

THE EARLY YEARS AND PRIMARY AGED CHILD

SENSORY DAY TIMETABLE

The very nature of sensory processing difficulties means that the child who has these difficulties will find a change of the familiar routine to be a great challenge. These children like routine and to understand what will be expected of them in their day to day life. We all know that in this current time, all of our familiar routines have been changed. It is important to acknowledge and remember that the child with sensory processing needs is not going to be adaptable and able to adjust with ease. It is therefore important that as parents and carers, you adapt the environment to best support your child, and don't expect your child to be able to fit in to the changed situation without support.

CAUTION

BEFORE USING ANY OF THE FOLLOWING TECHNIQUES
CONSIDER YOUR CHILD'S DIFFICULTIES AND DO NOT DO ANY ACTIVITY IF
YOU FEEL IT MAY BE A RISK TO YOUR CHILD.

DO NOT

USE THE SQUASHING TECHNIQUES WITH YOUR CHILD IF THEY HAVE
A HEART CONDITION OR OTHER COMPLEX MEDICAL CONDITION WITHOUT
CONSULTING YOUR DOCTOR.

DO NOT

USE A TRAMPOLINE WITH A CHILD WITH DOWNS SYNDROME UNLESS YOUR
DOCTOR HAS BEEN CONSULTED FIRST.

How does your child's system work?


When talking about children's sensory needs therapists draw reference to the different character presentations. For the purpose of this we are using: **Go-slow**, **Fast-dash** or **Ready-steady**. These names give quick descriptions of how different children react and respond to the world around them. No matter the age of the child the descriptions are good indicators as to how your child may be at any one time; you need to decide which description most matches your child. Some children will be different on different days or different times of the day, so you may find you use techniques from all headings at different times.

Go-slow: is low arousal and alertness, is slow to respond to sensory information and slow to activity.

Fast-dash: is bouncy...in high arousal and alertness – ready to get excited or cross 'at the drop of a hat', quick to move and quick to get frustrated and fed-up!

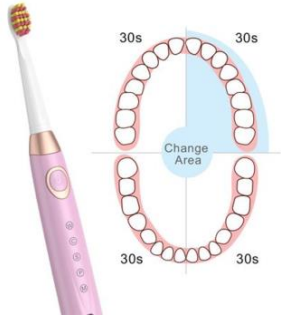
Ready-steady: is level and calm with the **Just Right** or well-regulated sensory response, Ready-steady can meet the different challenges faced day to day, and throughout the day.





TIME TABLE	IDEAS TO HELP
<p>Lack of routine in the day – getting started:</p> <p>Involve your child with planning the activities each day, plan tomorrow at the end of each day. If you don't know where to start put in the everyday things like 'getting up', 'lunch time', 'toilet/potty time' and 'TV time' first this will then give you a frame work to work with. Add in activities to give the whole day a structure.</p> <p>Break your day into 15 minute time slots some activities will only take one slot, others will be 3 or 4 slots depending on what you are doing.</p>	<p>Provide your child with a visual time table. These can be made with your child as a craft or play activity. There are many examples, see the resource list for more links.</p> <div data-bbox="914 779 1134 996" data-label="Image"> </div> <p>Your child can draw pictures of the different activities for each day. Or cut and stick pictures. Both of these can be activities that are timetabled.</p> <p>Using clothes pegs to put activities on to the timetable means your child gets practice at fine motor grip when putting the timetable together and when taking the peg off when the activity is finished.</p> <div data-bbox="1187 1146 1414 1350" data-label="Image"> </div> <div data-bbox="930 1550 1134 1783" data-label="Image"> </div> <p>You will need bluetac or Velcro to fasten the different pictures onto this board. Save pictures as you can repeat activities.</p>



FIRST THINGS	BE ACTIVE
<p style="text-align: center;">When waking your child HAVE AN ACTIVE START TO THE DAY</p> 	<p>Go-slow:</p> <ul style="list-style-type: none"> • Squash your child with their duvet, place your hands around their body; outlining their shape giving them firm pressure. Do this slowly to start with but this can get faster, or you can start to pat their body with cupped hands to alert them, waking up their system. • Start a count-down to “getting up in one....two... three!” Voice can start to get more energetic and louder. • Consider using a radio alarm clock, for music to support a gentle waking up; or give your child a drink and a biscuit before getting up to support wakefulness before getting up. <p>Fast-dash:</p> <ul style="list-style-type: none"> • Squash your child with their duvet; slowly go around their body outlining their shape with firm pressure. • Show a symbol to get up, including ‘what’s next’ (shower, getting dressed, breakfast) to ensure they understand what to expect. If using your voice, keep this at a steady calm pitch and volume. • Avoid sudden bright lights, loud music, and loud voices. <p>Ready-steady:</p> <ul style="list-style-type: none"> • Squash your child with their duvet; slowly go around their body outlining their shape with firm pressure.





