

**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 2**

Occupational Therapy Using Ayres Sensory Integration® Parent Education Guidebook

Schaaf, R.C., Mailloux, Z., Dumont, R. (2015)

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Preface

An important component of Ayres Sensory Integration (ASI) is collaboration with parents to help them gain a better understanding of sensory integration and how they can promote their child's sensory motor skills and abilities (Schaaf & Mailloux, 2015). The purpose of this manual is to provide materials to educate parents about sensory integration and the importance of sensory motor experiences for their child and to guide them to incorporate targeted sensory and motor experiences into their daily routines. This manual provides comprehensive parent education materials specifically for use with parents of children participating in ASI interventions. It is designed to be used in conjunction with the evidence based, ASI intervention protocol described in the Clinician's Guide for Implementing Ayres Sensory Integration, developed by Schaaf & Mailloux (2015).

The manual has been developed to be used as part of an ASI intervention protocol and includes 4 modules designed to build on a parent's understanding of sensory integration over a 10- 12 week intervention period. The activities and time frames can be modified by ASI clinicians in order to best support family- based interventions within the specific setting. The modules support ASI practitioners in providing parents with:

- An explanation of the link between sensory motor factors, daily occupations, and the goals they have identified for their child
- Activities to begin linking sensory motor factors to their child's strengths and challenges at home
- Support for identifying and implementing sensory motor strategies within their natural environment to promote their child's participation in daily occupations

Clinicians are encouraged to individualize the information provided to the family in order to support the parent's ability to incorporate sustained use of sensory motor strategies in daily activities and routines by incorporating the following strategies into the parent education interventions:

- Determine the best methods for communicating with the family
- Focus on individual child needs/parent goals and outcomes
- Integrate activities into specific family routines/activities to support carryover of strategies
- Provide strategies that are specific to the parent and child's needs
- Integrate parent education in conjunction with child interventions
- Provide therapist modeling and hands on practice during family centered interventions
- Integrate opportunities for discussion, feedback, and reflection
- Monitor outcome of parent education activities using the interventionist checklist included in each module

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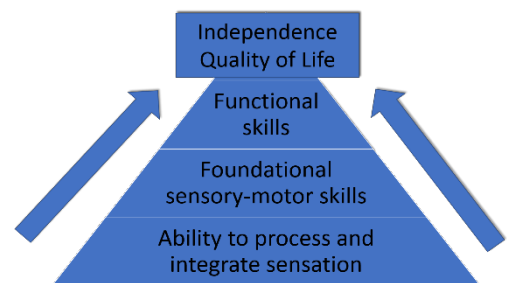
Welcome to Occupational Therapy Using Sensory Integration

What is sensory integration?

- Sensory integration is the process of the brain organizing and using sensory information
- Sensory information can come from the environment surrounding us
 - touch, vision, hearing, taste, and smell.
- Sensory information can come from inside our body
 - movement
 - body awareness

How does sensory integration effect my child?

- Sensory integration provides a foundation for learning and motor skill development.
- Challenges in sensory integration can make it difficult for children to do typical activities such as
 - self-care (dressing, feeding, grooming)
 - school
 - play



What is sensory integration therapy?

Occupational therapy using sensory integration is an intervention that can help your child develop the skills they need for daily activities. During sensory integration interventions, it will look like your child is playing, but they will be working hard at developing connections in their nervous system to be able to better process sensations from their body and environment.

How can I help my child?

One important goal of occupational therapy is to provide parent education that will help you learn about sensory integration and how your child processes sensory information. By participating in the parent education activities, you will learn how your child's sensory processing impacts their ability to participate in daily activities and the ways you can help them. As you learn more about your child's sensory integration strengths and challenges, you can help them overcome problems to become more independent in daily routines and activities and lead a happier life.

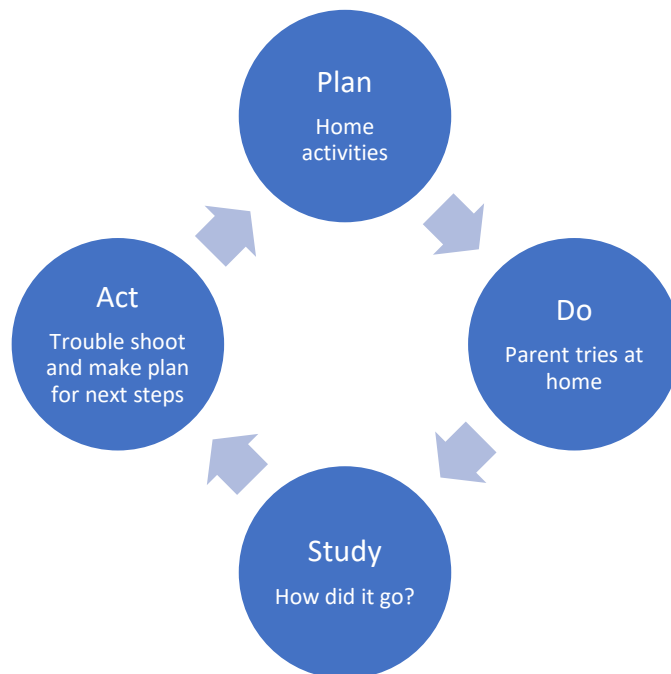
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Facilitating parent knowledge

Throughout the ASI parent education process, interventionists will assume the role of ASI champion, and facilitator, by sharing knowledge and supporting parents to incorporate sensory motor strategies within their natural environment and routines. Monitoring parent success through feedback strategies can promote outcomes of interventions. A modified Plan-Do-Study-Act cycle has been incorporated into the interventionist guidelines as a tool to monitor progress and support interventionists in engaging in discussions with families to identify barriers to use of sensory motor strategies at home and to generate solutions through troubleshooting and brainstorming with parents. This cycle is integrated throughout the ASI parent education interventions and includes the following steps:

- Plan: Suggestions/plan for sensory motor task or strategy are created during ASI intervention session
 - Ex: Incorporate one heavy work activity into morning routine
- Do: Parent tries activity at home
- Study: How did it go? Parent provides feedback regarding success/barriers to home activity.
- Act: Based on what was learned/discussed with parent, make plan for next steps. Interventionist and parent brainstorm/trouble shoot solutions and determine modifications as needed.



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PARENT/CAREGIVER CONTACT SHEET

CHILDS NAME: _____

Which parent(s)/caregiver(s) will be involved in ongoing communication regarding your child's treatment? List the primary contact first

Primary contact:

(Additional contact(s):

What is the preferred method of communication with your interventionist during the coming 10-week period?

Phone:

Primary: () -
Additional: () -
 () -

Email:

Primary: _____@_____
Additional: _____@_____
 _____@_____

What is your preferred method to receive parent education materials?

- Paper handouts during sessions
- Email handouts
- Other: _____

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MODULE 1 (WEEK 1): UNDERSTANDING THE IMPORTANCE OF PLAY, THE “JUST RIGHT CHALLENGE”, AND ENSURING SUCCESS

As part of ASI it will be important help parents develop positive and constructive ways to interact with their child. This can be achieved through demonstrating the importance of key sensory integration concepts such as play, the “just right challenge”, intrinsic motivation, forming a therapeutic alliance, and ensuring a feeling of success.

In this Module, parents will be introduced to “My Time Play Time”. “My Time Play Time” was developed from the work of Dr. Jane Nelson, a family therapist and author of the Positive Discipline series*. As a foundation to building sensory motor activities into daily routines, clinicians can support parents to identify opportunities within their daily routine to play and interact with their child.

OBJECTIVE: To help parents understand basic concepts of ASI therapy and how play can help their child to develop the skills and abilities they have identified.

INTERVENTIONIST ACTIVITIES:

1. In the 1st treatment session provide the parent with the ASI introduction letter and parent contact sheet. Review results of ASI assessment and parent goals. Provide opportunity to discuss parent questions and concerns.
2. During the 1st treatment session, provide examples of play and the “just right challenge” to the parent. Discuss potential play activities for the parent to use at home.
3. In the 1st or 2nd session, provide the “My Time Play Time” description handout to parent/caregivers and review the concepts.
4. Ask parent to complete the Family Routines Worksheet. Discuss ways to work this 15-minute period into their daily schedule.
5. Review parents understanding of “My Time Play Time” and answer questions from caregivers. Provide “My Time Play Time” parent worksheet for parents to complete in the upcoming week.
6. Have parent complete “My Time Play Time” worksheet at home or during the child’s session the following week.
7. Review parent worksheet to determine parent’s ability to integrate concepts and play time activities. Address any barriers identified by parents and encourage continued daily “My Time Play Time” activities.

PARENT/CAREGIVER ACTIVITIES:

1. Read the “My Time Play Time” Handout.
2. Complete Family Routine Worksheet
3. Plan daily 15-minute “My Time Play Time” with child.
4. Complete the “My Time Play Time” Form at the end of the week including questions or issues that may have come up during the week to the interventionist.

*For more information on Positive Discipline please visit her website at <https://www.positivediscipline.com/>

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Importance of Play and Ensuring Success
Through “My Time Play Time”

Why Play Matters

For most children, play with objects, toys, and friends provide fun and easy ways to learn new skills. For children with autism and challenges in sensory integration, play can sometimes be difficult. Sensory integration therapy uses play as a way to help your child develop important skills. For the therapy to be most effective, it will be important for your child to have similar play at home. You can do this by spending 15 minutes a day with your child in “My Time Play Time” *.

My Time Play Time

This is a time to let your child play however they want, as long as it is safe, even if it does not seem very purposeful. Play during this time is not meant to be very challenging - it should be enjoyable and interactive. “My Time Play Time” is about creating a playful environment and following your child’s lead, rather than directing them.

