



Zintuigenverhaal

Lynn goes to the doctor



Sensory story – Lynn goes to the doctor

Photos and icons



Reading instructions are provided at the end of the story

- General Information About a Doctor's Visit 1–4
- General examination 5–10
- Doctor/Hospital Visit Complete 11

Special tests:

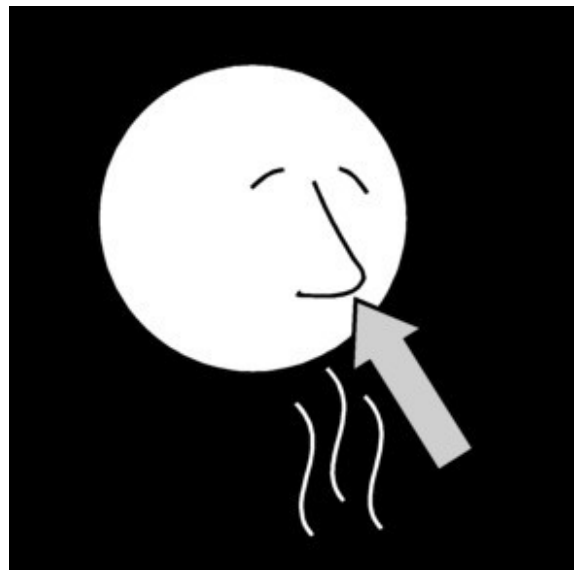
Select the applicable pages and remove the others. Select the following topics:

- hearing test 12–15
- X-ray 16
- cast 17
- injection 18
- bandage 19
- brain scan 20–22
- hospital stay (including fluids, bandages, IV, etc.) 23–29

1

Lynn is going to the doctor. It smells a little strange.

(Let the child smell child-friendly hand sanitizer)

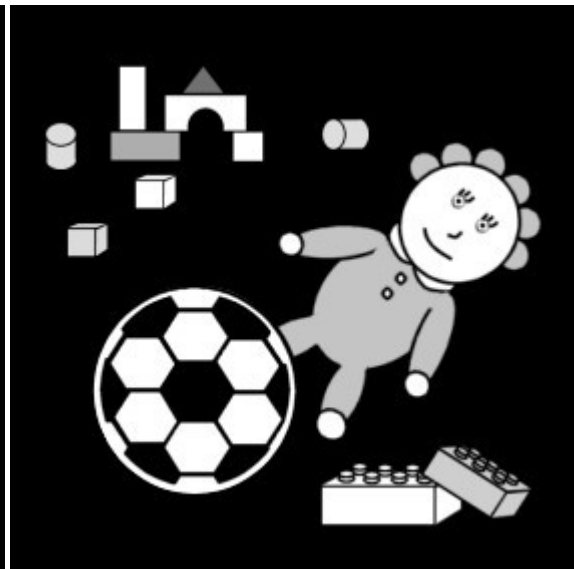
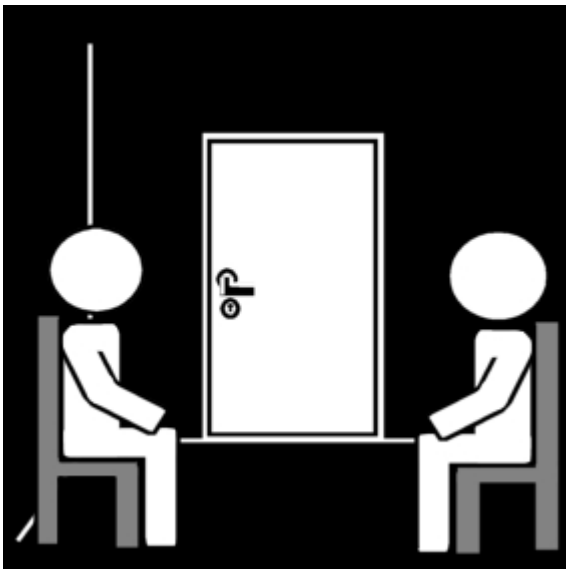


2

Lynn and Mom/Dad have to wait a moment.

Lynn sees some toys.

