



Private Occupational Therapy

In-Home Pediatric Occupational Therapy

Touch Processing

The touch sense is very important for protection, fine motor skills and social interaction

GUIDELINES FOR PROVIDING TOUCH EXPERIENCES

1. Most beneficial if the child provides the sensory input to him or herself
2. Some children may prefer deep touch: firm touch, while others may have a high threshold for tactile input and require light touch.
3. Most children will accept touch to the arms and legs. Allow them to provide input to their face and mouth independently.
4. Try to provide stimulation in a quiet, separate area. This will help to decrease other sensory inputs.

CLASSROOM ADAPTATIONS/ACCOMMODATIONS

- Avoid light touch
- Always approach a child from the front when physically assisting or touching a student so he/she can anticipate the sensory input
Add tactile input on writing tools for students with poor tactile discrimination (velcro, silly putty, puff paint)
- Have students practice letter formation in a variety of mediums (sand, foam, gel)
Use materials with varied textures to alert
Use materials with consistent textures to calm Consider placement of a child with tactile defensiveness
- A child with tactile sensitivities/defensiveness may enter class before others, stand at the front or back of the line.
Use manipulative during math time
- Spelling games with magnetic numbers
- Fidget boxes available

For a child that is hypersensitive:

- Use paint brushes or sponges for painting or gluing Seat the child in the back or side of class to minimize touching
- Alert the child before touching them
- Have the child follow a visual schedule-outline the pictures with various tactile substance
- Allow the child to sit on a carpet square or chair during difficult group activities

CALMING/ORGANIZING ACTIVITIES

- Qualities that make touch calming: pressure touch, tight wrap, firm stroking over large areas, familiar/predicted soothing or comforting, smooth, warm, simple shapes, rounded, dull or blunt
- Provide student with a fidget toy
- Stroke soft material strip inside of a binder or attached underneath desk
- Provide opportunities to use hand/body lotions



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- Play in rice, bean, or sand bin
- Manipulate putty or play doh

ALERTING ACTIVITIES

- Qualities that make touch alerting: light touch, unexpected touch, rough/varied textures and angles, cold items
- Touch different textured boards
- Hold a fidget toy
- Hold/manipulate cold items (ice pack) Intermittent use of a fan
- Spritz arms/hands with a mini spray bottle Brush body with a feather