- Set aside 15 minutes for “My Time Play Time” daily to play without distractions.
- For the best result, do this every day to develop a daily routine with your child. It’s important for your child to know that they can count on having this time with you every day.
- Play in a safe place, like a bedroom, where you can close the door and remove any distractions (i.e. televisions, computers, tablet devices and phones).
- Engage/play in whatever your child wants to do, even if it is just cuddling or appears simple.
- Follow your child’s lead by watching what they are trying to do and then making it possible and successful for them.
- Avoid introducing challenges into your child’s play that can cause them to lose interest or become frustrated.
- Ensuring success is important during play time to keep interest and enjoyment.

Examples of Activities in “My Time Play Time”

1. A boy picked up a toy car in one hand and rolled the wheels with the other. His dad watched him, got another toy car, and did the same. After a few minutes the parent rolled the car along the wall and other surfaces and pretended to be driving to the grocery store. The boy smiled and watched his dad, and then the boy rolled the car, following the dad’s car on the wall and other surfaces.
2. A girl began “My Time Play Time” by jumping and crashing into her mother while laughing. She and her mother repeated this game for the full 15 minutes, creating funny scenarios such as “I am a kangaroo and I am jumping into my nest.”

* “My Time Play Time” was developed from the work of Dr. Jane Nelson, a family therapist and author of the Positive Discipline series. For more information on Positive Discipline please visit her website at <https://www.positivediscipline.com/>.

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Ayres Sensory Integration: A Clinicians Guide to Parent Education

Interventionist checklist

Module 1 (Week 1): Understanding the importance of play and integrating “My Time Play time” into daily routines.

Objective: To help parents understand how play can help their child to develop the skills and abilities they have identified.

Interventionist activities	Date Completed	Comments/needs specific to the child and family*
Reviewed My Time Play Time		
Provided modeling/examples: expanding play and promoting interaction		
Reviewed family routine/ provide home activity suggestions and create plan		
Handouts Issued <ul style="list-style-type: none"> • Parent description • My Time Play Time worksheet 		
Parent My Time Play Time worksheet completed, feedback discussed		
Brainstorming/trouble shooting completed with parent		
Parent indicated understanding/ concepts reviewed		

*Please use comment section to identify specific situations and tailoring that might benefit the child (ex: specific time schedule recommended to help family integrate my time play time into their daily routines)

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PARENT/CAREGIVER EDUCATION MODULE 1:
MY TIME PLAY TIME

Were you able to schedule My Time Play Time this week?

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

What type of play was your child interested in?

Did you find My Time Play Time to be beneficial for you and your child? If so, in what way?

Were there challenges to scheduling My Time Play Time? If so, what were they?

Did you get to try any of the play ideas discussed this week? Please include any questions or thoughts on the play and your child's response to the play ideas here.

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MODULE 2 (Week 2):
UNDERSTANDING HOW SENSORY MOTOR FACTORS IMPACT GOALS AND EVERYDAY LIFE

OBJECTIVE: To help parents understand the “hypothesized links” between the child’s participation strengths and challenges and the occupational performance skills related to those sensory motor areas.

Module 2 (Week 2): Understanding how sensory motor factors impact goals and everyday life

INTERVENTIONIST ACTIVITIES:

1. Review My Time Play Time: obtain parent feedback and trouble shoot with parent to address any barriers. Generate a plan for my time play time with parents.
2. Complete parent handout, Understanding How Sensory Motor Factors Impact Everyday Life, review and provide to parent
3. Prepare the “Understanding how sensory motor factors impact everyday life” parent handout by selecting the child’s sensory motor needs as identified in the assessment.
 - This form is designed to be customized to the family’s needs. Please delete sensory motor areas that are not significant for the family. Review and provide to parents. See example below
 - Add child specific examples to impact on daily activities when possible

PARENT/CAREGIVER ACTIVITIES:

1. Look over the *Parent/Education Module 2: Understanding how Sensory Motor factors impact goals and everyday life* Form.

Example of the linking process:

If the assessment showed that a child had **poor tactile perception and poor proprioception, as well as difficulty with motor planning**, prepare the *Understanding how Sensory Motor factors impact goals and everyday life* form to include these areas (see below) and present to parent.

The interventionist might say, “The assessment showed that your child does not get enough information through the sense of touch and the sense of body awareness and that he also has trouble planning his motor skills. These difficulties make it hard for him to feel where his body is and to guide his actions, like getting his arm into a sleeve or pulling his pants up evenly. We believe that these problems in touch and body awareness and in motor planning are some of the main reasons that it is difficult for him to get dressed - which was one of your areas of concern. We will be working on increasing tactile awareness, body awareness and motor planning in therapy and it will be useful if you can also work on these things at home. We will talk more about these later – today we are focusing on helping you understand your child’s areas of sensory and motor difficulties so you can better understand how these sensory and motor difficulties are impacting your child’s daily routines and activities.”

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UNDERSTANDING HOW SENSORY MOTOR FACTORS IMPACT GOALS AND EVERYDAY LIFE

The assessment and background information provided to the therapist has identified sensory and motor challenges that are impacting your child. Below is a description of the specific sensory and motor areas with examples of how these areas relate to participation in daily activities to help you better understand how they may impact your child.

	Sensory Perception: How we take in and interpret sensory information from the environment	Examples of Related Daily Activities/skills
	Touch <ul style="list-style-type: none">• Needed for body awareness, motor planning, and development of gross and fine motor skills.• Allows for discrimination of shapes, sizes and textures	<ul style="list-style-type: none">• Ability to use a writing utensil.• Ability to dress, for ex. putting an arm through a sleeve or buttoning a shirt.• Additional example(s):
	Proprioception <ul style="list-style-type: none">• Provides information about the position of our body and limbs• Needed for body awareness, postural control, and motor coordination• Helps to organize behavior	<ul style="list-style-type: none">• Ability to participate in movement activities, especially involving imitation and knowing one's body position.• Ability to recognize how much force is needed during an activity• Additional example(s): <u>Dressing and recognizing when clothes are uneven or twisted on body</u>
	Motor Related Skills	Examples of Related Daily Activities/skills
	Praxis (Motor Planning) <ul style="list-style-type: none">• Ability to think of, organize, and carry out a sequence of unfamiliar actions.• Needed for learning new skills	<ul style="list-style-type: none">• Knowledge of how to use toys or pretend to be or do something.• Figuring out how to use/ or maneuver through playground equipment• Ability to learn or change routines• Additional example(s): <u>Dressing</u>

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Ayres Sensory Integration: A Clinicians Guide to Parent Education

Interventionist checklist

Module 2 (Week 2): Understanding how sensory motor factors impact goals and everyday life.

Objective: To help parents understand the “hypothesized links” between the child’s participation strengths and challenges and the occupational performance skills related to those sensory motor areas.

Interventionist Activities	Completed	Comments/needs specific to the child and family*
Prior to session, complete parent handout: <i>Understanding how sensory motor factors impact everyday life.</i>		
Reviewed completed handout with parent		
Reviewed My Time Play Time: obtain parent feedback and trouble shoot with parent to address any barriers		
Parent indicated understanding/ concepts reviewed		
Created plan for upcoming week		

*Please use comment section to identify specific situations and tailoring that might benefit the child (ex. Provided review of sensory hyperreactivity challenges impacting primary concerns related to peer interactions and focus)

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PARENT/CAREGIVER EDUCATION MODULE 2:

UNDERSTANDING HOW SENSORY MOTOR FACTORS IMPACT GOALS AND EVERYDAY LIFE

The assessment results and background information provided to the therapist has identified sensory and motor challenges that are impacting your child. Below are the descriptions of the specific sensory and motor areas. There are also examples of how these sensory and motor areas relate to your child's abilities to do their daily activities and routines.

Sensory Perception		
	Sensory Perception: How we take in and interpret sensory information from the environment	Examples of Related Daily Activities/skills
	Touch <ul style="list-style-type: none">• Needed for body awareness, motor planning, and development of gross and fine motor skills.• Allows for discrimination of shapes, sizes and textures	<ul style="list-style-type: none">• Ability to use a crayon, pencil, etc.• Ability to dress, for ex. putting an arm through a sleeve or buttoning a shirt.• Additional example(s):
	Proprioception <ul style="list-style-type: none">• Provides information about the position of our body and limbs• Needed for body awareness, postural control, and motor coordination• Helps to organize behavior	<ul style="list-style-type: none">• Ability to participate in movement activities, especially involving imitation and knowing one's body position.• Ability to recognize how much force is needed during an activity such as a hug, handshake or when petting an animal• Additional example(s):
	Vestibular <ul style="list-style-type: none">• Needed for maintaining balance, posture, holding our head and body up against gravity, and coordinating eye and hand movements• Supports muscle tone and posture	<ul style="list-style-type: none">• Ability to sit up at a desk/table• Ability to maintain balance• Ability to catch a ball• Ability to establish a hand preference.• Ability to understand directionality.• Additional example(s):

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	<ul style="list-style-type: none"> Allows for development of bilateral coordination. 	
	<p>Visual perception</p> <ul style="list-style-type: none"> Our ability to make sense of what the eyes see Needed for development of space and form perception Allows us to navigate through our environment Supports learning, including reading, and writing. 	<ul style="list-style-type: none"> Ability to recognize a face Ability to identify and match shapes, letters and numbers Ability to follow a visual model to build or construct something, ex. building block design from picture. Ability to do visual games or puzzles. Ability to write, color, and/or draw. Ability to find things in a drawer, etc. Additional example(s):
	<p>Sensory Hyper-reactivity</p>	
	<p>Sensory Hyperreactivity: An over-responsive reaction to typical levels of sensation</p>	<p>Examples of Related Daily Activities/skills</p>
	<p>Tactile Hyperreactivity:</p> <ul style="list-style-type: none"> Extreme responses to typical levels of touch 	<ul style="list-style-type: none"> Ability to tolerate feel of new clothes. Ability to tolerate unexpected touch. Ability to play with varied textures such as sand, clay, glue, etc. Ability to tolerate brushing teeth. Additional example(s):
	<p>Vestibular Hyperreactivity:</p> <ul style="list-style-type: none"> Extreme responses or avoidance of activities that involve movement or a change in the center of gravity. May show signs of distress to movement including nausea, pallor, and/or dizziness 	<ul style="list-style-type: none"> Ability to engage in movement activities, especially those that move the head out of the upright/vertical position, ex. rolling down a hill, doing a forward roll, etc. Ability to participate in playground play such as swinging Ability to ride on moving toys such as a scooter, bike, or amusement rides. Additional example(s):
	<p>Auditory Hyperreactivity:</p> <ul style="list-style-type: none"> Extreme reactions to typical levels of sound 	<ul style="list-style-type: none"> Ability to tolerate unexpected daily sounds such as vacuum cleaner, hair dryer, toilet flushing, or doorbell.

