



Sensory Story

Jip goes to bed



Sensory Story – Jip goes to bed

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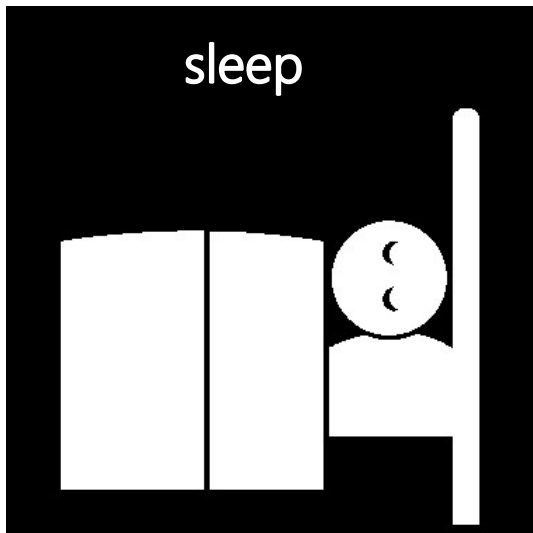
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Sensory Story – Jip goes to bed

With incons by Sclera and Visitaal



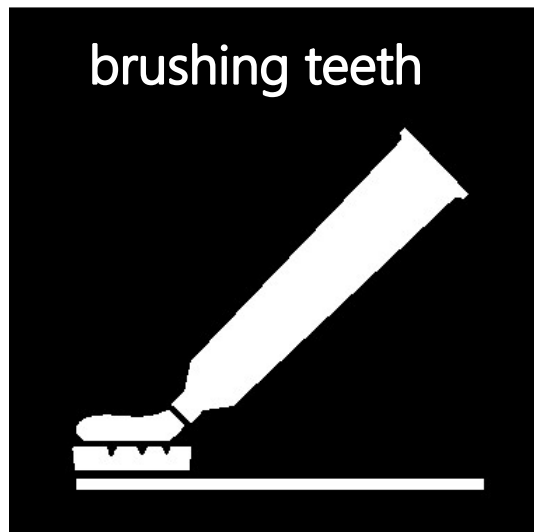
The reading instruction can be found at the end of the story.

1

Jip is almost going to sleep.

First he will brush his teeth.

[smell toothpaste and possibly taste]



2

Now Jip is going to wash himself.

That's wet!

[feel the wet washcloth]

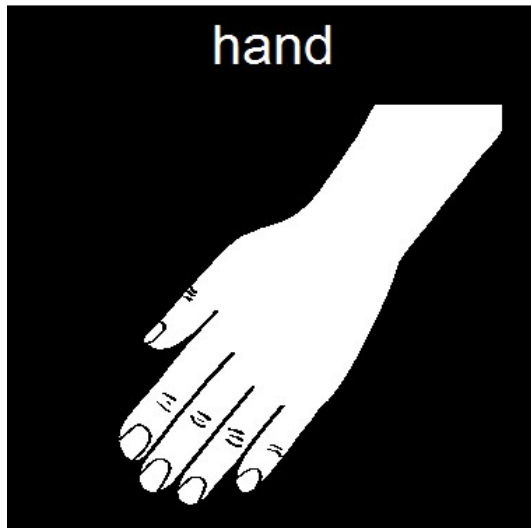


3

Jip is allowed to put lotion on his hands.

The lotion feels and smells delicious!

[put body lotion on the hand/arm or let him/her smell]

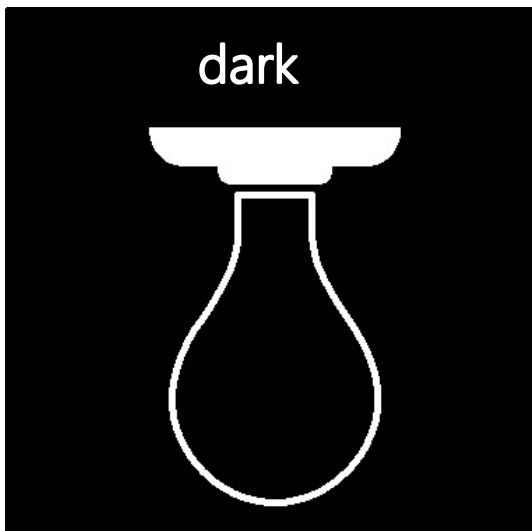


4

Jip goes to his room.

It is dark in there!

[together under the plaid]

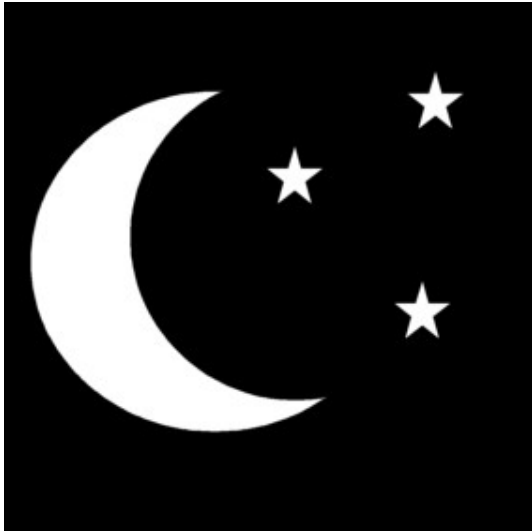


5

Fortunately, Jip sees lights.

