

An occupational therapist's tips for facilitating the daily activities of a child sensitive to sensory experiences

City of Espoo

Rehabilitative services for children

Occupational therapy 2020:

Aronpuro, Asteljoki, Hansén, Kaskisuo, Kauppinen, Peltola, Vartiainen, Välke

Table of contents

How can I help a child with sensory sensitivity?.....	3
Challenging daily activities.....	4
Getting dressed	4
Washing hair	5
Brushing hair.....	6
Brushing teeth.....	7
Cutting nails	8
Going to the toilet.....	8
Eating.....	9
Falling asleep and sleeping	10
Useful tips to try	12
Sensitivity to smells	12
Sensitivity to light.....	12
Noise sensitivity	13
Sensory seeking behaviour	13
Sources.....	14
Appendix 1: Food is served! brochure.....	15
Appendix 2: Support pictures for evening routines.....	19
Appendix 3: Games requiring muscle work will calm a child down and bring structure.....	19

How can I help a child with sensory sensitivity?

Clothes are itchy, socks are too tight, ears hurt, odours are too strong and sitting still is impossible...

We all have days when our socks are too tight, noises hurt our ears and we feel restless and tense.

Stress and tiredness increase the strength of bodily sensations.

A supportive environment and an **empathetic** attitude from a parent can help alleviate a child's feelings! Talk with your child about the superpower of senses and about how it is alright to be sensitive.

Challenging daily activities

Getting dressed

Does your child find something about getting dressed or wearing clothes irritating – do seams and shirt tags bother them and make it hard to concentrate, will the socks not settle well, does underwear feel too restrictive?

- Pay attention to the material of clothes and how comfortable it is. Talk with your child about what kind of clothes they like and what the clothes should feel like. When is it okay to wear clothes that are a bit more uncomfortable?
- Tight or loose fitting - ask your child what feels best.
- Choose what they'll wear for the next day together with your child the evening before.
- **Cut off shirt tags.**
- Consider wearing socks and underwear inside out so that the seams are on the outside.
- When you find any clothes that the child feels fine with, get several of them. This allows you to wash the clothes when needed.
- Some morning exercises and massaging the body before getting dressed may help a child who is sensitive to sensory experiences. **They wake the body to receive the sensations of clothes.**
- Does your child enjoy music? Put on a favourite song to make it easier to get dressed. Stress levels go down when you are having fun and dance moves help wake the body up.
- If wearing tights is a problem, could they be replaced with leggings?
- The adult must make sure that the child's outerwear is weather-appropriate, but otherwise it is unnecessary to turn choosing what to wear into a battle.
- If wearing a cap or a hat feels bad, the child could try to push their head against some pillows or a sofa before trying one on. A strong sense of pressure could help alleviate sensitivity around the head. Choose the best cap or hat to wear.
- If the child does not like wearing mittens, maybe they could try sitting on their hands for a while? A strong sense of pressure could help alleviate sensitivity in the hands.
- If the child – and their emotions – get too heated when getting dressed, try putting on their outerwear outdoors.

- When the weather gets colder, bring out the new season's outerwear well in advance, to show and present them to the child. Try them on together.
- Pick your battles when it comes to footwear. Choose shoes together and try to predict when you will need to wear other weather-appropriate footwear. Keep in mind that the child might even prefer solid shoes with laces instead of shoes with Velcro fastenings.

Washing hair

Getting water in the eyes may feel scary to a child. Children who are hypersensitive to touch may experience water droplets hitting their skin as pain.

Figuring out a suitable time for washing hair is important. **When would be the best time for your child to take a shower?** Morning shower or evening shower? Sometimes a child can be too tired or overstimulated in the evening to take a shower.

- Would water toys and playtime in the water motivate the child to get clean?
- Could you place a pile of small towels next to the shower for the child to use?
Having a sticker on the bathroom ceiling to look at might motivate the child to bend their head backwards, which lets water flow away from the face. The child can also hold a towel against their eyes and squeeze it in their hands. Replace it often with a dry towel.
- Could the child back into the shower, bottom first, while leaning their head forwards? This allows the child to control when water hits their body, gradually moving fully under the shower.
- Could the child use a handheld shower, adjusting the flow as they like?
- Could the showerhead be adjusted, increasing or decreasing the water pressure?
You can also try to remove the showerhead and let the water come straight from the hose (no droplets).
- Could you rinse their hair using a jug instead of the shower?
- Could the child sit in the bath and play with toys? Could you wash them with a sponge or by pouring water from a jug?
- Could you play hairdresser while washing their hair? Let the child choose a nice-smelling shampoo from the store and use that to wash their hair.

