The Magic Classroom
By Chris Mullane

This room is like no other, there is magic in the air.
It seems kind of disorganised, and there's colour everywhere.

There are beanbags, cushions, couches, some dividers and a screen.
And over on the other side, some tables can be seen.

Over there beside the window, the sun is shining bright.
But near the inside wall we see there is a lot less light.

In the background there is music for those who learn by sound.
And earmuffs are here for those who are the other way round.

On every wall there are pictures, each one a story tells;
there are also touchy feely things and even pens with smells.

How anyone could use this room I haven't got a notion.
It seems more like a recipe for some kind of magic potion!

Perhaps this room is magic and will cast a special spell,
So that everyone who enters here will learn so very well.

Be they tactile, auditory, or a visual kinesthetic.
An impulsive or a global or a reflective analytic.

No longer need they feel a sense of great frustration when
concentrating, processing, and retaining information!

Poem taken from the book:
'The Power of Diversity'
by Barbara Prashnig.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory Systems Overview</td>
<td>4</td>
</tr>
<tr>
<td>The Sensory Studio - some links to the DVS</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum</td>
<td>9</td>
</tr>
<tr>
<td>Interactive Infinity Tunnel</td>
<td>10</td>
</tr>
<tr>
<td>Vibrating bed</td>
<td>14</td>
</tr>
<tr>
<td>Mirror Ball, Spotlight and Colour Wheel</td>
<td>15</td>
</tr>
<tr>
<td>Interactive Bubble Tube</td>
<td>18</td>
</tr>
<tr>
<td>Sound Activated Catherine Wheel</td>
<td>20</td>
</tr>
<tr>
<td>Sound Beam</td>
<td>22</td>
</tr>
<tr>
<td>Leaf Chair</td>
<td>23</td>
</tr>
<tr>
<td>Lycra Hammock</td>
<td>24</td>
</tr>
<tr>
<td>Fibre Optic Spray</td>
<td>25</td>
</tr>
<tr>
<td>Solar Projector and Effects Wheels</td>
<td>26</td>
</tr>
<tr>
<td>UV</td>
<td>28</td>
</tr>
<tr>
<td>Other Equipment</td>
<td>32</td>
</tr>
</tbody>
</table>
Sensory Systems Overview

**Proprioceptive:** Proprioception is the unconscious awareness of body position, and tells us where our body parts are in relation to each other, other people and objects. The proprioceptive system enables us to know how much force is necessary for movement. Receptors for the proprioceptive system are located in the muscles, tendons, ligaments, joint capsules and connective tissue.

**Tactile:** The tactile system uses the largest organ of the body (the skin) to receive touch sensations. It receives information about pressure, vibration, movement, temperature and pain. The tactile system discriminates between threatening and non-threatening sensations. The tactile system is essential for the development of motor planning, body awareness, learning, emotional security and social skills.

**Vestibular:** The Vestibular system tells the brain where the head and body is in relation to the earth. The receptors are in the inner ear and register every movement that the head makes. Movement and gravity stimulates these sensors. The vestibular system processes and organises this information to enable us to coordinate body movements in space, coordinate eye movements with eye movements, develop and maintain normal muscle tone, coordinate both sides of the body together, maintain body postures and levels of alertness.

**Visual:** Visual processing is the ability to interpret information received through the eyes. The eyes are sensory receptors for the visual system. They receive information
about the visual environment including the contrast between light and dark, colour and movement. The visual system processes and organises this information and enables us to evaluate the environment, recognise similarities, and differences between object forms, sizes and positions. Visual information is also important in the development of hand-eye coordination and fine motor skills.

**Auditory:** Auditory processing is the ability to interpret information that is heard. The auditory system uses the outer and middle ear to receive noise and sound information. It receives information about volume, pitch and rhythm. Its primary function is to detect sound. The auditory system processes and organises information and enables us to distinguish between similar sounds (auditory discrimination), remember what we hear (auditory memory); develop communication and literacy skills (auditory memory and sequencing).

