

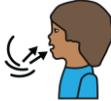
Let's have Fun & Focus!

Sensory strategies for improving concentration and skills at School

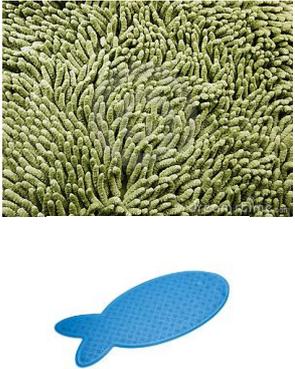
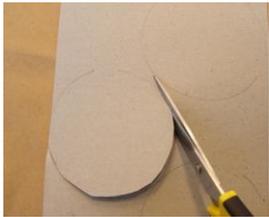
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| Heavy Work and Deep Pressure (sense of muscles and joints) | | | |
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| Erase chalk/whiteboard |  | Make deliveries to the office/other classroom – power walking in corridor |  |
| Open/Close doors (door monitor) |  | Sit in a beanbag or rocking chair when reading |  |
| Carry a box of books / handout books |  | Use a weighted lap mat or toy |  |
| Organise book shelf |  | Weight bearing/Core work: Chair push-ups, wall push-ups, planks, crab walks, wall slides (with or without ball), wheelbarrow walks |   |
| Wear heavy backpack |  | |   |
| Put down chairs in the morning |  | Hanging on monkey bars |  |
| Sharpen pencils |  | Games with a weighted ball |  |

| Vestibular (movement and gravity) | | | |
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| Sit on a move and sit cushion or yoga disc |  | Bending down to get books out of tub/locker |  |
| Sit in a rocking chair or on a therapy ball when reading or during extended floor time |  | Going down a slide or fireman pole |  |
| Push your feet into theraband around chair legs |  | Swinging or rolling on a scooter board (also great for strengthening) |  |
| Stretch breaks after sitting for a long time |  | Stretches and neck/shoulder rolls while sitting |  |

| Taste, smell and breath control | |
|---|---|
| Breathing deeply (in through nose, out through mouth) | <p>Take deep breath</p>  |
| Bubble blowing, blowing through straw |  |
| Drinking through thin straw or sucking thickened fluids through a straw (e.g. apple puree, jelly) |  |
| Chew on gum (with special rules; e.g. stays in mouth, 1 piece per session, it's not for flavor!) eat Mentos (mint can make us alert) or suck on hard candy or lollipops |  |
| Each crunchy or chewy foods (carrots, corn, bagels, licorice, roll-ups, frozen fruits, -get creative!) |  |
| Chewy toys or chewable pencil stoppers (especially as a replacement for kids that chew clothing, pencils, finger nails, other non-food objects) |  |

Tactile (Touch)

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| <p>Scrunch paper or rip heavy paper (is also heavy work for the hands!)</p> <p>Do it one handed for some in hand manipulation and dexterity practice!</p> |  | <p>Have a piece of Velcro stuck under the desk</p> |  |
| <p>Fidget item while sitting on the floor (blue tak, squishy toy, paper clips, telephone cord bracelet, rubber bands on wrist.</p> <p>*You may need to have rules about the item such as only playing with it in your pocket, not making any noise, keeping it in your lap etc. so as not to distract other kids)</p> |  | <p>Trial a tactile/textured mat while sitting on the floor to increase body awareness (own space!) and provide something to touch for focus.</p> |  |
| <p>Stress balls (squeeze while coming up with ideas for work, when sitting on the floor or during time to help us think of a "better choice" for next time)</p> |  | <p>Cut heavy paper or cardboard</p> |  |
| <p>Vibrating toys or massage roller or brushes</p> |  | <p>Other Sensory play (water play, messy play, sand, collage with different textures, easel or vertical surface craft, play-doh/ clay/plasticine</p> |  |

Visual Strategies

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|--|--|--|---|
| <p>Clear pencil case with "essentials"</p> |  | <p>Practice tidy desk when writing – put things away as you finish with them.</p> |  |
| <p>Coloured lines</p> |  | <p>Colour coded books in tub/locker; Match exercise books to text books and folders and timetable (if your child has one). E.g. Blue =Maths, Green=English/Writing</p> |  |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Visual Schedules, checklists and classroom routines.</p> <p>Visuals provide a clear prompt which will help decrease loss of focus and help with redirecting the child to where they are up to on a task. Visual aids may also increase independence, processing of multiple instructions, visual memory and organization.</p> <p>Visual schedules are particularly useful for children with anxiety, behavioral issues, attention difficulties or auditory processing difficulties as well as children with diagnosed learning or intellectual disabilities.</p> </div> <div style="width: 50%;">  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Writing Checklist</p> <p><input type="checkbox"/> <u>circle</u> punctuation</p> <p><input type="checkbox"/> <u>underline</u> capitals</p> <p><input type="checkbox"/> check spelling</p> <p><input type="checkbox"/> finger space</p> <p><input type="checkbox"/> re-read the story</p> <p><input type="checkbox"/> Does it make sense?</p> <p><input type="checkbox"/> Did you stay on topic?</p> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>First</p>  <p>magnetic numbers</p> </div> <div style="text-align: center;"> <p>Then</p>  <p>ball bounce</p> </div> </div> <div style="margin-top: 20px;">  </div> </div> </div> | | | |
| <p>Trial different seating arrangements (front of the room to decrease distractions, side or back of room to make it quieter, next to less "chatty" children, own table to increase space (providing child is still included and happy to be there).</p> |  | | |