- Listen to the child's own requests. Should the shampoo be **smoothed** into their hair or would they like it to be **massaged in** more briskly?
- Could the child shampoo their hair themselves, while the adult ensures that no shampoo gets into their eyes?
- Try active play for waking up the body, or letting the child push their head against something or massaging the scalp before getting in the shower. This might help the child tolerate the feeling of water on their skin or getting shampoo in their hair.
- Using swimming goggles can sometimes help when getting washed. Earplugs can also be used if getting water into ears is irritating.
- Maybe a shower cap could help? **Find one online using the search terms 'suihkusuojahattu' or 'baby shower cap'.**
- Do bright lights or echoes in the bathroom bother the child?
- Would it help to listen to some favourite music during bath times?
- Let the child dry themselves with a soft towel after a bath or a shower.

Consider how often a child's hair needs to be washed. Children's hair does not get greasy easily, which is good to keep in mind when considering how often to wash it.

Brushing hair

- Use a large brush, such as a Tangle Teaser or a wet hair brush. **Let the child choose the brush they like the best!**
- Spray some conditioning spray on the hair before brushing it.
- Would massaging the child's scalp or letting them push their head against something before brushing their hair help?
- Untangle the knots in the hair lengths first; hold the hair to avoid pulling at the child's scalp.
- Keep the brushing moments brief and have plenty of pauses.
- The child can also brush their own hair, looking into a mirror.
- Pretend that you are at a hairdresser.
- Play some active games before brushing hair (Appendix 3: Games requiring muscle work calm a child down and bring structure)
- Could it help to divert the child's attention to music, a story or a short video?

- Maybe it would help to chew gum during the hair brushing?
- Would a weighted or a vibrating pillow on the shoulders help?
- Could making braids for the night help?
- Choose hair scrunchies and avoid rubber hair bands.

Brushing teeth

- The **mouth of a hypersensitive child can be particularly sensitive**, and brushing teeth can easily trigger their gag reflex.
- Try **chewing** gum or hard foods (carrot, crispbread) or **sucking** a smoothie or yoghurt through a straw before brushing teeth. Games that require the child to blow on things or suck on something (such as a cotton ball or ice cube, respectively) could also help.
- The actions above help prepare the child's mouth to receive the sensations caused by a toothbrush.
- Can the child tolerate an **electric toothbrush** better than a regular toothbrush? Often, the **vibrations of an electric toothbrush** can help the child to tolerate having a brush in their mouth.
- Would it be easier to brush their teeth if the child first does it by themselves and the adult checks afterwards?
- Could listening to music, counting teeth or nursery rhymes help the child divert their attention away from the irritating sensations? Could you agree that brushing their teeth takes as long as a certain song? **Find examples using the search terms 'hampaiden harjauslaulu' or 'teeth brushing song'**.
- Active play before brushing teeth helps prepare the body to tolerate the sensations caused by brushing teeth.
- Maybe the child could hold some fidget toys during teeth brushing to divert their attention elsewhere?
- Let the child choose a toothbrush and toothpaste they like (taste or scent).
- Could facial massage, making funny faces or facial exercises before toothbrushing help?
- Brush the child's teeth in front of a mirror so that the child can see what is happening.

- Choose the best toothbrushing position: should the child sit on an adult's lap or stand up?
- Would it help the child to squeeze a toy, a weighted lap pad or a vibrating pillow?
Use the search terms 'vibratyyny/vibrating pillow' or 'sylimaino/weighted lap pad' to find examples of available products.

Cutting nails

- Cut a child's nails after a shower, a bath or a swim when they are still soft.
- Could stories or music help the child divert their attention elsewhere?
- Would squeezing the fingers, massaging them or sitting on their hands help the child tolerate the sensations caused by cutting their nails?
- Could scratching some rough material, such as a rug, help the child tolerate the sensations caused by cutting their nails?
- Maybe the child would be excited about pretending to get a manicure? Maybe getting some nail polish after cutting their nails could motivate the child?

Going to the toilet

- Take the child to the toilet regularly.
- Show an example of going to the toilet.
- If bathroom as a room frightens the child, could their potty be in the living room at first? Could the child pee outside in the summer when they are practising being nappy-free?
- Use a foot stool when the child sits on the toilet.
- Maybe a toilet training seat could help? **Use the search term 'wc-istuimen supistaja/toilet training seat'** to see some options.
- Does the seat feel unpleasant? Try using some talc on the child's skin to prevent it getting stuck to the seat. Could you cover the seat with something to make it softer?
- Would your child be motivated by a sticker table?

