

Therapeutic Uses for a Body Sock:

Self-Regulation-The proprioceptive input facilitated by the body sock provides deep pressure to the child's entire body. This input is very calming and can assist with regulation of the child's arousal level.

Endurance-Due to the resistant nature of the body sock, the child will naturally work on his strength and endurance while completing activities wearing the sock. Different activities can be completed while doing activities such as board games, reading or yoga poses while wearing the body sock.

Body Awareness-The input provided by the body sock facilitates body awareness by giving the child additional feedback about where their body parts are in relation to one another in the sock. Use an obstacle course while your child is wearing the body sock: he can crawl over pillows, walk across a "tight rope" (taped line on the floor) and do animal walks. Completing these activities in a body sock will promote body awareness.



Instructions :

Remove hard sole shoes or you may wear sneakers. Hold Body sock vertically, with opening facing forward. Step into it, placing each foot in a corner. Pull the Body sock up, positioning head in center, top, placing hands/arms in upper corners. *The ideal sizing for a Sensory sock is as close as possible or slightly shorter than one's height– please refer to the sizing chart below

Sizes:

- Small-fits 3-5 years 40" Tall X 27 " wide
- Medium-fits 6-8 years 47 " Tall X 27" wide
- Large- fits 9-12 years 56 "Tall X 28 " wide
- X-Large-fits 12 and up 60 "Tall X 27" wide

NOTE: Body Sock is made of a machine washable, stretchy lycra material and can be washable in cold water, hang dry. Can be purchased at the following:

- www.schoolspecialty.ca
- www.sfinds.com
- www.specialneedstovs.com

Activities that can be done:

- 1) Place the child in front of a full-length mirror with the body sock on. Have them stretch it, into as many shapes as possible using every part of their body. Have them hold each pose for 10 or 15 seconds to increase body awareness, balance & proprioception.
- 2) You can turn the lights off, shine a flashlight on them, and use the Body Sock to make shadows on the wall. Challenge them to use their whole body to create as many shadow animals, shapes, objects, or letters as possible (standing, sitting, or laying down).

3) Have relay races with the kids in them, giving them different directions on how to move (i.e. crawl, walk like a penguin, giant steps, baby steps, slither like a snake, commando crawl, hop, jump, etc.).

NOTE: The "body sock" can also be used for sensory overloaded kids or children with Autism, PDD, Aspergers, or ADD/ADHD for a calming, sensory escape.

OTHER IDEAS:

SENSORY CALMING: Let them crawl into it and sit in a quiet room, or in a **play tent, tunnel, or play hut**, or have them sit on an exercise ball and listen to calming music or watch a favorite movie that relaxes them.



PUZZLE PIECES: (body boundaries, adaptation, and cooperation trust) Children imagine they are each an important piece of a large puzzle. One child starts alone in the center of the room and makes a shape he/she can hold comfortably. Instruct the child to find a way to mold to the previous child's shape until the puzzle is completed.

HATCHING EGGS: (body part differentiation) Themes of emergence, being born, coming out into the world, hatching eggs, changing, etc. can be developed as the children explore different ways they can begin to peel off the Body sock one arm out, one leg, upper body, lower body, head, etc boundaries, proprioception, directions) Children explore 101 ways to roll, (slowly, quickly, as small as can be, as long as can be, etc.) If they make contact with another rock they must roll in the opposite direction.



MUSICAL SCULPTURES: (shapes, body awareness, visual/motor coordination, listening) Divide group, half watches while the other half improvises in their Body sock to music. Instruct children to freeze in a Body sock sculpture when they hear the music stop. Ask members of the watching group to quickly name each sculpture. Switch roles.



ENLIVENING BIOLOGY: Decide on a category; insects, snakes, sea creatures, things that grow, birds of flight, creatures from outer space, etc. Select music that mirrors the dramatic quality of a chosen category. Encourage the children to begin exploring their new identity within the Body sock. Verbally reflect back what you see as you watch the child.

COSTUMING: (creativity, imaginative play) Encourage children to create their own creatures by adding paraphernalia either inside or outside their Body sock, hats, helmets, rolled up clothing, scarves, belts, etc.



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