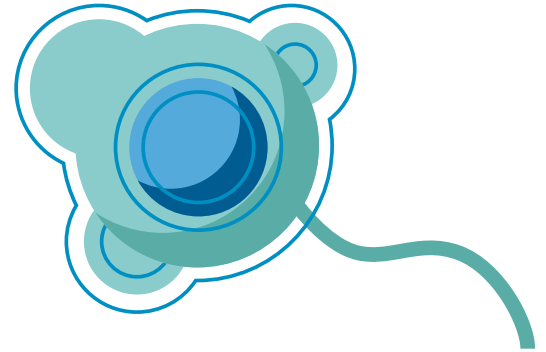


21 different activities

to do with
SHX Proximity



21 ACTIVITIES THAT PROVIDE ADDITIONAL SENSORY STIMULATION

We have compiled a selection of activities that will familiarise you with the different educational and therapeutic areas that can be worked on by making the most of the elements in a multisensory environment.

These new ideas for working with SHX Proximity have been designed with a range of applications, objectives and different users in mind. Our aim is to show you how to make the most of any individual element in your multisensory room and combine it with others to increase the therapeutic possibilities.

Contents

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INDEX BY OBJECTIVES

OBJECTIVES	ACTIVITY
Group activity	1, 2, 3, 4, 5, 7, 20, 21
Specific content areas: colours, self-awareness, spatial awareness	1, 2, 3, 4, 6, 9, 10, 11, 13, 14, 16, 17, 18, 19
Attention and focus	1, 2, 4, 5, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
Self-concept	6, 20
Postural control	7, 8
Gross motor skills	6, 7, 8, 12
Visual-motor coordination	6, 7, 8, 13, 15
Taking turns	12, 21
Gnosias	1, 2, 4, 6, 10, 16, 17, 19
Executive skills (sorting, anticipation, planning, sequencing, abstraction, verbal fluency)	1, 4, 5, 9, 12, 17, 19
Communication and social skills	1
Language, speech or communication through AAC	1, 2, 6, 9, 10, 11, 16, 18, 19
Working memory	1, 5, 9, 19
Explicit or declarative memory	1, 2, 4, 6, 10, 15, 16, 19, 20
Fine motor skills	7, 8, 13
Improving apraxia and motor planning	5, 6, 12, 17
Emotional and behavioural regulation	3, 11, 21
Understanding cause and effect	3, 4, 6, 13, 14
Creative thinking, reasoning, problem solving	1, 2, 4, 5, 17

1. Make up a story

OBJECTIVES

- Group activity
- Specific content areas: colours, self-awareness, spatial awareness
- Attention and focus
- Gnosias
- Executive skills (sorting, anticipation, planning, sequencing, abstraction, verbal fluency)
- Communication and social skills
- Language, speech or communication through AAC
- Working memory
- Explicit or declarative memory
- Creative thinking, reasoning, problem solving

MATERIALS

SHX scenes of transport, animals, insects... associated with toys or images that represent them.



INTERESTING FOR:

- Dementia
- Young children and early childhood intervention
- Autism Spectrum Disorders (ASD)
- Intellectual disabilities (ID)



HOW THE ACTIVITY WORKS

In this activity, we are going to make up a story. To start, we place a basket of objects that have been labelled with pre-programmed stickers in front of the participants and begin to tell our improvised tale. The plot will develop according to the objects that are selected from the basket. Every object launches a different landscape or element in the story, so we will be fully immersed in a story we have made up ourselves.

MORE IDEAS

We could tell a story that we have already created, and ask the participants to find related objects that appear in it.

2. Guessing game...

OBJECTIVES

- Group activity
- Specific content areas: colours, self-awareness, spatial awareness
- Attention and focus
- Gnosias
- Language, speech or communication through AAC
- Explicit or declarative memory
- Creative thinking, reasoning, problem solving

MATERIALS

Textures scene and coffee beans, cotton wool, chocolate.

