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| SENSORY DIFFERENCES WORKSHOP |
| Making a plan… |
| Remember: | Environment, a sensory strategy BEFORE, DURING and AFTER the activity |
| *Child’s name* |  |
| *Date* |  |
| **Challenging daily living skill** | **Environment change** |  **Strategy** |
| ***Example***Eating in school lunch hall(difficulties tolerating loud noise, struggles in busy environments) | ***Example**** A chair to sit on with feet supported
* Space around them and positioned in a quieter area of the dining room.
* Lighting reduced
 | ***Example**** Proprioceptive activity prior to activity (action songs, blowing bubbles, marching to dinner hall)
* Stands at the back of the line
* Wear ear defenders
* Provide crunchy foods in lunch box
* Proprioceptive activity after the activity (climbing frame, wall push ups)
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| **Challenging daily living skill** | **Environment change** | **Strategy**  |
| ***Example***John is unable to go to sleep easily by himself | ***Example**** Fit a blackout blind or place a thick blanket across the window
* Tidy away toys (ideally in cupboard or lidded boxes) before bed (you can make this part of bedtime routine)
* No screen time 1 hr before bed
 | ***Example**** Use a set routine before bed e.g. bath, teeth, story, bed
* During these activities give John deep pressure and proprioception activities as much as you can e.g. climb stairs on hands and feet like a bear, or go up backwards on his bottom
* Wrap up firmly in a big towel after bath and dry in one direction only
* John to sit in a deep beanbag to listen to story or lying on his tummy, propped on elbows
* Or sit on the floor with John directly in front between your knees, hold book in front with arms around him – in this position you can give deep pressure (firm, steady squeeze) and gently rock if that helps him calm
* Settle John into bed with heavy duvet/sheets/blankets
* Be consistent and firm returning him to bed if he gets up repeatedly, with little chat
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| **Challenging daily living skill** | **Environment change** | **Strategy** |
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