

Sensory motor programme



Sensory diet/ Movement programme: We will use a programme of sensory integrative movement therapy for two main reasons: to help a child regulate and organise their system, and to further develop their self-regulation and motor skills to build confidence. You will also find that when used consistently, attention to tasks and willingness to engage should improve.





Additionally, fun, purpose driven sensory based activities help a child to stay motivated, especially as they begin to notice their skills and abilities improving.

When using a sensory diet programme, there are 5 main things to remember:






- **This is a short (ish) programme.** A sensory diet is used to help a child move their sensory processing system forward. Once we have made neurological changes, these are mainly retained by the system. A sensory diet is a big commitment in the shorter term, for long term rewards.
- **It must be fun and play based.** A child needs an activity to be fun in order to engage with it fully. The programme is helping to fill in any gaps in development a child may have experienced. Therefore, using play is vital to the 'whole body' approach. We will be challenging the child to do new and adventurous things. We need to work with them to do this. We don't need to worry about please and thank you, speech programmes and rules. Play is, by its very nature, free from such rules. For these sessions, you are equal and together with a child.
- **You must engage in the process and with the child.** There is lots of research to show that the sensory experience is intrinsically linked to the development of our sense of self and our attachment to those around us. When providing the sensory diet, we have a great opportunity to build on our relationships with a child. Get down on the floor. Make lots of eye contact, but don't demand it back. Use praise, laugh with them and let them test games on you. Model for them and show them you enjoying and feeling safe in a game. Only use games you enjoy and feel comfortable with. Children will see through a lie. Feel free to be inventive and try new things, and just stick to some of the principals laid out in the specific sensory diet.
- **Constancy is key.** It can feel overwhelming to take on so much new information and to fit in so many new tasks, but it is essential we use the programme often and consistently. It takes around 12 weeks for a system change to occur and become ingrained. Think of moving house. How long is it before you know the way to the bathroom in the dark? We need the child's body, brain and mind to make a change.





- **Not a reward.** A sensory diet is not a reward. It is called a 'diet' to remind us that it is as important as food to our bodies. We can't use the diet as a reward and we can't skip a session because a child is not being well behaved. We need to place the same priority on sensory needs as we do eating and drinking. This is the same for all humans. Think of methods of torture: they involve sensory deprivation- being left alone in a dark room with no stimuli and sensory overwhelming- having loud music played at you day and night, being too cold or too hot. All of us need the right sensory input to function well.

<p>Morning and afternoon workout (can be used at home or school) pick 3-5</p>		<p>This work-out is to wake up the body, get the brain working and to give lots of regulating information to a child's system.</p>
<p>Crawling obstacle course: activities to fill 20-30 min</p> <ul style="list-style-type: none"> • bean bag crawl over • tunnel crawl through • pick up and do • bean bag lily pads • wobbly line runs • animal races • ball crash • ball pond crashing 		<ul style="list-style-type: none"> • Make a bean bag rally course. It is important that we make sure the child is using a good crawling action for this. • Crawling through the tunnel. • Place lots of toys or objects around the room, then shout out an item and an action such as roll to the pencil, hop to the ball or spin to the apple. Give them a chance to give you an action and object. • Use lots of jumping balancing and sequencing. • Change direction and move around obstacles. • Rolling over a large ball and crashing into a soft zone. • Encourage the child to jump back and crash into the balls.
<p>Large ball roll-outs</p>		<ul style="list-style-type: none"> • Roll over • Be squished under • Bounce up and down • Roll the ball over daddy • Roll over pillows • Play pickups, catch or throw from your ball



<p>Row your boat</p>		<ul style="list-style-type: none"> • Row the boat into a bean bag or pillows. Take your child all the way back as far as is comfortable. • Add in rocking side to side. • Encourage them to pull themselves up from their back through their arms. (Don't pull on them.)
<p>Spin jumps Jumping jack Arm cross Clock claps</p>		<ul style="list-style-type: none"> • Jump up and spin around. Try and get a full turn. • Jump arms and legs out. • Make the face of a clock with your arms and clap hands between the numbers on the clock.
<p>Squeeze zone</p>		<ul style="list-style-type: none"> • Use bean bags, blankets and large balls to make a squeeze zone. • This can be a race, getting through the squeeze zone crawling or rolling/ running. • Calming- a soft zone for chatting, reading, playing a game.
<p>Brushing and joint compression</p>		<ul style="list-style-type: none"> • Using the therapy brush and brushing protocol. • Apply joint compressions.