**Oral Sensory:** Oral sensory processing is the ability to interpret touch and taste information that is received in and around the mouth. The oral sensory system uses the skin around the mouth and the surfaces inside the mouth and tongue to receive touch and taste, and the nose to receive small sensations.
The Sensory Studio –
some links with the DVS curriculum

(This list is by no means comprehensive; there are many more areas where the connections can be made directly to the curriculum and to students' learning goals.)

While engaged in activities in the sensory studio students may~

**Physical, Personal & Social Learning**

**Interpersonal Development**
- show an intermittent response to supported activities (Stage 2)
- engage in parallel activity with others (Stage 4)
- maintain interactions and take turns in a small group with some support (Stage 5)
- play and work cooperatively with others (Stage 6)
- be aware of when to lead, follow and start the activity (Stage 9)

**Personal learning**
- show simple reflex responses to an activity or object (Stage 1)
- begin to give reactions to choices made by an adult (Stage 1)
- show and share pleasure by word, gesture, expression (Stage 3)
- communicate simple choices, e.g. likes and dislikes (Stage 3)
- persist for extended periods of time at an activity of their choosing (Stage 5)
- maintain attention and sit quietly when appropriate (Stage 6)

**Civics & Citizenship**
- show sensory awareness in relation to a range of familiar people in familiar routines (Stage 1)
- observe the results of their own actions with interest (Stage 3)
- show an awareness of the behavioural expectations within the setting (Stage 5)

**Health & PE**
- experience movement, with support, in a range of environments (Stage 1)
- show simple reflex responses (Stage 1)
- participate coactively in body awareness activities (Stage 1)
- accept and recognise change in position if moved (Stage 1)

**Discipline-Based Learning**

**Literacy**
- use sensory cues to respond to visual and auditory stimuli (Stage 1)
- listen to and imitate sounds made by themselves or others (Stage 2)
- use vocalisations deliberately in order to get a response, showing understanding of the effects of their actions (Stage 3)
- use words/ signs/symbols to comment in familiar situations, e.g. 'more', 'finished' (Stage 4)
**Numeracy**
- experience the feel and begin to give intermittent responses to 2D and 3D objects (Stage 1)
- experience activities involving position, direction and movement (Stage 1)
- explore objects that have different masses, lengths and capacities (Stage 1)
- sustain concentration on activities involving 2D shapes and 3D solids (Stage 3)
- sustain concentration during activities involving position, direction and movement (Stage 3)
- actively explore 2D shapes and 3D solids independently (Stage 3)
- initiate actions during activities involving position, direction and movement (Stage 3)
- show anticipation of the next sound, object or action in a pattern (Stage 3)
- demonstrate understanding of positional words; in, on, under (Stage 6)

**Science**
- attend and respond to variations in light (Stage 2)
- explore and manipulate light sources (Stage 3)
- through manipulation develop understanding that actions have consequences (Stage 3)

**Humanities**
- explore their immediate personal space (Stage 1)
- locate rooms and places that are important to them at school (Stage 4)

**Arts**
- experience a range of materials through their senses and explore them with support (Stage 1)
- experience musical sounds from a variety of sources (Stage 1)
- show an interest in what they see, hear, smell, touch and feel (Stage 2)
- use their bodies to explore texture and space (Stage 2)
- listen and respond to a variety of different musical stimuli with increasing personal involvement (Stage 3)
- participate in music activities that develop their sense of tempo (fast/slow) and dynamics (loud and soft) (Stage 4)
- move in space, using a range of pathways, patterns and levels (Stage 7)
- use dramatic elements, such as voice and movement (Stage 7)
- identify the shapes and colours in familiar environments (Stage 8)

**Interdisciplinary Learning**

**Thinking**
- apply potential solutions systematically to problems e.g. pressing a switch repeatedly (Stage 3)
- recognise and indicate when additional support is needed to solve problems (Stage 8)
- reflect on experiences and learning (Stage 10)