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	<ul style="list-style-type: none"> Needs to cover ears or run away from noisy environments 	<ul style="list-style-type: none"> Ability to tolerate a noisy environment (i.e.: a crowd, cafeteria, restaurant, playground, etc) Additional example(s):
	<p>Visual Hyperreactivity:</p> <ul style="list-style-type: none"> Extreme responses to typical visual sensations Needs to wear a baseball cap or sunglasses to lessen visual sensations 	<ul style="list-style-type: none"> Ability to tolerate bright lights or sunshine. Ability to tolerate busy visual environments like a room with brightly painted walls and rugs Additional example(s):
	<p>Sensory Hyperreactivity: Oral/taste/smell</p> <ul style="list-style-type: none"> Extreme reactions to objects or food touching the mouth Extreme reactions to smells and tastes that are not usually bothersome to other children of a similar age Avoids and or shows aversive reactions to everyday odors and tastes 	<ul style="list-style-type: none"> Ability to try new foods with novel textures, tastes, etc. Ability to tolerate settings with varieties of smells, such as restaurants, cafeteria. Bathrooms. Additional example(s):
	<p>Sensory Hypo-reactivity</p>	
	<p>Sensory Hypo-reactivity: A less than expected reaction to typical levels of sensation</p>	<p>Examples of Related Daily Activities/skills</p>
	<p>Tactile:</p> <ul style="list-style-type: none"> Limited reaction or ability to notice when being touched. Limited reaction or ability to notice and respond to pain. May be accompanied by excessive seeking of tactile input or repeatedly touching objects May crave deep pressure 	<ul style="list-style-type: none"> Ability to recognize when clothes are twisted on their body Ability to recognize when food is on their face Ability to respond to pain Ability to react if someone taps them on the shoulder, etc Ability to maintain attention Additional example(s):

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	<p>Vestibular</p> <ul style="list-style-type: none"> • Limited awareness of movement, including when movement begins/stops • Needed to maintain appropriate level of activity • Needed to maintain attention • May be accompanied by excessive seeking of movement sensations 	<ul style="list-style-type: none"> • Ability to stay seated for long periods of time. • Ability to maintain attention • Ability to maintain safety during play • Additional example(s):
	<p>Proprioception</p> <ul style="list-style-type: none"> • Needed to respond to and correct body position during activities • May be accompanied by excessive seeking of pressure to body, head, and/or extremities 	<ul style="list-style-type: none"> • Ability to adjust position during activity • Ability to play/interact with peers without being too rough • Ability to maintain pencil grasp throughout writing task • Ability to maintain appropriate activity levels • Additional example(s):
	<p>Motor Related Skills</p>	<p>Examples of Related Daily Activities/skills</p>
	<p>Balance</p> <ul style="list-style-type: none"> • Ability to maintain balance during daily activities 	<ul style="list-style-type: none"> • Self-care activities, ex. when getting dressed or wiping after toileting • Community outings, ex. at the beach or at birthday parties • Daily routines, ex. when doing chores • Play, ex. during physical activities, sports, or games • Additional example(s):
	<p>Postural/Ocular Control</p> <ul style="list-style-type: none"> • Ability to coordinate head and eye movements 	<ul style="list-style-type: none"> • Ability to maintain an upright position in a chair during: <ul style="list-style-type: none"> ○ Educational activities, ex. completing schoolwork or homework while seated at a table ○ Daily activities, ex. seated during mealtimes or during tabletop activities

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		<ul style="list-style-type: none"> • Ability to keep eyes on a moving target, ex. to catch a ball or track across a page of writing. • Additional example(s):
	<p>Bilateral Coordination</p> <ul style="list-style-type: none"> • Ability to use both sides of the body together 	<ul style="list-style-type: none"> • Ability to use scissors, • Ability to manage fasteners for dressing such as buttons, snaps • Tying shoes • Ability to pedal a tricycle, swim, • Additional example(s):
	<p>Praxis</p> <ul style="list-style-type: none"> • Ability to think of, organize, and carry out a sequence of unfamiliar actions. • Needed for learning new skills 	<ul style="list-style-type: none"> • Knowledge of how to use toys • Ability to imitate or pretend to be or do something. • Figuring out how to use/ or maneuver through playground equipment • Ability to learn or change routines • Additional example(s):
	<p>Other:</p>	<ul style="list-style-type: none"> • Example(s):

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MODULE 3 (WEEKS 3-4)
STRENGTHS AND CHALLENGES IN THE HOME ENVIRONMENT

An OT-SI approach should include helping parents and caregivers understand the link between daily life experiences and abilities with their child's specific sensory motor strengths and challenges. In this module, interventionists will work with the parents to make connections between their child's participation at home and/or other key environments and the child's sensory motor strengths and challenges.

OBJECTIVE:

1. **To continue to help parents understand the “hypothesized links” between the child’s participation strengths and challenges and sensory motor factors.**
2. **To identify how these sensory motor factors may be impacting the child in the home.**

INTERVENTIONIST ACTIVITIES:

1. Review My Time Play Time
2. Share/review example form (included with module 3 parent education materials) with the parents to help them understand this activity and how sensory motor challenges may impact a child in varied environments.
3. Ask the parent to identify times when things went well or when things did not go well.
4. Parent handout, Strengths and Challenges in the Home Environment, reviewed and provided to parent
5. Refer to the DDDM table and provide an explanation to the parent about how the child's sensory motor needs may be impacting the situation described. For example:
 - If the parent indicates that sleeping is a challenge and the child's DDDM indicates that tactile and auditory sensitivity is in the high (atypical) range, you might explain how assuring a quiet room or decreasing tactile sensations of pajama's or bedding may help.
 - If the parent indicates that dressing is an issue and the DDDM indicates the child has somatodyspraxia, you might explain that the child struggles with planning and implementing motor actions and so they may want to break the task down or help him talk through the steps. In this case, you may also wish to explain to the parents other activities that might enhance tactile and proprioceptive perception and praxis.
6. While discussing with the parent, make a list of notes on the *Parent/Caregiver Education Module 3: Strengths and Challenges in the Home Environment* Form in column 2 “Examples from Home” and give it to them to take home; or provide them with the form without notes. Decide based on what would support the family's understanding best.

PARENT/CAREGIVER ACTIVITIES:

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 3

1. Complete or review the *Parent/Caregiver Education Module 3: Strengths and Challenges in the Home Environment* Form.

Ayres Sensory Integration: A Clinicians Guide to Parent Education

Interventionist checklist

Module 3 (Week 3): Strengths and challenges in the home environment

Objectives:

1. To continue to help parents understand the “hypothesized links” between the child’s participation strengths and challenges and sensory motor factors.
2. To identify how these sensory motor factors may be impacting the child in the home.

Interventionist Activities	Completed	Comments/needs specific to the child and family*
Example form reviewed with parent		
Parent handout provided <ul style="list-style-type: none">• <i>Strengths and Challenges in the Home Environment-Child specific parent form</i>		
Parent identified strengths and challenges completed		
Sensory motor links discussed with parents		
Parent indicated understanding/ concepts reviewed		
Created plan for upcoming week with parents		

*Please use comment section to identify specific situations and tailoring that might benefit the child (ex: Provided a list of specific sensory issues related to the child’s mealtime challenges)

**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 3**

Example Form

**Parent/Caregiver Education Module 3:
Observation of Child's Strengths and Challenges in the Home Environment**

Below are some of the strengths and challenges noted in your child's assessment that may affect your child at home. Can you think of examples of how they are demonstrated at home? For example, a child who has strength in visual perception may be good at puzzles. A child who has difficulty with motor coordination may have trouble climbing a playground structure.

