

## ***USEFUL RESOURCES***

“Sensational Kids: Hope and Help for Children with Sensory Processing Disorder” by Lucy Jane Miller

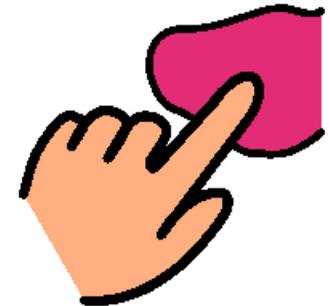
## **Children’s rights**

We are committed to upholding the rights of all children.

## **Child protection**

We respect the need for confidentiality. The exception to this is when there are concerns about child protection. In these cases, having discussed our concerns with you, we would liaise with social care in accordance with Oxfordshire’s safeguarding children procedures.

## **Tactile Strategies**



Your child may find certain tactile (or touch) sensations overwhelming, finding it difficult to screen them out and shift their attention to more important or relevant sensations such as the instructions given by a teacher. They may avoid getting messy, react emotionally or aggressively to touch or may appear irritable or fearful when standing in line or close to others. Everyone is different and not all strategies will be effective for your child. Please note that there is limited evidence that some of the strategies work for all children. Observing how your child behaves in different environments will give you an indication of what they may find calming.



Some general tips on things that you could do to help your child manage them better and reduce exaggerated responses are:

Give the child a special task, i.e. going ahead to make sure the room is ready or staying behind to make sure the lights are turned off, gate is shut, etc.

Consider use of a tool, e.g. paintbrush, rather than finger paint, or wearing gloves during messy activities to enable the child to participate more fully.

Use messy materials that provide resistance e.g. dough mixtures, putty, etc.

Approach the child from within their visual field.

Prepare the child for activity by providing a visual cue.

Allow the child to be first or last in the line at preschool or school so they are not 'bumped'.

Tell the child you are going to touch them. Always touch firmly and without moving your hands.

Before activities, provide deep pressure into the palms of the hands, such as firm clapping or "high fives".

Try cutting labels out of clothes and dressing up clothes.

Provide daily access to dry weighted sensory play materials (rice, sand, beans). Hide preferred toys or objects in sensory play materials. "Squish" hands before and during.

Define the child's space during carpet time e.g. by using a carpet square or cushion.

Use a mirror when wiping the child's face to give a visual cue.

