

IN-SYNC ACTIVITY	Source	WHAT YOU NEED	WHAT TO DO
GETTING READY			
1. Squeezit!	OoSCHF 280		Apply deep pressure to child’s arm & leg muscles. Push & pull joints. Teach child to squat, squeeze ribs, pull wrists.
2. Swinging		Regular swings, tire swings, cloth swings	Swing to and fro; swing in circles; rock and sway.
3. Teeter-Totter	OoSCHF 64	4 x 4, with 1’ x 3’ board laid across it	Walk or crawl from end to end; Balance at center.
4. Jiggling on the Dryer	OoSCHF 118	Dryer	Hoist young child onto dryer. (Vibrations initiate vocalizing)
5. Ball Bounce		Therapy ball	Wiggle, jiggle, engage vestibular sense to find one’s center.
6. Crash Pad	OoSCHF 89	Pillow mound, or stuffed duvet	Run and jump into soft pad or pillow pile.
7. Scooter Fun		Scooter board used by Occ. therapists	Have child lie on tummy and propel self using his hands.
8. Heavy Work Activity	OoSCHF 123	Items to push, pull, lift and carry	Perform chores; play sports; participate with others.
9. Pet a Pet		Dog, cat, or guinea pig to cuddle and pat.	An animal will understand everything a child tells it.
10. Marching			March for 15-30 seconds, knees high, arms swinging.
11. Jumping		Trampoline	Jump and jump and jump.
12. Jump and Chant		Jump rope or trampoline	Try doing two things at the same time.
13. Bubble Jump		Large sheet of bubblewrap (big bubbles)	Jump until every big bubble has burst. Ear-opening!
14. Body Baton	ISAC 7	Trampoline; Rhythm sticks (optional)	Jumper sets the tempo; you clap hands or tap rhythm sticks slowly (or fast) to his beat. Or, have child choose a rhyme or song, and while he jumps, you sing and tap to his beat.

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EXERCISING THE MOUTH			
15. Chewy Necklace	OoSCHF 207	Cheerios, dental floss, plastic needles	String cereal on cord, wear it, and eat it. (Tie cord around the first Cheerio, as a knot.)
16. Applesauce Thru a Straw	OoSCHF 209	Strained fruit; Straw or vinyl tubing	Suck the applesauce.
17. Puffin' Stuff	OoSCHF 211	Cotton balls, paperwads, beads, straws	Blow through straws to push items across table or floor.
18. Blow Away Blues	OoSCHF 217	Balloons	Blow "bad thought" into balloon. Tie balloon and let it go.
19. Bubble Gum Blow	OoSCHF 219	Lots of gum	Chew a big wad of gum. Blow bubbles and hold them.
20. Kiss the Paper	OoSCHF 222	Lipstick, paper, crayons	Wearing lipstick, kiss the paper and add details to lip-prints to make butterflies or boats.
21. Sound Stretch	ISAC 75		Hands on thighs, raise arms overhead and down while calling out "A." Hands on shins for "E." On ankles for "I." On toes for "O." Stretched to other person & back for "U."
LISTENING AND MOVING TO EXTERNAL SOUNDS			
22. Slide Whistle Stretch	OoSCHF 152	Slide whistle (only \$11)	Blow from low to high to low through the whistle while child stretches high and bends low as the sound changes
23. Repeat My Beat	ISAC 41	Surface to tap on	Tap a rhythm on table or lap, and have child repeat it.
24. Heads Up, Toes Down	GISC 121	Xylophone or keyboard	Move body to 8 levels according to xylophone tone
25. Metronome Code	OoSCHF 145	Metronome; Board and crayon; Gestures that make sounds	Match written symbols (X and *) to claps and snaps, in sync with metronome
26. Metronome Workout	OoSCHF 243	Metronome	Play follow-the-leader with increasing levels of "sensory loading" and "cognitive loading"