INTERESTING FOR:

- Multiple disabilities
- Dementia
- Brain injuries
- Young children and early childhood intervention
- Intellectual disabilities (ID)

HOW THE ACTIVITY WORKS

Guess what the object you can hear, smell or feel in your hands is. You will find out if you are right as soon as it is placed on the platform.



MORE IDEAS

We can also use objects that make sounds, such as keys, a bell or a rattle, for example. The participant, who is blindfolded, can touch the selected object and listen to the sound it makes while they try to identify it.



3. Experiences

OBJECTIVES

- Group activity
- Specific content areas: colours, self-awareness, spatial awareness
- Emotional and behavioural regulation
- Understanding cause and effect

MATERIALS

We recommend the the seasons, weather or landscapes scenes.

INTERESTING FOR:

- Multiple disabilities
- Dementia
- Cerebral palsy
- Brain injuries
- Young children and early childhood intervention
- Autism Spectrum Disorders (ASD)
- Intellectual disabilities (ID)



HOW THE ACTIVITY WORKS

We experience a space, landscape or moment by being fully immersed in it. For example, the four seasons: for winter, the entire room will become a snowy scene bathed in the relevant light and effects while participants touch snowflakes; for spring, the entire room bursts into bloom and the participant touches cherry blossom; for summer, the room becomes a warm, summery scene and the participant touches sand; and for autumn, the relevant scenery will accompany the the participant while they touch dry autumn leaves.

MORE IDEAS

We can invent as many different worlds as we wish. For example, a party in which we see colors, lights and a celebration on the screens while balloons fill the room, we touch confetti and party blowers, or any other environment we wish to treat the participant to.

4. Live music

OBJECTIVES

- Group activity
- Specific content areas: colours, self-awareness, spatial awareness
- Attention and focus
- Gnosias
- Executive skills (sorting, anticipation, planning, sequencing, abstraction, verbal fluency)
- Explicit or declarative memory
- Understanding cause and effect
- Creative thinking, reasoning, problem solving



INTERESTING FOR:

- Dementia
- Brain injuries
- Young children and early childhood intervention
- Intellectual disabilities (ID)

HOW THE ACTIVITY WORKS

When you place an instrument on the platform, you will see and hear it throughout the room or feel its vibrations. Cards can be programmed to play a piece of music or song involving the instruments we have seen.

MATERIALS

Musical instruments represented by objects or images.



MORE IDEAS

We can also listen to the sound and then associate it with the object representing the instrument.



5. Remember the order

OBJECTIVES

- Group activity
- Attention and focus
- Executive skills (sorting, anticipation, planning, sequencing, abstraction, verbal fluency)
- Working memory
- Improving apraxia and motor planning
- Creative thinking, reasoning, problem solving

MATERIALS

Objects linked to SHX scenes.

INTERESTING FOR:

- Dementia
- Brain injuries
- Young children and early childhood intervention



HOW THE ACTIVITY WORKS

Create a sequence of various objects and encourage participants to try to recall the order in which they appear.



MORE IDEAS

We can take turns to complete the activity: participant 1 places item 1 on the platform; participant 2 places item 1 before adding item 2; participant 3 places item 1 and 2 on the platform before adding item 3...and so on.

6. My body

OBJECTIVES

- Specific content areas: colours, self-awareness, spatial awareness
- Self-concept
- Gross motor skills
- Visual-motor coordination
- Gnosias
- Language, speech or communication through AAC
- Explicit or declarative memory
- Improving apraxia and motor planning
- Understanding cause and effect

INTERESTING FOR:

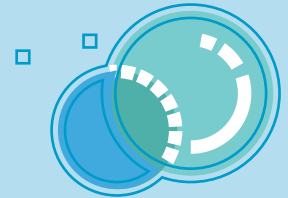
- Multiple disabilities
- Dementia
- Cerebral palsy
- Young children and early childhood intervention
- Autism Spectrum Disorders (ASD)
- Intellectual disabilities (ID)

HOW THE ACTIVITY WORKS

Stick labels to various parts of the participant's body so that when they approach the platform, the room will say their name, project an image or pictogram of them or will change color. We can also pass the platform over their body ourselves.