	<ul style="list-style-type: none"> • Ask them to get up, in a calm neutral voice.
<p>GETTING DRESSED</p>	<p>THINK ABOUT YOUR CHILD</p>
<div data-bbox="322 421 751 555" data-label="Image"> </div> <p data-bbox="204 705 874 813">Have your child's clothing ready, they can help you get these ready the night before if they are able to do this.</p> <p data-bbox="193 1294 887 1402">Always present clothes in the same order and the right way round to make it easy for your child to learn the routine.</p>	<p data-bbox="914 347 1382 454">Go-slow: Continue to outline your child, preparing them to put the clothes on, for example:</p> <ul style="list-style-type: none"> • Place the flat of both hands with firm pressure to each side of your child's hips, before putting on pants, trousers, tights or a skirt. • Outline the arms, to prepare to put on a vest, t-shirt or jumper. • Outline lower leg and foot with firm pressure (avoid any tickle touch) before putting on socks or shoes. <p data-bbox="914 978 1078 1010">Fast-dash:</p> <ul style="list-style-type: none"> • do the same process as for Go-slow, above, but keep the space quiet and your voice at an even volume and pitch. • Consider using a visual list of what clothes to put on in what sequence to avoid having to repeat instructions. • Keep visual timetables and lists as clutter-free as possible, avoiding bright colours and patterns. <p data-bbox="914 1608 1136 1639">Ready-steady:</p> <ul style="list-style-type: none"> • You can outline your child's body, particularly for the specific area of dressing if an item of clothing is difficult.



BREAKFAST TIME	IDEAS TO HELP
<div data-bbox="352 450 727 815" data-label="Image"> </div> <ul style="list-style-type: none"> Ask your child to help prepare the space and tidy away at the end of the activity. Pushing furniture out of the way is good 'heavy work' and will help both Go-slow's and Ready-steady's to get ready to relax. 	<p>Go-slow:</p> <ul style="list-style-type: none"> Think about the environment - is it quiet, or busy? Can your child concentrate on eating their food? If your child likes sharp/sweet or citrus fruits or crunchy food this will give more sensory feedback. A drink of cold fresh fruit juice is an alerting taste and an alerting temperature. <p>Fast-dash:</p> <ul style="list-style-type: none"> Think about the environment, is it noisy? Can you turn appliances and distracting sounds off? Consider noise from other family members, TV, radio and mobile phones. Think about using a straw for drinks, this increases the muscle strength needed to drink and is calming. <p>Ready-steady:</p> <ul style="list-style-type: none"> Use any of the above techniques to support your child.
CLEANING TEETH	IDEAS TO HELP
<div data-bbox="352 1570 727 1688" data-label="Image"> </div> <ul style="list-style-type: none"> Think about this activity with your child, if they find it difficult, prepare them before cleaning by applying deep pressure top the chin and above the top lip, pressure should be applied using the finger across the face, avoiding tickle touch, and counting in a calm voice to 3, applying the deep pressure the whole time. 	<p>Go-slow:</p> <ul style="list-style-type: none"> Stamp when walking to the bathroom to clean teeth. Prepare for teeth cleaning by using the deep pressure touch to the face before starting. Use a phone app with a song to help your child cope with the routine and to raise their engagement.

