

## Organising Strategies

Organising activities can help any child who is either over or under-active become focussed and attentive. Types of sensory input that are “organising” include deep touch pressure, “heavy work”, movement, rhythm and oral-motor input. These activities are particularly useful during transitions in the school day and a lot of them are great as a whole class activity!

### **Deep Touch Pressure:**

- Vibration – use a vibrating massage pillow, vibrating wiggle pen etc.
- Place hands on the child’s shoulders or head with safe, firm pressure.

### **Heavy Work:**

- Magic room - with arms extended and palms flat push the walls of the room to “make the room ‘bigger’”.
- Chair push ups - sitting on standard class chair, hold onto sides of chair and lift bottom off chair. Hold position and count. This is a great whole class activity.
- Stand in door frame and “push out” the sides.
- Monkey bars – hanging and swinging from bars is great.
- Swimming.
- Push open heavy doors.
- Wheelbarrow walks – make into a game by collecting objects.
- Tug of war/ push-pull games, e.g. pulling apart theraputty or pulling theraband.
- “High fives”.
- Crab walking relay – walk like a crab carrying beanbags on tummy.
- Crawl or commando crawl around an obstacle course.
- Carry books against body hugging to chest, i.e. carry books/objects to office/from class to class.
- Place chairs on desk at end of day.
- Erase or wash chalkboard/wipe board/desk.
- Help move gym mats in P.E.

### **Movement:**

- Take movement breaks to stand up and stretch between classroom activities.
- Move ‘n’ sit cushion.
- Trampoline.
- Rhythmic bouncing on gym ball.

### **Rhythm:**

- Marching from one room to another.
- Marching and clapping to music.

### **Oral Motor Input:**

- Eating chewy foods, e.g. liquorice, starburst, Humzinger fruit bars.
- Drinking through thin straw that requires strong sucking.
- Blowing bubbles, party horns, sound makers, and feathers.
- Allow access to a water bottle with straw or sports cap throughout day.