**ICT**
- coactively use switches to access a range of everyday information equipment (Stage 1)
- use random movements to create sounds using technology (Stage 1)
- engage in coactive exploration (Stage 2)
- react to new technological experiences (Stage 2)
- respond to amplified sounds (Stage 2)
- observe the results of their actions e.g. creating effects using a touch screen (Stage 3)
- show awareness of cause and effect to stop and start equipment (Stage 4)

**Communication:**
- communicate with others, e.g. expressing preferences (Stage 2)
- interact with others e.g. mutual gaze (Stage 2)
- take turns, with support for a variety of purposes (Stage 3)
- maintain interaction through more than one turn (Stage 4)
- use talk to connect ideas, explain what is happening and anticipate what might happen next (Stage 6)

**Design, Creativity & Technology**
- experience / begin to respond to a variety of materials, textures and moving objects (Stage 1)
- explore/manipulate materials given to them in a structured setting e.g. by giving visual/tactile/auditory/kinesthetic attention to wood, plastic, paper etc (Stage 2)
- explore/manipulate movement in a structured setting e.g. by giving visual/auditory/kinesthetic/tactile attention to moving lights, toys, flags, turn tables (Stage 2)
- intentionally use equipment with different access methods (Stage 3)
Interactive Infinity Tunnel

What is it?
The interactive infinity tunnel is a mirrored wall panel which gives the illusion of a procession of lights disappearing into a tunnel. The interactive infinity tunnel responds to sounds (via microphone) or switch operation.

Where is it?
It is fixed to the wall in the sensory studio.

How do I work it?
Ensure that it is switched on at the wall. Plug in either a microphone or a switch at the front of the panel.

Why is it used?
The interactive infinity tunnel can be used as a fascinating visual tool that can be very visually stimulating and hold the attention of the student(s) using it. As it can be operated with either a switch or a microphone it is good for

Are there any dangers?
• Some students can be very sensitive to visual stimuli. Please record responses.

Activity Ideas
• Loud/quiet voice practice
• Singing
• Turn taking
Vibrating Bed

What is it?

The vibrating bed is a single sized bed with a covered vibrating mattress. Vibrations from the mattress provide tactile stimulation and compliment auditory and visual activities. The vibrations can be set to run on a fixed pattern, sound activated or linked to a music system.

Where is it?

The bed is on castors so it can be moved around the sensory studio.

How do I work it?

Ensure the bed is plugged in.

Setting the Timer

The vibrating bed can be set to run for a set period of time and then turn off automatically.

- With the switch set to *seconds* the bed will run for 1-60 seconds depending on the position of the *timer knob*.
- With the switch set to *minutes* the bed will run for up to 10 minutes depending on the position of the *timer knob*.

<table>
<thead>
<tr>
<th>Seconds</th>
<th>Timer</th>
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<tr>
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<td>Stop</td>
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<td></td>
<td>60 seconds</td>
</tr>
<tr>
<td>Minutes</td>
<td>minutes</td>
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</tbody>
</table>
Starting the Bed

- Set the timer as above and then press the start button.

Stopping the Bed

- Turn the timer knob to the minimum time.

Using the Vibration Function

- Adjust the Vib. Volume knob, set the timer and press the start button.

Using the Microphone

- Plug the microphone into mic input
- Adjust the mic volume button, set the timer and press start.

Controlling the Music

The vibrating bed can be connected to most sound systems provided that the sound system has a suitable audio output.

- If the sound system has an RCA Audio Out, Line Out or Aux Out, connect the RCA lead from one of these outputs to the Audio input on the vibrating Mat Audio Link.
- If the system does not have an RCA Audio Output, connect the RCA Headphones lead from the headphones jack on the sound system to the Audio Input on the Vibrating Mat Audio Link.
- Turn on the music sound system and start playing some music
- Adjust the music volume knob, set the timer and press the start button.

