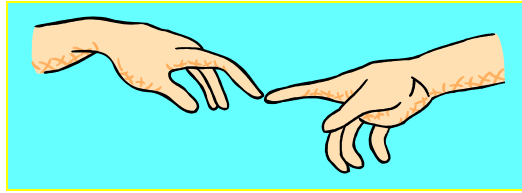


## Sensory Strategies

# Tactile/touch - information received through touch of various textures and temperatures



When you notice your student avoiding or seeking sensory, but not sure what to do, try some of these:

Sensory seeking (under responsive or hypo-sensitive to sensory stimulus)	Sensory Avoiding (over-responsive or hyper sensitive to sensory stimulus)
Does child: <ul style="list-style-type: none"> <li><input type="checkbox"/> Touchy feely - needs to touch everything</li> <li><input type="checkbox"/> Crave touch</li> <li><input type="checkbox"/> Self abusive (head slapping/banging, biting, pinching)</li> <li><input type="checkbox"/> Mouth objects</li> <li><input type="checkbox"/> Unaware of bumps, bruises, bug bites</li> <li><input type="checkbox"/> Seek messy play</li> <li><input type="checkbox"/> Difficulty grading (breaks objects, breaks pencil lead)</li> <li><input type="checkbox"/> Too rough when hugging or playing with friends</li> <li><input type="checkbox"/> Unaware of dirty face, runny nose</li> <li><input type="checkbox"/> Risk taker - seeks strong sensory input</li> <li><input type="checkbox"/> Hard petting of animals</li> <li><input type="checkbox"/> Fidget with pen, buttons, hair</li> </ul>	Does child <ul style="list-style-type: none"> <li><input type="checkbox"/> Avoids cuddling</li> <li><input type="checkbox"/> Distressed with light play involving touch (itsy bitsy spider)</li> <li><input type="checkbox"/> Stands alone to avoid being near others</li> <li><input type="checkbox"/> Avoids groups for fear of sudden touch</li> <li><input type="checkbox"/> Becomes anxious with touch or light accidental brush</li> <li><input type="checkbox"/> Avoids hair being groomed</li> <li><input type="checkbox"/> Wipes kiss from face</li> <li><input type="checkbox"/> Over reacts to cut, bruise or bug bite</li> <li><input type="checkbox"/> Dislikes messy play (shaving cream)</li> <li><input type="checkbox"/> Avoids clothes with tags or seams</li> <li><input type="checkbox"/> Does not like shoes and socks</li> <li><input type="checkbox"/> Walks only on toes</li> <li><input type="checkbox"/> Selective with clothing texture</li> <li><input type="checkbox"/> Avoids certain textures in food</li> <li><input type="checkbox"/> Dislikes having face washed</li> <li><input type="checkbox"/> Bath time is a challenge</li> </ul>

### Sensory seeking

**SCHOOL activities**

- ☺ Explore textured fidgets, fidget pencil toppers
- ☺ Finger paint (shaving cream, cool whip)
- ☺ Draw on carpet and erase
- ☺ Letter writing on different parts of body
- ☺ Sand, rice, bean tub
- ☺ Locate hidden objects in a variety of textures
- ☺ Mud pies, playdough, gak
- ☺ Rolling pin on hands
- ☺ Push fingers
- ☺ Caterpillar tunnel finding objects
- ☺ Rub hands together, tap fingers
- ☺ Rings on finger deep pressure pushing into hand

**HOME activities**

- ☺ Use bath brush or loofah to scrub
- ☺ Shaker towel when drying for deep pressure
- ☺ Kitchen - cut out cookies, roll dough, make balls (meat, rice krispy)
- ☺ Take showers

### Sensory Avoiding

**SCHOOL activities**

- ☺ Approach child from front
- ☺ When touching slow, firm deep pressure
- ☺ Steam roller
- ☺ Rolling pin
- ☺ Taco roll
- ☺ Tactile sock tubs
- ☺ Warm towels with firm, deep pressure
- ☺ Compression garments (underarmour)
- ☺ Weight vest, lap weight, weight blanket
- ☺ Body sox
- ☺ Last in line so no one is behind student
- ☺ Object schedule with different textures

**HOME activities**

- ☺ Take baths instead of showers
- ☺ Towel dry with deep pressure
- ☺ Hand over hand on new textures with deep pressure holding count of 7

Nackley, V.L. (2001). Sensory diet applications and environmental modifications. A winning combination. American Occupational Therapy Association, Inc. 24(1), 1-4  
 Baranek, G.T. & Berkson, G. (1994). *Tactile Defensiveness in Children with Developmental Disabilities: responsiveness and habituation.* Journal of Autism and Developmental Disorders 24 (4), pp 457-471  
 Larson, K.A. (1982). *The Sensory History of developmentally Delayed Children With and Without Tactile Defensiveness.* American Journal of Occupational therapy 36, pp 590-596