<ul style="list-style-type: none"> • Consider using a battery (or electric) toothbrush. • You can get tasteless toothpaste called oranurse which does not foam. • Divide the mouth into 8 sections (left top front, left top back etc), all areas need to be brushed.  <p>Clean for 30 seconds in each area:</p>	<ul style="list-style-type: none"> • Consider using a mouth wash at the end of cleaning that will give additional feedback. Practice holding liquid in the mouth (count to 3) and then squirting it out. <p>Fast-dash:</p> <ul style="list-style-type: none"> • Stamp when walking to the bathroom to clean teeth. • Prepare for teeth cleaning by using the deep pressure touch to the face before starting. • Dry the face with deep pressure dabs to the face, not fast brushing movements. <p>Ready-steady:</p> <ul style="list-style-type: none"> • You can use any of the above techniques to support your child.
<p>BE ACTIVE!</p>	<p>IDEAS TO HELP</p>
<p>Plan an active start to the day 15 minutes of a movement activity is a good foundation for the day.</p> <p>Get your child to help you move furniture out of the way and make space to move. Pushing and pulling is good 'heavy work' and will give lots of feedback into the muscles and will help everyone get ready to move.</p> <p>When walking like an animal, be prepared to demonstrate the movement to show your child how to get into the shape.</p>	<p>Go-slow:</p> <ul style="list-style-type: none"> • Have the music on loud if following an activity programme. • Encourage big movements • Stamp like a giant/soldier • Walk like a bear, or a crab. • Hop like a rabbit/Kangaroo. • Slither on the floor like a snake. • Do the above activities at varying speeds, sometimes fast, sometimes slow, changes keep your child engaged. <p>Fast-dash:</p> <ul style="list-style-type: none"> • Keep the noise levels controlled, not too loud, not too many noises in the



<p>Bear walk:</p>  <p>Crab walk:</p>  <p>Kangaroo jump:</p>  <p>Consider doing Joe Wicks or similar movement activity.</p>	<p>background.</p> <ul style="list-style-type: none"> • Make movements big and SLOW. Movements should include strong push, pull and 'heavy work' activities. • Count slowly to get your child to go at a slow pace, use music with a slow but definite beat. • Allow movement only when you are not looking at your child through the 'binoculars' (hands to face – 'glasses') this will help to slow everything down. • Do all of the activities in a steady, slow and repetitive pace. • Count down a change clearly "change in 3...2...1...change" <p>Ready-steady:</p> <ul style="list-style-type: none"> • Use any of the above techniques to support your child.
<p>CRAFT/MESSY PLAY</p>	<p>IDEAS TO HELP</p>
<p>Sand play:</p> 	<p>Go-slow:</p> <ul style="list-style-type: none"> • Ask your child to help prepare the space and tidy away at the end of the activity. • Use different textures to add to the sensory experience. Think about making the dough, water, pasta cold before starting by putting it in the fridge overnight, cold will be alerting!. • Hide favourite toys underneath sand for your child to find. • Use bright colours. • Tear paper for collages – the more sheets put together the harder it is to tear and the more sensory




 <p>Cutting and sticking:</p> <ul style="list-style-type: none"> • Water play • Pasta/dough play • Painting and printing • Cooking <p>Think about planning different crafts on different days. Don't be worried about repeating the same activity regularly.</p>	<p>feedback your child receives.</p> <ul style="list-style-type: none"> • Use highly textured paper – corrugated card (found in chocolate and biscuit boxes), sandpaper, foil wrapping paper, lace, fur, string. <p>Fast-dash:</p> <ul style="list-style-type: none"> • Plan the environment around your child; reduce other sensory influences in the environment. • Ask your child to help prepare the space and tidy away at the end of the activity. • Control how long your child does this activity, shorter time with a focused game rather than undirected play that becomes chaotic. • Plan the transition out of this activity, use a visual timer such as a sand timer, count down traffic lights or indicate time “2 two more minutes”...”one more minute”...”it is finished”. <p>Ready-steady:</p> <ul style="list-style-type: none"> • Use any of the above techniques to support your child.
<p style="text-align: center;">MORNING SNACK</p> 	<p style="text-align: center;">IDEAS TO HELP</p> <p>Go-slow:</p> <ul style="list-style-type: none"> • Ask your child to help prepare the space and tidy away at the end of the activity. • Let your child help to prepare the snack food, chopping fruit, pouring and carrying a jug or bottle of juice. • Have crunchy or spicy snacks that will give more