MORE IDEAS

We can name the body part first, encouraging the participant to actively move towards the platform to see if they are correct. We can also work with increasingly specific parts of the body and ask them to make specific movements to allow the activity to progress and evolve.



7. Target practice

OBJECTIVES

- Group activity
- Postural control
- Gross motor skills
- Visual-motor coordination
- Fine motor skills



MATERIALS

Work out different ways to place the platform at different heights and distances.

INTERESTING FOR:

- Multiple disabilities
- Cerebral palsy
- Brain injuries
- Young children and early childhood intervention
- Intellectual disabilities (ID)



HOW THE ACTIVITY WORKS

Place the platform at different heights and distances to help work on postural control, coordination, balance when sitting or standing and build fine motor skills. For example, place the card inside a glove and encourage the participant to wear it and use their hand to touch the platform wherever we place it—this can be used to tailor and develop skills to suit the user's specific needs. Every time the user touches the sensor with the object, the room “celebrates” it with a party projection.

MORE IDEAS

We can create a visual scene adapted to each user in which they must reach and touch different objects. For example, in “Let's play sport” with a small ball, the participant can have a racket and try to emulate a tennis player. Another variation would be “Catch the monster”.



8. Using my hands

OBJECTIVES

- Postural control
- Gross motor skills
- Visual-motor coordination
- Fine motor skills

MATERIALS

Different sized objects.

INTERESTING FOR:

- Multiple disabilities
- Cerebral palsy
- Brain injuries
- Young children and early childhood intervention
- Intellectual disabilities (ID)



HOW THE ACTIVITY WORKS

We will ask participants to move different sized objects towards the platform using both hands, starting with larger items, sponges and balls. Then, we will ask them to do the same with one hand, working with gradually smaller objects, and the room will “celebrate” each time they place the object on the platform successfully.



MORE IDEAS

We can imagine that the platform is the bullseye, and ask the participant to place it in the center of the circle.



9. Living vocabulary

OBJECTIVES

- Specific content areas: colours, self-awareness, spatial awareness
- Attention and focus
- Executive skills (sorting, anticipation, planning, sequencing, abstraction, verbal fluency)
- Language, speech or communication through AAC
- Working memory

MATERIALS

Wild animals scene.

INTERESTING FOR:

- Multiple disabilities
- Dementia
- Cerebral palsy
- Brain injuries
- Young children and early childhood intervention
- Autism Spectrum Disorders (ASD)
- Intellectual disabilities (ID)



HOW THE ACTIVITY WORKS

This activity is for associating words with the object or image they represent. For example, when we hear the word “elephant”, we pick up the miniature elephant and place it on the platform. Afterwards, the activity leader can ask the users questions such as “Where do elephants live?” or “What is a hammer used for?” With children, we can use topics such as animals and baby animals, tools, or build manipulative skills with colors; with adults we can use images of cities, their acquaintances or loved ones, people in the group, everyday objects, work colleagues, etc.

MORE IDEAS

We can also tell a story during which every time a feeling or emotion is mentioned, participants must rush to place the cards associated with each emotion on the platform. When they do so, the scene with the relevant emotion or feeling will launch.

10. Let's set the table

OBJECTIVES

- Specific content areas: colours, self-awareness, spatial awareness
- Attention and focus
- Gnosias
- Language, speech or communication through AAC
- Explicit or declarative memory

INTERESTING FOR:

- Dementia
- Brain injuries
- Intellectual disabilities (ID)



HOW THE ACTIVITY WORKS

A table appears on the screen with a glass on it. The rest of the related items carrying the programmed stickers remain hidden in a box. Then, we ask the participant: "What else do we need to set the table for a meal?" We will hand them each object (and corresponding card) ready to place it on the platform when they identify them correctly. Each object will appear interactively on the projected scene in the place it occupies on the table. When the projected table has been fully laid, we will lay the real table, too.

