



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:

A key worker assigned to the student that they can discuss any concerns or worries with—this can help parents to have a point of contact also.

Potential Careers :-)

- Textile industry
- Physiotherapist
- Hairdresser

Name:

If you have any queries please contact your therapist.

Our details:

Therapist name:

Children's Therapy
Oaks Building
Kendray Hospital
Doncaster Road
Barnsley
S70 3RD

Telephone: 01226 644396

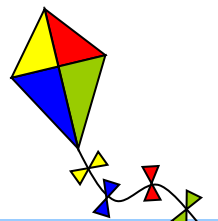
These activities should be carried out in a safe environment and supervised by a responsible adult.

Tactile



Seeking

Secondary School



What do we mean by tactile seeking?

‘Someone who looks for MORE touch experiences from everyday life’

For example a student who:

- Picks up/ touches everything
- Likes certain fabrics/ textures & wants to touch/ feel them
- Still may lick, mouth or chew things
- Concentrates better when fiddling with objects
- Wants tight hugs or close physical contact from others
- Squeezes into tight spaces
- Enjoys getting messy/ dirty

For those individuals who ‘seek’ specific sensory information, the aim is to **increase the intensity** of specific sensory experiences within daily activities.

Try increasing the variety of textures, weights & resistance within everyday activities to make experiences more concentrated

General idea to try:

- Allow the student to have items that they can explore whilst concentrating or listening. This can improve concentration.
- Expect the student to want to touch and explore, they will probably need opportunities to do so prior to being expected to listen

Discuss with the student them trialling:

- textured strips added to pens to provide additional texture feedback when writing
- Placing ‘sand paper’ underneath their writing paper to give more feedback
- Using a vibrating or heavy pen

Sitting / Standing position

Consider seating plans

- Sit away from tactile distractions
- Sit them next to a student who will not over react to being touched!
- Provide access to their own tactile objects

Art / technology

- Increased opportunities to explore a range of materials. The student may need prompts to wash hands, & check their appearance in the mirror following activities
- Use different & contrasting textures and consistencies; wet/dry, hard/ soft, warm/cold, rough/smooth

Other tips:

- The student could carry a favourite textured material within their pocket to be used when needed (a student will often focus better if able to meet their sensory needs)
- If a student is ‘driven’ to touch, they should be reminded of social boundaries & offered alternatives rather than be punished