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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) |
| **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 |
| **Challenging daily living skill** | | **Environment change** | **Strategy** |
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