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27. Paper Plate Dance	OoSCHF 157	Music with 8-beat phrases	Adult leads clapping/waving/swinging movements that children follow.
28. Stretchy Bands	OoSCHF 108	Resistive exercise bands; Instrumental music, e.g. Mozart's "Twinkle, Twinkle, Little Star" variations	In turn, each child initiates a stretchy movement that others imitate.
29. Hear, See, Move	OoSCHF 154	Various rhythm band instruments or noisemakers	Say, "This triangle means 'Walk'. The drum means 'Jump'." Play different instruments and have child change motions.
30. Drawing to Music	101 A's 45	Easel and crayons; Varied music (fast/ slow, happy/sad, major/minor mode)	Child draws along with instrumental music.
31. Shape Rain	GISC 148	Shapes cut from construction paper; Instrumental music	Toss shapes into air & let it rain. Say, "I'll play some music while you walk. When music stops, stand on a rectangle." Or, "When it stops, put your chin on a blue square."
32. Musical Hoops	OoSCHF 168	Hula hoops; Start/stop music	Variation of "Shape Rain," above.
33. Paper Plate Play	GISC 136	Plates, space to move.	Say, "Bring your plate to me but don't use your hands." Child follows your verbal directions.
34. Zop and Hop	ISAC 83		Think of action verb like "hop" and say nonsense word "Zop." Child says word that rhymes and then hops.
35. Change Places		Parachute	While children slowly pull parachute up, name 2 kids to run underneath and change places.
36. Old Lady Sally	OoSCHF 81	(Tune of "Here We Go Round the Mulberry Bush")	<i>Old Lady Sally likes to tippity-toe, tippity-toe, tippety-toe.</i> <i>Old Lady Sally likes to tippity-toe, & Old Lady Sally likes to STOP!</i>
37. Clap Your Feet	ISAC 11		Say, "Clap feet," "Nod finger," while child follows directions

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HAVING FUN WITH LANGUAGE			
38. Tell Us Something about Your Boot		Set of items (mitten, mitten clip, glove, scarf, boot)	Give one item to each child. Each child says one thing about his item. (“You wear boots to jump in puddles.”)
39. Tell Us Something Funny			Tell the kids something funny, beautiful, curious, etc., that you noticed this morning. Ask them, “What funny thing happened to you today?”
40. What’s Your Plan?			Ask each child to tell you what she intends to do on the playground. Swing? Dig? Outside, remind her, if need be.
41. Hypothesizing		Egg, seed, bud, chrysalis, etc.	Ask, “What do you know about this? What do you think will happen?”
42. Nursery Rhyme Playlets	101 A’s 79 ff.	Little Miss Muffet and other ditties; Rhythm band instruments; Props, such as spoon, cushion, spider	A couple of kids at a time enact simple dramas while other kids say and beat instruments. Exchange roles; repeat.
43. Fairy Tale Playlets	101 A’s 86 ff.	3 Little Pigs, 3 Billy Goats Gruff, etc.	Read fairy tale together; assign roles; enact, re-enact.
44. Real Life Playlets	101 A’s 90 ff.	Shoes in boxes; combs and brushes...	Pretend to buy shoes; Get hair done; Buy shoes
45. People Classification		6 or more people standing in a line	Classify people into 2 or more groups. Child guesses your sorting system and then sorts people into her own groups.
46. Object Classification		Miscellaneous items	Ask child to sort items into groups. Say, “Don’t tell!” Then ask others to guess the sorter’s plan. Give everyone a turn.

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47. Sequencing		8 or so squares of poster board, each with a drawing of a daily event.	Child looks at pictures and places them in chronological order.
48. Seriation		Pine cones, shells, unit blocks	Child arranges items in a row, from smallest to largest.
49. Draw a Childhood Experience		Paper plate and crayon	Share your memory with another person. Discover similarities (multi-sensory, outdoors, shared, open-ended...)
50. I Am ...		Paper and pencil	On paper, start several lines with a few words (“I am...,” “I wonder...,” “What if ...,” etc.) to jumpstart child’s poem.
51. What If?	101 A's 150	Preposterous ideas	Ask, “What if dogs could talk? We didn’t have electricity?”
52. Fill in the Rhyme	101 A's 154		Patch hands on thighs and start rhythmic ditty, leaving off last word: “I know a boy who likes to cook, And when he’s done, we’ll read a _____”
53. Add-a-Line Stories	101 A's 153		Take turns saying one line at a time to tell a story.
54. Talking without Words			Have a conversation without speaking. “Button your lips” and try to communicate with funny sounds, waving your arms, wiggling your eyebrows, humming, sputtering, etc.
55. Road Sign Alphabet	101 A's 139		In the car, spot and call out letters of the alphabet, in order, as you see them on street signs, storefronts, marquees, etc.
56. Highway Scavenger Hunt	101 A's 139	Pencils; List of items commonly seen on the road: truck,, pond, bike, etc.	Make a copy of the list for each child. The game is to cross off things on the list as they are seen.
57. Grandmother’s Trunk	101 A's 142		1st person: “Grandmother has an apple in her trunk.” 2nd person: “G’mother has an apple and a ball in her trunk.”

