

## Special Educational Needs and Disability Support Service

### Children's Speech and Language Therapy Service

## Tips for doing Body Rhymes

### Choosing activities and getting ready

- Choose rhymes that you think your child will like.
- You can make up your own Multisensory People Play. Try using a familiar song or rhyme and thinking what equipment you can use.
- Choose equipment that you think your child will like and that is easy to find each time you do the activities. Go to the Body Rhymes webpage to download the *Body Rhymes Activity Index* handout, for some suggested equipment.
- Use the same equipment every time. Some people prefer to keep a box of things for Body Rhymes activities.



### Doing Body Rhymes

- Do Body Rhymes one-to-one so you can respond to your child and find a good pace. This will build relationships and help your child make faster progress than doing it in a group.
  - Ideally choose a low distraction place.
  - Watch out for any distractions catching your child's attention.
  - Introduce each rhyme with its name and let your child feel any resources before you start the rhyme.
  - Keep pace slow, or experiment with pace.
  - Use some silences to give your child a chance to concentrate on the sensory experience.
  - Pause in predictable places, for longer than you think, to help your child process what is happening.
  - Give plenty of time for your child to explore the equipment at the end of each time you do the rhyme.
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- Notice your child's responses, interpret, and respond to them. For more information, go to the Body Rhymes website to download handouts on:



*Supporting Communication and Interaction Development*  
*Multisensory People Play*

- Say “More” before you repeat a rhyme. Use the tactile/ body sign if your child will let you.
- Repeat the rhyme several times, watching for what suits your child.
- After each rhyme say and body sign “finished.”
- Find out what your child likes. Experiment with using different things, doing the activity fast or slow and using firm or light touch. Then do the activity the same way each time. This can help your child learn to predict what is going to happen.
- If you child reliably anticipates what is going to happen when they see the objects, and they can show when they want “more,” try showing objects for two different activities to choose from. For example, “*Hedgehogs* or *Bumble Bee*?” – offer spikey ball and vibrating toy.



For more information, video and listening examples go to the Body Rhymes Website. Scan QR code on a smartphone or click link. [bit.ly/LPTBodyRhymes](https://bit.ly/LPTBodyRhymes)



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Have fun!