



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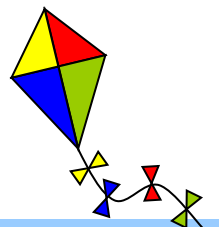
**These activities should be carried out in a safe environment and supervised by a responsible adult.**

# Tactile



## Hypersensitive/ Avoiding

## Primary 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
- Dislikes standing in line or sitting next to another child on the carpet
- Prefers to be in quieter areas
- Easily distracted

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 the child before touch.  
Approach them from the front.  
Firm touch is usually easier to tolerate than light tickly touch.  
**Ideas to try.....**

#### **Fine motor skills**

- 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

#### **PE**

- Complete a self 'body rub' before starting dressing tasks (this can be calming to the nervous system and helps a child prepare with sensation of touch)
- When physical prompts are needed for dressing/undressing or guidance in PE activities use firm touch
- Allow the child their own space with less chance of being bumped into by peers

#### **Sitting / standing position**

- Give the child a "spot" to sit on, on the carpet. This could be on the edge, with visual markers to provide a "safe area"
- Sit them next to a child that doesn't fidget
- Or to the edge of the room rather than in the middle
- Encourage the child to stand at the front or end of the line to minimise contact with others

#### **Art/technology**

- Prepare child's body before tactile input starts (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. Initially use tools (e.g. brushes and rolling pins) prior to expecting a child to use their hands
- Allow the child a quieter table when increasing their tactile input
- Allow the child to wash their hands during an activity
- Build in breaks
- Praise the child when they attempt a difficult activity!

#### **Other tips;**

- Place the child's coat peg at the end of a row
- Give the child opportunity to collect items first/last in class to reduce contact
- Have clear expectations using a visual timetable and timers
- Provide a quiet area to retreat to