

## Barry The Fish with Fingers Sensory Story

A sensory story is a story shared through words and sensory experiences. Someone listening to a sensory story can access it through the words alone, through the experience alone or through a combination of both. Sensory stories are also a good way for students to develop an understanding of their own bodies, their environment and other people. Each sensory experience must be sensitively offered and adjusted to suit the students' responses.

### A sensory story can be used to help your young person:

1. Appropriately express a like or dislike for experiences within the sensory story.
2. Take turns with items
3. Use different actions to explore props.
4. Enjoy and show a response to the music used.
5. Focus attention for longer periods of time.
6. Develop language skills such as naming items or actions
7. Have Fun!

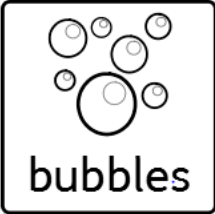
The PowerPoint should play on a PC, tablet or smartphone.






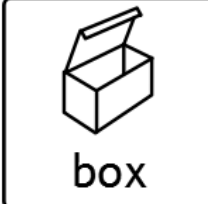

Find somewhere as quiet and as distraction free as possible to work. Your young person doesn't necessarily need to sit down for it, it is easier if they do but you can do a sensory story while pacing. We often find it best to work sitting in front of your young person as it is easier to develop the interactions like this but do whatever works for you.

All our students are familiar with doing sensory stories in school but when we start a new story it often takes a few sessions for them to get used to the new story and props. They may take even longer than usual to get used to it as many will be doing this at home for the first time ever. Don't worry, take your time and try to have fun doing it.

The key to it is repetition, this brings familiarity and students begin to be able to predict the sequence. I always keep all the props in a storage box. When the prop is finished with I get the student to put the prop back into the box, this symbolises that the prop is finished and it is time for the next one and then putting it all away at the end symbolises the activity is finished. If you don't have a box a bag is good too. Take turns with the prop, show and encourage your young person different ways to explore it but let him enjoy it his way too.

Below is the list of what you will need for the story and suggestions for use. Feel free to change any of these to suit your young person's likes and dislikes although it is good to introduce new and unfamiliar things as your young person as they may discover new favourites.

Slide:	What you need:	Ideas for what to do:
		Slide 1 Listen to the music, get comfortable and ready to begin. Say the story name " <b>Barry the Fish with fingers</b> ".
	Bubble Mixture If you don't have any bubble mixture, then blow bubbles into a glass of water using a straw if you have one and listen to them.	Slide 2 Blow bubbles. If the young person can then encourage them to blow bubbles too. Vary how you do it, lots of bubbles, just one bubble, blow slowly or quickly, pop them or watch them fall, count them if appropriate. Try to build anticipation "ready, steady, go!". Get your young person to say or indicate go if they can.

 <p>fingers</p>	<p>Rough and smooth things to feel (silky fabric / scarves, brushes, sandpaper, fur fabric or furry toys)</p>	<p>Slide 3 For this slide we are going to explore using fingers. Firstly, feel the smooth things use simple language to name the feel (smooth, soft, etc) then feel the rough things (bristly, rough, etc). Take turns with the props, show and encourage different ways to explore it but let your young person enjoy it their own way too.</p>
 <p>paint</p>	<p>Paint or pens and paper (or if you feel adventurous you could use something messy like flour and water paste to paint with)</p>	<p>Slide 4 Use the pens or paint to make marks on the paper. Comment on the marks made, encourage different actions (circles, lines, dots, etc), try different colours – name these colours for your young person.</p>
 <p>fingers</p>	<p>Finger puppets if you have any. If not think of things you and your young person can put your fingers into (cardboard rolls, curtain rings, hair bands, gloves, washing up gloves)</p>	<p>Slide 5 Explore putting fingers inside the different items. If your young person can encourage them to wiggle their fingers. obviously be careful nothing is a choking hazard if your young person likes to put things in their mouth</p>
 <p>tickle</p>	<p>Fingers or other tickly things (feather dusters, silky scarves, tinsel, etc).</p>	<p>Slide 6 Have fun tickling, with fingers or the props. Use “ready, steady, go” to help build anticipation skills.</p>
 <p>sad</p>	<p>glitter bottle (put glitter and water into a bottle, add a little washing up liquid and tape the lid on tight or use a glue gun if you have one)</p>	<p>Slide 7 Shake the bottle and watch the glitter swirl or rock the bottle and see the water and glitter slosh.</p>
 <p>box</p>	<p>Tape an empty box closed (use a shoe box, a cereal box, etc) if you feel creative decorate it to look like the crate in the PowerPoint. You could fill it with things to make noises (dried peas, marbles, etc)</p>	<p>Slide 8 Hold the box up high above the student and build some anticipation Ready, steady .....</p>
		<p>Slide 9 Go! Drop the box onto the floor with a “crash!”</p>
 <p>party</p>	<p>Dancing You can add balloons, streamers, party food, etc.</p>	<p>Slide 10 Dance and party to the music.</p>