<ul style="list-style-type: none"> • Consider making something as a baking or cooking activity for your snack time. • Think about having a snack picnic indoors or outside. 	<p>sensory feedback.</p> <ul style="list-style-type: none"> • Think about having snacks cold - put them in the fridge before-hand. <p>Fast-dash:</p> <ul style="list-style-type: none"> • Ask your child to help prepare the space and tidy away at the end of the activity. • Let your child help to prepare the snack food, chopping fruit, pouring and carrying a jug or bottle of juice. • Snack food that needs more chewing will give more calming sensory feedback during eating. • Think about using a straw for drinks, or the occasional thickened drink like a milk shake. Both can help calming. <p>Ready-steady:</p> <ul style="list-style-type: none"> • Use any of the above techniques to support your child.
<p>ACTIVITY</p>	<p>IDEAS TO HELP</p>
 <p>Roll over the ball and do a jigsaw puzzle:</p> <p>Sit on the ball and bounce:</p>   <p>ride a bike</p> <p>Ride a bike:</p>	<p>Go-slow:</p> <ul style="list-style-type: none"> • Roll over the ball to reach a game or puzzle pieces. Move quickly and unpredictably. • Bounce on the ball quickly, play stop and start bouncing following instructions, make quick changes to these instructions. • Jump on the trampoline, change direction and bounce quickly or heavily. <p>Fast-dash:</p> <ul style="list-style-type: none"> • Roll over the ball, and


<ul style="list-style-type: none"> • Make an obstacle course inside or outside, climbing over and slithering under obstacles.  <ul style="list-style-type: none"> • Trampoline – if using a big outside trampoline, make sure only one person is on it at a time and follow safety net advice. • Throw a heavy football, using two hands, throwing from overhead down to bounce on the floor. • Use a heavy rope, with one end tied to a post or tree; and wave this up/down like a snake – the longer the rope the heavier the work. 	<p>stretch so hands are flat on the floor to hold the body weight through the arms for a count of 5... (build up to a count of 30)</p> <ul style="list-style-type: none"> • Keep movements slow and predictable. • Bounce on the ball slowly with strong deliberate movements. • Jump on the trampoline with powerful strong jumps. • Limit the time playing on the trampoline – 5 minutes at a time to avoid getting too excited. Count down to stop with 3...2...1...finish/stop to help transition off of the trampoline. <p>Ready-steady:</p> <ul style="list-style-type: none"> • Use any of the above techniques to support your child.
<p>LUNCH TIME</p>	<p>IDEAS TO HELP</p>
 <ul style="list-style-type: none"> • Ask your child to help prepare the space and tidy away at the end of the activity. • Let your child help to prepare the food, spreading butter on bread, chopping fruit, pouring and carrying a jug or bottle of juice. • Consider whether a pop up tent (or a tent made from blankets over 2 chairs) might 	<p>Go-slow:</p> <ul style="list-style-type: none"> • Think about the environment; is it quiet, or busy? Can your child concentrate on eating their food? • If your child likes spicy, crunchy food this will give more sensory feedback. <p>Fast-dash:</p> <ul style="list-style-type: none"> • Think about the environment, is it noisy? Can you turn appliances and distracting sounds off? <p>Ready-steady:</p>



<p>be a calmer place for your child to eat.</p>	<ul style="list-style-type: none"> • Use any of the above techniques to support your child.
<p>CLEANING TEETH</p>	<p>REPEAT THE EARLY ROUTINE</p>
<p>RELAXATION</p>	<p>IDEAS TO HELP</p>
<ul style="list-style-type: none"> • Ask your child to help prepare the space and tidy away at the end of the activity. Pushing furniture out of the way is good 'heavy work' and will help both <i>Go-slow's</i> and <i>Fast-dash's</i> get ready to relax. <div data-bbox="352 801 726 1050" data-label="Image"> </div> <div data-bbox="244 1122 833 1397" data-label="Image"> </div> <div data-bbox="402 1469 676 1830" data-label="Image"> </div>	<p>Go-slow:</p> <ul style="list-style-type: none"> • Think about the environment - is it too quiet? Would relaxing music help? • How bright is it in the room? Can the curtains be closed? • Would your child be better lying down in a sleeping bag or under a duvet? • Use a gym ball to roll over your child's legs and back to give deep pressure feedback. <p>Fast-dash:</p> <ul style="list-style-type: none"> • Think about the environment, is it too noisy? Would relaxing music help? • How bright is it in the room? Can the curtains be closed? • Would your child be better lying down in a sleeping bag or under a duvet? • Use a gym ball to roll over your child's legs and back to give deep pressure feedback. Use this with consistent pressure and speed of movements. • Consider lying back to back with your child to give deep pressure, OR sandwich the child under a large sofa cushion or rug: make sure the activity is calm and not exciting.

