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Occupational Therapy Handout

Activity Suggestions to Enhance Sensory Processing and Promote Sensory-motor Integration

Sensory-motor integration involves coordinating incoming information through the senses, with a motor response (including movements of the eyes seen during tracking and localization).

Many aspects of sensory integration are developed through movement, play, and exploring the environment. Through play and daily experience, most children learn to balance information coming through a variety of sensory channels. Some children, however, are either hyporeactive (don't react) to some sensory input, or hyperreactive (overly sensitive) to some sensory input.

A variety of different sensory activities will help children to more efficiently process information through different channels and tolerate a greater variety of sensory input. Some children will withdraw from certain touch or movement input. Providing a safe environment where the child can feel in control and explore at his/her own pace often helps the child to become less sensitive and more tolerant to the input. Some children crave certain touch or movement input. Allowing the child to satisfy this craving is often calming and organizing, and may help the child to attend to less desired forms of input as well.

All of the activities described here are developmentally healthy for all children. Children should gradually become able to tolerate and process information from all categories. Keys to success are comfort, control, and variety. The child should feel in control and "safe", and be able to control when and how much input to accept. For example, a child afraid of using a swing should first watch others using a swing in a slow and controlled manner. The child should also be allowed to explore an empty swing with no pressure to get on. He/she might be encouraged to push another child or stuffed animal on a swing. Eventually, the child should be willing to try sitting on a swing with feet on the ground, and eventually experience some movement. As the child begins to tolerate a bit more movement, his/her cue to stop should be honored. The same approach should be used for tactile input, movement activities, and skill development.

Occupational therapists believe in meaningful activities rather than repetitive exercises, because this helps develop automatic movement patterns and a deeper more natural learning. If there is any uncertainty about how to implement these activities, please feel free to contact the occupational therapist involved with the child.

Evaluating Capacity to Process Sensory Information

1. Identify the types of sensory stimulation that bring about an increase in undesired behaviors (such as impulsivity, random movement, decreased focus on immediate environment and attention span, avoidance of eye contact, self stimulation behaviors, repetitive, purposeless actions, non-language related vocalizations.)
2. Look for excessive seeking or avoidant behavior related to exposure to certain sensory stimuli. (strong visual input is often sought while certain types of tactile input may be strenuously avoided.)

Signs of challenges/differences in sensory processing:

VISUAL PROCESSING

- difficulty copying accurately
- unable to do puzzles easily
- unable to do representational art
- reacts badly to bright, flashing or flickering lights
- strongly preference for either bold or pastel colours
- spends unusual amounts of time looking at pictures or becomes visually fixated on electronic screens such as television or computer
- avoids eye contact

AUDITORY PROCESSING

- reacts negatively to loud or unexpected noises
- recoils from shrill sounds
- covers ears during bells, alarms and sirens
- seems oblivious to noise
- speaks in an unusually loud voice
- enjoys making loud noises
- wants to increase volume of sound beyond normal levels

TACTILE PROCESSING

- excessively ticklish
- very tight or very loose pencil grasp
- hates kisses / loves tight bear hugs
- very picky about textured foods
- refusal to have hair combed
- inattention to a very runny nose
- strong need to explore objects manually or orally
- rubbing or biting own skin
- withdrawal from light touch. For example - becomes agitated when touched in line up
- unusual sensitivity to temperature leads to removal of clothing
- sensitivity to certain textures eg. slimy ones such as finger paint or glue
- very reactive to tight clothing / seams / tags rubbing against the skin
- over or under reactivity to cuts or bruises
- refusal to wear socks, hats, or gloves due to irritation caused by friction
- resistance toward washing hands, face, hair etc. or obsessive hand washing to remove glue etc.

