

THE SECONDARY SCHOOL 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. 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.



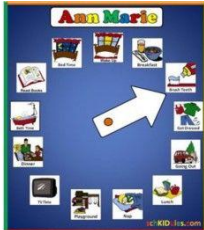
How does your child's system work?



Often when talking about children's sensory needs therapists draw reference to a child's system being **Slow, Fast or Just right**. These names give quick descriptions of how different children react and respond to the world around them. The descriptions are good indicators no matter how old your child is, so have a think and decide which description most matches your child. Children can change during the day, and be any of these different descriptions at different times or for different activities.

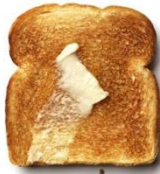

Slow: is low arousal and alertness, is slow to respond to sensory information and slow to activity.

Fast: is 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!

Just right: is level and even with well-regulated sensory responses, **Just right** can meet the different challenges faced day to day, and throughout the day.

TIME TABLE	IDEAS TO HELP
<p>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 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>  <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>  <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>When waking your child HAVE AN ACTIVE START TO THE DAY</p>	<p>Slow:</p> <ul style="list-style-type: none"> • Squash your child with their duvet; place your hands around their body outlining their shape giving firm pressure to them.

	<ul style="list-style-type: none"> • Do this slowly to start 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 be energetic and louder. <p>Fast:</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, or if using your voice, keep this at a steady calm pitch and volume. <p>Just right:</p> <ul style="list-style-type: none"> • Squash your child with their duvet; slowly go around their body outlining their shape with firm pressure. • Ask them to get up, in a calm neutral voice.
<p>GETTING DRESSED</p>	<p>THINK ABOUT YOUR CHILD</p>
 <p>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>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>Slow:</p> <ul style="list-style-type: none"> • Continue to outline your child, or get them to outline their own body; getting them prepared to put their clothes on, for example: • 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>Fast:</p> <ul style="list-style-type: none"> • use the same process as for Slow, 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. <p>Just right:</p> <ul style="list-style-type: none"> • If an item of clothing is difficult, outlining the part of the body where the item is worn can help with dressing.
<p>BREAKFAST TIME</p>	<p>IDEAS TO HELP</p>
<div style="text-align: center;">  </div> <div style="text-align: center;">  </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 Slow's and Fast's to get ready to relax. 	<p>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 fruit or crunchy food this will give more sensory feedback. <p>Fast:</p> <ul style="list-style-type: none"> • Think about the environment - is it noisy? Can you turn appliances and distracting sounds off? • Think about using a straw for drinks, this increases the muscle strength needed to drink and is calming. <p>Just right:</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="352 309 727 427" data-label="Image"> </div> <ul style="list-style-type: none"> • Think about this activity with your child, if they find it difficult, you can 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. • 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), all areas need to be brushed. 	<p>Slow:</p> <ul style="list-style-type: none"> • Stamp when walking to the bathroom to clean teeth. • Challenge your child to stand on one leg and balance whilst cleaning their teeth, change legs half way through. • Prepare for teeth cleaning by using 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. • 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:</p> <ul style="list-style-type: none"> • Stamp when walking to the bathroom to clean teeth. • Prepare for teeth cleaning by using deep pressure touch to the face before starting. • Dry the face with deep pressure dabs to the face, not fast brushing movements. <p>Just right:</p> <ul style="list-style-type: none"> • You can use any of the above techniques to support your child.
BE ACTIVE!	IDEAS TO HELP
<p>Plan an active start to the day 15 minutes of a movement activity is a good foundation for the day.</p>	<p>Slow:</p> <ul style="list-style-type: none"> • Have the music on loud if following an activity

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.



Consider doing Joe Wicks or similar movement activity.

programme.

- Encourage big movements
- Do the above activities at varying speeds, sometimes fast, sometimes slow, changes keep your child engaged.

Fast:

- Keep the noise levels controlled, not too loud, avoid too many noises in the background.
- Make movements big and of a constant steady pace.
- 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 'binoculars' (hands to face'-glasses') this will help to slow everything down.
- Do all of the activities at a steady, slow and repetitive pace.
- Count down a change clearly "change in 3...2...1...change"

Just right:

- Use any of the above techniques to support your child.

CRAFT/MESSY PLAY

IDEAS TO HELP

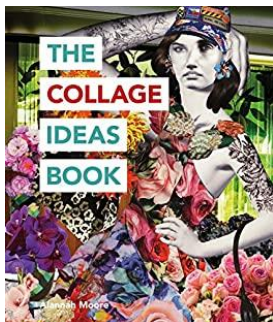


Plaster of Paris

modelling

Slow:

- Ask your child to help prepare the space and tidy away at the end of the activity.
- Use bright colours.
- Tear paper for collages – the more sheets put together the harder it is to tear and the more sensory feedback your child



Cutting and sticking:

- Gardening/car washing/watering
- Bread making/dough play
- Painting and printing
- Cooking

Think about planning different crafts on different days. Don't be worried about repeating the same activity regularly.

receives.

