

Overview of Planning Wheel

This is a tool that you can use to help identify strategies that you can try with your child, it is not intended as a prescription.

The focus continues to be on functional activities. The tool supports implementing strategies and making adjustments to the task, environment and expectations that supports your child to engage and participate in functional activities impacted by sensory differences.

In the middle (in blue) you put the functional task your child finds difficult. In the middle ring (in green) you put strategies that may help support your child with this task. These are grouped into the headings in the outer ring (pink). The sections do have some degree of linking together - however it is not essential to fill every box.

The following pages contain ideas of strategies that you may find useful, grouped into the headings in the outer ring (pink).

Don't get too tied up in which circle to put the strategies in, this is simply a tool to help you think about the different areas that can be changed to help your child.

These strategies are a support tool, they may not completely remove the difficulty, but they may help in supporting your child in managing their difficulties.

This would ideally link in with support from other services, for example a child with difficulties with behaviour may use strategies suggested by CAMH, nurse led clinics, or behaviour management workshops.

In the resource pack there are examples of completed planning wheels for tasks that have been collated from parent and teachers feedback on common areas of functional difficulty.

Involving
Interests

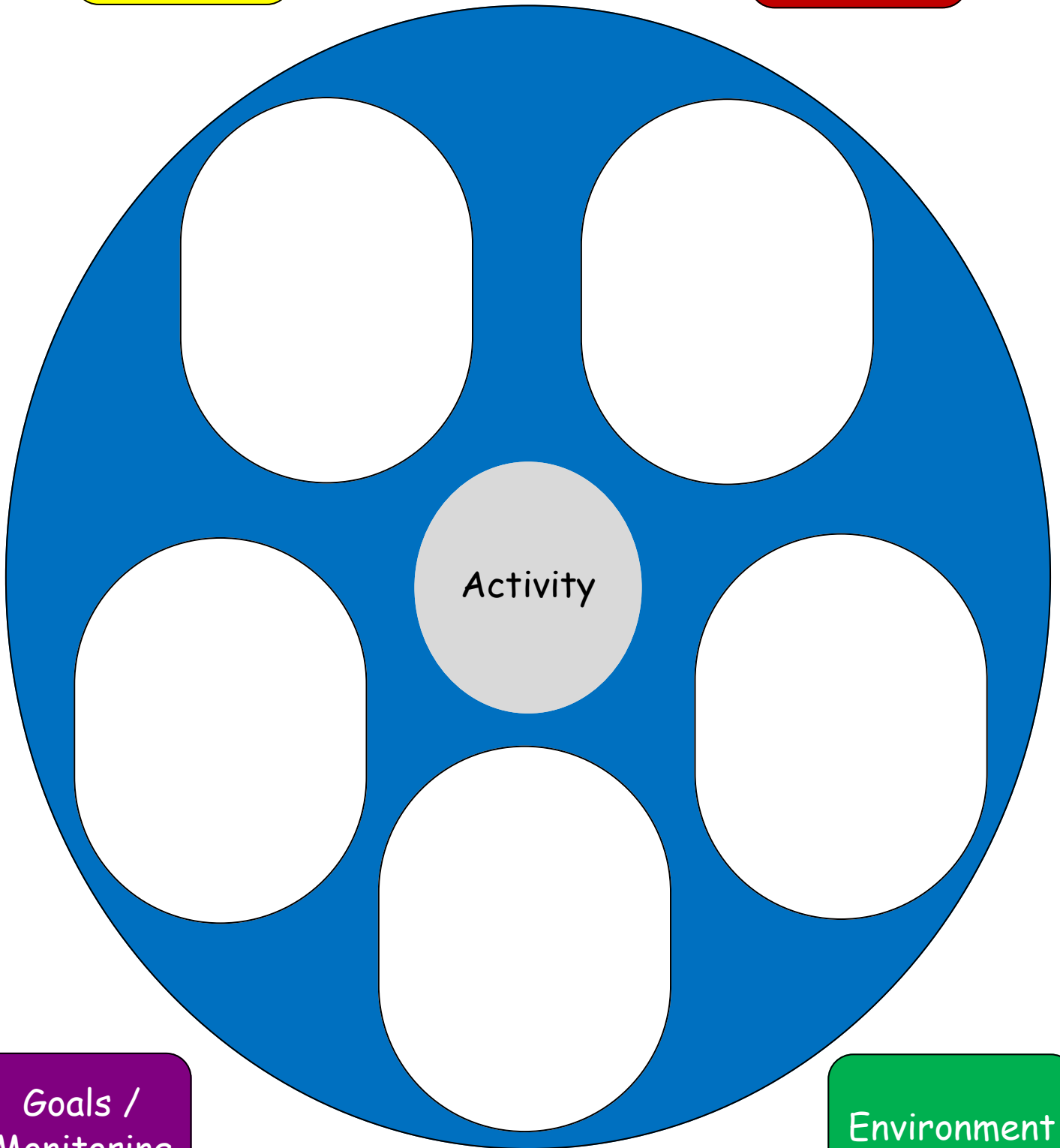
Exercise

Activity

Goals /
Monitoring

Environment

Task Structure /
Grading



Environment



Are there times/places that are more challenging? Break times, supermarkets, meal times, moving between classes?



