

Participants name: Karen Eve

Date: 2/2/22

Sensory Break

Date provided: 2/2/22 Time: 2:30 PM

Description of Sensory Break: Karen Eve is a nine-year-old child who receives sensory breaks once a day after arriving from school before transitioning into her afterschool program's class. These breaks last about an hour, and are used to give her time to unwind away from other children and loud noises to prevent sensory overload. During these breaks, the social work intern will play games with her, monitor her while she does calm activities such as puzzles, and will talk with her about her day.

Subjective: Karen is a nine-year-old child that is receiving daily breaks to help mitigate potential outbursts which are often caused by sensory overload. Karen has a tendency to react in aggressive ways to perceived injustice such as hitting, shoving and throwing classroom items. At times this causes the children around her to become harmed and distressed. Upon arrival, Karen appeared to be in a good mood. She smiled and exclaimed that she was excited to play monopoly. When asked how her day was she replied with "it was fine."

Objective: Karen appeared to be in a good mood at the beginning of the break. She smiled, interacted, and did not appear to be disengaged. She arrived wearing the same outfit she typically wears which is jeans, a pink coat, and a mask. While playing monopoly she did appear to become more easily frustrated. This was indicated by her scowling and continuously breaking eye contact, as well as her motions becoming more hurried. During the game when she was not able to play as she wanted, she disregarded the rules of the game, which was out of the ordinary for her, and stated "just let it go this one time." During this same game, at a moment where the social work intern was doing well in the game, Karen got frustrated and tried to find where the intern had broken a rule. She attempted to explain a rule that was non-existent. The social work intern reminded Karen that this was just a game, and to take deep breathes when she feels herself becoming worked up.

Assessment: Karen is a child who likes to know what the rules are, both during games and in life. Karen is quick to acknowledge "rules" and seems to find comfort in them

unless it does not directly work in her favor. There is a concern that her aggressive behavior and inability to show empathy for her actions will negatively impact her ability to continue to attend the after-school program. Although she did not become aggressive during the break, by observing her body language it was evident that she does become easily frustrated.

Plan: The social work intern will continue to meet with Karen Monday through Friday after she arrives from school. The intern will continue to monitor Karen's mood while coaching her through learning new social skills, as well as helping her to relax so she can remain fully engaged with her peers.