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# Parent Intervention STRATEGIES

THE SEVEN SENSES IN  
CHILD DEVELOPMENT

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*THE FUNDAMENTAL  
OVERVIEW OF CHILD  
DEVELOPMENT*

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LILLY J FAITH

**LILLYFAITHPARENTING.COM.AU**



**GOLDEN KEY TIPS YOU CAN CONTRIBUTE TO  
YOUR CHILD LEARNING.**

**THE SEVEN SENSES IN CHILD DEVELOPMENT  
SIGHT (VISION)**

**LEARNING STARTS FROM WHEN THE CHILD IS  
A BABY, THE CAREGIVER OR PARENT TALKS  
ABOUT THE ENVIRONMENT, THE CHILD IS  
ABLE TO USE THEIR SIGHT (VISION).**

**1. SPEAK OUT LOUD WHAT YOU SEE WITH  
YOUR EYES AND ASK CHILD WHAT THEY SEE  
WITH THEIR EYES.**

**2. THEN FROM SIMPLE WORDS OF SEEING  
BIRDS, PEOPLE, SUN, CARS, TREES, SKY,  
RAINBOWS OR WHATEVER THE CHILD MAY  
SEE, WE BUILD UPON SENTENCES**

**3. THE SENTENCES THEN BECOME STORY  
TELLING**

**4. THE SENSE OF SIGHT IS ACTIVE**

## HEARING (AUDITORY)

THE CHILD HEARS THE SOUNDS OF THE ENVIRONMENT AND RELIES ON HEARING (AUDITORY) LEARNING.

E.G.THE ENVIRONMENT MAY BE THE WIND BLOWING AND THE TREES MAKING SOUNDS.

1. THE CHILD EYES ARE CLOSED WHILE LISTENING INTENSELY USING THEIR HEARING (AUDITORY) SENSE
2. WHILE EYES ARE CLOSED THE CHILD SAY'S OUT LOUD WHAT THEY HEAR
3. ENCOURAGE THE CHILD TO DESCRIBE THE SOUND THEY HEAR

## SMELL (OLFACTORY)

THE CHILD SMELL'S THE ENVIRONMENT AND USES THE SENSE OF SMELL (OLFACTORY) AS PART OF THE LEARNING ASPECTS.

IT MAY BE AT HOME IN THE KITCHEN WHAT IS COOKING OR THE DIFFERENT SMELLS IN THE GARDEN WITH THE SCENTS OF THE FLOWERS.

1. WHILE COOKING BE CREATIVE AND SHOW COOKING RECIPE BOOKS
2. THE COOK BOOK RECIPES CONTAIN VISUALS
3. GET THE CHILD TO CHOOSE WHAT TO COOK
4. WHILE COOKING SAY THIS IS WHAT GINGER SMELLS LIKE, THIS IS WHAT CURRY SMELLS LIKE ETC THEN THE CHILD IDENTIFY THE SMELLS TO EACH TYPE OF FOOD
5. IN THE GARDEN ENCOURAGE CHILD TO SMELL THE ROSES, JASMINE AND FLOWERS

## TASTE (GUSTATORY)

WHEN THE CHILD IS EATING FOOD THERE ARE DIFFERENT TASTES! USING THEIR TASTEBUDS, EACH TYPE OF FOOD TASTE DIFFERENT.

THE SENSE IS CALLED TASTE (GUSTATORY)

WHEN CAREGIVERS OR PARENTS, PROVIDE A WELL BALANCE FOOD GROUP SELECTIONS FROM THE FOOD PYRAMID TO GIVE TO THEIR CHILD THIS BENEFIT THE SENSE OF TASTE.

1. CHILDREN LOVE TO COOK

2. GET CHILD INPUT ON WHAT TO COOK

3. INVOLVE CHILD INTO THE COOKING EXPERIENCE WHILE FOLLOWING THE RECIPE INSTRUCTIONS

4. ENCOURAGE ASSORTED VARIETIES OF FOOD TASTE

5. TALK ABOUT IF CHILD LIKE THE TASTE OF WHAT THEY ARE EATING



# TOUCH (TACTILE)

CHILD HANDS, FINGERS AND FEET CAN EXPLORE TOUCH BY PROVIDING A LARGE SCALE OF DIFFERENCE TACTILE.

EXPLORE TOUCH SENSATIONS WHICH GIVE FEELINGS OF ROUGH, SMOOTH, SLIPPERY ETC SURFACES OF ITEMS OR OBJECTS.

1. DO A SENSORY WATER BEADS ACTIVITY PLAY

2. IN THE HOME TACTILE MATERIALS VARY FROM NATURAL TO SYNTHETIC, THEN INTRODUCE TO CHILD

3. DO A HAND SCRUB ON THEIR LITTLE HANDS SO THEY CAN IDENTIFY DIFFERENT TEXTURES AGAINST THEIR SKIN

4. THEN APPLY A HAND CREAM SO THEY FEEL SMOOTH SKIN

5. EXPLORE NATURAL ENVIRONMENT OF BEING DOWN THE BEACH FEELING THE SAND

## VESTIBULAR (MOVEMENT)

YES THERE IS A "SIXTH SENSE" WHICH IS CALLED VESTIBULAR (MOVEMENT) THE BALANCE AND MOVEMENT SENSE GIVES US PROVISION OF WHERE OUR HEAD AND BODY ARE IN SPACE WHICH CENTERS OUR MOVEMENT.