Why is it used?
Vibration is a form of deep pressure that activates proprioceptors in the body (proprioceptors are the receptors in the muscles and joints that tell us where our bodies are in space). Some children have difficulty interpreting proprioceptive input and may be under aroused, clumsy or uncoordinated. Or they could be oversensitive be tactile defensive, highly aroused and have lots of energy.

The vibrating bed is a novel way of introducing short bursts of deep pressure to those that are more sensitive to proprioceptive input and trying to increase their ability to process and tolerate this kind of stimuli.

The vibrating bed can also be used as a calming strategy for those that are less sensitive to proprioceptive input and provide them with really strong and calming stimuli. Children who have lots of energy, seem disruptive, or seek out lots of deep pressure will probably find the vibrating bed to be a useful calming and organizing tool.

Please see an OT for guidelines for individuals who may be over or under sensitive to proprioceptive stimuli.

See previous handouts and the big sensory file for information about the senses.

The vibrating bed is also a fun and exciting way to participate in sound and speaking activities.

Are there any dangers?

- Too much vibration could be very stimulating for some children. Watch their reactions.
- Too much vibration could be very distressing for some children. Do not force children to participate in this activity and watch their reactions.
- Some children may feel sick or unwell if exposed to too much vibration.

Activity Ideas

- Use the vibrating mattress alongside stories to make a multi sensory experience. Books such as ‘We are going on a bear hunt’ (children use microphone to say ‘swishy swashy’ etc.
- Play sounds of different environments such as transport, offices, supermarkets etc
- Deep pressure for calming
- Deep pressure to reduce tactile defensiveness
- Cause and effect using microphone and/or music
- Turn taking
- Learning about different sounds and types of music
- Communication—maybe a motivator for speaking and practicing social skills. Students are able to feel their voice (multi sensory input)
- Relaxation
- Stimulation
- Whole body awareness
- Concept development (high/low, loud/soft etc)
Mirror Ball, Spotlight and Colour wheel

What is it?
The mirror ball is a large rotating ball that reflects light and creates patterns around the room.

Where is it?
The mirror ball is in the centre of the ceiling in the sensory studio. The spotlight is shining directly on it from the wall (next to AC unit).

How do I work it?
Switch both the mirror ball and the spotlight on at the wall. The ball will rotate slowly and reflect rotating patterns around the room. If the mirror ball is turned off but the spotlight is on, the pattern around the room will be static.

Why is it used?
The mirror ball rotates slowly to create a relaxing visual around the room. The patterns change colour as the spotlight wheel rotates. It is subtle and creates a wonderful, relaxing atmosphere in the room. The mirror ball and spotlight could be used as a standalone activity looking at colour changes and patterns. Great for visual attention.

Are there any dangers?
- Children should not stare at the spotlight as it may hurt their eyes.
- The spotlight may get very hot. Do not touch the globe.
Interactive Bubble Tube

What is it?

The interactive bubble tube is a 2 meter column which is full of water. The bubble tube is enhanced by the mirrors positioned behind and above it. The bubble tube is lit from underneath so that the bubbles change colour. The bubble tube is fully interactive and the bubbles and colours can be controlled by a switch.

Where is it?

In the corner of the sensory studio (where the door to Room 4 used to be).

How do I work it?

Ensure the bubble tube is plugged in and turned on.

The bubble tube can be operated so that the bubbles and the colours work together or independently of each other.

Interactive Mode

- Ensure that the *both* switch is switched up for separate control of lights and bubbles.
- Ensure that the *pulse* switch is switched up to stop the pulsing.

<table>
<thead>
<tr>
<th>Bubbles</th>
<th>Lights</th>
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<td><img src="image" alt="Latching on/off" /></td>
<td><img src="image" alt="Latching on/off" /></td>
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- Both
- Instant/Timer
- Pulse
**Latch on/off**

- Plug a switch into the *bubbles* socket. The bubbles will start with one switch press and stop with the next.
- Plug a switch into the *lights* socket. The lights will start with one switch press and stop with the next.
- One user can operate both the lights and the bubbles by plugging one switch into the *bubbles* socket and switching the *both* switch down.

