



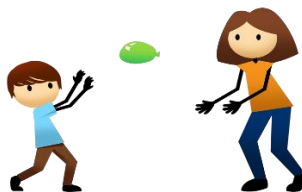
## Gross Motor Activities

- Obstacle courses – include tasks such as jump over a snaking rope, crab crawl, heel-to-toe walk
- Animal walks – encourage your child to walk like a frog, bunny, crab etc.
- Hokey pokey
- Simon Says
- Skipping
- Tug of war

- **Wheelbarrow walking;**



- **Balloon Volleyball;** using a balloon play volleyball or 'keep the balloon up'. Ensure that your child is always reaching up to hit the balloon to help strengthen the shoulder.



- **Throwing games;** shooting baskets or throwing a ball off the wall. It is important to ensure that your child is throwing from the shoulder to hit a higher target to develop shoulder strength. Also, you can stand in front of your child while he/she sits with his/her back to the wall and throw a ball/beanbag up to you. Again make sure the throw is coming from the shoulder.

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- **Ball Walk;** Have your child crouch facing the wall, putting hands on the ball. Have him/her "walk" the ball up from the floor with his/her hands until the ball is at shoulder level. Then "walk" the ball along the length of wall, keeping it at the same height. Repeat a few times. Your child's hands should cross over as the ball moves along. Aim for slow controlled movements – the child who wants to do it quickly can sometimes be compensating for the lack of shoulder stability needed to do it slowly and in a controlled way. You can do this with a therapy ball or a football/basketball.



➤ **Therapy ball time;**

- 1) lie your child on his/her tummy on the therapy/exercise ball. Roll him/her forwards and encourage him/her to 'save himself/herself from falling' with his/her hands. Encourage your child to push back with his/her hands.



- 2) Encourage your child to lie on tummy on the therapy ball while reading/doing jigsaw etc. His/her feet should be off of the floor, with his arms and shoulders supporting him.



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- 3) **Ball walk out;** encourage your child to lie with his/her tummy on a therapy ball, with his/her hands flat on the floor. He/she must slowly begin to walk his/her hands forward until his/her body is in a straight line with legs balancing the therapy ball. (essentially, this is planking but with the use of a therapy ball). Your child may need support to stabilise the ball.
- **Scooter board;** encourage your child to lie on a scooter board (or skate board if available) on his/her tummy and use arms to propel forwards. You can use cones/cushions etc to make an obstacle course that your child must propel around.
- **Bridging;** Encourage your child to make a bridge by placing his/her hands on the floor, knees off floor too. To make a game of this; your child has to keep the bridge up while you roll a ball underneath 5 times, build up to 10 etc.



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## Fine Motor Activities

- Squeezing a stress ball
- Playdough/Theraputty; squeezing and flattening same. Hide objects such as pegs/coins in playdough and ask your child to pull them out.
- Animal Walks: Do different kinds of animal walks walking on hands, the wheelbarrow walk, bear walk, crab walk.
- Cutting with scissors on different thickness of paper.
- Scrunching up paper into a ball. You could encourage your child to do this by making a collage with crepe paper for example.
- Water fun: using squeezable bottles, fill bottle with water and encourage your child to squeeze water out of bottle into sink/bath etc.
- Tug of war
- Use a hole punch to punch a design in coloured paper
- Using the side of a crayon, rub over a template to make a design on paper or encourage shading a picture using the side of a crayon
- Place clothespins onto the side of a container, on objects, or on each other. Increase resistance of clothespins by adding rubber bands to them
- Use salad tongs to pick up small balls or other objects
- Pacman; cut a small hole in a tennis ball and encourage your child to transfer small pegs into Pacman's 'mouth' to feed him.
- Threading
- Painting using cotton buds as the paint brush

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## Sensory Regulation

When a child is regulated they are better able to cope with the sensory challenges that they may face, they can concentrate and attend better, and they can function more effectively in their daily life. The proprioception system is the most important sensory system for grounding and regulating children. The proprioception system is engaged when joints experience deep pressure also called 'heavy work' and this in turn promotes regulation. Incorporate 5-6 of the following deep pressure strategies into your child's daily routine to promote consistent regulation which in turn promotes grounding and calming, and maximises concentration and attention:

- ❖ Encourage your child to help with "heavy work" activities such as moving chairs, carrying groceries, carrying laundry, sweeping etc.
- ❖ Deep pressure massage: provide gentle but firm pressure to arms and legs, shoulders, hands and head
- ❖ Hotdog rolls; Roll your child up tightly in a blanket and then unwind him/her (monitor temperature throughout to avoid over heating). Do this repeatedly
- ❖ Kids sandwich; pretend you're making a sandwich out of your child and apply deep pressure using cushions/beanbags etc.
- ❖ Sit your child on a therapy/exercise ball and encourage him/her to bounce up and down.
- ❖ Encourage your child to lie on his/her tummy on the ground/mat and firmly roll the therapy/exercise ball up and down his/her back and legs
- ❖ Theraputty; pulling, fidgeting with theraputty activates the proprioceptive receptors in the hands and provides nice deep pressure. Theraputty can be substituted with playdough or bluetac however more deep pressure will be experienced when using medium to firm strength theraputty.
- ❖ Encourage your child to engage in movement activities such as running, jumping etc. (Supervision required)

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- ❖ Squeezing stress balls/ fidget toys
- ❖ Jumping and safe crashing activities e.g. into a large beanbag (supervision required)
- ❖ Crawling Games/Animal walks
- ❖ Marching games/ songs
- ❖ Commando crawling (belly crawl)

When utilising these strategies for regulation it is important to use them proactively, rather than reactively i.e. don't wait for your child to become dysregulated ('high') to incorporate them. Build these strategies into your child's daily routine so he/she receives consistent deep pressure throughout the day.

It is important to note that everyone has different sensory preferences therefore some of these strategies will work better than others in regulating your child. Take note of those that particularly benefit him and utilise these ones regularly.

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