



Sensory Advice for the Home

Sensory processing refers to how we use the information provided by all of the sensations from within our body and from our environments. Our senses integrate to help us understand who we are, where we are and what is happening around us. When our senses are integrated correctly we are able to respond appropriately to the sensation. For example we know to take off a piece of clothing that is irritating us or we may take time to smell something we like.

Those children who experience sensory processing difficulties seem to have difficulty coping with information in their environment. This can result in children over-responding or under-responding to sensory information and these children need support from those around them to learn and develop strategies to make their life a little bit easier. If a child does not get help when it is needed they may become overwhelmed, overly active, fearful or upset.

Here are several tips related to structuring sensory input into your child's daily routine.

We have seven different senses. Detailed in this information pack is information on each sense and strategies to apply if a child has problems within this area.

- Vestibular
- Auditory
- Proprioception
- Smell/Taste (including oral seeking)
- Vision
- Tactile

The Vestibular System

What is it?

How the body handles movement is down to our vestibular systems. This is located in our inner ears. This sense helps us to keep upright against gravity. It is stimulated when we move or change our head position, it enables us to keep orientated when we are bending over to pick something up, ride in a car, walking around and doing physical activities. More subtle vestibular activities include maintaining a seated posture and paying attention.

Problems you may see

- Avoids fast moving playground equipment
- Hesitates or avoids walking down stairs
- Gets dizzy very easily
- Gets car sick on trips
- A child may spin excessively or enjoy hanging upside down
- Moving in their seats or getting out of their seats but not necessarily in an organised manner
- May have poor sitting posture, e.g. slumping over their desk
- Some children may have low muscle tone therefore doing P.E activities is challenging with poor balance skills

Strategies to help

- Use a firm, supportive seat ensuring their feet are on a firm surface or the floor when doing homework or sitting at the dinner table
- Discourage intense, lengthy spinning, even if they like it as it disorganises the brain
- Encourage swinging activities in various positions (sitting, on tummy, reclined) in different planes of movement, with frequent stops and bumps
- Encourage jumping on a space hopper or mini trampoline
- Encourage active outside games such as rolling down a hill, going to the playground etc.
- Provide regular proprioceptive input
- Encourage inverting the head (being upside down) as this promotes self-regulation
- Do some “wake-up” activities before carrying out seated activities e.g. gentle stretches, movement of music, running and/or jumping on the spot are all good. Similar activities can be used for a minute or two throughout the day whenever you sense the need.
- For children who find it difficult to calm themselves provide linear (backwards and forwards) movement opportunities, e.g. rocking, swinging, rolling over a ball etc.



Proprioception

What is it?

Proprioception helps us to know where each part of our body is and how it is moving. It helps us to judge the force at which we do something and perform everyday tasks e.g. dressing without having to rely on our vision. The receptors for the proprioception sense are located in the muscles and joints. They are mainly stimulated by resistive activities or stretching. When the proprioceptive sense is working well, we can make continual adjustments to our position. This helps us to:

- Stay in the best position in a chair
- Hold utensils in the right way e.g. pen, cutlery
- Judge how to manoeuvre through space
- Develop an awareness of our own and others personal space
- Judge the force at which we do something
- Calm and organise ourselves

Problems you may see

- Have stiff and uncoordinated movements
- Be clumsy and fall frequently
- Crash into objects in the environment
- Have difficulty dressing or undressing
- Not be able to do things without looking
- Have difficulty seating themselves in a chair and fidgets
- Always on the go
- Have difficulty grading the force at which they do something
- Has poor spatial awareness

Strategies to help

The following activities provide ideas to help your child to become more aware of their body position and become calmer and more organised.

NOTE: Please use common sense and do not apply to much pressure or ask your child to push, pull or carry something that is too heavy for them.

Heavy work

- Wearing a weighted ruck sack
- Using a weighted lap pad when sitting
- Throwing games using weighted objects e.g. Throwing bean bags at targets
- Lifting items e.g. floor cushions or box of objects
- Carrying heavy bags or pile of books
- Carrying washing upstairs

Pushing/pulling tasks

- Moving equipment/furniture (chairs toy boxes)
- Play magic room-pretend to push out the walls with arms and hands
- Helping with house hold chores e.g. mopping floors, sweeping and hoovering
- Pushing the supermarket trolley
- Tug of war games

Deep pressure touch

- Firm massage
- Bear hugs
- Firm hand shakes
- Hot dog game- rolling your child in a rug or blanket with their head showing
- Sandwich game- child lays on their back and adult lays items such as cushion on top of child applying firm/comfortable pressure pretending items are sandwich fillings.