PROPRIOCEPTIVE PROCESSING

- breaks objects by applying too much pressure with hands
- breaks pencil point repeatedly
- hand hurts after brief amount of writing
- difficulty lifting and carrying objects efficiently
- difficulty doing fasteners, especially without vision
- low muscle tone and poor postural control
- confuses right and left body parts
- can't determine direction or position of body parts without eyesight
- difficulty negotiating an obstacle course

VESTIBULAR PROCESSING:

- decreased muscle tone and balance
- feels threatened when head is inverted against gravity
- uneasy about losing contact with ground
- fears rapid movement esp. spinning, twirling or craves this sort of movement without usual dizzy reaction
- clumsy, falls, trips, loses balance easily
- can't co-ordinate both body sides smoothly to skip, march, jump
- difficulty copying body postures as in game of Simon Says
- clings to railing when on stairs
- runs toward merry go round and spinning tires when in playground
- hesitates to cross body's mid- line with hands or feet
- may have difficulty using scissors properly

GUSTATORY and SOMESTHETIC PROCESSING

- both senses are closely related. Watch for aversive reactions to distinct tastes or smells that are perceived as unpleasant or noxious.

Tactile Activities

- Rubbing**- Encourage the child to rub a variety of textures against the skin. Offer different kinds of soap (oatmeal soap, shaving cream, lotion soap) and differently textured scrubbers (loofa sponges, thick washcloths, foam pot- scrubbers, plastic brushes). You can make a book of fabric and carpet textures or place different textures into a "feelie box".
- Water Play**- Fill the kitchen sink, or a tub or small pool, with plain or sudsy water and a variety of unbreakable pitchers and bottles, turkey basters, sponges, eggbeaters, and water toys. Kids love to fill and pour, and a lot of variety can be tried here.
- Water Painting**- Outdoors, give the child a bucket of water and a paintbrush to paint a wall, car, steps, the sidewalk, the fence, or her own body. Another good water toy is a squirt bottle filled with clean water (because the squirts often go in the child's mouth).
- **Finger Painting**- If your child craves goopy textures, this will be great fun. If the child avoids it, encourage him/her to stick a finger or two into the goop, but don't force it if uncomfortable. For a different tactile experience, mix sand into the paint. Or, instead of commercial paint and paper, use shaving cream, peanut butter, or pudding on a plastic tray. If the child is old enough, encourage him/her to draw shapes, letters and numbers. If he "messes up", the error can be hand erased and redone.
- **Finger Drawing**- With your finger, "draw" a shape, letter, number, or design on the child's back or hand. Ask the child to guess what it is.
- **Sand Play**- Add small toys (cars, trucks, people, and dinosaurs) to your sandbox or sand pile, which the child can arrange and rearrange, bury, and uncover. Or instead of sand try dried beans, rice, pasta, cornmeal, popcorn, or mud. These can be stored in a small pool, sand table, or storage bin.
- **Feelie Box**- Cut a hole in the top of a box. Place different objects in the box, such as small cars, marbles, plastic animals, and little toys. The goal is for the child to insert a hand through the hole and guess what toy he/she is touching, without seeing it. This activity improves the child's ability to sense the shape and properties of an object without the use of vision
- **"Find It!"**- Hide small objects in a sandbox or feelie box. Ask your child to find the object without looking. Or, show a toy or object and ask the child to find one that matches.
- **"Describe It!"**- Provide play objects with different textures, shapes, and sizes. Ask the child to tell you about an object being touched. Is the object round? Cool? Smooth? Soft? Heavy? Try this without looking.
- **Oral Activities**- Popsicles and freeze pops, licking stickers and putting them in books, blowing whistles and kazoos, blowing bubbles through wands or straws, drinking through straws or sports bottles, tasting new foods, and chewing on gum or rubber tubing may satisfy the child's need to use his mouth.
- **Hands-on Cooking**- Put cookie dough, bread dough, cake mixes or meat loaf in a shallow pan (not a high-sided bowl) for the child to mix.
- **Nature Activities**- Touching worms, fish and egg yolks, collecting acorns, chestnuts or cones, planting seeds, and digging in the garden provide interesting tactile experiences.

