TAC PAC @ Kimi Ora School



TAC PAC is a session that combines touch and music to promote communication and social interaction, sensory, neurological and emotional development.

TAC PAC provides a structured, emotionally safe framework for the 'receiving partner' to make contact with their own bodies, their environment and other people, and develop a relationship with these. The 'giving partner' ensures that each tactile experience is well organised and sensitively offered, and adjusted to suit the receiving partner's responses.

**What happens?**

TAC PAC begins with the simple sense of touch with a familiar, easy-to-get-hold-of, everyday object, such as a kitchen sponge, a wooden spatula, or some furry fabric. The experience is then enhanced through a piece of music specifically to match the texture, character, and even the emotional quality of the touch experience.

Through linking what becomes familiar music with objects, actions and people in a pattern of different activities, the partners communicate with each other.

Each session lasts around half an hour, and consists of around 6 experiences in a sequence carefully planned for maximum variety of stimulus, always ending with a relaxing piece of music. The sensations go from deep pressure to a lighter touch.

A session like this could be repeated with the receiver perhaps twice a week for three to four months. To begin with, they might be unfamiliar with it, and wary of touch experiences - 'tactile defensive'.

As you repeat the sessions over a number of weeks or months, the receiving partner begins to recognise the music, and anticipate the next touch experience; they can relax more into the sessions, actively showing anticipation of their favourite objects or music, and interacting with them more. Over time, they may also begin to relate more obviously with the giving partner. It is the building of trust which can help both giver and receiver develop greater confidence in communicating with each other, perhaps meaningfully for the first time.



**TIPS:**

**Help 'receivers' prepare for each new experience** by showing them the object first, bringing it up close for them to inspect; they also might want to handle it before you use it on their body.

**Give the 'receiver' their own set of objects** to handle while you run the session.

**Experiment using greater pressure**. Some receivers may not have a strong sense of their body or where parts of their body are located (weak proprioception), and the greater pressure helps them work out what is going on, and which part of the body is being touched.

**Help the 'receiver' feel physically stable**. If the receiver has difficulty orienting their body in space, sitting up etc, then they can find it difficult to concentrate on anything else until they feel secure in their own physical space - let them lie down if they want, or prop themselves firmly up against something. Once they feel physically stable, then they will be able to focus on the music and touch experiences.

**Always try to go at the 'receiver's' pace.** If the receiver finds it difficult to manage a whole session, you can fast forward to the end of a track, and just do short sections of each.

**Pause between tracks.** If you or the receiver need longer than the 30 second silence after each activity, use the pause button on the CD player.

**Repeating tracks / activities.** You may want to repeat an activity, or make it longer.

**Encourage the receiver to become a giver.** They may want to do the activity on themselves, or on you.

**Intensify colour.** If the receiver is visually impaired, add some florescent paint to the objects, or find shiny versions of them.

**Responses are to be welcomed, whatever they are.** The receiver may reject an object or tactile stimulus, but this should not be seen as a 'negative' or a problem. It is an indication that the receiver has experienced something, and expressed a preference, which is a positive!

**Positioning speakers.** Many people with PMLD have hearing difficulties as well; do think carefully about where the speakers are placed and experiment with various levels available on your equipment, for example using romance boards with the stereo placed on it.

**Clothing**. Remove as much clothing as possible from the student, being aware of what is appropriate for the setting. Remove shoes and socks, roll up any clothing that cannot be removed.

**Atmosphere**. Create a quiet and darkened space away from other activity, ideally in a room with only TAC PAC occurring. Put a sign on your door to encourage people not to interrupt!

**Referenced from and resources available from:**

[www.tacpac.co.uk](http://www.tacpac.co.uk)

SAMPLE LESSON PLAN….

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| Kimi Ora School Lesson Plan |

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| Subject: Tac Pac (Sensory Pack) |

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| Curriculum Reference: English, The Arts (music) |

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| Date: | Year Group: |

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| **Achievement Objectives:**  Achievement Objectives:  Speaking, writing and presenting  Fuel 3 – Develop an increasing level of attention demonstrated by their responses   * Show a sustained interest in people, objects or events. * Reacts to new activities or experiences * Shows intermittent or occasional interest in new visual/auditory/tactile stimuli   The Arts  *Students will:*  **Developing practical knowledge**   * Explore how sound is made, as they listen and respond to the elements of music: beat, rhythm, pitch, tempo, dynamics, and tone colour.   **Communicating and interpreting**   * Share music making with others.   Respond to live and recorded music.  **Learning Outcomes:**  Students will be encouraged to:   * reach for the props and handle them * anticipate the next action * respond to the music * communicate with their partner through reciprocal touch, vocalisations or eye contact   **Learning Experiences:**  Students gather in a quiet, dimmed space.  Sitting or lying on mats.  Remove shoes and socks.  Remove as much clothing as possible, or pull up sleeves / trouser legs.  Ideally have a one-to-one ratio of staff to students.  Ensure each pair has a set of equipment for the session, and where appropriate a set for the student to explore as well.  Welcome – begin with a welcome song stating who is here and what you will be doing. For example:  “It’s good to see Bob here, it’s good to see Mark here, it’s good to see Karla here, we’re doing TAC PAC today”  [CLICK HERE FOR EXAMPLES OF HELLO SONGS](http://www.youtube.com/watch?v=VHya0irmbB4)  Follow the routine on the CD, leaving a short gap of silence between each song.  For example:  Wrapping up tight in blankets.  Strong massage, starting from the top of the body and moving downwards.  Spinning on chairs.  Rolling with marbles.  Massaging hands and feet with oil.  Tapping with chop sticks.  Relaxing music with bubbles to finish.  **Finish**  Slowly and quietly assist children to put their clothing and shoes back on.  Talk about what each child did well or responded to today.  Finishing song eg “Tac Pac is over, Tac Pac is over, thank you for coming we’re finished”  [CLICK HERE FOR EXAMPLE OF GOODBYE SONGS](http://www.youtube.com/watch?v=qKTvlLlnga0) |