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58. The Shopping Game	OoSCHF 116	Grocery coupons	Match groceries to coupons.
59. Guesstimation	OoSCHF 133	2 spaghetti boxes; Small objects like paper clips, buttons, Legos, toothpicks	Place boxes side by side, at least 5" apart. Handle and chat about small objects. Ask, "How many pennies could line up between the boxes?" Game is for child to guess first (3! or 20!) before lining up small objects.
60. Memory Booster	101 A's 143	Paper and pencil; almanac or map	Choose category of facts to remember, e.g., oceans or the 13 original U.S. colonies. Write words in column on left side of paper. Use first letters to make up rhyme, acronym, or mnemonic to tie all items together.
61. Apples Are Red	101 A's 146		1st person makes statement. 2nd person uses a word from statement and makes her own statement. Game starts and ends with same statement. "Apples are red. Red is the color of ketchup. Ketchup comes from tomatoes. Tomatoes are red. Apples are red."
62. How Many Toms?		A common first name	Brainstorm all the Toms you can think of, living or dead, real or fictional.
63. Janie Likes to Dig			Describe a person with gestures only. If Janie has braids, likes to dig, and is missing a tooth, you wordlessly stroke your pretend braids, pretend to dig, and point to your teeth.
64. Holiday Rhymes	OoSCHF 170	Paper and pencil	In column, write holiday-related words that child writes rhymes for. (Red: Fed, Said, Led. Heart: Smart, Cart, Art.)

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SINGING FUNNY SONGS			
65. “Alive, Alert, Awake, Enthusiastic”	Shellenberger & Williams (“If You’re Happy and You Know It” tune)		<i>Alive, awake, alert, enthusiastic.</i> Knees, waist, head, air. <i>Alive, awake, alert, enthusiastic.</i> Knees, waist, head, air. <i>Alive, awake, alert.</i> Knees, waist, head. <i>Alert, awake, alive.</i> Head, waist, knees. <i>Alive, awake, alert enthusiastic.</i> Knees, waist, head, air.
66. “Tony Chestnut”		Xylophone (optional)	<i>Tony Chestnut knows I love him.</i> Toe, knee, nose, eye, hug. <i>Tony knows, Tony knows.</i> Toe, knee, nose, eye, hug. <i>Tony Chestnut knows I love him.</i> Toe, knee, nose, eye, hug. <i>That’s what Tony knows.</i> Toe, knee, nose.
67. “Ooples and Banoonoos”			<i>I like to eat, eat, eat apples and bananas.</i> <i>I like to ayt, ayt, ayt aye-ples and baynaynays.</i> <i>I like to eat, eat, eat ee-ples and beeneenees.</i> <i>I like to ite, ite, ite i-ples and bynynies.</i> <i>I like to ote, ote, ote oh-ples and bononoes.</i> <i>I like to uut, uut, uut uu-ples and bununues.</i>
68. “This Space is My Space”	W. Guthrie’s “This Land is My Land”	Hoops or carpet squares	<i>This space is my space; that space is your space,</i> <i>From head to toe, and hand to hand.</i> <i>I’ll stand in my space; you stand in your space.</i> <i>This space is where I take my stand.</i>
69. Drop-In Songs		“Old McDonald” “Clap, Clap, Clap Your Hands” “The Wheels on the Bus” “Bluebird, Bluebird, Fly thru my Window”	Ask kids to drop in their own ideas: <i>Old McDonald had a cat.</i> <i>Nod, nod, nod your head.</i> <i>The seatbelt on the bus went click, click, click.</i> <i>Butterfly, Butterfly, fly through my window.</i>
70. Song-Rhymes		“A-Hunting We Will Go” “Down by the Bay”	Kids suggest: <i>Catch a snake and bake him in a cake!</i> <i>Have you ever seen a fly, waving bye-bye?</i>