MORE IDEAS

This activity can be used in multiple formats to work on the ADLs in a dynamic way. For example, we can use a recipe, gardening work, etc.



11. The room of feelings

OBJECTIVES

- Specific content areas: colours, self-awareness, spatial awareness
- Language, speech or communication through AAC
- Emotional and behavioural regulation

MATERIALS

Feelings & emotions scene.

INTERESTING FOR:

- Multiple disabilities
- Dementia
- Cerebral palsy
- Brain injuries
- Young children and early childhood intervention
- Autism Spectrum Disorders (ASD)
- Intellectual disabilities (ID)



HOW THE ACTIVITY WORKS

The activity leader associates every color with a feeling and selects cards or objects that represent that emotion at random before placing them on the platform. Then, they encourage participants to express how that emotion makes them feel or who makes them feel it, or talk about what that emotion symbolizes to them. This activity can be used similarly to The Color Monster story to help participants identify and express their feelings and emotions.

MORE IDEAS

We can also use cards programmed with everyday actions and events. For example, 2 people laughing (happiness) or someone pushing another person (anger), etc. We can distribute the cards throughout the room and ask the participant to “Look for images that make you feel happy”. When they find them, they place them on the platform, which will launch the scene associated with each emotion.

12. Let's dance!

OBJECTIVES

- Attention and focus
- Gross motor skills
- Taking turns
- Executive skills (sorting, anticipation, planning, sequencing, abstraction, verbal fluency)
- Improving apraxia and motor planning



MATERIALS

Let's Dance scene.

INTERESTING FOR:

- Young children and early childhood intervention
- Intellectual disabilities (ID)

HOW THE ACTIVITY WORKS

When we place the object on the platform, we will see the Color Monster dance with it, and participants can join in, too.



MORE IDEAS

When can place other items throughout the room (such as sunglasses) and ask the participant to look for them.



13. Textures

OBJECTIVES

- Specific content areas: colours, self-awareness, spatial awareness
- Attention and focus
- Visual-motor coordination
- Fine motor skills
- Understanding cause and effect

MATERIALS

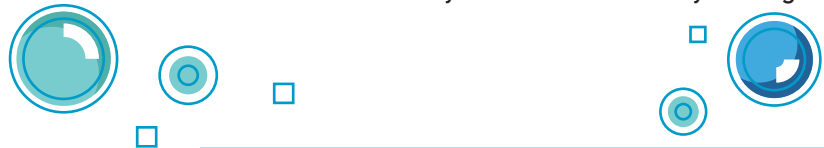
Textures scene.

INTERESTING FOR:

- Multiple disabilities
- Dementia
- Intellectual disabilities (ID)

HOW THE ACTIVITY WORKS

Participants touch and feel a texture with their eyes closed, trying to guess what the object is. They say their guess out loud, place the object on the platform and uncover their eyes to find out if they are right.



MORE IDEAS

Simply associating the objects provides coherent content via several pathways. If participants are able to, they can be asked to differentiate the objects; others who are able to can be asked to name them. We can also use a variation that involves two options, for example stones and cotton wool: we describe one while it is being touched: "It is soft and smooth, can be used to clean cuts and scrapes and many people say that it is what clouds are made of..." This way, not only do we differentiate the object's texture, but we also associate it with the description.

14. Making the connection

OBJECTIVES

- Specific content areas: colours, self-awareness, spatial awareness
- Attention and focus
- Understanding cause and effect

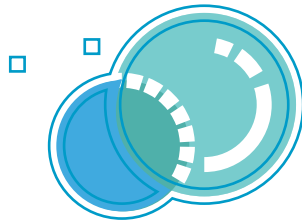
MATERIALS

Colors scene.