Sensory Motor Areas: Strengths	Examples from Home
Sensory Perception: Vision	<u>This week, Joe used his vision to figure out how to complete puzzles and other construction toys or to navigate from one place to another.</u>
Sensory Perception: Taste/Smell	<u>Joe was pretty good with eating foods this week. He ate food from his plate and tried foods that he saw his sister or us eating. He isn't fond of fish, but ate fish with ketchup. He eats all fruits, breads, and chicken and pork. He tried vegetables, and he likes broccoli and spinach. We all eat together.</u>
Vestibular Balance	<u>Joe has difficulty with buttoning and zippers when getting dressed, but he did well standing and also adjusting his weight when he put on his underwear and pants this week. He is also good at shifting side to side when wiping after a bowel movement. He rode his bike well yesterday in the neighborhood with playmates.</u>
Sensory Motor Areas: Challenging	Examples from Home
Sensory Perception: Touch	<u>I noticed that Joe seemed unable to use his hands to play with his toys and he became frustrated.</u>
Sensory Perception: Body Awareness	<u>This week I could see that Joe never gets into his chair at the table in a very comfortable or efficient way for eating. I thought he was just being silly or not paying attention but now I am realizing that maybe he doesn't know where his body is.</u>
Sensory Hyperreactivity: Sound	<u>So now I think that I understand why Joe won't use the bathrooms at school- he hates the sound of the toilets flushing. Today he also put his hands over his ears when an airplane went by.</u>

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 3

<p style="text-align: center;">Sensory Hyporeactivity: Touch</p>	<p><u>Joe never seems to notice food on his face or around his mouth. This week, I noticed that he was sitting on a metal toy car with an edge that was kind of sharp and he didn't even notice that.</u></p>
<p style="text-align: center;">Praxis</p>	<p><u>This week we went to a new music class and Joe could not do any of the hand movements that all the other kids could do. Before I probably would have thought he was not paying attention, but now I think it is because he has trouble planning his actions.</u></p>

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 3

Parent/Caregiver Education Module 3:

Observation of Child's Strengths and Challenges in the Home Environment

Below are some of the strengths and challenges noted in your child's assessment that may affect your child at home. Can you think of examples of how they are demonstrated at home? For example, a child who has strength in visual perception may be good at puzzles. A child who has difficulty with motor coordination may have trouble climbing a playground structure.

Sensory Motor Areas: Strengths	Examples from Home
Sensory Motor Areas: Challenges	Examples from Home

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4

MODULE 4 (WEEKS 4-10)

IDENTIFYING ACTIVITIES AND ADAPTATIONS TO SUPPORT THE CHILD'S SENSORY MOTOR FACTORS AT HOME

In order for an OT-SI program to be most effective, it is important to include the principles of the approach within daily living activities at home and in other key environments for the child. In this module, the interventionist will provide child/family specific recommendations for sensory motor activities that can be incorporated into the family's daily routines to support child participation. Although parent handouts are organized according to specific sensory motor areas, it is also important for families to understand the multisensory nature of the recommended activities. Interventionists can further support the parents understanding of the sensory aspects of activities during interventions and when providing explanation of the parent activity handouts as appropriate.

OBJECTIVE: To help parents understand how to integrate activities and adaptations into the daily routine at home to support underlying sensory motor difficulties.

INTERVENTIONIST ACTIVITIES:

1. Review the sensory motor challenges identified in ASI assessment and Module 3 materials (How sensory motor factors impact the child in the home).
2. Identify sensory motor areas to prioritize to support child participation in daily activities.
For example:
 - If Somatodyspraxia is impacting function, the child/family may benefit most from beginning with incorporating strategies that enhance tactile perception and body awareness.
 - If the child has tactile hypersensitivity that is preventing him from participating in activities, the family may benefit most from beginning with the tactile hypersensitivity activity handout.
 - See below for guidelines related to common patterns of sensory integration dysfunction
3. Provide parents with the handout provided in module 4 *Examples of Sensory Motor Activities and Adaptations for Home* Form that corresponds to their child's needs.
4. Tailor documents to include activity suggestions specific for the child.
5. Incorporate discussion with family regarding multisensory aspects of activities as appropriate for the child
6. Refer to family routines worksheet. Support parents and caregivers in integrating activities and adaptations into daily routines by discussing activities specific to the family routine and provide opportunity for reflection and feedback in intervention sessions. For example:
 - If the afternoons are spent driving siblings to afterschool activities, work with family to identify what activities could be done in the car or during the sibling's practice/class, etc.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

7. Generate Plan with family to integrate activities/strategies at home
8. In next session, review plan and obtain parent feedback via sensory motor home activity parent worksheet. Determine modifications needed and identify/plan next steps. Utilize parent feedback worksheet as needed to promote parent communication needs.

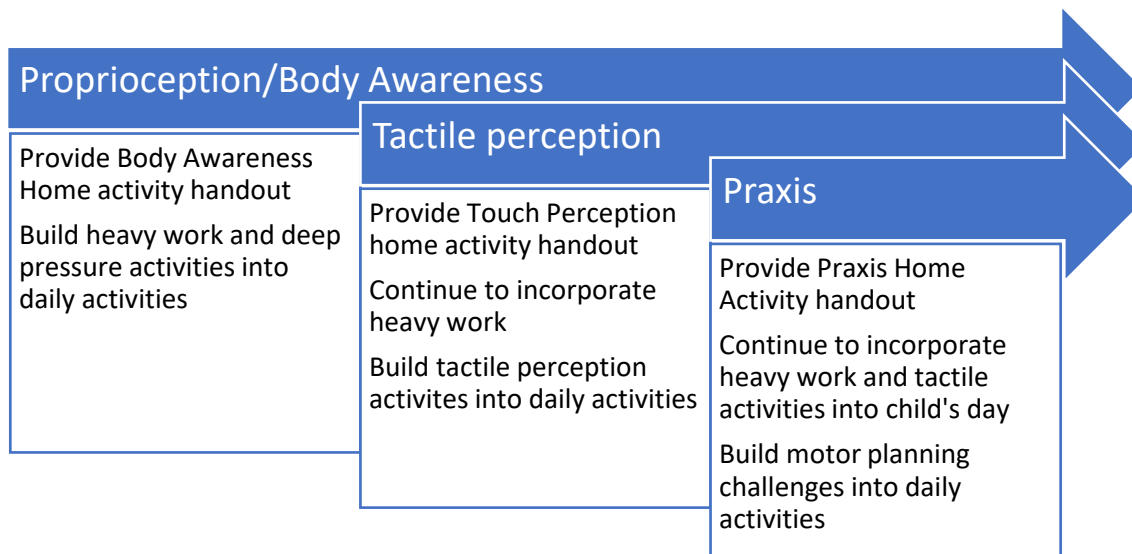
PARENT/CAREGIVER ACTIVITIES:

1. Review materials explaining the child's particular sensory integration difficulties.
2. Observe at least one session each week. Participate in sessions as much as possible.
3. Review *Parent Education Materials: Examples of Sensory Motor Activities and Adaptations for Home Form* with suggestions specific to the child and integrate activities into the child's daily routine.
4. Provide feedback: How did it go?

Guidelines for decision making process related to common patterns of sensory integration dysfunction:

