

Home Accommodation Checklist

Sensory Processing:

- ❑ At each moment a person takes in information from the environment and his or her body and must screen what important to organize him or herself to act on the environment.
- ❑ Keep visual and auditory distractions to a minimum to help facilitate the child's attention to homework. Have a quiet corner with a beanbag chair or cubicle.
- ❑ To minimize auditory distractions, a room with a rug or carpet would help to decrease extraneous noises. Vacuum while he or she is out. Prepare the child for sudden noises.
- ❑ To help a child who is over-sensitive to smells, use unscented detergent and shampoo. Do not wear perfume or use car or stick up air fresheners. Use unscented markers.
- ❑ For the child who has trouble falling asleep, try giving the child flannel sheets and a heavy comforter or sleeping bag to sleep under to provide heavy weight and deep calming pressure. Many children benefit from having a stuffed animal to hug.
- ❑ For the child who is over-sensitive to food in his or her mouth, try giving ice pops or frozen juice ice cubes to desensitize the mouth. Whistles, party blowers, chewy foods, and making raspberries also provide food input to the mouth.
- ❑ To decrease tactile distractions, turn socks inside-out and remove tags from shirts. Eagle brand socks do not have a toe seam. Some children prefer either tight or loose-fitting clothes; follow the child's lead.
- ❑ When cutting hair and nails, give firm pressure to the head, shoulders, and fingers. Vibrating toothbrushes sometimes help children who don't like tooth brushing.
- ❑ To help with showers, try a hand held showerhead to control pressure and spray and keep water out of the child's eyes. Count to 10 while holding a washcloth over the child's eyes when rinsing hair. This will prepare the child for the water and let him or her know when it will be done.
- ❑ When getting out of the bathtub, use a large towel to wrap child tightly. Rub the child with the towel or loofah sponge to decrease tactile defensiveness.
- ❑ For the child who has poor proprioceptive processing, give heavy work, such as carrying the laundry basket, sweeping the floor, or pushing chairs under the table. Swinging is a great activity!
- ❑ To provide more deep pressure for the child have him wear a backpack, hat, fanny pack, or place heavy things in his or her pocket.
- ❑ To improve self-feeding use a weighted fork or spoon and non-slip surfaces under plates, e.g., dyceem. The weight gives the child clearer sensory feedback about where his or her arm is in relation to the body.
- ❑ For the child who is over-sensitive to movement or fearful of leaving the ground (gravitational insecurity), provide alternative playground activities. For example, the child may be able to walk across a line on the floor but not able to walk on a balance beam. Limit the amount of rolling or twirling - let the child's response be your guide or check with the occupational therapist.
- ❑ For the child who gets carsick, seat the child in the front seat, give chewy food, such as licorice or gum, try ginger, and give deep pressure to the head.
- ❑ For the child who is under-responsive to movement, include rolling, swinging or twirling in playground activities. (Ropes, tire swing, merry-go-rounds.)

- ❑ For the child who seeks a great deal of movement, try providing movement experiences throughout the day. It may help to wake the child 15 minutes earlier before school and allow her to jump on the bed or to swing.

Postural Control and Motor Performance

- ❑ Postural stability, or the ability to maintain a stable trunk position, provides background support necessary to develop fine motor skills.
- ❑ Give frequent breaks from table top work, since this child has a difficult time maintaining sitting positions and fatigues more quickly than other children due to weakness in postural muscle control.
- ❑ Adjust the chair and table to a height suitable for the student to best perform tabletop work, (Feet touching the floor: table height just below the child's elbows.) The Tripp Trapp chair is a wooden chair adjustable to all table sizes.
- ❑ During writing, chewing gum or sucking on hard candy may help give a stable point for increased accuracy.
- ❑ To increase postural muscle strength and endurance: wheelbarrow walking tug of war, carrying weighted objects, wrestling, or other resistive play. Jumping rope and climbing activities are fine!
- ❑ To include the whole family in strengthening, try aerobic exercise tapes, or join a class. Yoga is great for strengthening.

Motor Planning and Organizational Strategies

Motor planning is the ability to organize and sequence novel activities, it and affects the child's independence in self-help skills and motor development.

- ❑ For the child with difficulty in motor planning, give simple step-by-step directions. Help the child identify the steps needed to accomplish the task. Demonstrate or ask another child to model the motor activity, then ask the child to try.
- ❑ Asking questions such as "What do we need to do first, next...?" can help children with difficulty in initiating and sequencing tasks. Develop consistent home routines.
- ❑ Set clothing out on the bed in a row to help with dressing. Have the child take articles from left to right. Label drawers if needed and rearrange them top to bottom in order of first to last items needed.
- ❑ Help the child get prepared the night before. Ask: "What do you need for tomorrow?"
- ❑ Model the thinking process by verbalizing steps aloud to help the child incorporate this process into his or her routine.
- ❑ Teach the child that toys have a place, using labeled bins or drawers. Have him or her clean up one activity before starting another.

Therapist: _____ Email: _____