Games

- Animal walks-pretend to be different animals moving as lightly and heavily as possible.
- Do activities such as puzzles in all fours position
- Jumping and hopping games
- Play on space hopper
- Use a gym ball to sit on when engaging in static activities, e.g. watching TV or doing homework. You can also play 'squashing' games with a therapy ball where they lay on the floor and you gently provide pressure to their arms, legs and back with the therapy ball. Encourage your child to push the therapy ball against a wall with their arms and feet.
- Playing on trampoline
- Rough and tumble games
- Child stands with eyes closed. Adult then moves the child's limbs into different positions then returns them to original position. Child opens eyes and then tries to remember the position they were placed in.



Auditory

What is it?

Auditory processing refers to how the brain recognises and makes sense of sounds. Sounds consist of loudness, pitch, how long it lasts for and where it is coming from. We automatically put all of this information together and respond appropriately to it. Children who do not process this information accurately may over-respond or under-respond to sounds.

Problems you may see: Over-Responding

- Puts hands over their ears in reaction to noise levels
- Over reacts to sounds that others barely notice
- Unable to tune out background noises, e.g. a fan
- May hum or make noises to themselves to drown out sounds

Strategies to help: Over-Responding

- Respect the child's sensitivities (to some children sounds are perceived to be painful)
- Try to forewarn the child before noises occur, e.g. approaching fire engines when out and about.
- Allow the child to wear headphones or earplugs when there is expected to be excess noise in the room
- Reduce extraneous noise or wait until it has gone before giving instructions. Do not expect a child to concentrate when there is a lot of noise going on.
- Reduce background noise
- Encourage movement activities on a regular basis as movement helps the auditory system process sounds. Play movement games that involve music and listening, e.g. musical statues
- Provide your child with a fiddle toy that they like to help them focus on their other senses
- If you know you are going somewhere particularly noisy, take a buggy and blanket with you that your child can use as a safe space
- Before going somewhere that you know is going to be particularly noisy, e.g. restaurant or cinema, go to the park first so your child can engage in proprioceptive and vestibular activities to help prepare the auditory system.

Problems you may see: Under-Responding

- The child speaks in a loud voice
- Child hums to themselves
- Child seems to ignore you when you call their name even though you know they heard you

Strategies to help: Under-Responding

- Only speak to the child when they are facing you
- Give simple instructions – don't use too many words
- Ask the child to repeat the instruction to you
- Wait for the child to process the information and respond which may take them longer

Smell/Taste

Smell travels directly to the centre in our brain that controls emotions, memory and learning. Smell is closely linked to our sense of taste. Our brains are wired so that we are able to respond appropriately to tastes and smells. A bad smell for example doesn't go away, our brains just stop noticing it; otherwise we would be totally distracted by it.

Problems you may see

There may be an over sensitivity or under sensitivity to smell and taste, although it is less common to be under sensitive. When a child is over sensitive they may avoid some foods, get upset by certain smells or crave smell, become distracted by a smell in the room and gag at smells others are only mildly affected by.

Strategies to help

- Redirect the child to carry out some proprioceptive work activities to distract them and also calm their overly alert sensory systems
- Allow them to have their favourite scent or an object that they like the smell of to block out the 'offensive' smell.

Oral Seeking

We all use our mouths to organise ourselves. Think about how many times a day you put your hand to your mouth or put something in your mouth. Many children will be better able to concentrate and have a more appropriate level of arousal if they are allowed to chew or suck. Resistive blowing and sucking are both excellent tools for self-regulation and offer a great amount of proprioception. These activities prepare the brain and nervous system for challenging tasks such as doing homework, needing to sit for prolonged periods of time or improve overall mood.

Strategies to help

- Allowing children to sip water from individual sports bottles throughout the day
- Provide a camelback water backpack as this provides weight to the shoulders which is calming, as well as the child having to suck through the tube
- Allow the child to have a thick milkshake that they suck through a straw.
- Depending on age of child allow chewing gum (with rules in place regarding when they are allowed this and for how long)
- A range of chewy crunchy snacks e.g. carrot sticks and cereal bars
- Chewy pencil toppers
- Provide an oral sensory toy such as chewy tubes or chewellery. Be sure it is readily available at all times (attach to clothing)
- Regular use of mouth toys such as harmonicas and toys that allow sucking or blowing.
- A bubble mountain is a great activity idea – fill a bowl with water and washing up liquid and get your child to blow through a straw in to it to create lots of bubbles
- Please refer to 'useful equipment' section for ideas for toys



Camelback water bottle backpack



Vision

What is it?

