

INTRODUCTION

The ability to tolerate a range of textures and explore these through play contributes to the development of fine motor skills. As the child learns to use touch they make sense of what and how they are handling tools and materials. This enables development of coordination needed for a variety of every day skills.

ACTIVITIES

- Hide small toys i.e. plastic animals, shiny marbles, coins in play dough . Child finds items by squeezing and pulling apart.
- In a deep bucket of rice / small pasta shapes/ sand hide a selection of objects to be found. Older children may guess what it is without looking.
- Finger puppets and singing rhymes for movement of each finger individually.
- Finger painting – making marks in different directions.
- Tray lined with foil and a sprinkle of sand / thin layer of shaving foam make marks using finger / rollers / toy cars
- Soft play gives lots of sensory information

- Jumping gives feedback about body position
- Moving to music
- Obstacle courses which involve moving through tunnels, under blankets



STRATEGIES

- Expose to a wide range of textures
- Include sensory information in usual daily play activities i.e. add lentils / glitter / rice to play dough
- Draw in different textures with different tools i.e. a lolly stick in flattened play dough, textured wall paper taped to the floor, a squiggle wiggler

Before completing activities with precision i.e. marking on paper make the same marks using

- enable coordination of the smaller movements
- Helping to carry boxes or push them aside at tidy-up time.

Children who need more touch information sometimes seek it through moving / fidgeting / fiddling. These activities are for use at circle time to gain children's attention:

- Sitting on hands: Children sit on hands and count to 5 slowly.
- Push-ups: Children put their hands on the floor beside them and push down, lifting bottoms off floor if they can. Count slowly to 5.
- Tug of war: Children clasp their own hands in front of them, and pull hard, as if to pull them apart, while not letting go.
- Hands on head: Children link fingers in front of them and sit up straight. They put hands on heads and push down, 5 pushes.

When using these suggestions monitor your child for any negative responses for example some children may be more sensitive to movement than others so will need to gradually experience movement activities to gain the touch information.

about how and where the body is moving which is needed for coordination and development of posture

big movements in the air this gives more feed back to:

Main points to remember

- Provide exposure of different textures to the child.
- Provide repeated opportunities to explore new textures.
- Encourage your child to touch it and play but at their own pace.
- Maintain a calm positive atmosphere.
- Encourage the child to be part of a group to encourage playing in different textures



If a child continues to be unusually sensitive to touch and this is causing him difficulty at home or nursery, it is

Frequency of activities

Incorporation of activities in the daily setting routine is recommended.

To reduce sensitivities to touch and increase exploration in usual child play activities use these activities at the start of play sessions and immediately before an activity involving textures.

Complete activities from this sheet regularly for at least 3 months

Improving our service

We continue to review our service to make sure that it meets the needs of those who are using it. We would appreciate any suggestions on how we may improve and also comments on what was good about the service.

If you have any compliments, suggestions or complaints, please write to or contact any member of staff in the first instance, or to the Occupational Therapy Service Lead if necessary.

Contact details: see part 1 of pack



USING MY SENSES AVOIDING TOUCH

Early Years Activity Sheet

**PAEDIATRIC OCCUPATIONAL THERAPY
SERVICES**