Tactile Activities (continued)

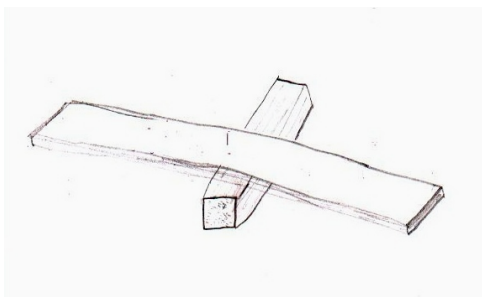
- **Handling Pets-** This needs to be monitored to keep pets and kids safe.
- **Boxes-** Collect boxes of different sizes. The child can stack them or line them up. They can be nested, loaded with treasures, and rearranged. They can be decorated with stickers, painted, or crushed. You can design an obstacle course and move on, in, and around them.
- **Swaddling-** Roll the child up tightly in a blanket or carpet. Being wrapped up snugly provides deep pressure and is usually pleasurable and calming. The child with tactile dysfunction will often roll self up in a blanket as a form of self-therapy, but it is a special treat to have a trusted grown-up do the rolling. If the child is nervous about this, make sure they can easily get out any time.
- **People Sandwich-** Have the "salami" or "cheese" (your child) lie face down on the "bread" (a gym mat or large couch pillow) with her head extended beyond the edge. With a "spreader" (a sponge, pot scrubber, vegetable brush or washcloth) smear arms, legs, and torso with pretend mustard, mayonnaise, relish, ketchup, etc. Use firm, downward strokes. Cover the child, from neck to toe, with another piece of "bread" (the folded mat or a second pillow) Now press firmly up and down the mat to squish out the excess mustard, so the child feels the deep, soothing pressure. You can even roll or crawl across your child; the mat will distribute your weight. Many children love this.
- **Back Rubs-** Apply deep, firm pressure to your child's back and limbs. Rub downward, the way hair grows.
- **Dress Up-** Prepare a special box just for dress up. Include hats, shoes, gloves, furry or feathery boas, ties, scarves, coat, belt, etc.
- **Secret Place-** Supply towels, blankets, sheets, sleeping bags, down comforters, pillows, etc , for a fort or hideaway under a table. Use an indoor tent or spread a large blanket over the table or between 3 chairs.
- **Playdough-**Your child can knead, shape, pinch, squeeze, and pound it; roll snakes, form balls, and flatten pancakes. Small objects can be buried in the playdough and searched for. Sticks, toothpicks, cookie cutters and hair curlers can be used to press imprints into the dough. Kids can also use scissors, a rolling pin, a garlic press, or an egg slicer. These activities strengthen hand and finger muscles, improve finger dexterity, and give the child a multi-sensory workout.

Note: To make homemade playdough, mix two cups flour, one cup salt, four teaspoons cream of tartar, two cups water, and four tablespoons vegetable oil in a cooking pot. Stir over low heat until the dough comes away from the sides and makes a soft ball. Blend in a few drops of food coloring and peppermint extract, if you wish. Let it cool. Store in a tight container in a cool place. This mix will last about a week if kept cool. This soft dough also works well in the Playdough Fun Factory sold in toy stores.

