

# Tactile

- Firm touch is more acceptable than light touch, so avoid light or unexpected touch and even close proximity to peers, when in a group setting.
- Be aware of a possible oversensitivity to tactile input and touch as the child seems to over react to some tactile stimuli. Let them know that you understand that if they do not like the way “that” felt and that it may have been uncomfortable to them. Touch pressure (firm touch) is more acceptable than light touch.
- Make all adults (and peers, as appropriate at their level of understanding) aware that the child needs to have consistent personal boundaries/space and may not be touched without permission or forewarning.
- Allow the child to be at the beginning or end of a line, but not in the middle- too close for comfort.

# Tactile

- Continue to encourage tactile and other sensory experiences at the child's tolerance level, never force a sensory experience, if they do not want to touch something do not force, but afford them the opportunity and encourage at their level.
- Modify activities, as needed, if the child is demonstrating limited tolerance to an art medium. For example, offer tools to manipulate play dough or offer shaving cream in a plastic bag, glue sticks or Q tips for gluing, etc.
- Incorporate multi-sensory activities, such as finding objects in rice, noodles, or beans, shaving cream drawing, side-walk chalk drawing, cutting play-dough, or sorting or counting objects with different textures.
- Engage the child in multi-sensory mediums imbedded into learning activities, such as imitating simple shapes in shaving cream or digging out letter or number cards from a bin of rice/beans/or dried noodles.

# Tactile

- Provide opportunities for the child to explore early writing skills in multiple sensory-based mediums, such as drawing shapes in shaving cream or pudding; using side-walk chalk; painting; or drawing shapes in sand.
- To improve attention to line boundaries with coloring, use Wikki Stixs to create a tactile border. Also, increasing the width of the line to be colored in can improve visual attention to line boundaries.
- Provide tactile input to the hands before asking the child to participate in activities involving grasp/ release. This may be in the form of massage, rubbing the hands and fingers with different textures, vibratory toys, and other.
- Provide the child with a variety of tactile experiences to their hands. Help them to use tactile toys like Koosh or putty, rub hands on carpet squares or other textures, and use vibrating toys.

# Tactile

- Provide tactile stimulation, as tolerated, to palms of the hands (to decrease sensitivity/ increase awareness) and around the mouth (to decrease defensiveness) prior to eating.
- Play with the child using the matching textures game to increase tolerance and discrimination.
- Encourage the child to wear clothing without labels.