	<p>Ready-steady:</p> <ul style="list-style-type: none"> • Use any of the above techniques to support your child.
<p>ACTIVITY</p>	<p>IDEAS TO HELP</p>
<div style="text-align: center;">  </div> <p>Go for a walk:</p> <p>Take with you a drink in a sports bottle and snack foods such as chewy food, sweets or a lolly that encourage sucking: these will give 'heavy work' for the mouth and help to calm and organise your child.</p>	<p>Go-slow:</p> <ul style="list-style-type: none"> • Think about where you walk; what type of walk best suits your child? Walking along a road or past shops can be busy and increase your child's sensory experiences. <p>Fast-dash:</p> <ul style="list-style-type: none"> • Think about where you walk; what type of walk best suits your child? Walking along a road or past shops can be busy and increase your child's sensory experiences. Quiet paths or the park may be better. • Use the outlining deep squashes or a 'squeeze' (hug) to calm your child if they get too energetic. <p>Ready-steady:</p> <ul style="list-style-type: none"> • Use any of the above techniques to support your child.
<p>MEAL PREPARATION</p>	<p>IDEAS TO HELP</p>
<p style="text-align: center;">Remember to wash your hands!</p> <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p>Chopping:</p> </div> </div>	<p>Go-slow:</p> <ul style="list-style-type: none"> • Carry the bag of vegetables to the kitchen, this heavy work can help to prepare your child for the cooking. • Help chop, peel, wash vegetables and fruit. • Weigh foods and pour liquids. • Make pastry, knead and roll out. • Use cutters and mix fillings. • Stir and dish up foods.

<p>Peeling:</p>   <p>Making:</p>	<p>Fast-dash:</p> <ul style="list-style-type: none"> • Think about the environment, are there sounds that you can stop, such as the washing machine, or radio? • What is the lighting like in the room? Are there bright lights or shadows? Can these be limited by putting lights on or closing a blind or curtain? • Carry the bag of vegetables to the kitchen, this heavy work can help to prepare for the cooking. • Help chop, peel, wash vegetables and fruit. • Weigh foods and pour liquids. • Make pastry, knead and roll out. This can be good ‘heavy work’. • Use cutters and mix fillings. • Stir and dish up foods. <p>Ready-steady:</p> <ul style="list-style-type: none"> • Use any of the above techniques to support your child.
<p>PREPARE THE TABLE</p>	<p>IDEAS TO HELP</p>
	<p>Go-slow, Fast-dash and Ready-steady:</p> <ul style="list-style-type: none"> • Think about making a place setting in art and craft activities, to help place things correctly. • The Knife and spoon should be in the dominant hand.
<p>DINNER TIME</p>	<p>IDEAS TO HELP</p>
<p>Eat together if possible as this is an important</p>	<p>Go-slow, Fast-dash and Ready-steady:</p>

<p>family time.</p>  <p>Ideas from breakfast and snack time are still recommended.</p>	<ul style="list-style-type: none"> • Wash hands. • Make sure your child is sitting at the table with their feet supported on the floor or a foot-box. Knees and hips should be at right angles. • Prepare the environment before dinner time. Turn off TV, radio and house hold appliances if this make it difficult for your child to concentrate. • Think about the best position for your child to sit, some children find it difficult to see or hear others eating.
<p>TIDY UP</p>  <p>Use steps or foot boxes to enable your child to reach the sink.</p>	<p>IDEAS TO HELP</p> <p>Go-slow:</p> <ul style="list-style-type: none"> • Ask your child to help clear away dishes. • Use an egg timer to help keep your child on task. <p>Fast-dash:</p> <ul style="list-style-type: none"> • If your child gets over excited with water play, ask them to dry dishes. • Or ask your child to help put items away in cupboards. <p>Ready-steady:</p> <ul style="list-style-type: none"> • Use any of the above techniques to support your child.
<p>PLAN TOMORROWS ACTIVITIES</p>  <p>Remove today's choices and plan tomorrow.</p> 	<p>IDEAS TO HELP</p> <p>Go-slow:</p> <ul style="list-style-type: none"> • Think about increasing the amount of time your child does an activity to build tolerance and stamina. <p>Fast-dash:</p> <ul style="list-style-type: none"> • Think about how long your child was able to tolerate the activities. Did they become too high? If so consider reducing the