Visual processing is the brain selecting and responding appropriately to visual input. This requires effective visual processing and eye movements.

Problems you may see

- Limited eye contact
- Use their finger when reading
- Repeatedly lose their place when copying from the boards
- Struggle to judge distances and bump in to furniture
- Distracted by pictures and people within the room
- Cover their eyes to shield from florescent lighting
- Complain of headaches, rub eyes or squint

Strategies to help

- Use a marker to help them with reading
- Use a typo scope when reading (cut out a window in a piece of card to show only what is needed to be read)
- Provide a quiet, soft, comfortable corner or tent that children can use as needed. It should be softly lit and filled with pillows and soft blankets.
- When outdoors or in busy environments allow your child to wear a floppy hat or sunglasses to cut down on visual stimuli



Tactile

What is it?

Our skin has receptors within it that respond to pain, temperature and light touch. This alerts us to potential threats and allows us to react appropriately. The information is interpreted and our brain decides as to how we should act. Through touch we gain information about where and how our bodies are positioned.

Problems you may see: Over-Responding

- Avoidance of messy play (will become distressed if pushed to do it)
- Become upset if others brush past them
- Avoid feeding with their fingers
- Gets upset when their hands and face are messy
- Over-responds to unexpected touch

Strategies to help: Over-Responding

- Use firm pressure when touching children. Never use light touch. Pats on head, back or shoulders are not reinforcing for children who have a tactile system which is over responsive. Downward pressure on both shoulders can be calming for many children. Touch should always be expected by the child, not a surprise.
- Do not tickle children or touch their hair during play. This can be perceived as an irritant or at the extreme painful
- Avoid touching or approaching children from behind. Make sure children see you before giving instructions or asking for responses.
- When using physical prompts, instruction or guidance, use as firm a touch as possible without hurting
- Be aware during messy activities, e.g. painting and gluing, that a child may become distressed if their hands get messy. Provide tools such as paint brushes and glue sticks and allow them to wash their hands if necessary

Problems you may see: Under-Responding

- Child has messy hands and face but doesn't seem to notice
- Clothes look dishevelled and child doesn't notice
- Difficulty manipulating pencils and scissors
- Excessively touches other people and objects

Strategies to help: Under-Responding

- Encourage localisation of touch by using stickers on arms or legs, ask child to find them
- Allow the use of fidget toys. Permit them to use one object and set boundaries for them to use it and ensure it is not impacting negatively on their attention to the task.
- Provide activities that encourage tactile discrimination, e.g. finding objects in beans, sand or rice.
- Allow the child to engage in messy play, e.g. sand, paint, water play etc.
- Tactile items that vary in visual appearance texture and resistance can offer a calming influence, improve tolerance of touch or reduce a child's need to touch items excessively.

Transitions

Changing locations, making the switch from one activity to another or even tolerating change in the usual routine are all examples of the need to make a transition. Ordinarily we take such transitions in our stride however children who have difficulty processing sensory information may find these to be overwhelming.

Strategies to Help

- Allow plenty of time for transitions
- Try to make the transition more predictable. Visual time tables or verbal prompts may help.
- Help your child prepare by giving reminders of how much time they have before a change will occur. Sand timers can be a useful tool at these times.
- Try to structure the routine so that difficult or demanding transitions are preceded by activities that have a calming influence and help to organise their sensory system.
- Have radios and TV's turned off to eliminate additional stimulation to the child's sensory system, unless specific types of music helps your child feel calm and focused.
- Encourage use of deep relaxing breaths
- Try to provide calming proprioceptive and vestibular input to help with self-regulation. This could be hopping, jumping etc to next destination or participating in heavy work (see information on proprioception for more information).
- Encourage as much participation from the child as possible during the transition e.g. include the child in finding the resources needed, asking the child to open the doors, getting the child to carry materials needed.
- Try to make transitions fun with fun steps to follow, e.g. hopping to the car
- Oral input prior or during transitions may help your child feel calm (see information on oral motor input)
- Use of fiddle toys or a sensory bag to take out with you to help your child self-regulate (see tactile information sheet)
- Use of den space prior to change as calming space, having sensory toys inside this may be of additional benefit. A freestanding dome tent will provide a place for over stimulated or fearful children to withdraw to for a short period of time. It can also be used for more focused activities such as home work.