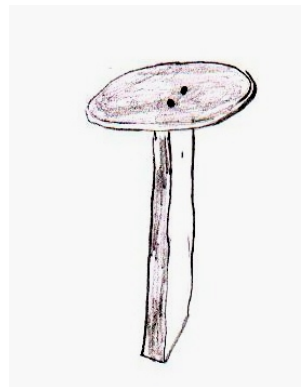
Vestibular Activities

- **Hippety-Hop**- Like a big ball with handles, a Hippity Hop is great for bouncing up and down. Let the child try it first on the grass or rug, before trying it on the sidewalk or floor.
- **Rolling**- Cut out the bottom of a cardboard box, so the child's head and arms are free at one end and feet are free at the other. Let her roll down a grassy hill. Wrap her up in a beach towel for a different rolling experience.
- **Swinging in a Blanket**- Two adults hold opposite corners of a blanket and the child gets a nice ride. A hammock works, too
- **Swinging**- Encourage (but never force) the child to swing. Gentle, linear movement is calming. If the child is gravitationally insecure, start on a low swing so the feet can touch the ground. or hold the child in your lap.
- **Spinning**- At the playground, let the child spin on the tire swing or merry-go-round. Indoors, offer a swivel chair or "Sit 'n Spin". It is very important to monitor the spinning activity, as the child may become easily overstimulated. Don't force the child to spin!
- **Sliding**- How many ways can a child ride down a slide? Sitting up, lying down, forwards, backwards, holding on to the sides, not holding on, with legs straddling the sides, etc
- **Riding**- Tricycles, bikes, and scooters are great for strength and balance, as well as coordination.
- **Jumping**- A personal size trampoline with a handle is a good investment, especially at a tag sale. Jumping is hard work but so much fun!
- **Walking**- A sandy beach, a grassy or hilly playground, a grassy meadow, an air mattress or a water bed are examples of shaky ground that require children to adjust their bodies as they move.
- **Rhythmic Rocking**- Provide a rocking chair for your child to get organized, or tranquilized.
- **Balancing**- Center a one-by-three-foot board or a three-foot-square sheet of plywood over a four-by-four or railroad timber. (Don't use a rounded piece of wood underneath; the board will slide off.) Let the child walk back and forth and balance in the middle. Riding, balancing, and walking on a full sized seesaw is also great fun.

Teeter- Totter:



T-Stool:



- **Sitting on a T-Stool**- A one legged stool helps a child improve sense of balance, posture, and ability to pay attention. Sitting on a T-stool is challenging at first, but the more practice balancing, the easier it gets. To make a one-legged T-stool, get a two-by-four and cut two twelve-inch lengths of wood. Screw the pieces together to form a "T" shape. Or use a round top, as pictured.

Vestibular Activities (continued)

- **"Sitting Ball"**- Get a large playground or gym ball for your child to sit on while watching television or listening to a story. A twelve-inch ball is the appropriate size for most preschoolers. The ball's diameter should equal the distance between the child's buttocks and the floor when his knees are bent at a right angle and his feet are flat on the floor
- **Large Therapy Ball**- Your child can lie on stomach, on back, or sit and balance while bouncing.
- **Prone Activities**- Have the child lie on stomach. On the floor, the child can rock forward and back to "Row, Row, Row Your Boat"; draw on paper using crayons (which require him/her to bear down harder than paint or markers) and play with Legos or small toys. Prone on a swing or therapy ball, the child can "draw" on the ground or carpet with a stick; play a fishing game, throw objects into a laundry basket, or bat a suspended ball with a stick. Watch tv prone on the floor or on a pillow.
- **Obstacle Courses**- Build an obstacle course that requires a child to change body positions and movements. Include tunnels, ramps, balance beams, stepping stones, stairs or ladders, and monkey bars. An obstacle course can be done in a playground, yard, park, or basement. An example would be: under the picnic table, around the bush, over the bench, up a ladder and down a slide, crawling under a chair, etc. Kids generally love this type of game and other kids seem to readily join in. For different tactile experiences, have the child try the course barefoot, in stocking feet, or walking in shoe boxes.
- **Wheelbarrel Walking**- Lay a string on the grass or floor in a changing path. Hold the child's ankles or shins. Have the child try to follow the path as far as possible. Try this on grass or carpet before floor or driveway.
- **Playground Games**- Remember Simon Says, Ring-Around-the-Rosy, The Hokey-Pokey, London Bridge, Red Light, Kick the Can, and Mother May I? Try playing with marbles or tossing a soft ball or frisbee.
- **Animal Walk**-Encourage the child to walk like a bear, a crab, a turtle (creeping on all fours) a snake (crawling) an inchworm, a duck, a frog, a kangaroo or rabbit, a gorilla, a turkey, a horse, a spider, an elephant, etc.
- **Tumble and Roll** -Spread a blanket or mat on the floor and have your child roll up and unroll. Have the child move from one position to another: first curl up, then stretch out; first curl up, then roll; first kneel, then roll, first squat, then roll; first roll, then stand. Tumble forward, tumble backward.
- **Batting Practice**- Have the child hold a baseball bat, rolling pin, broom, cardboard tube, or stick in both hands. Remind the child to keep feet still (this means the child's arms will cross midline when swinging). Toss a big ball. If this is too difficult, suspend a wiffle ball or nerf ball from the ceiling or from a branch. Eventually, the child can step away a bit and hit the ball while it is swinging rather than hanging still.
- **Two-Handed Tetherball**- Suspend a plastic or sponge ball, at the child's eye level, from a string attached to a door frame, ceiling or branch. Let your child choose different "bats" or use both hands. Have the child count how many hits he/she makes without missing. Try four-handed tetherball, in which you play, too.