TO PRACTICE OUR VESTIBULAR (MOVEMENT) SENSE, A PRACTICAL STRATEGY IS WALKING, SITTING, AND STANDING.

1. A MEDICINE BALL WITH CENTERING CHILD BODY IS A GOOD WAY TO PRACTICE MOVEMENT SENSE WHICH ENABLES THEM TO FEEL THE BALANCE AND MOVEMENT BY NOT FALLING OFF THE BALL.

2. USE A TRAMPOLINE FOR MOVEMENT OF JUMPING

3. GROSS MOTOR DEVELOPMENT ENCOURAGE PLAYING ON THE PLAYGROUND EQUIPMENT



# PROPRIOCEPTION (BODY POSITION)

(BODY POSITION) GIVES PERCEPTION OF THE BODY AWARENESS SENSE MEANING OUR BODY PARTS ARE CONNECTING TO EACH OTHER FOR EXAMPLE BEING ABLE TO CLOSE THEIR EYES AND TOUCH YOUR EYE'S WITH INDEX FINGER.

## PRACTICING THE SENSE OF PROPRIOCEPTION (BODY POSITION)

### BABIES TO TODDLERS

1. IT COULD BE AS SIMPLY AS BOTH SITTING DOWN AND ROLLING A BALL TO EACH OTHER, THE CHILD STOPS THE BALL BEFORE IT HITS THE BODY
2. PRACTICE CATCHING A BALL BETWEEN EACH OTHER, FOR IT TO BE HARDER THE LONGER DISTANCE SPACE APART FROM EACH OTHER TO CATCH THE BALL



# PRESCHOOLERS TO OLDER CHILDREN

1. PRACTICE BOUNCING THE BALL AGAINST THE WALL CALLED BALL-WALL TOSS.

THE BALL GOES IN ALL ASSORTED ANGLES AND THE ART IS CATCHING THE BALL OFF THE WALL WHICH SUPPORTS HAND EYE COORDINATION.

2. PRACTICE HAND EYE COORDINATION BY BALANCING ON A BEAM, WALKING ON A STRAIGHT PATH ON A LOW WALL

3. CHILDREN LEARN THREADING AND LACING MAKING BRACELETS OR NECKLACES WHICH USE THE SENSE OF PROPRIOCEPTION (BODY POSITION)



# EMOTIONAL SKILLS PROGRAM

IN MY OPINION BUILDING CHILDREN EMOTIONAL SKILLS IS IMPORTANT AS CHILDREN GROW TO BECOME MORE INDEPENDENT, CONFIDENT AND HAPPY CHILDREN.

THAT'S WHY I THOUGHT TO INTRODUCE YOU TO AN EMOTIONAL SKILLS PROGRAMS AGED FOR FOUR YEARS TO ELEVEN YEARS OLD IS A PROGRAM I HAVE DONE WITH MY CHILDREN TO BUILD EMOTIONAL INTELLIGENCE

[HTTPS://WWW.EMOTIONALABCS.COM](https://www.emotionalabcs.com)

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CHILDREN LEARN TO IDENTIFY FEELINGS BY LOOKING FOR FACIALS AND BODY CLUES WITH OTHER CHILDREN AND ADULTS. CHILDREN MAY LOOK AT A FACIAL EXPRESSION AND RECOGNIZE THAT PERSON IS AFRAID, HAPPY OR SAD.

1. PARENTS CAN VERBALLY REMIND THEIR CHILD AND TEACH CHILDREN BODY SENSATIONS WHEN THEY ARE OFTEN HUNGRY BY WHEN YOU FEEL "YOUR TUMMY PAIN" THAT IS A HUNGRY PAIN "YOU ARE HUNGRY" YOU BETTER EAT FOOD.

2. BUILDING EMOTIONAL INTELLIGENT CAN BE TEACHING YOUR CHILD WHEN THEY ARE TIRED THEY CAN GET AGITATED, GRUMPY OR IRRITABLE.

RECOGNIZING THE SIGNS OF THEIR OWN BODY AWARENESS LETS THEM BE AWARE OF BEING IN TOUCH WITH BODY SENSATIONS.

3. APPLYING THE PROGRAM-EMOTIONAL ABC'S CHILDREN UNDERSTAND AND MANAGE THEIR EMOTIONS AND BUILD EMOTIONAL SKILLS SO THEY HAVE GREATER SUCCESS WITH OVERALL LEARNING.



PLEASE RECEIVE THIS POSTER AS A FREE  
GIFT TO YOU.

I HOPE YOU WILL SEE THE POSITIVE  
DIFFERENCES TO YOUR CHILD LIFESTYLE BY  
APPLYING THESE PRACTICAL STRATEGIES.

BLESSINGS LILLY J FAITH

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