Pop up tent



Sand timers can work well as visual cues to activities ending

Self-Care Activities and Ideas to Help

Bathing/Showering/Washing

- Prior to engaging in washing offer proprioceptive activities and firm massage to body (see information on proprioception)
- Let your child choose the wash cloth and also let them do the washing where possible.
- Use unscented soap or ensure the soap you use is an acceptable smell to your child. When out shopping encourage them to choose their own soap that they like.
- Use a mirror so your child can see where they are washing
- Use warm water
- Give tactile input to and between fingers during washing activity give hand massage in the water to add to the calming input
- When drying give firm massage
- Before and after washing wrap body in soft heavy towel
- If fear comes from your child getting water in their eyes allow them to wear goggles
- Use ear plugs for swimming if your child does not like getting water in their ears
- Encourage singing or play music in the shower or bath to help your child self-regulate and tolerate the sensory input a little better
- Use a little bubble bath and take a straw in and encourage your child to blow bubbles as this proprioceptive input to the mouth can be calming
- Provide deep pressure touch to your child's face and oral motor games prior to face washing
- If your child is sensitive to sound place bathmats or rugs on the floor to help. This can also help the tactile system and the unexpected change of texture and temperature for bare feet.
- Encourage full body messy play and tactile play in all types of mediums on a regular basis to help with overall tactile processing and provide daily doses of deep pressure touch.
- Encourage water play in the sink and outdoors to increase positive experiences involving water.
- Allow your child to wash their hands on their own and try not to use hand-over-hand help, This is likely to create a negative response from the nervous system.

Clothing/Dressing

- Involve child in the purchasing of new clothes where possible
- If socks are bothersome trial seamless socks or wearing socks inside out
- Letting your child go bare feet provides proprioceptive feedback to the feet and allows for experiencing new textures
- Encourage tactile play to the feet such as sand
- Remove or unpick labels in clothes
- Provide regular doses of full body deep pressure touch and movement prior to getting dressed. This will improve body awareness and give proprioceptive feedback.
- If your child prefers to be naked allow for this but in the privacy of your own home. Sometimes a soft robe is a great alternative to clothing as the child can be covered but not required to wear clothing.

Bedtime

- Engage in calming activities prior to bedtime. Proprioception is the key to going to sleep, staying asleep and in turn a restful sleep.
- Take note of child's preferences for types of sheets and blankets
- Some children sleep better with layers rather than duvets
- A duvet with extra togs may help your child calm
- Weighted blanket may help
- Play soft, soothing music
- Try to avoid your child engaging in any screen time at least one hour before bed time. Reading is a better option to promote sleep.
- If your child wants a snack ensure its full of protein rather than sugar or carbs.

Tooth brushing

- Use mouth toys prior to tooth brushing or allow your child to chew gum or eat chewy, crunchy snacks to prepare the mouth
- Play resistive blowing activities such as a bubble mountain (see oral motor section)
- Apply pressure to upper lip before tooth brushing
- Massage gums with soft cloth before brushing
- Lay a warm moist cloth over/around mouth to relax tactile receptors before starting
- Soak brush in warm water
- Use warm water to rinse
- Allow time so child can close mouth and rinse in between
- Extend, enlarge or weight toothbrush handle
- Use small size brush so head of brush is less intrusive
- Consult your dentist regarding possible use of battery operated tooth brush
- Use of a silicone brush could be trialled
- Try different toothpastes, supermarket value own-brands are often mild in taste



Silicone finger toothbrush available on amazon

Hair care

- Give firm massage to head or encourage child to do this themselves prior to washing, brushing or cutting
- Use mirror so child can see what is happening when washing, brushing or cutting hair. Play a funny face game as a distraction to encourage laughing which helps reduce a fight/flight response.
- Change the flow of the water or replace your shower head for a softer flow
- Use a jug to control flow of water or allow child to help control shower head when washing hair
- Give firm massage when drying hair with a towel
- Use soft bristle brush when brushing hair or a TangleTease brush
- If your child is concerned about getting water in their eyes allow them to wear goggles
- Use ear plugs for swimming if your child does not like getting water in their ears
- Prior to haircuts take your child to the park for 15 minutes. Encourage swinging, climbing, sliding and being upside down if possible.
- Allow the use of an oral sensory tool or a fidget toy during hair cuts
- Sing songs or play memory or guessing games during hair care activities
- Allow your child to sit in a beanbag with a blanket over them for calming proprioceptive feedback



