

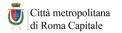
"A MODEL OF SUPPORT FOR HIGHLY SENSITIVE CHILDREN IN PRESCHOOL AND EARLY SCHOOL AGE"











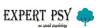




Characteristics of the functioning of highly sensitive children from the perspective of the results of focus groups

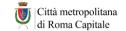
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Structure

- ✓ External factors
- ✓ Tiredness- personal limits and stimuli processing
- ✓ Emotional frame
- ✓ Environment stimuli processing
- ✓ Reaction to feedback
- **✓** Relationships
- ✓ Cognitive processing
- ✓ Rising potential of highlysensitivity



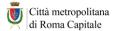
















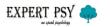
External factors processing -

- ❖ If I tell him: "You did this wrong!", he gets upset, and might also cry
- Some of the children can't conceive not getting a 10, they must be the best
- otherwise some of them withdrew inside himself or others cry

Sensory information processing

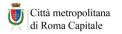
- Sometimes there are materials that couldn't stand or a label that itches
- The socks need to be aligned properly too
- They might put a lot of emphasis on not getting dirty or wet and need change wright away













Tiredness – personal limits and stimuli processing



- Nobody can please him, he searches for his own spot, and not speak to anybody when is very tired
- They become exhausted
- They take in more and profund stimuli so they need more time to adapt after waking up
- When there is a lot of noise or strong light it tires them out.
- Pleasant noises calms them down
- make a lot of sound.













Emotional frame

Even if playing or watching a cartoon they have an emotional reaction – they understand the emotions of others

They prefer to talk peacefully

They are very attentive to details and can immediately tell something is happening with other person – they try to comfort them as if they have this responsability

They can eassily find an activity to involve in

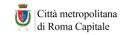
If a sound is loud they need to cover themselves, to protect their ears / sensory channel















Environment stimuli proccesing

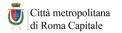
- Adapting to environment changes needs more time
- Most of them don't like to stay in the sun very much
- They like the freedom they have in nature
- They need to do things in their rythm















Reaction to feedback

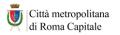
- When receiving positive feedback they are happy and some of them might say "I knew I can"
- When receiving negative feedback they accept it if they know there was something wrong
- but they might loose selfconfidence if they don't know why or how that there is something wrong
- They feel nervous or stuck when working under pressure
- They might refuse to go farther if they think they can't finish the task in time















Relationships

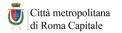
- First they analyse
- They want to have a lot of friends,
- but if they don't like something they leave
- or if there is a conflict they pay attention to details and try to avoid it
- and sometimes they don't intervine, but they also might intervine if they feel to protect them
- They sustains their point of view and also try to understand the others
- They have initiative and energy for action if they have the knowledge, but they don't need every time to be in the spotlight



















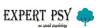
Cognitive processing

- They need to gather informations about their areas of interest
- They are curious and intuitive
- ❖ If someone offends them this easily becomes a barrier or they get fearful:

"If she offends me, I will not write my homework for her class either"

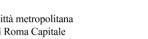
- They have a good sense of humour
- Sometimes they get upset if they not yet succeed in creating something they want and some of them can try again
- They may be selective
- They need permanent encouragement from parents otherwise they might feel marginalised and the attention of others in school might not be enough













Rising potential of highlysensitivity

"we try as much as we can, to give them that attention that they need."

Potential of highlysensitivity

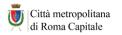
"we need to understand their world, in order them to understand ours"













What about you?

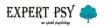
Will you identify characteristics of hypersensitive children from this list:

- Loves harmony
- Does not like to stand out in the group
- Does not like to argue and will do so much possibly try to prevent it
- Worries easily
- Likes to retire from time to time
- Can play well alone
- Sensitive to atmosphere
- Sensitive to physical stimuli
- Preferably avoids unpleasant stimuli, but also needs stimulation
- Usually controlled and careful
- Is a real thinker
- Very present
- Cares for injustice
- Strong-willed
- Can process too many stimuli and regularly go over their own boundaries
- Some are real doers and love challenges



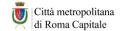














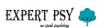


What about you?

1. How would you act in order them to learn to respect their own individual limits (ex. Space, disponibility, energy)?

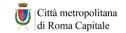














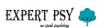


What about you?

2. How do you feel when someone else wants you to work in a different rythm than you were used to?

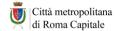














Erasmus+

What about you?

3. How do you feel when you decide to play with your different types of rythm (dancing, walking, breathing, working to something you want to be perfect, learning)?

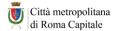














Erasmus+

What about you?

4. What do you think when you get a negative feedback to something important to you but you don't know what is wrong with that?

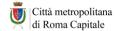














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What about you?

5. What is important for you by the way they enter in new relationships?





