

TIPS FOR SENSORY NEEDS

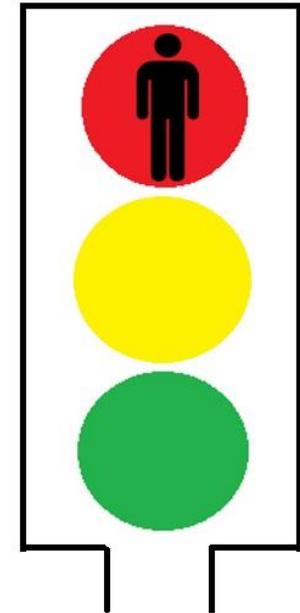
(MOVEMENT)

What are the implications of Over-Responsiveness to Vestibular Input in the school setting?

These children are very sensitive to movement, particularly fast actions or sudden changes in direction. They can be easily disoriented in response to turning their head, bending over or having to move their eyes from side to side. They find sedentary activities preferable to PE, sports and playground games.

How can we support Over-Responsiveness to Vestibular Input?

- Model the beginning, middle and ending of a movement using musical rhythm or visual cues.
- Firm touch or having an object to squeeze may provide calming input during a movement.
- Practice balancing on the ground before using elevated equipment - standing or hopping on one leg; walking along a clear line; sitting on a platform or ball with feet flat on the floor.
- Consider the use of a box or footrest when the child is sitting at a desk or on the toilet.
- Provide activities which feature slower or repetitive movements - going for a walk or treasure hunt; passing a beanbag back-and-forth; throwing or kicking a ball towards a stationary target.



What are the implications of Under-Responsiveness to Vestibular Input in the school setting?

These children are often "on-the-go". They can be seen fidgeting, rocking and spinning. Their poor coordination leads to tripping and falling. Risk-taking behaviour can occur due to an impulsive craving for movement. They can also find it hard to remain seated and concentrate for prolonged periods.

How can we support Under-Responsiveness to Vestibular Input?

- Provide opportunities for movement before a period of sitting and listening (jogging on the spot; chair or wall push-ups; pushing against resistance bands on the legs of a chair or table).
- Encourage the child to change position frequently. Trial a wobble cushion for additional stimulation.
- Schedule movement breaks as a means of recovering from sedentary activities. These may involve going for a run, doing star jumps, bouncing on a trampoline or using PE equipment.
- Give the child jobs and responsibilities which allow them to move around during an activity or routine.
- Model how to control movements using structured games (e.g. egg and spoon races). The child may need a designated position when lining up or transitioning from one environment to the next.

