support for their sensory, learning or physical challenges, offering students a sense of belonging and inclusion.
- 2 A sensory floor pathway offers school management a structured resource tool for movement breaks to provide much needed support for a resource team to help students reach their IEP goals while offering consistency for the student.
- 3 Using the pathway can offer the student body calming proprioceptive and vestibular sensory input.
- 4 The **SuperCalm** sensory floor pathway is a versatile resource solution enabling a school team to meet multiple IEP goals: emotional awareness, sensory awareness, emotional and body regulation, development of physical strength, cognitive development, motor skills, balance and coordination etc.
- 5 Pathways are designed to be adaptable for students and offer a one size fits all solution for a school with students with varying physical, sensory and learning challenges.
- 6 The pathway can be adapted to incorporate multi sensory game play using the **SuperCalm** free resource tools, playbook booklet and demo videos available on our website.
- 7 The visual consistency of the sensory pathway appeals to children on the Autism spectrum who require and prefer consistent routine to feel calm and focused.
- 8 It is an easy to use, non tech solution based around imaginative and interpretive play offering the child an opportunity to experiment with social and emotional development.
- 9 Exercise is widely accepted as good for a persons mental health dues to its positive impact on mood, energy levels, anxiety and stress reduction and overall wellbeing.
- 10 Our graphic design team can customise a school sensory pathway to incorporate a specific theme, exercise movements or visual aids that the resource team would like to use with their students. We can also include various languages.



# Emotional Regulation - Every Child, Every Day is Different

## SIGNS OF SENSORY OVERLOAD



Fidgeting

Easily Distracted

Struggle to Focus on Task

Irritated

Hiding Under Desk/Covering Ears

Over Stimulated = Hyper

Echoing & Disruptive

## CALMING MOVEMENTS

Simple

Slow

Rhythmic

Linear

Single Direction

Predictable

## SIGNS OF LOW AROUSAL LEVELS



Appear Tired, Lethargic

Fidgeting

Easily Distracted

Struggle to Focus on Task

Stimming

Appear Clumsy & Unbalanced

## ALERTING INPUT

Fast Tempo

Multi Directional

Unpredictable



## STEP 1

### HOW REGULATED IS THE CHILD



## STEP 2

### WHAT IS THE GOAL TODAY

Emotional Regulation
Body Regulation
Arousal Levels/Engagement
Social/ Communication
Sensory Integration
Hyperactivity Behaviour
Concentration & Memory
Listening & Recall
Motor Planning, Sequencing
Gross & Fine Motor Strengthening
Coordination, Balance,
Dexterity & Core Strength

## STEP 3

### WHAT MST CAN BE USED

#### ANIMALS WALKS



#### LISTENING GAMES



#### SENSORY INPUT



#### MUSICAL MOVEMENTS



#### GRAB & GO



#### RECALL



#### SPIN THE WHEEL



#### ON THE CLOCK



# CALMER, MORE EMOTIONALLY RESILIENT CHILDREN

The pathway to calmer, more emotionally resilient children requires a solid foundation of sensory awareness, emotional awareness & self awareness. Coupled with a tool kit of thinking skills: focus, problem solving, planning, evaluating, flexibility & working memory. When these foundation blocks are present a child can begin their journey to master calming strategies to remain emotional resilient to participate, learn and socialise independently without the support of an adult.