<p>Daily top ups home or school</p>		
<p>Palm presses</p>		<ul style="list-style-type: none"> • Place palms together and press firmly, release and repeat 5-10 times

Brain squeeze		<ul style="list-style-type: none"> • Place hands on your own head push down for the count of 5 repeat 5 times
Jingle jangle		<ul style="list-style-type: none"> • Standing up, roll your head. • Then roll your shoulders. • Then roll your wrists and hands. • Next roll your hips like you are hoola- hooping. • Roll one ankle, then the other. • Now shake it out like a jingle jangle scare crow.
Wall press		<ul style="list-style-type: none"> • Place palms on the wall or table. • Push up and then lower. • Keep going until you can't do any more.
Therapy band		<ul style="list-style-type: none"> • You can stretch with your hands. • Tie to a chair and pull it. • Play tug of war with a teacher or friend.
Pizza press		<ul style="list-style-type: none"> • Using playdough/salt dough/plastecine • Press it as flat as you can, against the table. • Use a rolling pin to roll it flat.

<p>Floor wake ups</p>		<ul style="list-style-type: none"> • Kneel down. • Place palms flat on the floor. • Pat the floor as fast as you can try and wake up all the worms and moles.
<p>Tactile box (heavy)</p>		<ul style="list-style-type: none"> • Using a box filled with dry pulses/lentils/rice • Hide items in the box. • With eyes closed, guess the item.
<p>Clock face</p>		<ul style="list-style-type: none"> • Stand, feet shoulder width apart. Bring arms above your head, palms together. • Bring right arm down to a one o'clock position. • Bring arm back up clap and bring down to two o'clock position. • Repeat this all around the clock face. • You want to cross over your body to achieve 7,8,9,10,11 o'clock. • Swap sides and count the time out in reversal with the left arm, 11,10,9,8,7,6,5,4,3,2,1.
<p>Hug to learn</p>		<ul style="list-style-type: none"> • Wrap your arms around yourself as tight as you can. • Give yourself a big squeeze and say, "I am great and ready to learn." • Wave your arms around and flap as much as you can. • Then squeeze yourself again and rock from side to side • Flap your arms again. • Then bring your hands to opposite shoulders and

		give them a jolly good squeeze. Pat yourself 5 times and say, "I'm ready to rock and roll."
Shoulder press		<ul style="list-style-type: none"> • The adult lets the child know they are behind them • Then you say, "Ready for a squeeze?" • The push down through the shoulders • Repeat 5 times • You can encourage the child to take 5 deep breaths as you apply firm and reasonable pressure.

Evening work out (chill-out) for home		
Roll outs over pillows		<ul style="list-style-type: none"> • Lay pillows, blankets, bean bags, duvets on the floor, then encourage everyone to roll over the pillows.
Blanket crawling		<ul style="list-style-type: none"> • Keep pillows on the floor and make an obstacle course to crawl over. • Lay blankets or duvets over the pillows, then try to crawl under all the blankets. • You can help each other by lifting the blankets. • You can also play peek-a-boo. • You may want to hide things to find as you go, even the occasional treat. • Try and encourage maintaining a four point crawl (all four limbs, with weight

		through hands and knees).
The big squeeze		<ul style="list-style-type: none"> • Starting to calm down ready for bed time • Bring every-one together and make a nest. • Encourage everyone to lift, pull, and push the pillows into a smaller space, making a big nest. • Then with pillows or large ball apply pressure or weight to everyone. • Applying pressure to others gives him good feedback and control.
Blanket wraps		<ul style="list-style-type: none"> • Now everyone has had a good play, come and sit together in your squishy zone and wrap up in blankets. • We can use this as a time for hugs, reading books and chatting about our day. • We can use some crunchy chewy (as long as SLT are happy) foods or chew toys. • Wrap ourselves (and/or each other) in blankets. • See who likes a tight hug and who wants a loose hug. <p>Think about lighting and sound. Use nature sounds (CD available from OT). Use soft lighting and no TV.</p>

Build a den



- Making a den or having space that is dedicated to gentle sensory feedback, lights, and tactile play, gentle sounds (therapeutic listening), can be really valuable at any time of the day. We need to give children the chance to build this space and use it when they want to.

Activity/ place/time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday