# Examples of and ideas for playful activities for children with PMLD

‘Active’ items

1. Exploring

*The child is actively touching or feeling something, maybe with support from an adult*

* Water play
* ‘gifts’ in bags
* Box of surprises/pleasure and treasure boxes
* Interesting toys
* Bag of ‘goodies’
* Medical/care equipment
* Cord with bells on
* Gloves with baubles sewn on
* Wrist and ankle bands with interesting things attached
* Hair ties with bells sewn on
* Hamster ball with bells in
* Pop up tent with things hanging from it, including lights
* Blacked out box with CDs hanging from roof
* Rods with glitter in and balls on end
* Balls, including ‘squishy’, underinflated ones that child can hold
* Bowl with interesting textures in, e.g. pasta, foam shapes
* Texture box made from Scrapstore bits
* Blankets with holes in, soft fabric
* Play gym
* Everyday objects such as washing up sponges, scourers, etc.
* Books, especially sensory books, e.g. Bag Books
* Tactile toys such as: Clatterpillar, toy plastic farm and zoo animals, stretchy balls, ‘clapper toy’, toys with springs, Disney objects and toys, pool toys, stretchy men, lego, bowling balls, cuddly toys, toy vehicles, silly toys, spiky balls, wobbly man or ball, spinning toys, soft toys, etc.
* sparkly cloth
* rubber ring
* jewellery
* Curly whirly key rings
* foil survival blankets
* tinsel
* blu tac
* bean bags
* Things hidden in bowls of beans and rice
* crinkly paper

1. Physical

*The child is involved physically in an activity by, for example, bouncing on a trampoline, going on a swing or going down a slide*

* ‘dancing’ to music, out of chair
* Wheelchair dancing
* Body tipping
* Jiggling
* Going on a zip wire
* Ballet
* Tickling
* ‘cycling’
* Knocking things down
* Swimming/hydro pool/bath/spa/hot tub
* Magic carpet
* Trampoline
* Swings/swinging platform
* Soft play room
* In standing frame with toys on tray
* Stretches, ‘wake and shake’
* Rubbing noses
* Playing with hands
* Resonance boards
* Going fast in a car
* Being wheeled over rough terrain

1. Joking/humour/slapstick

*The child is deliberately being funny by, for example, dropping something or making funny faces*

* Child is provided with opportunities to demonstrate their sense of humour (This will be variable according to the individual but examples are; child deliberately putting a ball in the ‘wrong’ place in a helter-skelter game, child pressing switch with message on over and over, laughing or child pulling funny faces to make others laugh)

1. Operating

*The child is engaged with something in an 'appropriate' way, i.e. they are using an iPad or sending balls down a chute*

* Whiteboard
* Switches that trigger iPad or toys
* Interactive museum activities
* Wii games
* Big Bang software
* Things that can be hit, that will turn and spin
* Stacking rings, especially ones that will play music
* Boppy pillows
* Mini-environment e.g. black box with things hanging for child to touch
* helter skelter
* activity centres, balls
* simple games like Buckaroo
* bubbles
* carousels
* toys that light up and/or flash
* toy garage
* glitter domes
* wooden bricks for stacking
* Sticking and gluing
* picnic plates, food, etc

1. Making a sound

*The child is either operating a device or musical instrument or making sounds by banging or using voice*

* Range of musical instruments, especially bells
* iPad apps like ‘Talking Tom’
* Soundbeam
* Rattles
* Switches linked to funny sounds
* Voice activated toys
* Echoey microphone
* noisy toys
* Rapper-snapper
* squeaky toys
* wind chime
* biscuit tin with things in to shakes or feel

1. Interaction with adult

*The child is actively engaged in an interaction, either verbal or physical, with an adult*

* Making a book of pictures of things that you have done together
* Using music and rhythm to involve child, perhaps using child’s name
* Engage with face, close up
* Making shakers
* Hand on hand signing
* Adult making child aware of environment with objects and photos
* Reading a book together, with sounds, rhythm and tactile element
* Making a suitcase of memories, with sensory and actual objects to trigger memories
* Using water mister
* Child is covered with blankets, stretch lycra, crinkly fabric, etc.
* Being dressed up in scarves, hats, funny clothes, etc.
* Making paper chains
* Cooking – chopping vegetables, squashing, mashing
* Tinsel on adult’s fingers, child feeling it
* Personalised story, involving dressing up and familiar routines
* Allowing child to touch face

1. Interaction with other child/ren

*The child is actively engaged in an interaction, either verbal or physical, with sibling/s, a child or children*

* ‘Rough and tumble’
* Cuddling
* Exploring shared box of ‘feely’ items
* Playing with musical instruments together
* Knocking things down together
* Scarves and blankets
* Reaching out to each other

1. Interaction with adult/s and child/ren

*The child is actively engaged in an interaction, either verbal or physical, with adult/s and child/ren*

* Dressing up games
* Songs with actions
* Gazebo with group activity strung from bars, eg. skittles
* Messy play with others
* Drama, group work
* Voca work in group
* Pretend festival with loud music, flags, rugs on floor, twirling ribbons on sticks
* Being wheeled through environment with string lights hanging from ceiling, things to touch and other children doing same
* Name songs, with music and name projected large on screen

1. Anticipation of event/game/activity.

*The child is excited/aroused by the anticipation of something that is about to happen. Activity may need to repeated many timesbefore child can anticipate*

* Imitating and anticipating sounds
* Burst/pause routines
* Contrasting experiences, e.g. sad/funny
* Tickling
* Going fast, then slow, for example on swing
* ‘I’m going to get you!’ games
* Peekaboo