



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:**

**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

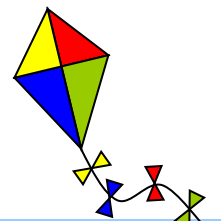
**These activities should be carried out in a safe environment and supervised by a responsible adult.**

# Tactile



# Seeking

# Primary 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 & wants to touch/ feel them
- Still may lick, mouth or chew objects
- 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

Ideas to try.....

#### Fine Motor

- Finger painting , play doh with added textures (such as glitter/ sand/ etc.)  
Make letters for spellings  
Draw/play in sand / soil etc.
- Add textured strips to pencils to provide additional texture feedback when writing
- Put 'sand paper' underneath paper to give more feedback when writing/ drawing
- Use a vibrating pen to colour and write with

#### PE

- Ask students to get apparatus out
- Heavy work activities can be helpful to calm the nervous system; pushing/ pulling games, catching and throwing bean bags/balls, sack races etc
- Provide opportunities to walk bare feet on different textures; sand, pebbles, mats, apparatus etc.

#### Concentration

- Offer fiddle toys (with lots of texture)
- Provide items in their pencil case for them to explore whilst listening
- Place a discreet item on their uniform to fiddle with eg. A keyring

#### Sitting/Standing position

- Sit them next to a student who will not over react to being touched!
- Provide a clear sitting position with items within their reach that they are allowed to explore
- Offer a textured cushion to sit on at carpet time or in the hall

#### Art

- Provide increased opportunities to explore a range of materials (They may need prompts to wash hands afterwards)
- Use 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
- Providing clear visual guidelines and use of a timer can help to keep the student on track