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MAKING THINGS MAKE SOUNDS			
71. Keyboard Stories	101 A's 53	Piano	Tell "Goldilocks" story while child plays keys to represent characters – delicately for Goldilocks, heavily for Pa Bear.
72. Chicken Squawker	101 A's 50	Paper cup, toothpick, string	Tie string to toothpick; poke hole in cup bottom; push string through hole; pull on string with two fingers
73. Singing String	GISC 152	Fishing line, bead, doorknob	Stretch and pluck fishing line to hear different pitches
74. Rubber Band Harp	101 A's 48	Cigar box, rubber bands	Stretch bands over box. Tighten/loosen bands to "tune."
75. Kazoo	101 A's 112	Cardboard tube, pencil, wax paper square, and rubber band	Poke hole into tube; Secure wax paper over tube end with rubber band; Sing "Old MacDonald Had a Farm"
76. Oatmeal Box Drum	101 A's 113	Cylindrical oatmeal box; String; Chopsticks	For neck strap, poke holes through box sides; poke string through holes and knot ends inside box. Tape lid on. Beat drum with chopsticks or hands.
77. Tin Can Bongo	101 A's 114	Coffee can, soup can, tuna fish can; Masking tape; Unsharpened pencils	Put cans side by side, opened end upwards. Strap cans together with tape. Beat with eraser ends of pencils.
78. Little Shakers	101 A's 117	Plastic pillboxes; Dried beans, rice, buttons, or pebbles; Tape	Put 10 dried beans or just a few other objects into round boxes (don't fill). Shake, shake, shake!
79. Matching Sounds	OoSCHF 161	Opaque deli tubs, small items	Put beans in 2 tubs, rice in 2 tubs, pennies in 2 tubs; Ask child to shake tubs, match sounds – Help put items into tubs; Shake tubs and find the pair with matching sounds.
80. Sensory Symphony	OoSCHF 293	Rhythm instruments, paper plates, hands, or items to strike together	Leader points to "musicians," one by one – first time to make noise and second time to stop making noise

Carol's Publications

Activity books:

OoSCHF *The Out-of-Sync Child Has Fun: Activities for Kids with Sensory Processing Disorder*, revised (Perigee, 2006)

GISC *Growing an In-Sync Child: Simple, Fun Activities to Help Every Child Develop, Learn, and Grow*, with J. Newman (Perigee, 2010)

ISAC *In-Sync Activity Cards: 50 Simple, New Activities to Help Children Develop, Learn, and Grow*, with J. Newman (Sensory World, 2012)

101 A's *101 Activities for Kids in Tight Spaces* (St. Martin's, 1995)

Other books and materials:

The Out-of-Sync Child Grows Up: Coping with Sensory Processing Disorder in the Adolescent and Young Adult Years (Tarcher/Perigee, 2016)

The Out-of-Sync Child: Recognizing and Coping with Sensory Processing Disorder, revised (Perigee, 2005)

Screening manual: *Preschool SENSory Scan for Educators (Preschool SENSE)* (Sensory World, 2005)

Children's books: *The Goodenoughs Get in Sync: 5 Family Members Overcome their Special Sensory Issues*, revised (Sensory World, 2010),
and *Absolutely No Dogs Allowed!*, an alphabet about the senses with my grandson Asher Kranowitz (Sensory World, 2016)

Checklists and questionnaires: *Answers to Questions Teachers Ask About Sensory Integration*, with S. Szklut, et al. (Sensory World, 2001)

CD: *Teachers Ask about Sensory Integration*, with S. Szklut, MS, OTR/L (Sensory World, 1999)

DVD: *A Sensory World: Making Sense of Sensory Disorders*, with Dr. Karyn Purvis and Dr. David Cross
(Texas Christian University, Institute of Child Development, 2010)

DVD: *Sensory Issues in Learning & Behavior* (Future Horizons, 2009)

DVD: *Getting Kids in Sync: Sensory-Motor Activities to Help Children Integrate Their Senses* (Sensory World, 2002)