INTERESTING FOR:

- Multiple disabilities
- Intellectual disabilities (ID)



HOW THE ACTIVITY WORKS

The participant is assigned a certain body movement or gesture, and given the corresponding sticker. When they approach the platform, it will launch the associated color scene, which we can program to turn off after a certain number of seconds. We then wait until the platform repeats the response and launches the same scene—the color red, for example—so that the participant can register the cause and effect and begin to realize that they are the ones changing the color.

MORE IDEAS

Other colors can be introduced, starting with primary colors, for association and later differentiation. We can also increase the complexity with “What happens if you do it twice?” or changing the color, for example.

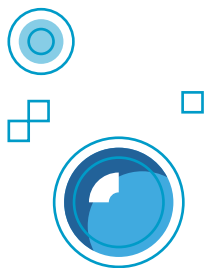
15. Where is it?

OBJECTIVES

- Attention and focus
- Coordinación viso-motora
- Explicit or declarative memory

INTERESTING FOR:

- Multiple disabilities
- Young children and early childhood intervention
- Intellectual disabilities (ID)



HOW THE ACTIVITY WORKS

We link the card to different devices in the room (it can be attached to balls for easier gripping). With the room in darkness, we place the card on the platform and watch to see which element lights up: the tube, the fiber optics, the star projector or the lamp...



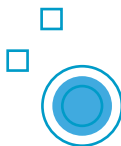
MORE IDEAS

A progression on the activity is if the participant is able to distinguish which item lights up which element. If they manage this, we can ask them to light up an element and create a sequence. If the items have been lit up using colored balls, the participant may also remember which lit up the bubble tube for example, which helps to stimulate memory skills.

16. Scents & fragrances

OBJECTIVES

- Specific content areas: colours, self-awareness, spatial awareness
- Attention and focus
- Gnosias
- Language, speech or communication through AAC
- Explicit or declarative memory



HOW THE ACTIVITY WORKS

This activity centers on the fruit scene, which we will use to recreate the sense of smell using the range of fruits that appear in it: strawberry, watermelon, orange, apple, etc. The participant closes their eyes and smells the fruit. Then, they say what it is out loud, and will find out if they have guessed correctly when they place it on the platform.

MATERIALS

Fruit scene.

INTERESTING FOR:

- Multiple disabilities
- Dementia
- Cerebral palsy
- Brain injuries
- Young children and early childhood intervention
- Autism Spectrum Disorders (ASD)
- Intellectual disabilities (ID)



MORE IDEAS

To work with the fruit scene, we can ask participants to put the ones beginning with a certain letter on the platform, such as those beginning with the letter “a”.



17. What shall I wear?

OBJECTIVES

- Specific content areas: colours, self-awareness, spatial awareness
- Attention and focus
- Gnosias
- Executive skills (sorting, anticipation, planning, sequencing, abstraction, verbal fluency)
- Improving apraxia and motor planning
- Creative thinking, reasoning, problem solving



MATERIALS

Weather scene.

INTERESTING FOR:

- Dementia
- Brain injuries
- Young children and early childhood intervention
- Autism Spectrum Disorders (ASD)
- Intellectual disabilities (ID)



HOW THE ACTIVITY WORKS

We will have several items of clothing at hand: a scarf, a woolly hat, sunglasses, shorts, a cap, Wellington boots, a raincoat, etc. When the participants put the raincoat or boots on the platform, it will launch the weather scene and associate them with a storm, which will be projected throughout the room; if they put the sunglasses on the platform, the summer scene will launch and the room will project a warm climate.

MORE IDEAS

We can work on the movements required for putting on each garment in the activity.



18. Underwater peekaboo

OBJECTIVES

- Specific content areas: colours, self-awareness, spatial awareness
- Attention and focus
- Language, speech or communication through AAC



MATERIALS

Under the sea scene.



