



Humber Sensory Processing Service

Community Services for Children
aged 0-18 years



Proprioceptive activities

Proprioception is known as our calming sensory system.

It has a huge influence on our body awareness and helps us to identify and understand force and pressure. Our proprioceptive sense helps us to coordinate our movements so we can walk, run, hop, skip, negotiate obstacles or kick an object with precision. It also helps us to organise and self-regulate. It is essential for maintaining a level of alertness and as a result can impact positively our ability to focus and learn.

Ideas to get proprioceptive input

- Bouncing or rolling on a gym ball or peanut ball.
- Use the gym ball as a seat (see sizing document).
- Rolling the gym ball over your child as they lay on their tummy.
- Short work outs including chair push ups, triceps dips, wall push ups, table push ups or jumping jacks for example.
- Performing dance routines or work outs inside a body sock for increased resistance.
- Using theraputty (see additional document).
- Throwing and catching a ball. You can change the weight of the ball in increase or decrease the input. For example – heavier ball = more resistance = more proprioceptive input.
- Performing animal walks.
- Stretching a theraband or a stretch Armstrong.
- Hanging from a pull up bar inside the house – you can install these easily between door frames.
- An outside climbing frame if you have the space or can access the park.



- Yoga – Cosmic Kids have a children’s yoga channel on YouTube.
- Using a weighted blanket. Please note it must be the right weight (must not exceed 10% of your child’s bodyweight). Supervision is required and up to date guidance followed. We would not advise a weighted blanket to be used for sleep.
- Wearing a compression vest under day clothing (see guidelines).
- Deep-pressure tight hugs.
- Deep massage or joint compressions. Please follow guidance.
- Increasing opportunities to walk, such as when going to school or especially when going to any challenging places to help regulate before arriving.
- Rolling inside a blanket and crawling out of it.
- Belly flopping onto lots of pillows or the bed.
- Bouncing on a trampoline, trampette, or bouncy castle.
- Reaction games. For example, try cutting out fun shapes in different colours, place them on the wall and see how fast they can push the colours/shapes when you call them out.

Out and about

- Running and jumping.
- Swimming.
- Rock climbing.
- Obstacle courses or crawling through tunnels.
- Going to soft play sessions.
- Riding a bike or scooter.



- Playing tug of war.
- Stomping games.
- Wheelbarrow walks.
- Skateboarding or scooter boarding.
- Water sports like sailing, kayaking or paddle boarding.

"I didn't realise how much moving my body helped me concentrate! I now notice after breaktime I am a bit more organised and able to keep track of the lesson."

Jobs around the house

- Helping to wash the windows or car.
- Helping to unload or carry heavy shopping.
- Helping to carry the laundry basket.
- Helping with the hoovering.
- Gardening, such as digging, raking leaves, carrying the watering can, steering the wheelbarrow or mowing the lawn etc.



- 'Painting' the walls, floor, or fence outside with a bucket of water or helping to paint properly when needed and if safe to do so.
- Cooking and baking such as kneading bread or pizza dough, mixing thick cookie dough batter, whisking cream etc.

Oral motor skills

- Blowing up a balloon or blowing through a straw.
- Drinking water through a straw. If the water is cold, this will increase the sensory input.
- Games such as blowing wind propelled racing cars or trains across the table.
- Blowing bubbles (and blowing raspberries).
- Snacking on crunchy or chewy foods.
- Sucking on a sugar free sour sweet.
- Chewy toys or jewellery. You can try vibrating chewy toys to increase the sensory input.
- Chewing gum (only if this is age appropriate).

Movement breaks at school

- Running an errand such as asking the child to take the register to another classroom.
- Run a lap around the school this could be structured into the day or could be encouraged in between tasks more spontaneously. The mile a day challenge is great for this.



- Using outside equipment during breaks or for a short time as part of a structured daily routine.
- Trying a wobble cushion, disco-sit or sit wedge (this will need to be assessed).
- Wearing a rucksack and adding a heavy book sometimes to increase the deep pressure input.
- Helping in the classroom with heavy work jobs such as moving books or tables and chairs.
- Quick movement breaks for the whole class involving stretching and push/ pull.
- Trying a 'foot fidget' for example, tying a piece of exercise band around two legs of a chair or desk. This will give busy legs something to do whilst remaining seated, just make sure this is not a trip hazard! Try this alongside the use of a weighted lap pad.
- Ensuring playtimes are never taken away from children. This is the best opportunity for children to get some substantial movement into their day and really helps them to regulate before heading back to the classroom.

Remember that these activities need to be fun and not feel too much like a chore. The more fun your child has, the more likely they are to be fully engaged with the activity, which improves the effect of the input.