That is beautiful!

[show Glow in the dark or a flash-light]

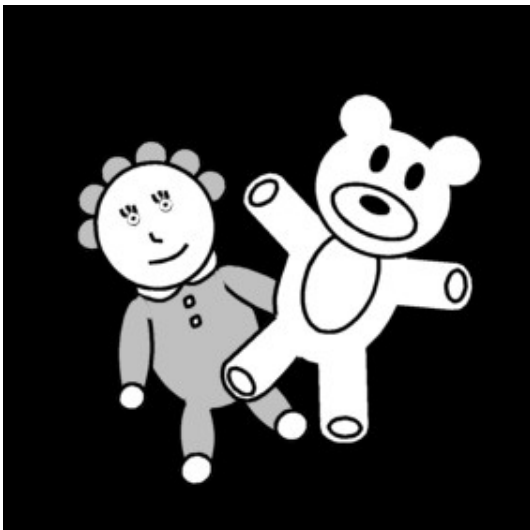


6

Jip feels something. He is startled.

[cuddly bear to jingle and/or tickle]

What is that? A cuddly bear!

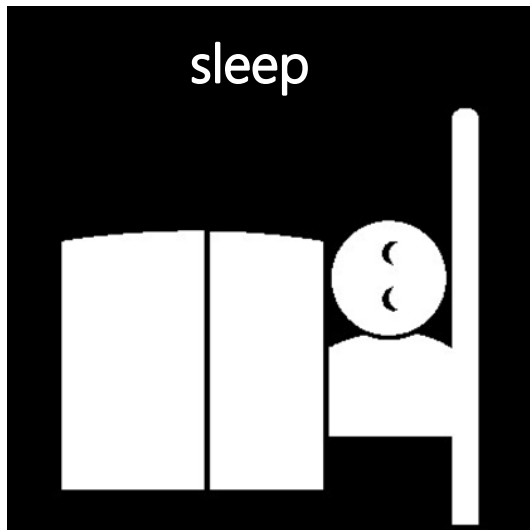


7

Jip is very tired. YAWN.

Good night, Jip !

[give a hug or cover with the plaid]



Instruction for the reader

Target

The purpose of this sensory story is first of all a pleasant moment together. In addition, reading aloud can stimulate communication and interaction.

Why this story?

Going to bed often involves rituals such as reading a story. This story fits that moment. If the person is not confused by it, this story can of course also be read at a different time!

Because the concepts of the evening ritual come back every day, the story is a great way to practice them. Adjust the order of this story if the ritual is different for you, or remove a page if necessary.

Required

- Toothpaste
- Wet washcloth or pack of moist wipes
- Hand lotion
- Plaid or blanket
- Light
- Cuddly bear

	<i>Smell toothpaste and taste if possible.</i> <i>Point of attention: the choice of toothpaste is important. Is it recognizable for the person if their own toothpaste is used, or will the person think he/she has to brush his/her own teeth?.</i>
	<i>Feeling a wet washcloth on the arm or maybe the face. For convenience, a packet of moist wipes can also be put in the story box</i> <i>Point of attention: a too cold washcloth can make someone extra alert or wake up!</i>
	<i>Feel lotion, smell and possibly massage the hands. Decide if your own lotion is used, or a lotion that is only used in the story. If someone does not want the lotion on his/her hands, you can also rub it on your own hands.</i> <i>Point of attention: If this does not belong to your evening ritual, it may be an extra moment of relaxation. Keep the massage short in the story - if someone likes it, it can return as a separate activity.</i>
	<i>Experience together how dark it is under the plaid. And then go straight on to the next page, using the light ...</i>
	<i>Turn the light on under the dark plaid, or look at glow -in-the-dark figures together.</i>
	<i>A teddy bear that tickles or jingles (if the person can hear this). It can also be the stuffed animal of the person himself, if this is not confusing.</i>

	<i>This page is a conclusion, without extra incentive. However, the blanket can be put firmly around the person, the teddy bear can be tucked in or you can give a hug.</i>
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The preparation

- Pick which story you want to tell and which variant. If necessary, consult with an expert (for example, a speech therapist) which gestures and images (photos, pictograms or PC symbols) are most suitable for this person.
- Print the document and put the story sheets in a ring binder . Or, when using the iBook, make sure the iPad is charged and open the document in advance.
- Are the materials complete? Is there enough toothpaste and hand cream?
- If necessary, moisten a washcloth or check if there are enough moist wipes.
- Check whether the light is still working.
- Are the gestures familiar?
- Practice the story beforehand.

At the start

Can there be attention for the story? Is the person alert? Are there no physical discomforts? Is the area quiet? Does it fit in the day program?

Read out

- Read and gesture the page.
- Have the person experience the incentive.
- Give the person time to experience.
- Name/gesture (again) the most important words.
- If possible, ask a question about the page or the experience.
- Give the person time.
- Respond to the person's responses , such as facial expressions or pointing.
- Tidy up the items in the box.
- Turn to the next page.

Closing

To conclude, put all materials back in the box. The story is done.

Application in other situations

Use the gestures from this story in other situations as well. So if it is dark outside you can make the gesture 'DARK', or if someone turns on the lamp, you can also call it a lamp. This can help to give meaning to the concepts.

Enjoy it!

Reading out is especially fun ☺

For more information, visit www.kentalisshop.nl