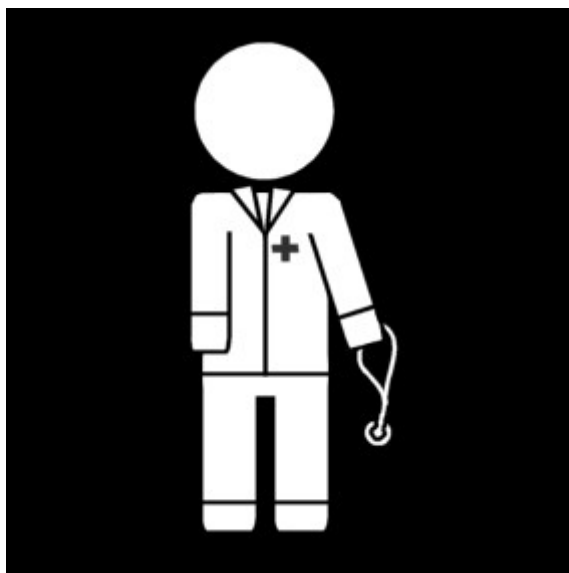
(Touch and play with the “waiting room toys.”)



3

Look, there's the doctor/nurse. He/she is wearing a white coat.

(Put on/take off the doctor's coat)



4

The doctor is wearing a face mask. Hey, where's the mouth of the doctor?
(put on the face mask and look in the mirror)



5

Lynn gets to stand on the scale. How much do you weigh, Lynn?

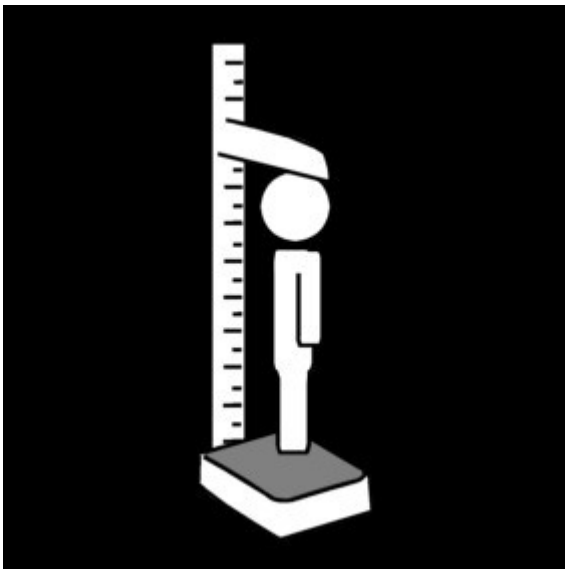
(feel the scale, look at it)



6

The doctor is going to measure Lynn. Lynn stands against the wall.
Is Lynn taller or shorter than Mom/Dad?

(measuring with a tape measure)



7

The doctor examines Lynn with a light. That way, the doctor can see clearly in Lynn's throat/nose/ear.

(shining a flashlight into her throat, nose, and ear)



8

The doctor looks inside Lynn's mouth.

How wide you can open your mouth, Lynn?

(Say "Aaaaaaa," and if necessary, look together in the mirror to see how wide mouth can open)



9

Now the doctor is going to listen with a stethoscope. Lynn needs to take lots of deep breaths. You're doing great!

(Listen with a toy stethoscope, take a very deep breath)



10

The doctor needs to feel Lynn's chest for a moment. She's wearing gloves. It tickles a little.

(putting on gloves, tickling with/without gloves)



11

The doctor is done. Well done, doctor! Well done, Lynn!

(thumbs up)

Lynn is going home to play/drink/work/sleep.

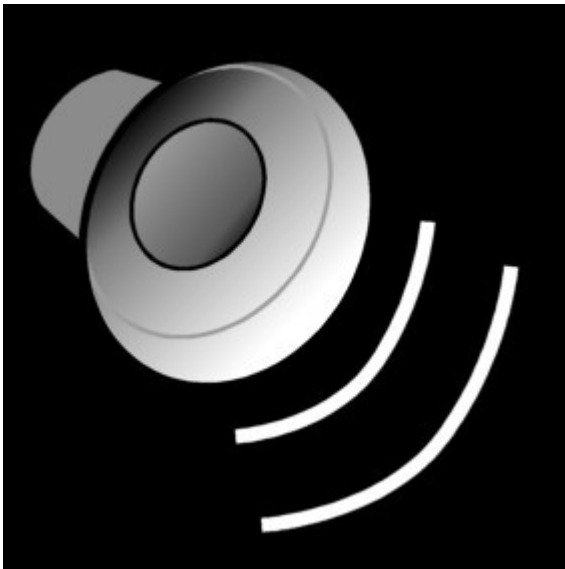


Appendix: Special examinations

12

The doctor has a device. The device beeps.