- Would your child be motivated by toilet games, such as a fireman spraying a hose into a toilet, or by aiming at a colour-changing sticker in the potty? **You can find different options by searching for ‘pottatarra’ or ‘potty sticker’.**
- If the child suffers from constipation, remember to give the necessary medication, drink enough water and add more physical activities to their daily life.
- Games of blowing water bubbles or blowing in a straw while sitting on the toilet can help relax the child’s pelvic floor muscles which makes it easier to poop.
- More tips for potty training can be found in Finnish at pissarakonpomoksi:
- If the child is affected by the smells in the toilet see the tips the section ‘sensitivity to smells’.
- Could toilet books or toys help the child stay longer on the toilet or the potty?
- Do the toilet noises bother the child? Does the washing machine’s whirring or the noise from flushing the toilet frighten them? You can place a piece of toilet paper at the bottom of the bowl to muffle the sounds. →Use earmuffs if needed.
- Let the child leave the room before flushing the toilet.
- Pay attention to lighting in the toilet.

Eating

- Make the mealtime as relaxed and neutral as possible; always serve the child some ‘safe foods’ that they are sure to enjoy, for example crispbread. **Do not order the child to eat and do not force feed them!**
- Serve food when the child is hungry. Avoid giving extra snacks and energy-rich drinks. Maintain a regular eating rhythm.
- What consistency does the food have? Do not force the child to eat foods that feel unpleasant in their mouth! Take note of the child’s preferences regarding the food’s consistency, scent, arrangement on the plate and temperature.
- Allow the child to put the sauce on the plate separate from the potatoes, pasta or rice.
- Prepare the child’s mouth by offering them something hard to chew or something to suck on. Could the child chew some gum before eating?
- Allow finger foods and use cutlery that is suitable for children (does your child prefer plastic cutlery over metal cutlery that may feel cold in their mouth?).

- Pay attention to food temperature. Sometimes children prefer cool food, as it does not smell as strongly.
- Physical play and games before eating help prepare the entire body.
- Assess when it is a good time to offer new foods to the child. Let the child choose which foods to taste.
- Take the child with you to the grocery store and into the kitchen.
- Could the child take part in preparing the food – touching and smelling the ingredients before eating them?
- Allow the child to touch the food with their fingers. Could the child first explore the food by smelling it, ‘kissing’ it and finally tasting it?
- Be patient and allow the child to explore a new food in peace.
- Would new foods taste better if you offer them on an outing?
- Children often like foods with a clear consistency (such as meatballs, fish sticks, frankfurters, potatoes, French fries, nuggets, carrots). Could you allow the child to dip their food in a sauce they like, such as ketchup?
- Read the Food is served! guide (appendix 1).

Falling asleep and sleeping

- Agree on repetitive, familiar evening routines. **It is important to start the evening routine early enough so that the child does not become overtired.**
- Pay attention to ensuring that the bedroom is dark enough. Air the room out before bedtime.
- Choose sheets and pyjamas that the child likes (do they prefer soft or more supportive pyjamas, soft or rougher sheets?).
- Allow the child to sleep without any pyjamas if preferred.
- Could a massage, a story massage or big hugs help the child calm down before going to sleep? **Use the search term ‘satuhieronta’ or ‘story massage’ to find examples of this method.**
- Could a heavier blanket be helpful? Or pile the child’s favorite stuffed toys on top of them.
- Some children find sleeping in a sleeping bag or wrapping themselves up in the blanket helpful.

- Some kids are calmed by some background music.
- Try picture communication to support evening routines (appendix 2).

Useful tips to try

Sensitivity to smells

- It is good to be aware that we react to smells in different ways. A child can be hypersensitive to smells or avoid them.
- Talk about scents and smells with the child, about where they come from and what the source of the smell looks like (either from pictures or at the location). Explain to the child that they may experience the smells a little more strongly than others but that you will try to work together to make daily activities easier to cope with.
- Anticipate future situations. For example, you can tell the child that 'we will be eating fish today and it has a strong scent' or 'you will have a dentist's appointment tomorrow and it will smell a little different in the room'.
- If odours make eating more difficult, could the child eat in a different room?
- If it is challenging for the child to use a shared toilet facility at a daycare centre or school, would it be possible for them to use the toilet facilities meant for adults?
- Could a scent-free 'odour eater' be used in toilet facilities? At home, you can also try lighting a match in the toilet before using it.
- Put some **scent the child likes** on their hand, underneath their nose or on their scarf, for example.
- Holding one's nose or putting a scarf on one's face can be allowed sometimes.
- Make sure to use scent-free detergent and fabric softener.