Vestibular Activities (continued)

- **Balloon Fun-** For bilateral benefit, always use both hands together. The child throws a balloon into the air and catches it, keeps it afloat by repeatedly whacking it with open hands, or hits it repeatedly with both hands clasped together in one large "fist".
- **Body Rhythms-** Getting the whole body into the rhythm act is fun! While you chant, count, or sing, have your child imitate your motions. Move your head from side to side, wave your arms in different directions, shake your hands, move your fingers, slap your hips, bend from side to side, raise and lower your shoulders, stamp your feet, and hop from one foot to the other. Use both hands or both feet together or alternately.
- During all vestibular activities, encourage head and body movement and balance.

Proprioceptive Activities

- **Carrying Heavy Loads-** Have the child carry large (but not hot or fragile) items to the table, or filled laundry baskets from room to room, or grocery bags into the house. The child can also carry a load of books, a bucket of dirt or toys, or a watering can from one spot to another.
- **Pushing and Pulling-** Set grocery bags down inside the front door and have the child drag them to the kitchen. Let him push the wheelbarrow or stroller, vacuum, rake, push heavy boxes, pull a friend on a sled or blanket, or pull a loaded wagon. Hard muscular work is calming and organizing.
- **Hanging-** Mount a chinning bar in the child's doorway, or hang from the monkey bars at the park. When the child suspends his/her weight from the hands, the muscles and joints send sensory messages to the brain. Shifting weight from hand to hand as in moving along a ladder builds upper-body strength.
- **Pillow Fun-** Pile several large cushions, beanbag chairs, or downy comforters in a corner. Invite the child to dive, jump, roll and dig into the cushions. You could also make a "crash cushion": stuff large foam scraps, towels, blankets, etc. into a comforter cover or into a huge bag made by sewing two sheets together.
- **Snail-** Place a large bag of rice or beans on the child's back and let him/her move around with a heavy "shell" on the back.
- **Joint Compress-** Put one hand on the child's forearm and the other hand on his upper arm. With slow, firm pressure, push the forearm and upper arm toward the elbow, then, pull them away. Push and pull the muscles near knees and shoulders. To activate proprioceptors in other ways, press both hands down on the head; slowly straighten and bend fingers, wrists, elbows, knees ankles and toes. These extension and flexion techniques provide traction and compression to joints and are calming, especially when confined to smaller spaces, like church pews, movie theaters, cars, buses, and in airplanes, where the gravity changes.
- **Body Squeeze-** Sit on the floor behind the child, straddling him/her with your legs. Put your arms around the child's knees, draw them toward the chest, and squeeze hard. Holding tight, rock back and forth..
- **Bear Hugs-** More effective from behind. Repeat often.