Fast:

- 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".

Just right:

- Use any of the above techniques to support your child.

MORNING SNACK

IDEAS TO HELP










Slow:

- 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 sensory feedback.
- Think about having snacks cold, put them in the fridge before-hand.

Fast:

- Ask your child to help

<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>prepare the space and tidy away at the end of the activity.</p> <ul style="list-style-type: none"> • 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>Just right:</p> <ul style="list-style-type: none"> • Use any of the above techniques to support your child.
<p style="text-align: center;">ACTIVITY</p>	<p style="text-align: center;">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>Do pilates/yoga</p>	<p>Slow:</p> <ul style="list-style-type: none"> • Roll over the ball to reach a game or puzzle pieces. Move quickly and unpredictably. • Sit on a ball and bounce. • Jump on the trampoline, change direction and bounce quickly or heavily. <p>Fast:</p> <ul style="list-style-type: none"> • Roll over the ball, and stretch to hold the body weight through the arms for a count of 5...(build up to a count of 30) • Keep movements slow and predictable. • Bounce on the ball slowly with strong deliberate movements. • Do Pilates/yoga

<ul style="list-style-type: none"> • Make an obstacle course inside or outside, climbing over and slithering under obstacles. 	<p>Just right:</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>
<div style="text-align: center;">  </div> <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. 	<p>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:</p> <ul style="list-style-type: none"> • Think about the environment, is it noisy? Can you turn appliances and distracting sounds off? • Avoid a lot of movement around the area you are eating in. <p>Just right:</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>
<div style="text-align: center;">  </div>	<p>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

- 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 *Eeyore's* and *Tigger's* to get ready to relax.



bag or under a duvet?

- Use a gym ball to roll over your child's legs and back to give deep pressure feedback.

Fast:

- 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 laying 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.

Just right:

- Use any of the above techniques to support your child.

ACTIVITY

IDEAS TO HELP



Go for a walk:

Slow:

- 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.




Fast:




- 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.



Just right:

- Use any of the above techniques to support your

	child.
MEAL PREPARATION	IDEAS TO HELP
<p style="text-align: center;">Remember to wash your hands!</p>  <p style="text-align: center;">Chopping peeling</p>  <p style="text-align: center;">Making:</p> 	<p>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>Fast:</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>Just right:</p> <ul style="list-style-type: none"> • Use any of the above techniques to support your child.

PREPARE THE TABLE	IDEAS TO HELP
	<p>Slow, Fast, Just right:</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.
DINNER TIME	IDEAS TO HELP
<p>Eat together if possible as this is an important family time.</p>  <p>Ideas from breakfast and snack time are still recommended.</p>	<p>Slow, Fast and Just right:</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.
TIDY UP	IDEAS TO HELP
 <p>Use steps or foot boxes to enable your child to</p>	<p>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:</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>reach the sink.</p>	<p>Just right:</p> <ul style="list-style-type: none"> • Use any of the above techniques to support your child.
<p style="text-align: center;">PLAN TOMORROWS ACTIVITIES</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="217 465 432 674">  </div> <div data-bbox="453 611 866 680"> <p>Remove today's choices and plan tomorrows.</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div data-bbox="197 831 671 976"> <p>Swap activities like for like to keep your child's day active with 'heavy work' and calming, organising activity.</p> </div> <div data-bbox="663 728 892 929">  </div> </div> <p style="text-align: center; margin-top: 20px;">AS IT IS NOW TIME TO START TO PREPARE FOR BEDTIME STOP USE OF ALL COMPUTERS AND I-PADS.</p>	<p style="text-align: center;">IDEAS TO HELP</p> <p>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:</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 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>Just right:</p> <ul style="list-style-type: none"> • Consider all of the above techniques to support your child.
<p style="text-align: center;">BATH TIME</p> <div style="text-align: center; margin-top: 20px;">  </div> <p style="margin-top: 20px;">Dry your child by wrapping them in the towel and applying deep pressure rather than rubbing them dry.</p>	<p style="text-align: center;">IDEAS TO HELP</p> <p>Slow:</p> <ul style="list-style-type: none"> • Think about using bathing products with smells that help to relax your child. <p>Fast:</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.

	<p>Just right:</p> <ul style="list-style-type: none"> • Consider all of the above techniques to support your child.
<p>CLEANING TEETH</p>	<p>REPEAT THE EARLY ROUTINE</p>
	<p>If using an App to help time teeth cleaning, consider how this impacts on your child and avoid anything that excites them.</p>
<p>BED TIME</p>	<p>IDEAS TO HELP</p>
<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 these to a feature wall, the wall the bed is against is 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 (hugs) and outlining techniques. 	<p>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:</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. • 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.

<ul style="list-style-type: none">• Or just be together and quiet.• 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 your child reads as part of their routine, use a timer to identify limits and stick to this.• If you need to go back into your child when they are disturbed, repeat the above preparations, do not engage in conversation. <p>Just right:</p> <ul style="list-style-type: none">• Consider all of the above techniques to support your child.
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