<p>Swap activities like for like to keep your child's day active with 'heavy work' and calming, organising activity.</p> <p>AS IT IS NOW TIME TO START TO PREPARE FOR BEDTIME STOP USE OF ALL COMPUTERS AND I-PADS.</p>	<p>amount of time that activity is done for/ think about where that activity comes in the day, would it be better at a different time of day?</p> <p>Ready-steady:</p> <ul style="list-style-type: none"> • Consider all of the above techniques to support your child.
<p>BATH TIME</p>	<p>IDEAS TO HELP</p>
<div style="text-align: center;">  </div> <p>Use deep pressure stroking movements to wash rather than rubbing.</p> <p>Dry your child by wrapping them in the towel and applying deep pressure rather than rubbing them dry.</p> <p style="text-align: center;">Note:</p> <p>Citrus or Tea-tree fragrances are alerting and might be useful if used for a morning bath time, but consider if they impact on your child's alertness before using when preparing for bedtime.</p>	<p>Go-slow:</p> <ul style="list-style-type: none"> • Think about using bathing products with smells that help to relax your child such as lavender or rose. <p>Fast-dash:</p> <ul style="list-style-type: none"> • Before getting into the bath, use deep pressure techniques to prepare your child. • Avoid your child being in the bathroom whilst the bath is running if the noise of this makes them get excited. • Carefully consider if fragrances influence your child and avoid them if necessary. • Squeeze shampoo through the hair, rather than rubbing, or load shampoo onto a sponge and apply this to the head in slow deep pressure squashes. • If Safe – a deeper water level gives more water pressure and is calming. <p>Ready-steady:</p> <ul style="list-style-type: none"> • Consider all of the above techniques to support your child.

CLEANING TEETH	REPEAT THE EARLY ROUTINE
	<p>If using an App to help time teeth cleaning, consider how this impacts on your child and avoid anything that excites them.</p>
BED TIME	IDEAS TO HELP
<p>IT IS RECOMMENDED THAT ALL SCREEN-TIME ACTIVITIES ARE STOPPED AT LEAST 2 HOURS BEFORE BEDTIME.</p> <ul style="list-style-type: none"> • Set a bedtime and stick to this routine consistently. (Once your child's routine is well established you can offer slight variations at weekends and school holidays). • Wherever possible the bedroom should be clutter free, avoid having toys and toy boxes in this room. • Avoid having pictures or hangings around the room as these can be exciting. • Consider the temperature of the room and how this might impact on your child.  <ul style="list-style-type: none"> • If your child likes pictures keep them to a feature wall, the wall where the bed head is, can be the best for this, as the child sees less of the pictures when they are in bed. • Have a quiet time before getting ready for bed, avoid exciting play such as rough and tumble. • Read a story; you can use this time to apply deep pressure calming to your child by squash or squeeze (hugs) and 	<p>Go-slow:</p> <ul style="list-style-type: none"> • Follow a familiar routine. • Your child might benefit from deep pressure outlining as they get into bed, as this will give them a strong awareness of where their limbs are in bed, but also be calming. <p>Fast-dash:</p> <ul style="list-style-type: none"> • Deep pressure is important to prepare your child for sleep. • Consider the lighting in the room, have a night light or use black out curtains as needed. • Use body squashes, either with a gym ball, or just by outlining with the duvet. • Consider tucking a sheet in to give deep pressure, this should be positioned up to your child's waist height only and be tucked in tightly. • A soft mattress can make a child restless – whilst a firm mattress gives support. • Consider using a sleeping bag to make your child feel cocooned. • Keep your voice even and speech at a consistent slow pace. Avoid too much talking and conversation. • If your child reads as part of their routine, use a timer to identify limits and stick to this.

<p>outlining techniques.</p> <ul style="list-style-type: none">• If you have to go back into your child's room, avoid turning the light on, this will brighten the room and be exciting to the sensory system.• Avoid becoming angry or frustrated at repeated revisits to settle your child, repeat the earlier preparation process.	<ul style="list-style-type: none">• If you need to go back into your child when they are disturbed, repeat the above preparations, do not engage in conversation. <p>Ready-steady:</p> <ul style="list-style-type: none">• Consider all of the above techniques to support your child.
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