



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:

**Children's Therapy**  
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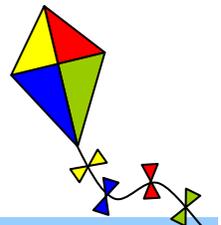
Telephone: 01226 644396

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

# Tactile



# Hypersensitive/ Avoiding (teenager)



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

Does your child....

- Avoid particular textures/ new clothing
- Not like tags/ socks/ seams
- Avoid hugs, light or tickly touch (unless on their terms)
- Refuse to walk barefoot

Avoiders often need their sensory input reduced. Carefully construct events to introduce a wider range of sensory experiences so they can habituate to (get used to) them. Take one embedded ritual and expand it in one way at a time. But remember they may need to 'get away' & regroup if they become 'overwhelmed'

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

**Ideas to try.....**

**Fine Motor**

- Provide lots of opportunities to explore objects through touch
- Develop fine motor control & dexterity
- Continue to incorporate messy play
- Sit Left handers away from Right handers (& vice versa) when writing

**Dressing**

- Complete a self 'body rub' before starting dressing tasks
- Try using a body lotion or body spay before dressing
- Use seam free, label free clothing
- Pre-wash clothing or use more softener

**Feeding**

- Teach cutlery skills to reduce spills
- Provide a face cloth to wipe face following eating

**Grooming**

- Trial deep pressure before grooming activities (see additional sheet)
- Encourage individuals to complete activities themselves (enabling them to regulate their own sensitivity) especially hair brushing, face washing

Gradually introduce different textures Practice little & often and at a pace dictated by your teenager

**Textures to try**

|  |   |
|--|---|
| Hard/dry textures (that don't stick to fingers)        | Dry pasta<br>Dry rice, couscous<br>Frozen peas<br>Sand (dry)<br>Fabrics – rough, smooth, soft, hard. (wool, fleece, nylon, silk)            |
| Damp/soft textures (sticks to fingers but brushed off) | Wet sand<br>Cooked pasta<br>Cooked rice<br>Cooked couscous<br>Play doh<br>Painting with sponges / brushes<br>Moon sand<br>Flour / cornflour |
| Sticky/Wet (sticks to fingers and needs wiping off)    | Water Play<br>Gloop (corn flour & water)<br>Paint – finger paint.<br>Mud<br>Jelly<br>Shaving Foam   |