(play beep sounds, e.g., using a voice button or your phone)



13

Lynn puts on headphones. Can you still hear me, Lynn?

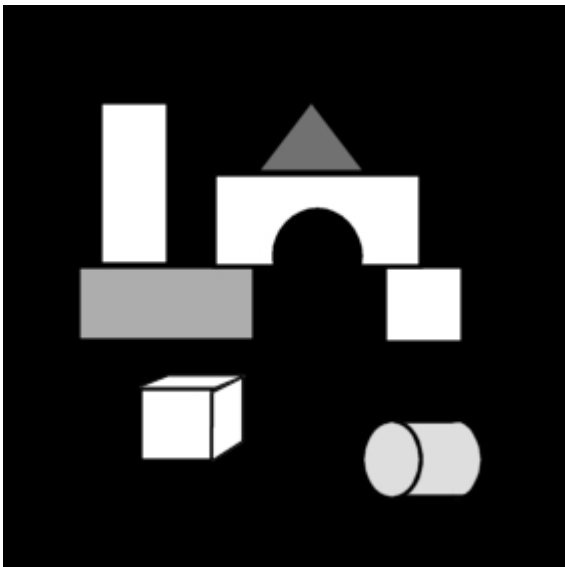
(Put on the headphones, make a funny sound)



14

Lynn hears “beep”! Now she can press the button or pick up a block.

(build a tower of blocks/press a button/put a block in the tray)



15

The doctor looks into Lynn's ear. She uses a little light. That way, she can see it clearly.

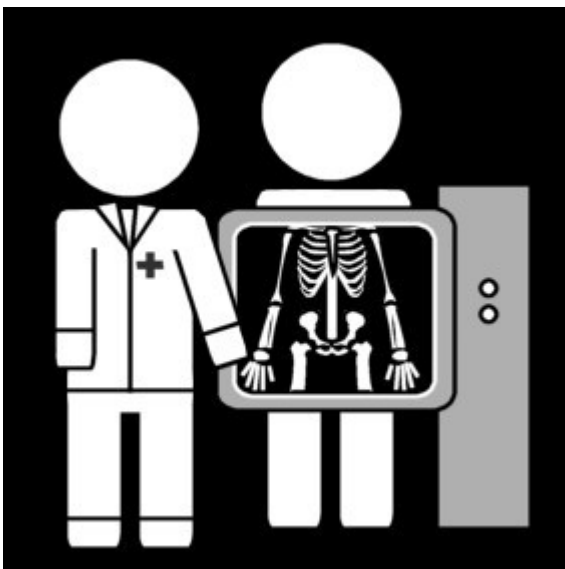
(shining a light into the ear)



16

Lynn is getting an X-ray. She has to sit or stand veeeery still until the doctor says “yes.” Good job, Lynn!

(sit very still and then suddenly say “yes”)



17

Now Lynn is getting a cast. The cast is wet and warm.

(wetting the cast and feeling it)



18

Lynn is getting an injection. She has to sit very still... All done! The shot is finished.

