



Remember sensory processing is complex.
Its different for every child (& adult) because everyone is unique!

And more importantly there is never a 'wrong' way to be!!

Specific Advice:

Professions :-)

- Professor
- Computer programmer
- Lab technician

Name:

If you have any queries please contact your therapist.

Our details:

Therapist name:

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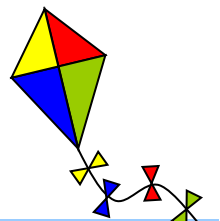
These activities should be carried out in a safe environment and supervised by a responsible adult.

Tactile



Hypersensitive/ Avoiding

Secondary School



What do we mean by Hypersensitive/Tactile Avoiding? 'Someone who looks for LESS touch experiences from everyday situations'

For example

- Refusal to wear certain clothes. This may be school tights or PE kits.
- Aversion to craft materials - chalk, glue, paint etc
- Prefers to be in quieter areas
- Easily distracted

Children who are tactile sensitive can be oversensitive to touch. They can react negatively to normal touch sensation. This may mean reluctance to participate in certain activities, avoiding contact with others or emotional outbursts to unwanted stimuli.

It is hoped that as the child reaches secondary school they have some awareness of what they can and cannot tolerate.

They may however need help to understand it. It is advisable to talk to the student to find out which sensory stimuli they like and dislike and help to build a plan for coping with this

Pre warn the child before touch. Approach them from the front. Firm touch is usually easier to tolerate than light tickly touch.

General Ideas to try.....

- An exit pass can be very useful for students that get overwhelmed.
- A visual card can help a child who lacks confidence show the teacher that they need 'timeout'
- An early pass can help a student who struggles with busy corridors.
- Give the student opportunity to collect items first/last in class to reduce contact
- A busy dinner hall may be too much for some students, an early pass and or alternative place to sit may help. Could a 'buddy' help?
- A key worker assigned to the student who they can discuss any concerns or worries with: this can also help parents to have a point of contact.

Sitting / standing position

- Allow the student to sit close to a wall so they feel secure and can see who is approaching. Consider left and right handers when organising or setting seating plans. Some students may prefer to sit at the back of a classroom so that they know nobody is behind them
- Allow the child to stand at the front or the end of queues and sit out of tasks that require lots of tactile participation
- Sit to the side in assembly

Technology / Art

- Allow the student to wash hands as needed
- Encourage the student to prepare their body (firm fist/release, push hands together, pressing thumb to each finger tip etc)
- Modify activities to reduce tactile input and use a graded approach to increase this. Initially use tools (e.g. brushes and rolling pins) prior to expecting a student to handle materials
- Allow the student a quieter table when increasing their tactile input

Other tips:

- Position the students locker (if they have one) at the end of a row
- Give the student opportunity to collect items first/last in lessons to reduce contact with others
- Build in regular breaks
- Clocks in view may help a student to understand expected time scales during activities
- Provide a quiet area to retreat to if becoming 'overwhelmed'