
IEP Activities for the Sensory Discrimination Kit

The eight sensory compartments of this colorful and tactile item provide both stimulation and evaluation capabilities for teachers and therapists working with children with sensory integration dysfunction with highly active or under active touch systems. Each compartment allows children to experience and respond to a different texture that can be felt at a surface or deeper touch level. There are “Fuzzy/rough”, “shiny/hard”, “sparkly/smooth”, “soft/furry”, “scratchy/rough”, “small”, “medium”, and “large bumpy” surfaces. Individuals with other sensory or peripheral nerve damage can use it and it is ideal for evaluating tactile discrimination ability. It can also be used to determine or access tactile defensiveness and/or tactile preferences for visually impaired as well as sighted children.

Activity #1: “Touch and Feel Game”

Level: Moderate to Advanced

Ages: 5 and up

Materials needed: Sensory Discrimination Kit, a blind fold (optional)

Activities: Tell the child that he is going to use his hands to find the place that feels like the words you will say. The child may close his eyes, wear a blind fold or look and feel at the same time. Ex: “Find the square that is “furry”. The child searches for the compartment that most feels like “furry”, first with his dominant hand and then again with his non-dominant hand. Repeat the activity with the other textures.

For the verbal child, try this variation. Have the child close his eyes, feel the various textures and then stop at a compartment of his choice. Ask the child to tell you “what

does it feel like”. Give three choices for children who may not have the vocabulary in memory. After more familiarity the child may be able to say that it feels “scratchy/rough” or “big/bumpy” on his own.

Positions for Play: Seated in wheelchair with tray, seated at a table

Activity Analysis #1: Skills and Performance Components this toy and activity will address:

- **Cognitive/Language-** memory, categorization, expressive/receptive language
- **Gross Motor-** Active upper extremity range of motion, postural control, crossing the midline
- **Fine Motor-** finger extension, hand and wrist movements
- **Sensory-** tactile perception, discrimination, processing, stereognosis

Activity IEP* Goals: LTG-Long Term Goal, STO- Short Term Objective (*please note this is not an exhaustive list*)

Cognitive/Language- to improve cognitive and language skills: (LTG)

(STO) student will discuss a texture in terms of its attributes:criteria:method

Gross Motor- to improve gross bilateral coordination (LTG) (STO) student will demonstrate efficient crossing of body midline

Fine Motor- to improve functional shoulder, arm and hand control (LTG) by maintaining or improving active range of motion of the shoulder, arm and hand needed for activities of reaching (STO)

Sensory: to improve ability to use sensory information to understand and effectively interact with people and objects in school (LTG) by feeling a texture with finger pads, with vision occluded, and identify familiar textures, _out of _times. (STO) Student will decrease sensory tactile defensiveness (LTG) by demonstrating ability to touch and maintain contact with a variety of textures 5/5 trials

Elizabeth Meyer, a pediatric rehabilitation professional, creates sample IEP's for Enabling Devices.

IEP GOALS

For technical support:
Call our Technical Service Department
Monday through Friday, 9 a.m. to 5 p.m. (EST)
1-800-TEC-TOYS or 1-800-832-8697
Fax: 914-479-1369
customer_support@enablingdevices.com

**Activities for use with the
Sensory Discrimination Kit
(#3600)**

Enabling Devices & Toys for Special Children
385 Warburton Avenue
Hastings-On-Hudson, NY 10706
Telephone 914-478-0960 Fax 914-478-7030
www.enablingdevices.com

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Hastings-On-Hudson, NY 10706
www.enablingdevices.com