**Instant Mode (on when pressed, off when released)**

- Plug the switch into the *instant/timer* socket.
- Press the *bubbles button* to turn the bubbles off and press the *lights button* to turn the lights off.
- Turn the *instant/timer button* anticlockwise to minimum. The bubbles and lights will now start when the switch is pushed and stop when the switch is released.

**Timer Mode**

- Set up as for instant mode.
- Turn the *instant/timer* knob clockwise to increase the delay before stop. The bubbles and/or lights will now start with one switch press and stop after an adjustable delay of up to one minute.

**Automatic Display- Pulse Mode**

- Switch the *pulse* switch down.

**Why is it used?**

The bubble tube is always a favourite in sensory rooms. It is fully interactive allowing student's complete control by using 1 or 2 switches. It is a great tool for visual attention, visual stimulation, light tactile stimulation, choice making, cause and effect, and relaxation.

**Are there any dangers?**

- None for students.
- There are dangers when refilling water and changing globes. Please see Hannah, Paul or Judy if you think either of these things needs to be done.
Activities

- ICT- switching skills
- Choice making
- Turn taking
- Cause and effect
- Eye tracking
- Colour identification
- Science- rising bubbles
- Themes—beach, water, colours, fairytales
- Literacy- story telling and story creation using water, bubbles etc
- Predication skills
What is it?

The Sound Activated Catherine Wheel is a wall panel. It is very responsive and provides a strong visual attraction. Coloured spokes of light rotate to any sound detected through the microphone. Speed of rotation and the fading in and out of the lights can be controlled.

Where is it?

The Catherine wheel is fixed to the wall in the sensory studio.

How do I work it?

The Catherine Wheel has a built in microphone, a jack socket for an external microphone, a program select button and three protruding switches that control the following:

Left Hand Switch - Sensitivity Switch

Turn the switch to the right to increase microphone sensitivity.

Middle Switch - Slope
With the switch hard to the left, the lights come on sharply and fade out quickly. As you turn the switch to the right, the lights come on slowly and fade out slowly.

**Right Hand Switch - Speed**

As you turn the switch to the right, the light spokes of the wheel slow down.

The green select button provides 9 programs to choose from.

When the Catherine Wheel is turned on, number 1 appears.

The programs are as follows:

1. **Automatic Chase**
2. **Automatic Chase, two by two**
3. **Automatic Chase, three by three**
4. **Sound to Light Chase, one at a time**
5. **General Voice / Noise Sound to Light**
6. **Base Sound to Light**
7. **Treble Sound to Light**
8. **Auto Sound to Light**
9. **Sound to Light ascending red, yellow, green, blue**

**Why is it used?**

The interactive Catherine wheel is a visually exciting piece of equipment that students can fully interact with whilst practicing a variety of skills.

**Are there any dangers?**

- None known

**Activity Ideas**

- Turn taking
- Loud voice/quiet voice
- Cause and effect skills
- Colour recognition
- Sequencing
- Themes-colours
Sound beam

What is it?

The sound beam is a piece of musical equipment that enables anyone to create and play music through the use of ultrasonic rays. It works by sending out an ultrasonic ray which can be varied in length from a few centimeters to several metres. It converts information about movement and distance into a language called MIDI - an electronic code which is used to send instructions to electronic instruments.

Where is it?

The sound beam is on the ceiling pointing downwards. The keyboard and the sound beam control box are on top of the clack cupboards.

How do I work it?

The keyboard and the control box are already set up. All you need to do is turn the keyboard and sound beam on at the socket. The students can create sound through movement by standing or sitting under the beam and moving around, or by walking through the beam or waving a hand or leg through the beam. If you wish to change the settings please see Kate or Hannah.

Why is it used?

The sound beam is used to encourage movement, sound and full interaction with the environment. Children who are unable to hold or play instruments have the opportunity to create music independently. It can also be used to encourage body awareness, build confidence, develop extended movement, develop fine motor control, explore cause and effect, discover
composition and improvisation, to make music, to foster a sense of achievement, to develop listening and turn taking skills, and for having fun.