Sensitivity to light

- Would wearing a baseball cap or sunglasses to go outside help?
- Pay attention to maintaining as soft lighting as possible indoors. The bright light of fluorescent lamps, for example, might feel unpleasant to the child.
- Use blackout curtains, especially in the summer.
- Try putting up anti-glare film on car windows.

Noise sensitivity

- Try giving the child earmuffs or earplugs.
- Strive to create a peaceful environment. Check if the TV or radio is on, making unnecessary background noise.
- Offer the child a chance to go to a calmer place if they are bothered by the sounds of the environment.
- Pay attention to how loudly you are speaking.
- Consider carefully whether the child needs to be taken to noisy environments.
- Could listening to peaceful music through headphones help the child during a shopping trip, for example?

Sensory seeking behaviour

The child puts objects in their mouth, touches everything and gets into everything in the blink of an eye.

A sensory seeking child seeks out strong sensations. Maybe the child is constantly on the move, bumping into things and jumping around, or they may put things into their mouth. Controlling one's actions is difficult for a sensory seeking child, and they can easily become 'hyper'.

- A movement seeking child benefits from exercise and alternating physical and calming activities. Working with their muscles and being active help a movement seeking child become more structured and calmer (Appendix 3).
- A solid touch, a big hug or a massage could help the child calm down.
- Could chewing toys, a vibrating pillow, therapy putty or weighted lap pad help here?

Use these as search terms (or 'pureskelutuotteet, vibratyyny, terapiavaha or sylipaino') to find examples of available products.

Sources

The Finnish ADHD Federation: [ADHD magazine 1/2019](#)

Ayres, J. (2008): Aistimusten aallokossa. Sensorisen integraation häiriö ja terapia. Juva, PS-kustannus.

Mutanen, Ella (2015): Opas aistiyliherkän lapsen toiminnan tukemiseksi. Thesis.

Tampereen nepsy

Yack, E., Sutton, S. & Aquilla, P. (2001): Leikki linkkinä lapseen. Toimintaterapiaa sensorisen integraation keinoin.

Photos by:

Pixabay

Boardmaker

Appendices

Appendix 1: Food is served! brochure.

This brochure was created by speech therapist Vilma Martikainen and occupational therapist Heidi Välke. City of Espoo, Rehabilitative services for children 10/2018.

Food is served!

At its best, a mealtime is a relaxed, pleasant and enjoyable moment of togetherness. Some children, however, have difficulties with mealtimes. Some temporary periods of being picky are quite usual during the child's different development stages. Some children need more adult support and understanding when getting to know new flavours and consistencies. Below, we have collected some tips you can try to make mealtimes as easy as possible.

1. Make mealtime as relaxed and neutral as possible.

Mealtimes should be kept as relaxed as possible without any compulsion to eat or try foods. The child does not have to taste foods or have foods they cannot stand on their plate. When the situation is as neutral as possible, it does not become a battle of wills between the child and an adult as easily. You should not pay too much attention to whether the child eats or not during the meals in the form of meaningful looks or comments. Even gentle ways of tempting the child to eat may feel like forcing to the child ('This is good, would you like a taste?'). It is more important to set a good example of a relaxed, smooth mealtime through your own actions. At the end, you should state neutrally that the mealtime has now ended. You can ask the child to help with clearing the table and cleaning the dishes.

2. Help the child recognise when they are hungry and when they are full

It is important that a child learns to recognise when they are hungry and when they are full. Learning this increases motivation for eating. It is the adult's job to ensure regular mealtimes (five meals a day) and that there is enough time between the meals (3–4 hours). Don't eat snacks between meals and give the child only water if they are thirsty. This helps the child to recognise and manage their hunger or the sense of being full. The adult will decide when to eat and what is served during the meals. The child will decide what and how much of the food served they will put on their plate and eat. It is important to always offer the child something they are sure to eat. The basic principle at the start of a mealtime is having an empty plate. This takes away any expectations set for eating. The child can serve their own food onto their plate if they have the motor skills to do this. Eating everything on the plate is not necessary. A suitable duration for a mealtime is 20–30 minutes. This will help the child learn to know when they are full. This time can be made more concrete through various visual means, such as with a Time Timer.