Tangle teezer brush

Nail cutting

- Give firm massage to hands and nail beds prior to nail cutting
- Have your child make a tight fist immediately prior to each nail being trimmed. This provides a quick dose of proprioception and deep pressure touch which can be helpful.
- Have the child play with playdough or theraputty prior to nail cutting
- Engage in jumping games before toenail cutting
- Encourage participation in heavy/hard work activities immediately prior to the nail cutting
- Encourage deep breathing
- Sing songs or play thinking/guessing games as a distraction
- Try a calm and soothing place for the task such as sitting in a beanbag

Mealtimes

- Before mealtimes try to introduce games which include rocking motions (slow repetitive motion), firm pressure (e.g. hugs) and heavy work (e.g. moving furniture). This can help to calm the sensory system in preparation.
- Dining area should clearly look like eating area
- Position over responsive child so that no one has to pass behind them
- Ensure food is appropriate temperature
- Use weighted or heavier cutlery
- Allow child to be involved in the preparation of food where possible
- Encourage child to be involved in preparation of meal times e.g. setting the table, moving furniture into position, wiping surfaces etc.
- Ask them to chew on ice before and during a meal if you are trying a different flavour or texture, this again will reduce the sensitivity in their mouth making it less likely for them to respond in a 'flight or fight' manner.
- Allow them to drink liquids of differing temperature and also some drink's that are fizzy.
- Are there distractions such as sounds, smells, sights? You may want to try playing background music and soft lighting. How about using a tablecloth and plastic dishes that don't clatter on the table.
- Brush teeth using an electric tooth brush and encourage your child to brush their tongue and the insides of his cheeks to try to reduce the sensitivity in his mouth. This will help with mealtimes.
- Using a mouth toy may help to reduce the oral sensitivity.
- If your child avoids mixing textures, serve their portion separated out, rice on one plate beans on another. You can also gradually add texture; a very light coat of tomato sauce on their pasta may be all they can tolerate, but over time as the foods become more familiar, they may be more accepting of sauce and eventually tolerate the type with tomato chunks in and bits of meat in.



Weighted cutlery available at www.fledglings.org.uk

Common Sensory Behaviours and Ideas to Help

Your child holds it together at school and over-responds at home

The school day is full of multisensory input, placing great demand and stress on the nervous system. This is especially difficult for those who struggle with sensory modulation and self-regulation. The child tries so hard to follow the rules of the classroom and to please the teacher and staff, as well as meet the social expectations of peers. When the child returns home from a long day of stress on the nervous system, the child may simply 'melt down' in an environment where they feel safe and not judged by others.

- Respect that this is a true sensory signal that the school day was over-whelming and incredibly challenging
- Try not to lean towards the theory of "why do they do this at home and not at school, doesn't that mean they can control it".
- Offer a sensory retreat to help unwind and unload the sensory input from the day, e.g. a pop-up tent and sensory toys
- Provide full body deep pressure touch
- Provide opportunities for proprioception
- Decrease the amount of stimuli for at least one hour once your child gets in from school

Difficulty coping with Supermarkets

A supermarket is a multisensory experience and is not a child-friendly environment in nature. There are bright fluorescent lights, strange and strong smells, loud sounds, beeps and overhead speakers.

- When at all possible plan your shopping trip when your child is at school or home
- If you do need to take your child in a supermarket, take a sensory toolkit with you including mouth toys, fidget toys etc.
- Wear noise cancelling headphones or an MP3 player to reduce the sounds
- Allow for the use of a floppy hat or sunglasses to avoid uncomfortable social interactions and all of the bright lighting
- Engage your child in the shopping as much as possible such as lifting and placing the heavy items in the car or being in charge of the shopping list and ticking the items off

Very Difficult to Calm

If a child has difficulty with self-regulation, they will need sensory tools and strategies to help them calm. The ability to self-calm relies on adequate amounts of sensory input via vestibular, proprioceptive and tactile systems.

- Provide an oral sensory tool
- Provide a weighted blanket
- Provide vibrating toys
- Provide a sensory retreat, e.g. a pop-up tent
- Deep pressure touch such as bear hugs
- Proprioceptive activities

Impulsive Behaviour

A child who is impulsive is likely to have difficulty with self-regulation and possibly under registers sensory input. The impulsive nature is often due to sensory seeking and the overwhelming need to meet the sensory input. A child who has sensory processing difficulties finds it hard to demonstrate safety awareness and judgement.