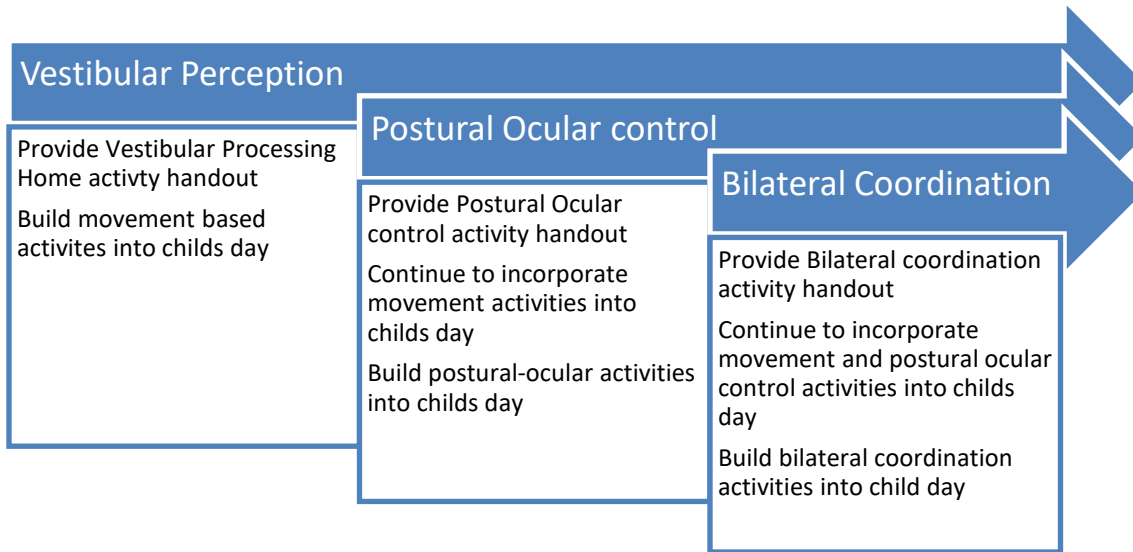
Sensory Perception

Somatodyspraxia

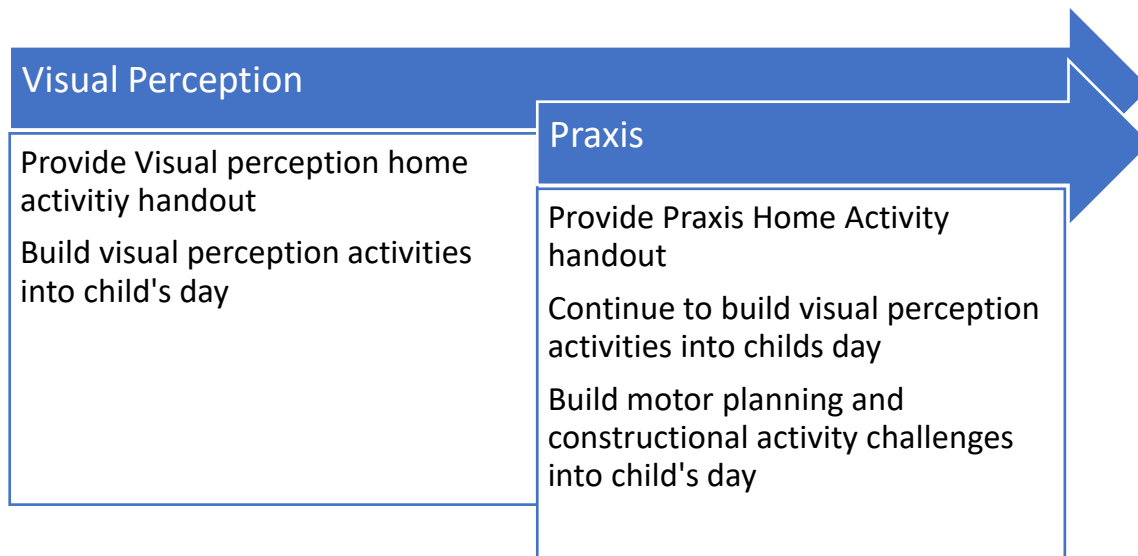


**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Vestibular and Bilateral Integration Deficit



Visuodyspraxia

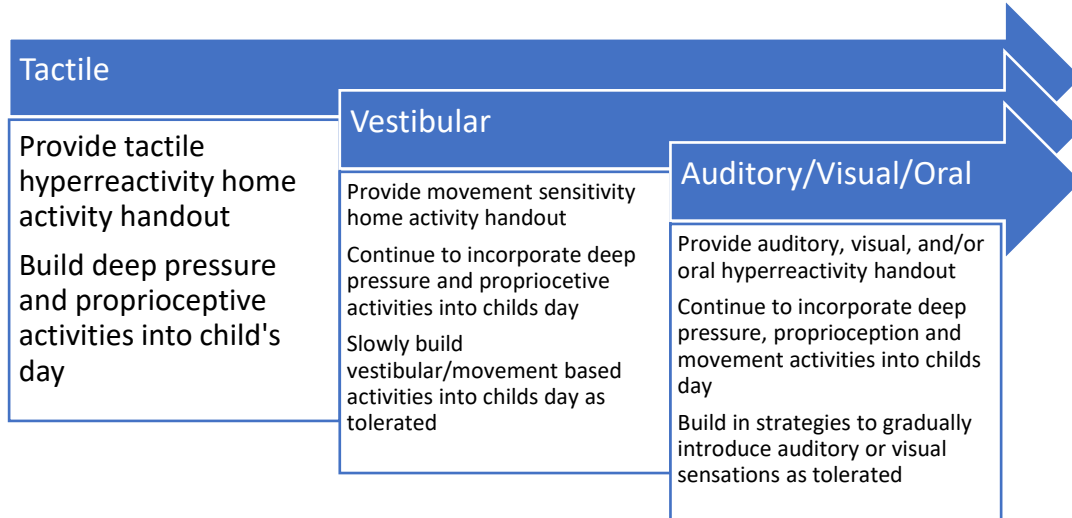


**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Sensory Reactivity

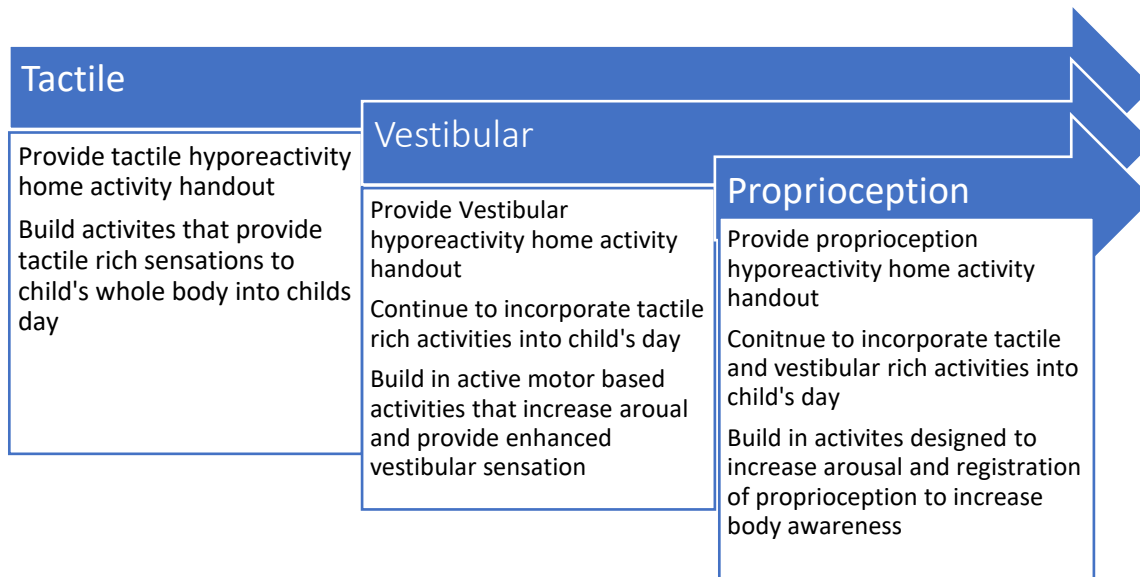
Sensory Hyper reactivity

- Gradually introduce sensory motor activities that provide calming and organizing input.



Sensory Hypo reactivity

- Gradually introduce active, sensory rich, activities to increase arousal and decrease under reactivity to sensations.



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Ayres Sensory Integration: A Clinicians Guide to Parent Education

Interventionist checklist

Module 4 (Weeks 4-10): Identifying activities and adaptations to support the child’s sensory motor factors at home

Objective: To help parents understand how to integrate activities and adaptations that support their child’s sensory motor needs into the daily routine at home.

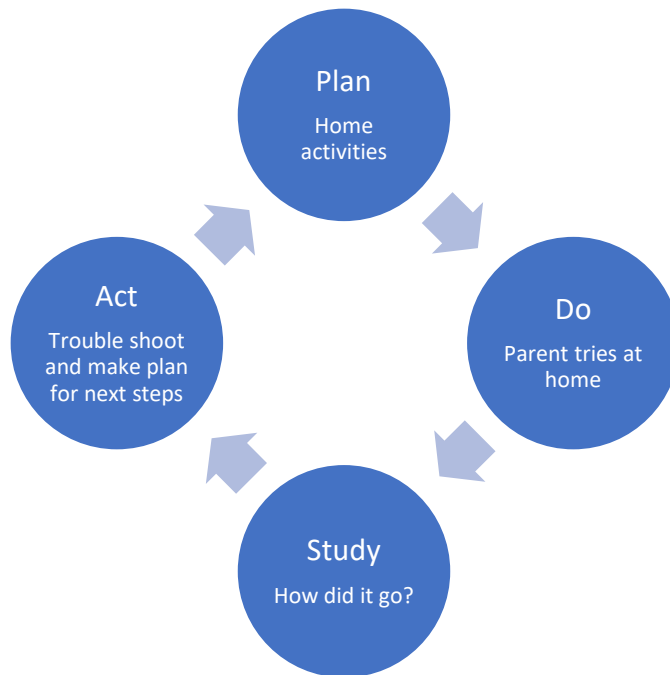
Interventionist Activity	Completed	Comments/needs specific to the child and family*
Sensory motor child specific challenges/patterns identified and reviewed with parents		
Modeling/examples of sensory motor activities provided		
Plan for home activities developed with parent		
Parent handouts issued:		
<ul style="list-style-type: none"> • Sensory Perception: <ul style="list-style-type: none"> ○ Tactile ○ Proprioception ○ Vestibular 		
<ul style="list-style-type: none"> • Sensory Hyperreactivity <ul style="list-style-type: none"> ○ Tactile ○ Vestibular ○ Auditory ○ Visual ○ Oral 		
<ul style="list-style-type: none"> • Sensory Hyporeactivity <ul style="list-style-type: none"> ○ Tactile ○ Proprioception ○ Vestibular 		
<ul style="list-style-type: none"> • Praxis 		
<ul style="list-style-type: none"> • Postural Ocular control 		
<ul style="list-style-type: none"> • Bilateral Coordination 		
Additional sensory motor home activities added to handouts according to child/family needs		

**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Family routines/schedules reviewed and activities embedded in family's daily routines		
Plan reviewed: Reflection and feedback opportunities incorporated.		
Brainstorming/trouble shooting completed with parent		
Parent indicated understanding/concepts reviewed		
PDSA cycle** continued as new sensory motor home activity suggestions introduced		

*Please use comment section to identify specific situations and tailoring that might benefit the child (ex: specific recommendations provided to help the family integrate heavy work/body awareness activities after school when child has difficulty transitioning to family routines of homework and mealtime.)

**PDSA cycle:



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
PARENT/CAREGIVER EDUCATION MODULE 4:
INTEGRATING SENSORY MOTOR ACTIVITIES INTO DAILY ROUTINE

Were you able to incorporate recommended sensory motor strategies this week?

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Did you find activities to be beneficial for you and your child? If so, in what way?

Were there challenges to completing activities? If so, what were they?

What type of sensory motor activities/ play was your child interested in?

Do you have any questions about how to incorporate sensory motor strategies for your child? If so, note them here.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Sensory Perception: Touch

Activities that provide touch or different textures to the skin can help your child develop tactile perception.

Tactile activities help to

- Improve body awareness
- Improve gross and fine motor skills
- Improve a child's ability to discriminate shapes, sizes and textures.
- Improve the ability to coordinate hand movements to use toys, objects and tools.



- Tactile activities can be incorporated during family activities such as play, bathing and dressing, household activities, and “snuggling” together on the couch to read a book, etc.