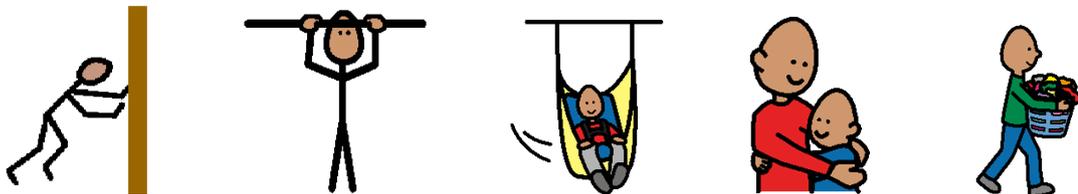
3. Calm down the mealtimes

Before starting a meal, make sure that the environment is peaceful by turning off the TV, for example. No additional entertainment, such as mobile or tablet devices, toys or books, is needed during a meal. These divert the child's attention away from their sense of hunger or fullness as well as the social interactions related to shared mealtimes. If this type of entertainment has been used before, you should phase it out gradually, one mealtime at a time.

Through calm actions, an adult can help alleviate child's stress related to difficult mealtimes. The adult should calm themselves down in advance, for example by breathing calmly and giving themselves an internal pep-talk: 'we will get through this'. When the adult stays calm they are better able to help the child relax and settle during the meal. This often decreases the resistance related to mealtimes. It can also make it easier to tolerate various sensations that feel unpleasant to the child (the consistency, smells and flavours of food).

Activities requiring the child to work hard with their muscles before the meal can help the child feel more structured and make the mealtime easier. Some examples of such activities are wheelbarrow walking to the eating area, hanging from something, pushing against the wall or carrying a heavy object, such as a stack of books or a laundry basket. Tight hugs, being held and massaging the limbs and the back with even touch and slight pressure calm the child down and alleviate their stress during mealtimes. Other calming activities are, for example, rocking in a rocking chair or swinging in a sheet swing held by two adults. Something heavy can be placed on the child's lap or shoulders during the mealtime, such as a pillow filled with oats or a weighted toy snake. This will maintain the calming sensation throughout the meal. Relaxing background music can also make the mealtime more pleasant.

Pictures below: Calming activities that provide structure can be tried before the mealtime and also during it, if necessary.



4. Pay attention to the child's position

Good posture helps chewing, swallowing and the use of hands during mealtimes (see the picture below). It is important to pay attention to choosing suitable cutlery that fits nicely in the child's hands and mouth.



5. Alleviate the hypersensitivity of mouth and face areas

The mouth is the most sensitive area of a body. This is why children with challenges with eating often need help to alleviate the sensitivity of their mouth area. Being fed or exploring different consistencies may feel very unpleasant for the child. It could be easier for the child to explore a new food by touching it with their hand, smelling it, listening to it and looking at it rather than by tasting it.

Exploring toys and other objects with their mouth is part of a child's normal development. This allows the child to explore different mouth sensations and teaches the child to tolerate them. If the child has not done this, their mouth may be unused to different sensory experiences.

An electric toothbrush is a great way to alleviate the sensitivity of the mouth. It provides a stronger sensory experience than a regular toothbrush, and it is recommended if the child allows it. You can also brush the insides of cheeks or the sides of tongue with an electric brush. The handle of the brush could also be held against the cheek on the outside or pressed against the lips. An electric toothbrush provides a vibrating sensation, which is usually well-tolerated and calming. Sensitivity around the mouth area can also be alleviated by sucking a thick liquid through a straw, blowing bubbles into a mug of water with a straw, chewing gum or other chewy substances or blowing soap bubbles. These also help develop a child's fine motor skills in the mouth area.

If the child's face and mouth areas are very sensitive, it is important to offer calming and structuring sensory experiences for their face and the whole body. The face area can be massaged with even, strong and circular motions if the child enjoys this sensation. Other structuring and calming methods have been described in the previous chapter. These methods are suitable for all children.

6. Expand the diet gradually

Learning a new skill (such as processing food in the mouth, chewing, exploring different consistencies and sensory experiences) takes a great deal of time and plenty of patience from the adult. Each child develops at their own pace. The important thing is that the skills develop along the child's own curve. Avoid making comparisons to other children of the same age.