INTERESTING FOR:

- Multiple disabilities
- Dementia
- Young children and early childhood intervention
- Intellectual disabilities (ID)



HOW THE ACTIVITY WORKS

In the “Under the sea” scene, marine animals appear from different sides of the screen. We will have images of each of the animals, each with their sticker, and when we place them on the platform, the selected animal will appear on the screen. Our job is to pay attention and discover which side of the screen they will appear from.

MORE IDEAS

Another idea is to carry out the activity backwards, so that when the images of the animals appear, we need to place the objects on the platform. This will stimulate their attention and focus even further.



19. Find the object

OBJECTIVES

- Specific content areas: colours, self-awareness, spatial awareness
- Attention and focus
- Gnosias
- Executive skills (sorting, anticipation, planning, sequencing, abstraction, verbal fluency)
- Language, speech or communication through AAC
- Working memory
- Explicit or declarative memory

MATERIALS

Find the Object scene and related objects.

INTERESTING FOR:

- Dementia
- Brain injuries
- Young children and early childhood intervention
- Intellectual disabilities (ID)

HOW THE ACTIVITY WORKS

Participants will search for the object, toy or image that represents what we are seeing on the projection. When the object is placed on the platform, we will be able to interact with the projection. For example, when we place a picture of a watermelon on the platform, a watermelon will be projected in the room and we will hear its name being said.



MORE IDEAS

We can make the activity more complex by asking the participant to remember which was the previous object they looked for and found.



20. Photo album

OBJECTIVES

- Group activity
- Attention and focus
- Self-concept
- Explicit or declarative memory

INTERESTING FOR:

- Dementia
- Brain injuries
- Intellectual disabilities (ID)



HOW THE ACTIVITY WORKS

The aim of this activity is to stimulate memory and recollection in elderly participants. We can use photographs of the participant (each with their sticker) or a card, so that when it is placed on the platform, they appear in the projection that is launched with an old, familiar song or situation, or even the voice of a family member commenting on the photograph (“In this picture, we were in Cádiz”, or “You were laughing because I was wearing the silly costume you like so much”).

MORE IDEAS

We can also carry out this activity in a group setting. This way, when each photograph appears, we can provide some clues and ask the participants to guess who it might be: “Who do you think this is in this photo? When they were small, they lived in Salamanca...” By guessing correctly, the participant is rewarded with the image being projected in a large format, hearing the associated song or even the voice of a loved one.



21. Football cards

OBJECTIVES

- Group activity
- Attention and focus
- Taking turns
- Emotional and behavioural regulation

MATERIALS

Goals scene.



INTERESTING FOR:

- Multiple disabilities
- Dementia
- Cerebral palsy
- Brain injuries
- Young children and early childhood intervention
- Autism Spectrum Disorders (ASD)
- Intellectual disabilities (ID)

HOW THE ACTIVITY WORKS

For this activity, we will need football cards with famous players on them. Participants will need to recall their names or comment on the famous goals they scored. The aim is that, when the cards are placed on the platform, it launches the projection of one of these well-known moments to encourage discussion and a pleasant few moments related to football.



21. Football cards

OBJECTIVES

- Group activity
- Attention and focus
- Taking turns
- Emotional and behavioural regulation

MATERIALS

Goals scene.

INTERESTING FOR:

- Multiple disabilities
- Dementia
- Cerebral palsy
- Brain injuries
- Young children and early childhood intervention
- Autism Spectrum Disorders (ASD)
- Intellectual disabilities (ID)

HOW THE ACTIVITY WORKS

For this activity, we will need football cards with famous players on them. Participants will need to recall their names or comment on the famous goals they scored. The aim is that, when the cards are placed on the platform, it launches the projection of one of these well-known moments to encourage discussion and a pleasant few moments related to football.