Proprioceptive Activities (continued)

- **Pouring**- Put different amounts of sand, rice, or water into a cup or bowl. Let the child pour from one container to another.
- **Opening Doors**- Make it a practice to encourage the child to open doors. Provide some assistance with heavy doors.
- **Ripping**- Give your child old newspaper and let him/her tear strips and rip them up to make a pile of confetti.
- **Back-to-Back Standing Up**- Position two children on the floor, back to back. Ask them to "dig their feet into the floor" and to stand up together by pressing against each other's back.
- **Tug-of-War**- Get a long, thick rope or sheet and tie knots in it to make it easier to grip. Try this game as you sit, stand, or kneel
- **"Bulldozer"**- One child sits in a large cardboard box or on a blanket, and another child pushes the load across the floor, using his head, shoulders, back, or feet to make it move.
- **Playing Catch**- Toss a big ball or pillow back and forth.
- **Roughhousing**- Pushing, pulling, rolling, and tumbling with an adult or friend can feel good all over, but this activity must be carefully supervised so no one gets hurt or overloaded with sensory stimulation. Two important reminders: Never pull on each other's clothes, and never tickle.
- **Arm wrestling**- Make the child work for victory.
- **Rolling Pin Fun**- Provide the child with a cylindrical piece of wood or a rolling pin without handles, so he/she presses down with his opened hands. Have the child roll real dough, playdough, crackers, clay or mud!

Note: many vestibular activities have some proprioceptive input involved and many proprioceptive activities include some movement as well, so these categories cannot always be easily separated. Given choices, children will generally choose the things that work. More proprioceptive input can be encouraged before quiet sit down time.

Ocular (eye movement) Activities

For all activities which include visual tracking, attempt to have the child hold his/her head as still as possible. We would like to see the eyes moving separate from the head.

- **Flashlight tag-** One person leads a flashlight beam around a dark room. The other person follows it with his/her eyes, or with another flashlight beam.
- **Airplane-** Hold a preferred food item which you will place in the child's mouth. Move the food in an 18 square inch area in front of the child's face (about 12 inches from the nose) in gentle, flowing curves and lines. This may also be done with a bright pencil eraser or small toy instead of food.
- **UFO-** The same as the Airplane, but now each move is a rapid jump. Move the item in a sudden jerk and allow the child's eyes to localize the object before moving it again.
- **Find it-** Have the child close his/her eyes or use a sheet of cardboard to block the view. Take a large or bright object and place it somewhere around the child where he/she can find it without head turning. With vision restored, have the child find the object as quickly as possible.
- **Tracking-** Have the child track an airplane traveling across the sky, a large bird, a balloon, a cloud, a kite, etc. On the ground have the child follow a (real or model) train, car, bus, boat, etc, or a runner, biker or rollerblader. Kids also enjoy tracking bubbles and pet fish!
- **Ribbon dancing-** Tie a ribbon to the end of a stick to leave a bright waving tail as you move the stick slowly in the air. Standing 6 feet from the child, wave the ribbon in large arcs in front of the child and have her/him watch the ribbon.
- **Visual Simon Says-** Have the child move his or her eyes in all directions, either on command or in imitation of you. Start with the basic 4 (up, down, left, right) then add diagonals (up to the left, down to the right, etc.)
- **Visual matching-** Give the child an assortment of different sized nuts and bolts or jars and lids. The child has to match and join them together.
- **Ball Roll-** Face your child, sitting or lying on the floor. Roll a ball back and forth, using both hands. Then try using only one hand, then the other. For variety, hold an empty paper towel tube in both hands and push the ball back and forth with that.
- **Ball Catch-** Toss a balloon, beach ball, nerf ball, or koosh ball gently to the child from a short distance. As the child becomes better at catching, use a smaller ball and step farther away.
- **Marble Painting-** Line a tray or cookie sheet with paper. Put a few dabs of finger paint in the center of the paper. Provide a marble or small ball to roll through the paint to make a design. Great wrapping paper! See if the child can keep a pattern going.