Consider Reasonable Adjustments

Structured activities at play time.

Quieter place for pegs/locker. Let in to school a little earlier

Go to last 15 minutes of birthday party and build up from a point of success

Options for physical changes:

Noise - acoustic panels.

Natural Light or LED instead of fluorescent



Organised workspace to start activities

Before



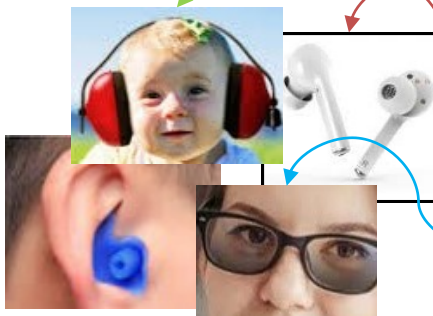
After



Tents/quiet zones/side rooms - potential good places to start work or introduce new activities



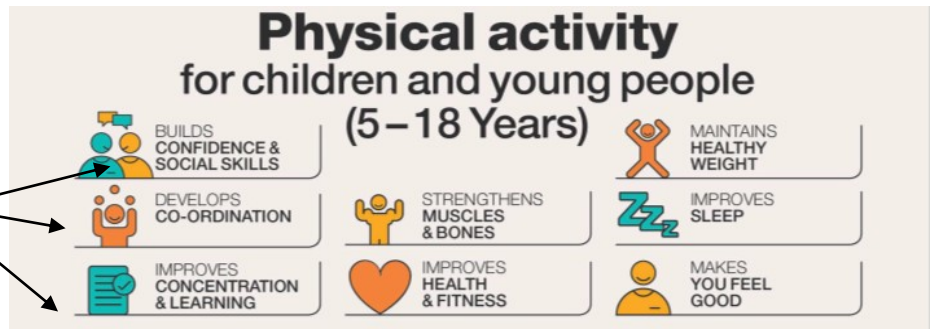
Equipment to ease a strong response to light/sound



The guidance on **Exercise**, **Involving Interest**, **Visual Information**, **Task Structure** and **Goals** may help support putting this advice in to place.

Exercise

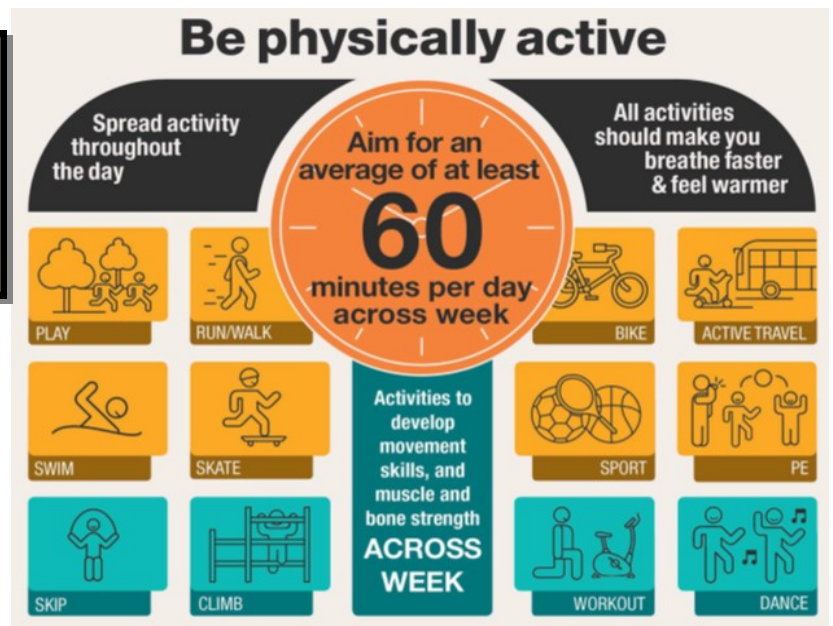
Many concern areas from our local population may be supported by the benefits of physical activity



Physical activity is Not just a reward – plan it in to help get ready for our daily activities

Exercise provides movement/balance (Vestibular sense) and body awareness, force and judgement (Proprioception sense)

Aim for 30 mins at home, and 30 mins at school everyday.
Recommend 15 minutes is done before school



An active day could involve:

“Main Courses” – (10-15+ mins) of movement and resistance activities. Such as the Daily Mile initiative (click for more ideas)

“Snacks” – short bursts of physical exercise before or during activities as movement breaks. Such as Go Noodle videos (click for more ideas)



The guidance on Exercise, Involving Interest, Visual Information, Task Structure and Goals may help support putting this advice in to place.