The following are examples of tactile activities to increase awareness of touch.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4

Make a tactile sensory bin

- Your sensory bin can be a ball pit that your child can fit his whole body in or a smaller bin he can fit his hands/arms and/or feet in.
- Use plastic balls, rice, dried beans, pasta, sand, water beads, etc to fill a container
- Play hide and find with 4 to 6 familiar toys/objects
- Take time to describe what different objects feel like without looking. (For example: round, soft, cold, etc.)
- Add spoons, cups, & bowls to provide opportunities to practice scooping and pouring



Provide opportunities for messy play



- Play with a variety of textures, such as shaving cream, pudding, yogurt, finger paint, playdough, sand, etc.
- Play by drawing shapes or letters in the varied textures
- Add texture by mixing sand or rice into finger-paint, etc.

**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Play “feel and find” games

- Hide familiar toys and objects in a pillowcase and find it without looking
- Have your child match shapes, small toys, or objects without using his eyes
- Play hide and seek games with objects in dried beans or rice



Incorporate tactile play into familiar play and daily activities.

- Put a fluffy blanket, stuffed animals and pillows inside a blanket fort
- Play with shaving cream in the bath before adding water
- Use a textured cloth or sponge when bathing or wiping face (terry cloth washcloth, loofah, etc)
- Give a massage and bear hugs. Apply lotion after bath with firm pressure
- Play with objects of different textures/textured toys such as bumpy balls, Koosh balls, Bristle Blocks, water beads, kinetic sand, etc.



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Sensory Perception: Body Awareness

Activities that are rich in tactile and proprioceptive sensations, known as “heavy work”, can help your child develop body awareness. Heavy work means moving the body against resistance or gravity. In this way, the brain gets more information about where the body is and how it’s moving.

Heavy work activities help to:

- Improve body awareness
- Improve postural control
- Improve motor coordination
- Improve focus and attention
- Promote calm, organized behavior



- Any type of body movement, but especially movement against gravity or resistance, can be used for heavy work.
- Proprioception/heavy work activities can be incorporated into family routines such as play, self-care, household tasks, and shopping/errands.
- To add heavy work to daily activities, have the child push, pull, or carry items with weight that is consistent with the amount they can manage.
- Try to incorporate heavy work activities several times throughout your child’s day.

The following are examples of heavy work activities to support your child’s body awareness at home.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Have your child help with household chores:

- Carry groceries into house/ help to put groceries away
- Carry a laundry basket full of clothes
- Pull laundry out of washer or dryer
- Move garbage/recycling bins to curb
- Push or move furniture. Push chairs into the table after meals, etc.
- Water plants with a watering can
- Help with yard work



Incorporate heavy toys into play



- Pull a friend or heavy items in a wagon



- Fill up big toy trucks, cars, etc with blocks and use both hands to push through a maze or to knock down blocks
- Fill up a laundry basket or cardboard box with heavy toys/stuffed animals, or a friend, for your child to push
- Play Catch with a heavy ball

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Play running and jumping games



- Jump on a trampoline
- Play hopscotch or jump rope
- Jump onto a pile of cushions, pillows, etc
- Play tag or have races
- Roll, walk, or run up a hill



Play push/pull games with a friend

- Play Row Row Row Your Boat by sitting on the floor, holding hands and pushing/pulling each other
- Play a pushing game where two people lock hands facing each and try to see who can push and make the other person move backwards first or crash into a pile of pillows
- Play tug of war games
- Give rides by pulling another child in a blanket around the floor



**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Incorporate heavy work into daily activities

- Have child open/close doors. Encourage them to hold doors open for others.
- Help to push the shopping cart
- Put beanbags or rice bags in a backpack and wear to take a walk or run errands
- Use a weighted blanket at bedtime
- Participate in activities such as gymnastics, karate, swimming, wrestling, etc



Participate in climbing activities

- Climb on play structures at the park.
- Place small toys to “rescue” on top of play structures, a pile of cushions/pillows, climbing tree, etc so your child can climb to get them.



**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**



- Swing from a trapeze or monkey bar set at the park. You can also use a pull up bar installed in a doorframe at home.



Do animal walks that require your child to push through their hands/arms

- Bear walks
- Crab walks
- Dinosaur walks
- Wheelbarrow walks
- Try turtle walks by placing a pillow or bean bag chair on your child's back while they crawl



- Have your child do an animal walk to move between activities/rooms and support transitions. For example, do a crab walk from the living room to kitchen for dinnertime.

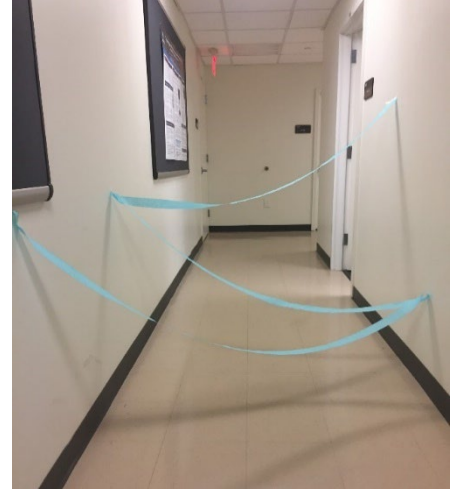
**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Create an obstacle course

- Use party streamer rolls or string and pretend it's a "laser beam" course. Then try to move under and over the lasers without touching them.
- Pull blankets over chairs, move cushions onto the floor, use play tunnels, etc and have your child move through by crawling, climbing over/under, etc.



- Make a giant "sandwich" by stacking bed pillows, couch cushions, and blankets. Take turns getting in and crawling through the pile with your child



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Sensory Perception: Movement

Activities that provide movement in a variety of ways can help your child improve vestibular sensory processing.

Vestibular activities help to

- Improve balance
- Improve postural control
- Improved eye hand coordination
- Improve bilateral coordination



- **Movement can be incorporated into daily routines such as play, dressing, helping with household activities, and community-based activities.**

The following are examples of activities to support your child's perception of movement at home.

**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

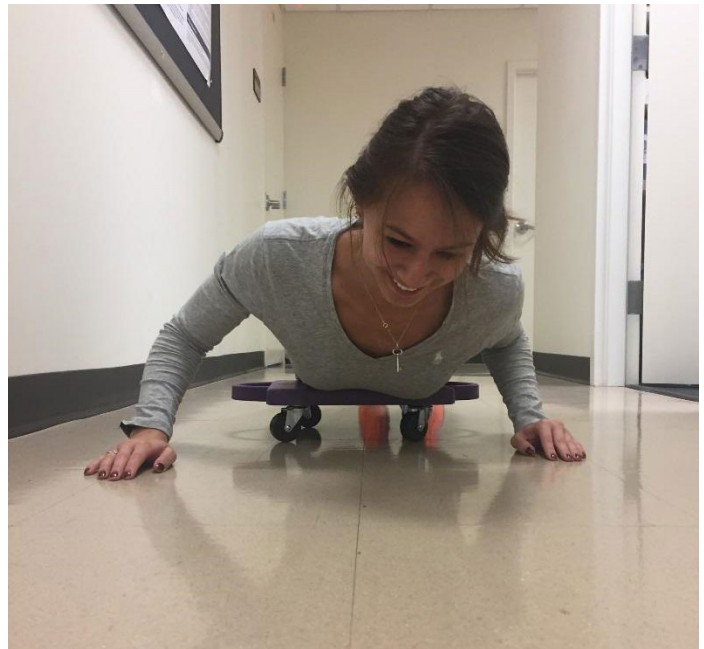
Provide opportunities for climbing, sliding and swinging.

- Try playground swings. Encourage your child to propel him or herself, either by pushing feet against the ground or by swinging on his or her belly.
- Try going down a slide in varying positions, such as sitting, on belly, or on back.
- Try swinging your child in a blanket or hammock swing



Provide opportunities for riding toys

- Ride a tricycle/bicycle
- Ride a scooter
- Try riding a skateboard on belly. Propel forward by pulling on a rope.



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4

Bounce or roll on large balls

- Bounce on a yoga or peanut ball.
- Have child roll over a large ball on their belly to reach toys
- Bounce on a Hippity Hop



Play rolling games

- Log roll down a small hill
- Log roll across floor to knock down blocks, bowling pins, etc
- Log roll back and forth to get to toys, etc.
- Do somersaults and/or cartwheels
- Roll across couch pillows or blankets in the living room. Lay down different blankets and pillows. Then roll over them and have the child stop on a specific one.

Play Jumping games

- Jump on a trampoline or in a bounce house
- Jump rope
- Jump/hop across room to get to toys, etc
- Jump on a mattress: Play 5 Little Monkeys



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Provide opportunities for balance games/activities

- Walk along the curb, a balance beam, etc
- Play on a balance board or disc
- Do Yoga, ex tree pose



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Sensory Hyperreactivity: Touch

Activities that apply deep pressure to the skin, and proprioception (heavy work) can decrease tactile defensiveness and

- **Increase tolerance for dressing and grooming tasks**
- **Support positive social interactions**
- **Help your child be calm and organized.**



- **It is important to offer opportunities for touch sensations, however never force your child to participate in activities if they are uncomfortable or have an unpleasant response to the sensory input.**
- **Tactile activities can be incorporated during family activities such as play, bathing and dressing, and also with “snuggling” together on the couch to read a book, etc.**

The following are examples of activities to support your child’s reactivity to touch at home.

**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Provide lots of deep pressure and squishing games:

- Play steamroller and roll a yoga ball or beach ball over a child.
- Roll up in a yoga mat or blanket to make a “taco.” Add toys with varied textures as toppings.
- Make a pretend sandwich with large pillows or cushions
- Play superhero and have your child jump and crash into a pile of pillows, cushions or bean bag chairs



**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Provide opportunities for tactile exploration play as your child tolerates:

- Play with soap foam or shaving cream in the bath.



- Play with playdough, clay, “gak”, or wet sand. If your child is hesitant to touch it, start with poking it or tapping toy nails into it with a toy hammer.