Auditory Activities

- **Whisper game-** whisper a word or sentence in the child's ear, and have them repeat it or act on what you said. Take turns between ears. Also try backing off a bit to challenge hearing.
- **Find the Sound-** Blindfold the child or work from behind. Tap together 2 objects and have the child reach out with his/her arm to indicate where the sound came from. Tap a bell, 2 spoons, pencils, a can or box, etc. Try different sounds and tones, and work in a variety of locations around the child.
- **Name the Sound-** You can use a variety of household objects to make custom sounds. There are also story books with sounds and tapes with everyday sounds on them. Have the child imitate sounds like cars, trains, doorbells, faucets, toilet flushing, food frying, toothbrushing, etc. A non-verbal child can match the sound to a picture or object.
- **Match the Sound-** Set up a row of items that make noise when tapped, or a row of musical instruments. Working from behind the child, make noise with one item. Have the child try to match the same sound with a sound item or picture in front of the child. This activity can also be done with vocal sounds, like the following example.
- **Animal Noises-** Make the sound that an animal might make. Have the child try to imitate that sound, and label it.
- **Rhythm & movement-** Try drumming rhythms, clapping, copying movement to rhythm. Also do marching to a tempo where the children try to match the pace and beat of a rhythm.
- **Rhythm games-** Play the rhythm games above, using both hands together or alternating. Have your child imitate your rhythmic hand motions as you clap your hands and tap different body parts. (Counting gives your child a chance to catch on and join in.) Add alternating hand motions. Then, cross the midline. Sit facing each other. You each tap your own knees, clap your own hands, and clap each other's hands. Recite rhymes and jump-rope chants. For variety, use rhythm sticks, which you can make with sticks or dowels.

Visual Activities

- Play 'what's wrong with this picture' in a book or in the house/yard. Have the child visually search and find things that do not belong.
- Match shapes. Have the child find things in a book, room, yard, etc. that match a certain shape.
- Show the child one item in a book, a drawer, cupboard, box. Then have the child find another one just like it.
- Give the child one nail, screw, bolt, etc. from a tool box, then have him/her find the rest that are just the same.
- Play 'I see something...' Identify a color, shape, or use from your environment, and have the child guess what it is.
- Play the same game, naming an exact item, have the child visually search for it. For example, "I see a red bicycle" or "I see a blue sock".
- Play the same game, incorporating spatial concepts. For example, "I see something under a fork" or "I see something on top of a man's head (or under his feet)".
- Play the same "I see something..." game, using items which can only be partially seen, such as a red shirt in a messy pile of clothes, a toy partially hidden by a coat, or a shoe halfway under the bed.
- Make a collage. Have the child search an old magazine for all the pictures of animals, babies, trucks, etc. The kid can rip or cut them out, then glue them to a paper.
- Show the child a few items or pictures, then hide them and ask the child to remember what they were. Increase number of items as the child gets better.
- Show the child a tray or pile of many items. Let him/her study them, then take them away and see how many the child can remember.
- Show the child a bunch of objects as above, but then remove one and see if the child can remember which one is missing.
- Put a row of objects in a certain order. Have the child study the row, then mix it up and see if the child can put them back in the correct order.
- Draw a design on the ground or on a chalkboard. Erase or cover it and ask the child to remember (and copy) it.
- Reveal the secret of 'magic cups'. Take 3 cups, upside down and place a candy/object under one of them. Teach the child to track the target cup while you slowly move them around. As the child gets better, go faster. Working on a large surface, use large movements to encourage tracking over a larger area. If the child has any difficulty, try using one obviously different (bright colour) cup.
- There are many store versions called 'Memory'. Like 'Concentration', the cards are placed face down and each player tries to find matches.