Task Structure/Grading 1

Having visual prompts and schedules available at the time of difficulty may help in managing that time.







For example, when do we need the departure board?

We need it to provide structure and reassurance when we are in the departure lounge



A tool to support organisation and a reminder for those
of us who are occasionally distracted and
forgetful

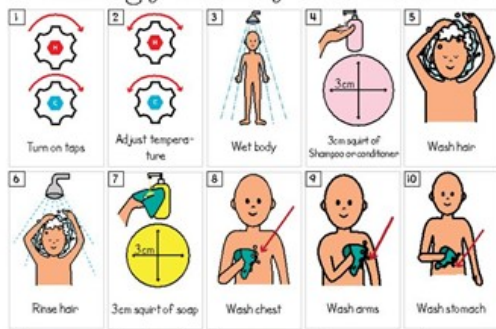
A reminder for each stage of an activity.
Direct me to the schedule if I need a prompt to
move on or refocus

	Finished
	
	
	
	
	
	

A focus point when in a challenging environment



Washing your body in the shower



A visual schedule acts like a recipe—A prompt for a clear start and end to an activity

A visual timer or numbered sequence gives information of how much of a task is expected and a clear end point



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Task Structure / Grading 2

What to do
How to do it
How much to do
Where to do it
When it finishes



Crazy foam soap gives washing a more visual end point



If they bump into tables, regularly practice classroom/indoor obstacle courses



Find 10 pegs in putty - gives a fidget fix with a clear end. Fidget spinners were sometimes banned as there was no clear end point when using them



If a noise is disliked use it within a visual activity - vacuuming hole punch dots makes the task much more visual



Practice changing force e.g. press pen in to putty hard (level 10) and soft (level 1). Now try and write using level 4 force



Kicking 10 footballs in to 10 hoops spread across a field - gives an exercise fix for a child who dislikes team games



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Goals / Monitoring

Take time to think what your Short and long term goals might be. What are your expectations for your child.

Base your expectations on what your child can do

Short Term Goals Long Term Goals



A visual record of the day—shows when support might be needed (Break times, work times, meal times, personal care, end of lessons etc)

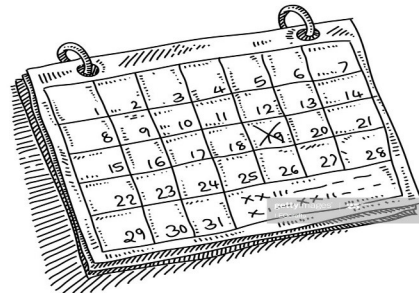
Activity Diary

	Monday
06:00 - 07:00	
07:00 - 08:00	
08:00 - 09:00	
09:00 - 10:00	
10:00 - 11:00	
11:00 - 12:00	
12:00 - 13:00	
13:00 - 14:00	
14:00 - 15:00	
15:00 - 16:00	
16:00 - 17:00	
17:00 - 18:00	
18:00 - 19:00	
19:00 - 20:00	
20:00 - 21:00	
21:00 - 22:00	
22:00 - 23:00	
23:00 - 00:00	

Keep a record of number of times e.g. trying a new food, completing daily mile or experiencing a disliked sound



Make a physical plan for new activities for the next half term.
E.g. Daily Mile before school every day and then see how things are



Make long term goals realistic for your child.

Short term goals based near to what they can do, rather than what they can't. Encourage success

CHALLENGE
THAT'S JUST RIGHT!

Rating scales can be used to monitor how much their feelings about an activity change over time

Video recording e.g. at meal times or dressing at home to monitor progress



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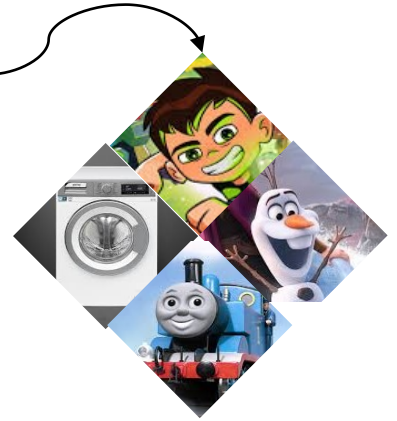
Involving Interests

MINECHORES

	Mon	Tue	Wed	Thu	Fri	Sat
Chores						
Dishes						
Trash						
Animals						
Clothes						
Toys						
Homework						
Teeth						
Bed						
Other						

Involve their interest within activities.
Toys, animals, characters, gadgets

E.g. MineCraft Schedule



E.g. Playdoh Letters



E.g. Social skills group renamed a Warhammer group where social skills work was done whilst model painting



Extended family or friends - try new foods or activities in a different environment and with different people



Practice daily living tasks on you or a favoured toy. Make toy teeth dirty so task is more visual of what to do and when it finishes as they practice



Build credit towards favoured activities when completing activities they are less keen on



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