**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**



- Play hide and seek with toys that have varied textures in a scrunched up fuzzy or plush blanket.



- Make cookies together, flatten dough and use cookie cutters. If your child is hesitant to touch it, they can use a roller or wax paper to decrease contact with dough.



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Sensory Hyperreactivity: Movement

Activities that provide slow, controlled movement and movement against resistance (heavy work) can help decrease sensitivity to movement and increase participation in movement-based play



- Build on your child's tolerance for movement through play and gradually increase movement experiences as your child develops more interest in movement-based play.
- Encourage your child to do activities in a variety of positions such as sitting, standing or lying on their stomach.
- It is important to offer opportunities for movement sensations, however, never force your child to participate in activities if they have an unpleasant, response to the sensory input.

The following are examples of activities to support your child's reactivity to movement at home.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Provide opportunities for gradual movement based play on the playground allowing your child to maintain contact with the ground:



- Climb part way up a slide, to a comfortable height, and slide back down on belly with feet first.
- Encourage climbing and hanging on monkey bars.

- Use a playground swing on your bellies together, and push feet against the ground to move slowly.



Play rolling games

- Log roll down a small hill
- Log roll across floor to knock down blocks, bowling pins, etc
- Log roll back and forth to get to toys, etc.
- Do somersaults and/or cartwheels
- Roll across couch pillows or blankets in the living room. Lay down different blankets and pillows. Then roll over them and have the child stop on a specific one.
- Roll up in a blanket or yoga mat like a burrito and then unroll across floor.



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Provide opportunities for slow, controlled movement

- Try using a small rocking chair. It's best if your child's feet touch the ground and they propel the movement themselves.
- Swing in a blanket held by 2 adults-swing to a favorite song.
- Give your child a ride by pulling him across the floor in a blanket. Take turns having him pull a sibling or heavy toy.



Play jumping games

- Play super hero and jump from very low heights to play "rescue". Be sure to start with very low heights even if it's ½ an inch, and only jump from heights your child is comfortable with.
- Try jumping or gentle bouncing on a small trampoline.
 - Jump down from the bottom step or off of the couch onto a big pile of cushions.



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Encourage activities with ride on toys where your child's feet can reach the ground



- Small bike or tricycle
- Big wheels
- Scooters



Play movement and dance games

- Dance and move around to your child's favorite music
- Ring around the Rosie
- Row Row Row your Boat



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Sensory Hyperreactivity: Sound

Activities that gradually introduce auditory sensation or allow your child to control the sound can:

- **Decrease auditory sensitivity**
- **Help your child accept auditory stimulation**
- **Improve focus and attention**



- **Gradually introduce bothersome auditory sensations with activities that involve comforting and calming sensations, such as heavy work, deep pressure, or rocking**
- **Playing quiet music that your child enjoys during play and daily activities can provide background noise to help decrease distractions by outside noises.**
- **It is important to offer opportunities for auditory sensations to help decrease over reactivity, however, never force your child to participate in activities if they have an aversive, or unpleasant, response to the sensory input.**

The following are examples of activities to support your child's reactivity to sound at home.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Play games with toys that gradually introduce sound.

- Play with instruments and make music. Be sure to follow your child's lead and avoid producing loud sounds yourself.



- Use household items to make different sounds in play. For example, you could flip a small trashcan over and use it as a drum.



- Use varied toys to bang on the back of a small pot to experiment with what kinds of sound they make.

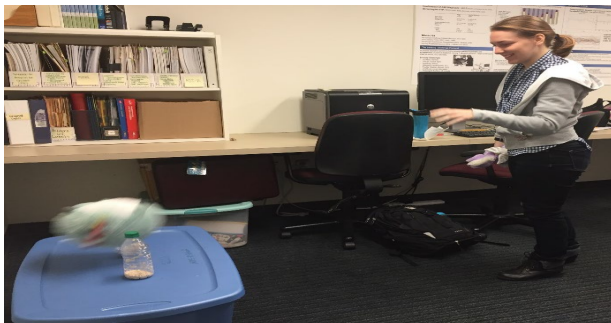
OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION PARENT/CAREGIVER EDUCATION: MODULE 4

Play with a variety of noisemakers

- Play with whistles, rainsticks or a wind chime.
- Try having your child make their own wind chime or musical toy



- Attach jingle bells to toy bowling pins and roll a heavy ball into them. If this game is too loud/overwhelming inside, try playing it outdoors.
- Fill empty water bottles with some dry beans and set them up in a row on an upside-down laundry basket. Take turns with your child throwing stuffed animals at them to knock them off the laundry basket.
- Jump on bubble wrap to hear “popping” noise in a fun way



**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Use headphones to decrease noise in community settings such as concerts, ball games, train stations or fireworks

- Play soothing music and rock or dance together



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Sensory Hyperreactivity: Vision

Activities that gradually introduce visual sensation play or daily activities can help reduce your child's sensitivity to visual stimulation.



- Allow your child to control the amount of sensation such as dimming light, turning toys on/off, or wearing a hat or sunglasses.
- It can be helpful to gradually introduce bothersome visual sensations with activities that involve comforting and calming sensations, such as heavy work, deep pressure, or rocking
- Reduce clutter and excess visual stimulation during play and daily activities to help decrease visual distraction and help your child to focus..
- It is important to offer opportunities for visual sensations to help decrease over reactivity, however, never force your child to participate in activities if they have an unpleasant response to the sensory input

The following are examples of activities to support your child's reactivity to vision at home and in the community.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Provide a shield from the bright sun or commercial lighting

- Wear a brimmed hat, such as a baseball cap or visor.
- Wear fun sunglasses outdoors



Limit visual distractions during play and daily activities

- Set up rooms and spaces to be less visually busy
- Turn off the television, computer, etc
- Allow for natural lighting when possible
- Use shades or blinds on windows to block bright sun and limit outdoor distractions



Provide opportunities to take a break from bright lights



- Create a safe dark place, such as a blanket or pillow fort. Introduce lighting such as glow toys, flashlights, etc.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Sensory Hyperreactivity: Oral/Taste/Smell

Activities that provide a gradual introduction to typical oral, taste and smell experiences can help your child:

- **Decrease extreme reactions to having objects or food touching their mouth (toothbrushing, using utensils, trying new foods)**
- **Decrease extreme reactions to typical smells and tastes (cooking, restaurants, bathrooms)**
- **Help your child be calm and organized.**



- **It is important to gradually offer opportunities to experience sensations.**
- **Allow your child to have control over the duration and amount of sensation.**
- **Incorporate comforting and calming activities, such as heavy work, deep pressure, and rocking to support your child's acceptance of bothersome sensations**
- **Never force your child to participate in activities if they have an aversive, or unpleasant, response to the sensory input.**

The following are examples of activities to support your child's reactivity to oral, taste, and smell at home.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Continue to promote your child's acceptance of touch and exploring different textures with their body and hands including:

Provide lots of deep pressure and squishing games

- Roll your child into a pizza with large ball or roller.
- Roll up in a yoga mat or blanket to make a "burrito."
- Make a pretend sandwich with large pillows or cushions.



Provide opportunities for tactile exploration and food play as your child tolerates:

- Make edible playdoh with your child
- Provide opportunities for food play/messy play including pudding painting, drawing in yogurt, creating "creatures" with different foods.
- Allow your child to help with meal preparation
- Make a sensory bin with dried beans, rice, pasta, etc to explore.



**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Build oral motor “heavy work” activities into daily activities

Play oral-motor games:

- Blow bubbles
- Play with whistles



- Blow through straws to make bubbles



- Blow pom poms or cotton balls to a target or have a race



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4

Use a vibrating teether/toy or electric toothbrush to provide sensory input to mouth

Provide safe objects to chew on

- Chewlery
- Chewy tubes

Provide oral motor work during snack time:

- Suck thick milkshakes, yogurt, or pudding through a straw
- Use “silly straws”
- Suck on hard candy/lollipops
- Chew gum
- Eat crunchy and chewy snacks

Provide play opportunities that incorporate gradual exposure to typical smells and fragrant items (food, spices, flowers) .

- Make and play with scented play dough.
Dough could be scented with spices or extracts.
Start with very little scent initially.



- Draw pictures/color with scented crayons or markers. Markers may have the strongest scent, so starting with a limited number of crayons may be best.



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Sensory Hyporeactivity: Tactile

Activities that provide enhanced tactile sensations can improve your child's awareness of touch, including:

- Increase awareness of being touched
- Increase independence with dressing and grooming tasks
- Improve fine motor skills
- Improve focus and attention
- Improve social interactions



- **Tactile activities can be incorporated during family activities such as play, bathing and dressing, and “snuggling” together on the couch to read a book, etc.**

The following are examples of activities to support your child's sensory reactivity at home.

**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Provide opportunities for activities that provide touch sensations to the entire body

- Play in a ball pit
- Make a big pile of pillows to jump or lie in
- Play log rolling games across a carpet- roll to knock down a block tower, etc.
- Roll up like a burrito in a furry blanket or terry cloth towel



Incorporate textures and touch into daily activities



- Play with shaving cream in the bath before adding water
- Use a textured cloth or sponge when bathing or wiping face (terry cloth washcloth, loofah, etc)
- Use textured towel and rub vigorously to dry off after bath.
- Apply lotion after bath with firm pressure
- Provide opportunities for your child to explore

different textures through helping with meal preparation, food play and creating sensory bins with dry rice, beans, pasta, etc



Provide tactile play with hands and body

- Finger painting-add texture with sand or rice

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4

- Drawing/painting with shaving cream on a mirror
- Play in a sand box or on the beach



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Sensory Hyporeactivity: Proprioception

Activities that provide increased input to the muscles and joints, such as heavy work, can:

- **Improve body awareness**
- **Decrease sensory seeking behaviors**
- **Increase independence with self care activities**
- **Improve motor skills**
- **Improve arousal**



- **Proprioception/heavy work activities can be incorporated into family routines such as play, household tasks, and shopping/errands.**

The following are examples of activities to support your child's sensory reactivity at home.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Provide daily opportunities for heavy work:

- Have your child help with household chores such as carrying groceries, pushing or carrying a laundry basket, and yardwork.



