

A Teacher Resource

Sensory

Vestibular (Movement) Activities to Support Regulation



Research shows that activities that are implemented intentionally are preferable for successful regulation. Linear activities are the first choice **vestibular** tool to calm the dysregulated nervous system. Rotary Movements (the body moving around in a circle), Orbital Movements (spinning on an axis from the centre of the body) and Inverted movements (the head is positioned below the body) are more likely to alert the nervous system. Please note that prior to any attempt to address student sensory regulation, information should be collected about that student, as every student is different and has different regulatory needs.

LINEAR

- Perform a skill sequentially in a straight line avoiding twisting or spinning. This can be side-side, up and down, back and forth

PURPOSE/GOAL

- Set a purpose or goal for the activity to improve task focus (e.g., count and perform 20 jumps on the mini trampoline)

START AND END

- Exercises must have a start and end (e.g., carry a puzzle piece through a tunnel and place in a puzzle or use a visual timer for known regulation break)

REPETITION

- The skill must be rhythmical and repetitive, e.g., repetitive steps walking down a corridor or jumping up and down

Examples of Exercises and Activities

Walking

Walk forward with purpose in a repetitive rhythmical manner. Steps may be counted to keep rhythm



Balance Beam/Line Walking

Walk forward, side to side or backward



Jumping, Hopping, Star Jumps

Patterns of jumping and hopping on the spot, on/off an object etc. Avoid turning and keep body and head facing one direction

Skipping

Skip forward with purpose in a repetitive rhythmical manner



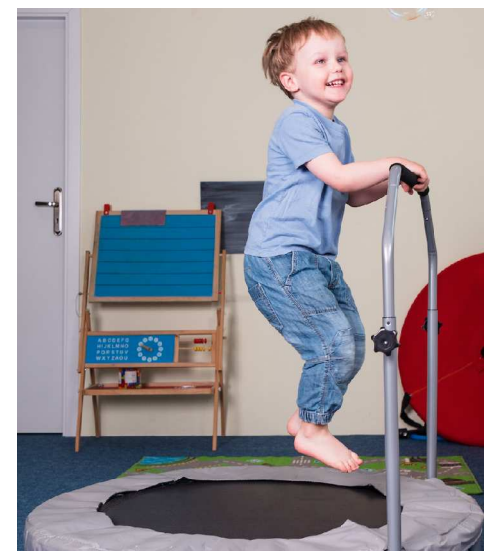
Agility Ladder

Run, jump or hop through an agility ladder



Stepping Stones

Walk across stepping stones



Gross Motor

Fine Motor

Sensory

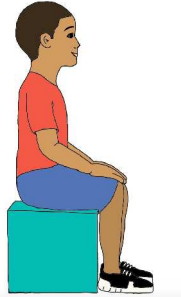
Social

Contenance

Vestibular (Movement) Activities to Support Regulation

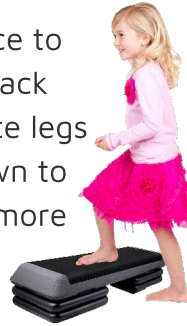
Squats/Sit to stands

With feet facing forward sit hips back and bend your knees. Don't go below 90 degrees knee bend. A chair can be used to sit onto or touch your hips against a wall



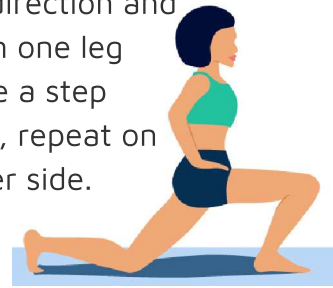
Step Ups

Use a stable surface to step up and step back down. Use alternate legs to step up and down to make the activity more challenging



Walking Lunges

Face a direction and lunge on one leg and take a step forward, repeat on the other side.



Pushups

Perform pushups (on knees or toes) or triceps dips and focus on rhythmic movement up and down



Skipping with a rope

Using a rope, skip on the spot, travel forward, skip with patterns etc.



Wobble Board

Use a one plane wobble or rocker board to rock forward and backward or side to side



Animal Walks

Remember to keep the head above body, move in a straight line



Scooter Board

Pulling along a straight pathway prone, kneeling or sitting, using arms or a rope. Retrieve an object at the end of the pathway



Ball Rocking

Prone, rock from toes to hands or sitting rocking in one plane



- Use flexible seating options e.g., En Chair for linear movement on the mat
- Use a peanut ball, rather than fitball, as its moves in a linear rocking motion
- Avoid wobble stools and dura discs to sit on as they move multidirectionally
- Avoid adding in complicated steps and activities for a student with difficulty in motor planning and executive function. Use visuals, auditory cues or a staff member supervision.



Use extreme caution with spinning. Vestibular input from spinning can be reactive. The vestibular stimulation received from spinning is intense and should be carefully considered and not utilised for any extended time period. Swinging also requires caution and can cause rapid escalation, particularly if multidirectional or the head is below the body.

A small number of students may use multidirectional movement for regulation though in the majority of students this can result in dysregulation. Rotation, orbital movements, inversion and multidirectional movement with minimal rhythm alerts the system rather than calms. Examples of this are spinning on an egg swing, rotational chairs, wobble stools, playground visits with no plan and basketball or prone rocking on a fitball with the head below feet. Please consult your health professional or 2PS staff if you observe students seeking these activities and prior to implementing into a students program.

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