The child will familiarise themselves with new tastes and consistencies gradually. If the child has only been eating smooth or liquid foods, chewing must be learned. At first, you can serve the child chewable food that easily melts in the mouth, such as corn puffs. Long, stick-like foods, such as carrot and cucumber sticks and bread cut into strips, are also great finger foods, as the child can chew on them with their molars. The adult should stay with the child during the meal and ensure that it is safe for the child to try the new consistency, so that the child does not attempt to put too much food into their mouth at once or try to swallow too large a piece without chewing it first. Teach the child that they can spit out a piece of food if they need to. If the child cannot get a piece of food out of their mouth, the adult must help them.

Place the different ingredients separately on the plate so that the child can better see what is on the plate (see the image). Mixing different foods and eating foods with different consistency at the same time (such as hard pieces in a liquid sauce) can feel unpleasant to the child. If eating new consistencies and flavours is difficult for a child, try introducing them during snack times first. During the main meals the child can then eat their food the way they prefer to ensure that they are eating a balanced diet. The skills learned will then gradually be used during other meals.

7. Make eating fun

Shared mealtimes give the child examples of eating and facilitate social interactions. Mealtimes can be fun, and playing with food is allowed. For example, you can serve the food in fun ways, by making a face on the plate, for example. Instead of eating at the table, you can organise a picnic outdoors or in the living room, visit someone or go to a restaurant. You can take the child with you to a grocery store to choose the groceries for the day, and you can let the child cook and bake with you. This allows the child to get to know different ingredients in a natural way. New ingredients can also be explored playfully through different sensory means, for example by looking at, touching, smelling and listening to the food without being pressured to taste it. Adults must learn to tolerate mess during mealtimes and allow the child to explore the food with their entire body. Cleanliness and table manners come later.

Appendix 2: Support pictures for evening routines


Mirja Uosukainen 2014

Appendix 3: Games requiring muscle work will calm a child down and bring structure

- Carrying heavy objects, such as a watering can, a laundry basket, or a backpack during a trip to the grocery store (milk cartons or margarine) and on outings (drinks bottle, snacks).
- Pulling, pushing and using one's strength. For example: pushing against a wall, wheelbarrow walking, crab walking, planking, pull-ups, climbing, hanging from gym rings, playing with playground equipment (e.g. climbing up a slide). See the picture cards for more ideas on how to play.
- Jumping on a trampoline, doing spring jumps.
- Swimming, cycling, running games.
- Swinging (no rotating movements).
- Big hugs, hamburger game, gymnastics.

- Chewing or sucking on something (chewing gum, dried fruit, sucking on a straw, drinking from a sports bottle).
- Picture cards: A tow truck, bulldozers, Swiss roll and pulling a life raft.

HINAUSAUTO

Aikuinen, toinen lapsi tai jokin muu painava kuorma on viltin päällä. Lapsi vetää vilttiä sovitun matkan.

Leikki jäsentää lasta ja auttaa sopivan vireystilan löytämisessä.



PUSKUTRAKTORIT



Aikuinen ja lapsi ovat nelinkontin vastakkain. Päät asetetaan toisen olkapäätä vasten ja yritetään saada toista peruuttamaan.

Muunnoksia:

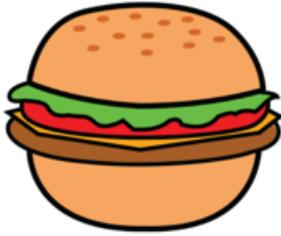
- käsillä vastakkain työntäen niin, että aikuinen ja lapsi ovat vastakkain, aikuinen on polvillaan.
- lattialla istuen jalkapohjat yhdessä, käsillä nojataan taakse
- lattialla istuen selät vastakkain

Leikki jäsentää lasta ja auttaa sopivan vireystilan löytämisessä.

KÄÄRETORTTU, TÄYTEKAKKU, HAMPURILAINEN TAI TORTILLA

Lapsi makaa esim. patjan päällä. Aikuinen painelee ja taputtelee "täytteet" lapsen päälle. Tämän jälkeen aikuinen lastaa tyynyjä/peittoja lapsen päälle tai lapsi kääriytyy niiden sisään. Tarvittaessa aikuinen voi itsekin olla painona kasan päällä. Huomioi, että lapsen pää liikkuu vapaasti ja hengitys on helppoa.

Leikki rauhoittaa ja rentouttaa lasta.



PELASTUSLAUTAN VETÄMINEN

Köysi, kaulahuivi tai sukkahousut on sidottu kiinni raskaaseen huonekaluun esim. sohvanjalkaan. Viltti on asetettu köyden päähän. Lapsi on päinmakuulla viltin päällä ja vetää itseään eteenpäin köydestä kiinni pitäen.

Leikki jäsentää lasta ja auttaa sopivan vireystilan löytämisessä.

