**Waking Up- Sensory Story**

This sensory story provides a structure to base interactive approaches around. It can be used to build up to true task-less intensive interaction, giving those who may be tentative about the approach more structure and support.

This is a simple story that could be repeated over and over again. It has been designed to be used in conjunction with a number of everyday objects you may find around your house and activities which appear as a predictable part of the story.

The idea is that your learner does not need to fully understand the words in the story to enjoy the story. As they are enabled to do this though the sensory experiences and meaningful interactions it facilitates.

When using this sensory story you should try to incorporate the principals of intensive interaction.

Recommended equipment list:

Blanket/ cover

Alarm clock

Soap/ water/ sponge/ moisturiser

Scarf

Hairbrush

Mirror

A way of playing music

Remember there is no right or wrong way to deliver this story to your learner, take your time and remember the main focus is that it is enjoyable and fun interaction for you both!

|  |  |
| --- | --- |
| **Script:** | **Interaction Ideas** |
| “It’s half past seven in the morning.” |  |
| “We are in bed, warm under the covers” | Ideas to base interactions around:   * -Put a blanket or cover around the learner and tuck it in. * -If the learner likes the tactile sense of the blanket, you can use this to softly stroke the blanket on arms or face * -Encourage the learner to lie down, make sure you stay on their level   -You can hide behind the blanket and take turns to look round it at each other (develop anticipation that you are going to pop out from behind it again. |
| “The clock is ticking” | Ideas to base interactions around:   * Hold a clock to the learners ear and comment on the ticking noise * If your learner likes rhymes you can sing hickory, dickory dock. * You could incorporate vestibular movement by helping learners to sway side to side like a pendulum if they like it.   Whispering ‘tick tock, tick tock’ and get louder. |
| “It’s time to wake up” | Ideas to base interactions around:   * [whisper “XXX wake up” into ears] * Make yawn noises will the learner mirror you? * Are they using vocalisations you can mirror? * Use their name repeatedly * Lots of facial expression and tone of voice to be used.   You can say “morning XXX” and wave to others around the room. |
| “Time to take the covers off” | Ideas to base interactions around:   * [Take off the covers] * Try doing this gradually or pull it off and put it back on again (hide/ seek) * Try doing this gradually saying “ I can see X’s head” “I can see X’s arms” etc   You could try different speeds of taking the covers off, slow / fast/ use it to make waves and fan the learner! |
| “Big Stretch” | Ideas to base interactions around:   * [demonstrate stretching for learners to copy. If needed, help stretch arms and legs]- this can be a good time to incorporate passive stretch programmes from physio! * Can get up and stretch * Try and mirror learners movements/ will they mirror you?   If Learners can’t stretch then you could try to massage shoulders and arms. |
| “It’s time to get washed” | Ideas to base interactions around:   * allow the learners to smell the scented soap and spray gently with water if the learner does not mind this. * Sponge and louver’s to feel (rub on learners if they want.) * Washing up bowl and warm soapy water   Hand massage with creams, can be scented to learners preference. |
| “It’s time to get dressed” | Ideas to base interactions around:   * (give learner a scarf to feel) – different textures (silky / Denim) * Turn taking putting it on/off * Hiding behind scarf and emerging repeatedly * Describe the feel of the clothing.   Sing head shoulders knees and toes or another song may be appropriate for your learner – lead the learner to find right parts of body. |
| “It is time to brush our hair*”* | Ideas to base interactions around:   * (give learner a brush to feel) * Brush hair – if learner indicates they are happy with this * Get them to brush your hair   Head rubs- if appropriate for your learner |
| “It’s time to look in the mirror.” | Ideas to base interactions around:   * hold up a mirror to look at reflection * Both look in the mirror and pull faces (mirror what the learner does.) * Mirror actions (sit face to face.)   Catch light with the mirrors. |