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SIGHT

Holds objects close to eyes

- Eye test to check for short-sightedness
- Help child to filter out irrelevant information and focus on what is important to them

Fascinated by tiny threads on carpet/small patterns

- Place large play mat/cloth on floor to discourage thread pulling and encourage task focus

Stares at fluorescent lighting

- Offer sensory environments as relaxing alternative

Likes to see toys spinning


- Incorporate spinning in play activities, gradually reducing spinning and increasing emphasis on toy function, eg rolling

Excited by flashing lights on toys

- Limit toys to use as motivators for short periods

Turns lights off/avoids looking at print in books

- Increase natural colours in child's environment
- Keep artificial lights dimmed; increase natural light
- Reduce unnecessary visual information
- Create 'den' or designated area which is visually sympathetic for the child and focus on what is important to them



TOUCH

Avoids holding hands with adults or children

- Use a no pressure approach and allow child to watch from a distance
- See if child will tolerate adult holding onto a sleeve
- Expose child to range of tactile experiences

Craves rough and tumble play

- Build more gentle play sequences into play
- Include a wind down period in this play and gradually increase time

Holds people tightly/leaning on others

- Give firm handshakes or high fives throughout the day
- Play clapping and guess the object by feeling games
- Divert child to pressure toys eg squeeze balls, encourage to press down on a beach ball

Strips off clothing

Analyse what the issue is:

- Are tags rubbing? Remove if possible
- Stick to familiar acceptable clothes and gradually introduce new garments for short periods
- A fitted vest/body stocking can sometimes help to comfort against irritating fabrics

Finds nappy change distressing

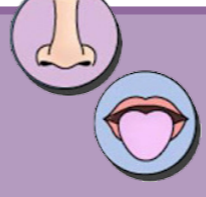
- Ensure mat is not cool – place towel underneath child when changing
- Determine if child needs firm or light touch and use single quick movements
- Team activity with familiar song or toy

Avoids messy play

- Incorporate familiar toys into messy play, eg car in paint tray
- Let child manipulate materials with long, then short handle tools
- Use Ziploc bags filled with messy materials for close exploration

Doesn't show distress when hurt

- Expose to variations of touch eg light and firm to help child to learn to identify different sensations



SMELL AND TASTE

Smells toys before playing

- Show alternative ways of identifying toys, eg by texture
- Use scratch and sniff books during play

Puts objects up nose

- Show child appropriate distance to hold objects when smelling them
- Allow to sniff different fragrances on large pieces of fabric

Eats non-food items

- Intervene and replace with small food item; use small box with seal to encourage child to eat edible items
- Direct to special box of chewable toys (teethers, rings) each time an inedible item is put in mouth

Chews/mouths everything

- Possibly at stage of development where mouth exploration is dominant
- Provide with range of textured toys/objects to explore with hands

Bites people for no apparent reason


- Could be experiencing overload. Approach child slowly from front, not touching child
- Child could wear a small rubber ring to divert to when he feels urge to bite

Refuses to sit at table to eat

- Adult to model sitting at table with child
- Decrease amount of time child is expected to sit at table. After short period of appropriate sitting, allow to move away to do favourite activity

Licks people/objects

- Divert child to different ways of identifying people through sight and touch



MOVEMENT AND BODY SENSE

Climbs to excess

- Give lots of opportunity to play on large play equipment
- Play running /catch games

Seeks rocking motion

- Engage in paired play eg row the boat, roly poly song
- Use of a large child sized gym ball to simulate rocking motion

Spins excessively

- Play games where spinning appropriate, eg ring a roses
- Read books that involve swirling actions, eg, Bear Hunt

Constantly on the move

- Provide child with regular, frequent bursts of gross motor play
- Reduce time spent on sit down activities

Difficulty negotiating around obstacles


- Raise sight awareness of obstacles with regular reminders
- Put visual markers on fixed obstacles
- Play games involving moving around obstacles

No sense of danger when climbing

- Ensure safety by diverting climbing to appropriate play equipment and reinforcing 'no climbing here'

Difficulty with fine motor skills

- Provide fine motor play opportunities
- Encourage play with tactile manipulative toys, eg squishy balls



SOUND

Distressed by loud, sudden noises eg balloon popping, child screaming

- Identifying noise through visual and verbal labelling can reassure, eg 'wow it's the balloon, look!'
- Encourage child to play with object or watch others play with it
- Create fun games, eg blowing up balloon and letting it go, releasing small squeaky bursts of air, etc.

Becomes over excited from repetitive sounds

- Use sand timer to show that activity is going to finish
- Limit access to sound before it over-stimulates the child

Distressed by everyday noises eg hand dryer

- Encourage child to stay at distance but in same room, so they can see it but feel protected
- Visually identify sound source to ease anxiety.
- Eventually encourage child to move near it... touch it...turn it on

Places hand over others mouth when they sing/talk

- Prepare the child by providing explanation if group are going to sing
- Try to ensure that one adult talks to child at once
- Use soft, calm voice. Speak in short, simple sentences and focus on what is important to them

Doesn't respond when spoken to

- Eliminate hearing difficulty
- Provide structured teaching in distraction free area for short periods
- Use child's name at start of any interaction
- Use animation in voice to help child pay attention
- Basic work on identity/name recognition using photographs and labelling tray, chair, etc to support with recognition