**Are there any dangers?**

None.

**Activity Ideas**

- For children with minimal movement set up the environment so that the beam is within the range of the student’s hand, head or leg (whatever body part has the best active movement).
- Ask children to reach out and make a sound (upper or lower limb stretching)
- Ask students to take turns to make music by each taking it in turns to create movement under the beam.
- Blow bubbles into the beam (play the ‘bubbles’ song in the background)
- Sprinkle leaves/foam balls/shredded paper under the beam (play appropriate music in the background)
- Use the Elefun game to catch butterflies under the beam
- Literacy- read stories aloud and have students take it in turns to stand up and make the appropriate musical effect using the sound beam.
- Any activity that involves movement would work here—sound being a great motivator and giving immediate feedback.
Leaf Chair

What is it?
The leaf chair is a firm hammock-like chair that is shaped to cradle the body and be relaxing and comfortable. Unlike a hammock, the leaf chair has a solid frame so it is much more stable and supportive. The leaf chair hangs from the ceiling and is designed to rock gently.

Where is it?
The leaf chair is hanging from the ceiling of the sensory studio. It cannot be moved.

How do I work it?
Students can just sit in it and relax! They may need some assistance to stabilize it before they sit down. Children who are non weight bearing may need to be hoisted into the chair.

Why is it used?
The vestibular system (sensors of gravity, movement, balance, postural control and tone) plays a vital part in helping people maintain a calm and alert state. Gentle swinging in the leaf chair can be very calming and comforting.

Are there any dangers?

- Some children can become over stimulated by movement. Look for responses.
- Some children are very wary of movement and having their feet off of the ground.
- Please complete a risk assessment for children who require lifting into the seat.
- The leaf chair is designed for gentle movement—do not swing it fast.
Lycra Hammock

What is it?

The cocoon-like design provides a total body pressure that not only feels good, but builds muscular strength, coordination and balance. Being suspended creates a heightened relationship to gravity, which stimulates the vestibular system responsible for balance and coordination. After moving or resting in a lycra hammock a child will feel more alert, relaxed, and energized.

Where is it?

The hammock is kept in the black cupboard in the sensory studio.

How do I work it?

The hammock has to be suspended from the ceiling. Please use the steps when hooking it up to the suspension points. Ensure that there are 2 points in each of the clips.

Why is it used?

The vestibular system (sensors of gravity, movement, balance, postural control and tone) plays a vital part in helping people maintain a calm and alert state. Gentle swinging in the hammock can be very calming and comforting. Unlike the leaf chair, the lycra hammock can be swung a little quicker and from side to side. The lycra hammock provides lots of proprioceptive feedback to students so can be good for body awareness too.

As the lycra hammock provides maximal support and intense sensation it can be excellent for students who are very hyperactive and have difficulty sitting still in the classroom. A period of swinging in the lycra hammock may enable students to return to the classroom and focus for an increased period of time.

Are there any dangers?
- Ensure that the swing is connected properly.
- Check for frays in the ropes and loose stitching in the hammock.
- Some children can get very dizzy and feel unwell from swinging. Check child’s responses.
- Be careful when standing on the steps to hook the hammock up.

**Activity Ideas**

- Imaginative play skills—turn the hammock into a spaceship, racing car, boat or hot air balloon!
- Literacy/drama- use the hammock as part of your story i.e. sleeping beauty’s bed.
- Get the students to lie on their tummies and complete a fine motor task on the floor (a puzzle or drawing). Great for fine and gross motor development.
- Get the students to lie on their tummy or on their backs and kick or push a large gym ball. Motor planning and strength.
Fibre Optic spray

What is it?
The fibre optic curtain is a curtain of hanging fibre optic lights that change colour. The strands are very safe to touch and play with.

Where is it?
The fibre optic curtain is hanging from the ceiling of the sensory room, next to the bubble tube.

How do I work it?
Just switch it on at the wall. The colours will change automatically.

