

## Sensory Stories

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*Sensory stimulation is vital for everyone.*

*Sensory stories convey simple narratives using a mixture of text and complimentary sensory experiences.*

*Sensory stories provide a way of delivering sensory stimulation in an entertaining sequential manner. They can be used with young people with special educational needs, individuals with profound and multiple learning disabilities, and anyone who enjoys experiencing a story with all their senses.*



*Sensory stimuli can be easy to source.*

*To find out more about sensory stories please visit <http://jo.element42.org> and click on the Sensory Story Project tab.*

This guide has been produced as a reward for the Kickstarter project: The Sensory Story Project  
[www.kickstarter.com/sensorystories](http://www.kickstarter.com/sensorystories)  
Twitter: #SSP @jo3grace

Detailed information about how to share each story is provided with the stories themselves, along with information about how to facilitate the stories for individuals with profound and multiple learning disabilities, sensory processing difficulties and communication difficulties.

Further information can be found at <http://jo.element42.org>

Information about references can be obtained by using the 'contact' tab at <http://jo.element42.org>

More detailed information about how to use sensory stories in schools will be available in a book to be published late 2014. The book will contain five sensory stories along with information about sensory learning and advice on how to use and evaluate the stories.

To be kept informed about its publication please use the 'contact' tab at <http://jo.element42.org>  
Thank you.



# How can I use a sensory story in my school?



Joanna Grace



# Using sensory stories in schools.

## **In a special school**

Sensory stories can be differentiated to suit a range of needs. By identifying the particular needs of your students you will be able to use the stories to support their learning, development and enjoyment of school.

*For students with profound and multiple learning disabilities.*

Repeat the story over a number of sessions maintaining the highest standards of consistency possible.

*For students with sensory processing difficulties.*

Grade stimuli that students are likely to find challenging and increase the strength of these stimuli over a number of sessions.

For example: in a story with a bang in it, on the first reading you might simply say the word bang, on the next say it loudly, the third shout it, before introducing the actual bang on the fourth retelling of the story.

*For students in mixed ability classes.*

Share the story as an introduction to the session, then create work based on one or two lines of the story for students to focus on for that session. By using consecutive

lines as the basis of work for subsequent sessions you can build up a deep understanding of the story whilst also facilitating the repetition needed by other students. Students achieving at a higher cognitive levels undertaking a series of study like this will find that they can use the sentences that make up the story as a wonderful aide-mémoire to access all the learning they have experiences in the associated sessions.

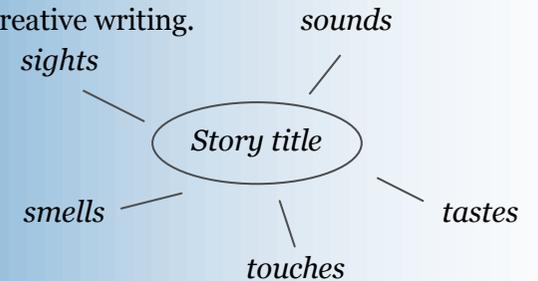
## **In a primary school**

Sensory stories, and sensory stimulus can be used to promote engagement with a subject. Providing sensory stimulation with a story helps children sustain their attention.

You could use a sensory story as a prompt to get children thinking about those who are different to themselves. Ask them who they think the story is for, and why it might be written the way in the way it is.

Sensory stories can be used to promote creative writing. Give children stimuli to experience and ask them to generate words to describe the sensations. Ask children to identify the sensory experiences in a story they plan to write. Doing a sensory sketch

ahead of writing will encourage a wider diversity of descriptive words in their creative writing.



## **In a secondary school**

Sensory stories can be used as a starting point for discussions about difference. In addition to this they can be a motivating comprehension challenge. Ask students to distill a story into less than ten sentences. Although writing only 10 sentences might seem easy, the challenge of identifying what the important parts of a story are, what is essential to the narrative, etc, is a fantastic challenge to their understanding of the text. Being able to distill large amounts of information into a few sentences is a great revision skill.

## **In other settings**

Sensory stories work well in many settings: nurseries, universities, care homes.

Contact Jo if you want support in using sensory stories in any location.

(Contact details overleaf)