- Incorporate heavy work into your child's activities by having them push, pull, or carry items with weight that is consistent with the amount they can manage
- Play firefighter and put on a vest with beanbags in the pockets to weigh it down.
- Incorporate heavy toys into play. For example, put beanbags or rice bags in a backpack or wagon to play with.



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4

- At the grocery store have your child push the cart.



- Climb a tree or play structure at a park.



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Sensory Hyporeactivity: Vestibular

Activities that provide opportunities for movement can improve your child's ability to respond to movement sensations and

- Improve arousal and alertness
- Decrease movement seeking behaviors
- Promote appropriate activity levels
- Improve focus and attention



- **Movement can be incorporated into daily routines such as play, dressing, helping with household activities, and community based activities.**

The following are examples of activities to support your child's perception of movement at home.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Provide daily opportunities for active, movement based play:

- Play on a playground swing at the park and twist the ropes to unwind while moving back and forth.



- Try going down a slide in varying positions, such as sitting, on belly, or on back.



Play Jumping games

- Jump on a trampoline or in a bounce house
- Jump rope
- Jump/hop across room to get to toys, etc
- Jump on a mattress: Play 5 Little Monkeys



**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Play rolling games

- Log roll down a small hill
- Log roll across floor to knock down blocks, bowling pins, etc
- Log roll back and forth to get to toys, etc.
- Do somersaults and/or cartwheels



Provide opportunities for riding toys such as bikes and scooters



Participate in community sports activities such as gymnastics, soccer, and swimming.



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Praxis: Motor Planning

Providing a variety of activities that challenge your child to plan and organize motor skills for daily activities can:

- Improve body awareness
- Improve motor coordination
- Increase creativity during play
- Organize behavior
- Increase ability to learn motor tasks for daily activities such as self-care and play



- Continue to incorporate lots of touch, heavy work and movement into daily activities to promote body awareness and organization
- Motor planning activities can be incorporated in daily routines such as play, dressing, household chores, and community activities. Allow your child to help with setting up and putting away items for daily activities.
- Collaborate with your child during play and offer ideas to gradually change or expand play activity
- Support learning of new motor tasks by simplifying tasks and gradually adding steps and demonstration/modeling as needed to promote success.
- Allow your child time to problem solve and figure out things by themselves

The following are examples of activities to support your child's motor planning skills at home.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Provide opportunities for activities that encourage your child to move their body through paths or simple obstacle courses:

- Make a fort using pillows and blankets and try to navigate through.
- Build a bridge or road out of large blocks, boxes, etc and have your child move his body under, over or through it.
- Create an obstacle course with party streamer rolls or string and pretend it's a "laser beam" course. Then try to move under and over the lasers without touching them.



- When at a park, try to think of new ways to climb up the play structures or go down the slide.
- Try climbing trees at the park
- Help your child think of new ways to move his body through space, such as crawling or different animal walks.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

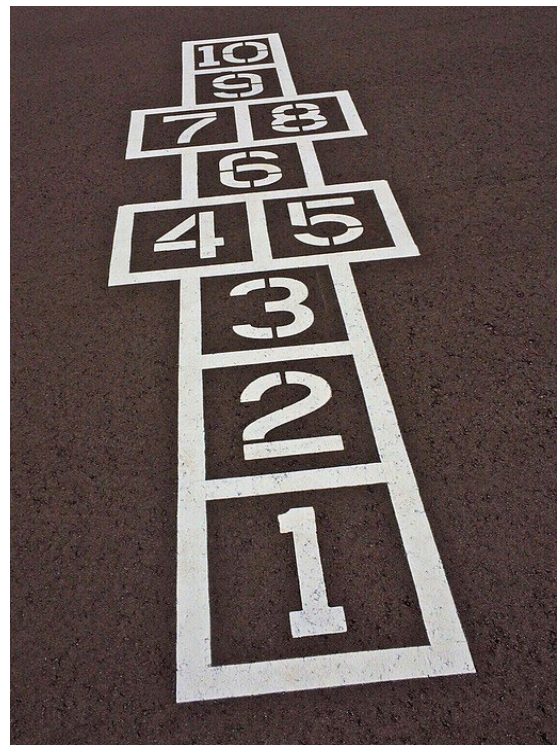
PARENT/CAREGIVER EDUCATION: MODULE 4

- Ride bicycles, scooters etc. Make a path or obstacle course to ride on or around using sidewalk chalk, blocks, boxes, cones, trash cans, etc.



Play motor games that incorporate imitation and using the 2 sides of the body

- Draw a simple hopscotch path and add new boxes with each turn. You may use pieces of paper as boxes and tape them to the floor at home.
- Play motor imitation games such as follow the leader, animal walks, dancing, etc
- Sing songs with motor plays such as the Hokey Pokey, Wheels on the bus, and ItsyBitsy Spider



**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Play games with directions for moving different body parts and actions such as

- Simon says
- Popping bubbles in different ways (clapping, pointer finger, right hand , left hand etc).



- Hit a balloon back and forth with your child using hands, then feet, then elbows, etc. Try to think of new ways to hit the balloon back and forth.
- Try playing “baseball” and use a soft bat or foam tube to pop bubbles or tap balloon back and forth.



OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Postural/Ocular Control

Activities that provide opportunities for movement and heavy work can support the development of postural control and eye movements including:

- Improve child's ability to maintain seated position
- Improve balance
- Improve visual tracking
- Improve eye hand coordination



- Continue to provide opportunities for movement- based play to stimulate your child's vestibular system
- Activities that support postural-ocular control can be incorporated into daily routines such as play, household chores, homework or story time, and car rides.

The following are examples of activities to support your child's postural-ocular control at home.

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

Provide opportunities for your child to play on his belly and challenge them to lift their head and trunk up against gravity:

- Play “superman fly” -encourage your child to lift his head, arms and legs up off the floor and “fly” to his favorite places.
- Roll a ball or push a car back and forth while lying on belly. Roll ball to crash a block tower or to other target.



- Ride playground swing on belly and throw balls into nearby target.
- Ride a scooterboard or skateboard on belly and slide into a target of play bowling pins or empty soda bottles.



Throw objects to a target from a variety of positions:

- Lie on stomach over a large ball or over edge of couch, with hands on the floor, and pick up bean bags, small balls, etc to throw/place into container
- Play “basketball” games and throw a ball, bean bags, etc to target from all fours, kneeling and standing Encourage your child to lift their head up to see target.



Play games with balls, balloons and bubbles

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION

PARENT/CAREGIVER EDUCATION: MODULE 4

- Play “baseball” games and practice hitting a target with a soft bat or foam tube
- Play catch while sitting on a large ball-Try with a Velcro mitt and tennis ball
- Hit a balloon back and forth with hands or a foam racket, depending on skill level.
- Play catch with a beach ball or balloon



- Blow bubbles and pop them together with hands.



Incorporate a variety of positions during daily activities;

- Have your child lie on their belly over a cushion or pillow while watching a TV show or playing on a tablet.
- Stand an easel or the wall for a drawing activity.
- Sit on a ball with feet supported on the ground for homework

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4
Bilateral Coordination

Activities that involve coordinating both sides of the body and crossing midline can support the development of skills necessary for participation in daily activities including:

- Self-care-dressing and using utensils
- Pedaling a bike
- Catching a ball
- Cutting with scissors



- Incorporate daily opportunities for activities that provide heavy work and push-pull activities to increase body awareness.
- Bilateral coordination activities can be incorporated in daily routines such as play, self care (bathing, dressing, feeding), and simple household tasks.
- Try to simplify or break down the steps of challenging activities to allow your child to be successful

The following are examples of activities to support your child's bilateral coordination at home.

**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

Play clapping games:

- Pat-a-cake
- Clap hands together with shaving cream or soap foam to make “snow.”
- Clap hands together to pop bubbles
 - Clap hands to the beat of your favorite music



Play jumping games encouraging use of both legs and then both arms and legs together.

- Do frog jumps or bunny hops to move from one room to another
- Play imitation games with different jumping patterns such as straddle jumps and ski or scissor jumps
- Try jumping jacks with music.
- Try making a simple hopscotch pathway and take turns going through with your child. You can play this inside using multicolor pieces of paper and tape to hold them to the floor. Be sure to start with an easy pathway.



Play ball games-hockey, golf, baseball, bowling

**OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4**

- Play catch with a large ball, requiring two hands to catch.
- Use a swim noodle or soft bat to pop bubbles
- Use both hands together to play balloon or beach ball volleyball



- Play with a “zoom ball” together. If it’s too hard to coordinate with another person, you can play with one person by attaching one side of the handles to the top of a door, lie on the floor, and “zoom” the ball upwards.

Incorporate animal walks into play

- Try wheelbarrow walking, crab walking, or bear walking.
- Play crab soccer and kick a ball to target



Provide opportunities for arts and crafts and construction activities during play

OCCUPATIONAL THERAPY USING AYRES SENSORY INTEGRATION
PARENT/CAREGIVER EDUCATION: MODULE 4

- Tear paper into small pieces for a craft project
- String beads, pasta or dry cereal to make a necklace
- Build with construction toys such as legos
- Use tools such as a rolling pin to roll out play doh