- Safety first – be aware of this impulsive nature when playing outside or around flights of stairs or other possible dangerous situations. A child who is impulsive is unlikely to respond to a verbal command.
- Frequent and regular doses of movement/proprioception facilitate self-regulation and can decrease impulsivity.
- Limit screen time to no more than two hours per day in total
- Encourage deep breathing on a regular basis
- Encourage oral motor activities

A child who runs away/flees unexpectedly

A child who runs away or flees can have more than one sensory explanation. If the child is a sensory seeker and craves sensory input they may be in a 'sensory tunnel' and cannot resist running to whatever the sensory temptation is. A second explanation is that a child has a lack of judgement and safety awareness. A third explanation may be that the child is in a state of fight or flight or sensory overload.

- Be very aware of this sensory challenge and respect it as such. Do not assume it is a behaviour or attention seeking
- Assess each situation you are in and decide whether it is safe for the child to walk independently or needs to be holding your hand
- Provide your child with a weighted rucksack that has an attached handle on it. This provides your child with calming proprioceptive input as well as you being able to keep hold of them and reduce the risk of them running away.



Rucksack with grab handle and detachable harness available at www.fledglings.org.uk

Hand Flapping

This sensory signal is often misunderstood. Flapping of the hands is often a sensory anchor which is calming to the brain. Doing this provides proprioception to the arms and hands which is typically organising and soothing for the nervous system.

- It is okay to let them do it
- Encourage regular doses of proprioception and joint compression by activities such as bear walking, jumping etc.
- Use of a sensory box with various tactile items in, including resistive items
- Provide regular doses of proprioception and deep touch to the arms and hands
- Activities with theraband

Toe Walking

Toe walking is often a signal that the child is trying to self-regulate. Toe walking increases proprioceptive feedback and in turn promotes self-regulation. This can become a habit to the child due to muscle memory and how the brain learns specific gait patterns.

- Encourage jumping activities such as trampoline, marching, hopping and skipping
- Encourage walking up hills
- Encourage climbing slides

Bangs Head

This provides proprioception to the joints of the neck. This is obviously not a good idea as it can be harmful to the brain if done too hard or too often. This movement of the head also provides vestibular input which can be calming and organising

- If your child does this on a regular basis a soft helmet may be of benefit
- Provide frequent regular doses of touch to the head
- Try a rocking chair
- Encourage therapy ball activities, e.g. rolling over it on their tummy
- Try the use of a trampoline

Useful Equipment

Equipment for Proprioception/Vestibular

- A move and sit cushion can be placed on a chair or on the floor this allows subtle movement while remaining seated. Note when using this on a chair it is important that the child's feet are flat on the floor to provide stability.



Move and Sit Cushion

- Gym balls or a gym ball chair can give your child movement when participating in static activities such as computer games or watching television.
- Gym ball activities can also improve core strength.



Gym ball chair



Gym ball

- Heavy pillows and old T-shirts filled with heavy stuffing material and sewn shut can be used for your child to sit in amongst or have on their lap.
- Weighted lap pads can also be used.



Weighted lap pad available at www.sensorydirect.com

- Therapy putty can provide proprioceptive input to the finger joints which can have a calming influence as well strengthen hands. (yellow therapy putty is advised)



Therapy Putty

N.B. Therapy putty can stain if left on clothes or soft furnishings.

- Theraband offers resistance and gives proprioceptive feedback to muscles and joints.
(Yellow theraband is advised)

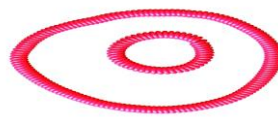


Theraband

Equipment for Oral Motor Activities



Chewy tubes



Chewellery



Pencil Toppers



Harmonica



Bubble Mountain



Blow Pens

Tactile Activities

- Tactile items that vary in visual appearance texture and resistance can offer a calming influence, improve tolerance of touch or reduce a child's need to touch items excessively.



- Fidget/tactile toys if chosen carefully can be effective in helping a child maintain focus.



Useful Websites

www.sensetoys.com www.rompa.com www.nrs.uk.co.uk www.spdfoundation.net

www.fledglings.org.uk

References:

- 'Raising a Sensory Smart Child', Lindsey Biel and Nancy Peske
- 'Understanding your Child's Sensory Signals', Angie Voss