Why is it used?
Fibre optic sprays and curtains are extremely effective for individuals with limited visual ability. The strands change colour gently so are great for capturing attention of all children.
Solar Projector and Effects wheels

What is it?
The Solar 250 is an effects projector that will project shapes and patterns on to the wall. The effects wheel rotates slowly.

Where is it?
It is on the ceiling of the sensory studio pointing onto the wall (this can be altered if you want to project images onto the floor, ceiling or an umbrella instead).

How do I work it?
You can change the effects wheels in the projector by releasing the screw on the wheel hub and sliding the wheel forward. You will be shown how to do this.

You can make your own effects wheel very easily (see attached)

Why is it used?
The effects projector can be used as a relaxation tool (students can watch the images as they slowly change on the wall). It can be used for visual attention, eye tracking skills, awareness of light and image, for reinforcing ideas and themes, for recognition of shapes, colour and number and for learning about new topics.

Activity Ideas
- Students make their own effects wheels writing (or typing their names). They can proudly watch their own work be displayed on the wall.
- Students (and teachers) can make effects wheels related to the themes in their rooms.
- Students can put photographs on their effects wheels (ICT skills!)
- Effects wheels can be made to fit in with any topic in your classroom. Use the projector for reinforce ideas and capture attention.
UV Equipment

What is it?
The UV toys and equipment are fluorescent under the UV lights in the sensory studio. These items are about 40 times brighter under UV lights than they are under regular lights.

Where is it?
The UV lights are in the centre of the ceiling in the sensory studio. The UV toys are kept in the locked cupboard in a tub.

How do I work it?
The light switch for the UV lights is by the Room 3 doorway. The switch has a sticker on it to indicate what it is for.

The room should be totally dark and no other lighting equipment—such as bubble tube or projector—should be used at the same time for full effect.

Why is it used?
- Items are easier to focus on because they are brighter and because there is a heightened contrast.
- Shapes, colours and outlines are much clearer.
- UV lights create a new and exciting environment
- To learn about and explore shape, colour, the arts, body awareness, texture, size, space, motion, movement and visual stimulation.

Are there any dangers?
• Children should not be exposed to UV lighting for more than 5 hours in a day. Adults should not be exposed to UV lighting for more than 1 hour per day.
• Some individuals are sensitive to UV lights—watch the students and each other!
• Some medications can make people more UV sensitive.
• The oil Bergamot is a strong photosensitivity agent and can cause a bad reaction.

UV Activity Ideas

UV bean bags – throwing, catching, turn taking, target practice, turn taking

UV ball – as above

Textured balls and toys – tactile stimulation, counting, exploration, choice making

Scarves and body socks – body awareness, coordination, creativity, drama, exploring colour and shape

Hand painting – left and right discrimination, gross motor coordination, colours

Sun block – health and PE, body awareness,
Fluorescent face paint - drama creativity, emotions,

Gloves

Fluorescent tape-

Fan with UV streamers

Fluoro switches

White face masks

Hair bands, ribbons,

Socks
Laces and zips

Fine motor skills - pegs, flouro pens etc
Other Equipment in the Sensory Studio

**Touch Box**: a box for tactile sensory exploration. Items include feathers, a feely matching bag, koosh balls, and fiddle toys (to assist with modulating levels.)

**Looking Box**: a box for visual exploration to encourage participation, movement, vocalisation, hand eye coordination, tracking, and visual attention. Items include squishy, coloured letters and numbers, torches, a mini fibre optic spray, kaleidoscope, and a spiral glitter tube.

**Sound Box**: a box for auditory exploration and stimulation. Items include musical instruments, sound cushions, squeaky toys, rattles and bells.

**Brush Box**: different types of brushes and massage tools for tactile stimulation, brushing programs and exploration.

**Your Box**: There is room in the cupboard for your own classroom sensory items. You’d like to keep items relating to a theme in the box, or maybe your students have their own oral motor toys.

*Please do not take items. Please report any items that are broken.*