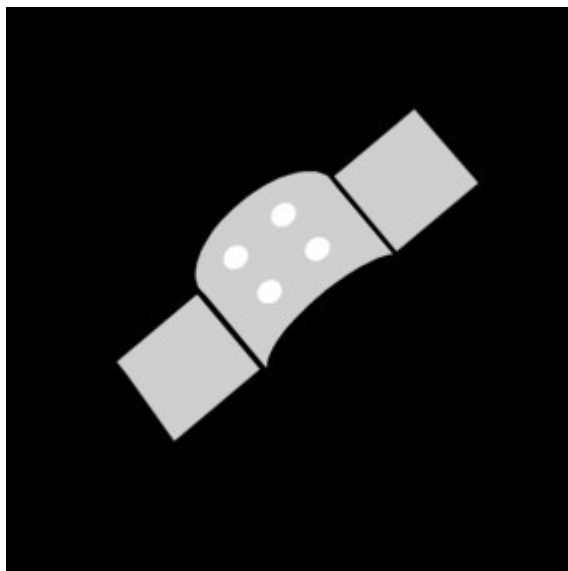
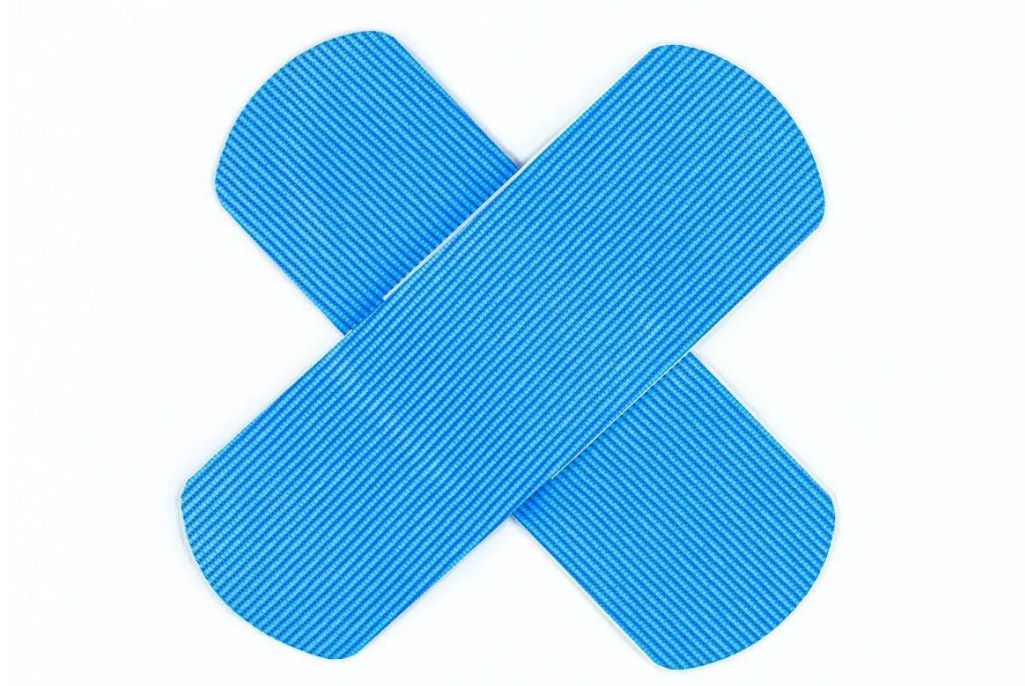
(Give the "injection" with a toy syringe, possibly filled with water)



19

The doctor puts a band-aid on the injection site. Which one will you choose, Lynn?

(Let her choose from different bandages)



20

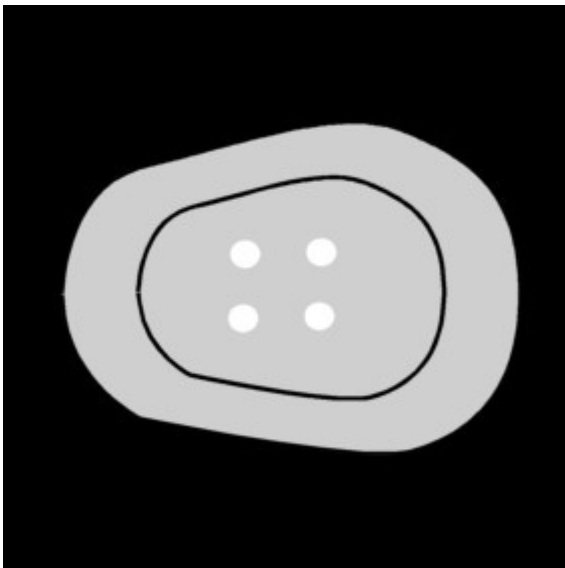
Lynn is putting on a hat. Take a look in the mirror, Lynn
(Put on a special “cap” and look in the mirror together)



21

The doctor places special stickers on Lynn's head. Can you count how many, Lynn?

(count the round stickers and, if you like, stick them on your forehead—make sure to use skin-friendly adhesive)



22

The machine makes a sound and moves. The doctor looks at the machine.

(Play the sound of the machines using the voice button or a phone, possibly via a YouTube video)



23

Lynn is going to sleep in the hospital. She can bring her (new) stuffed animal with her!

(feel and look at the stuffed animal)



24

Lynn presses the [red] button. The nurse comes to help.

(Press a button)



25

What's that? Lynn is wearing a big band-aid/bandage.

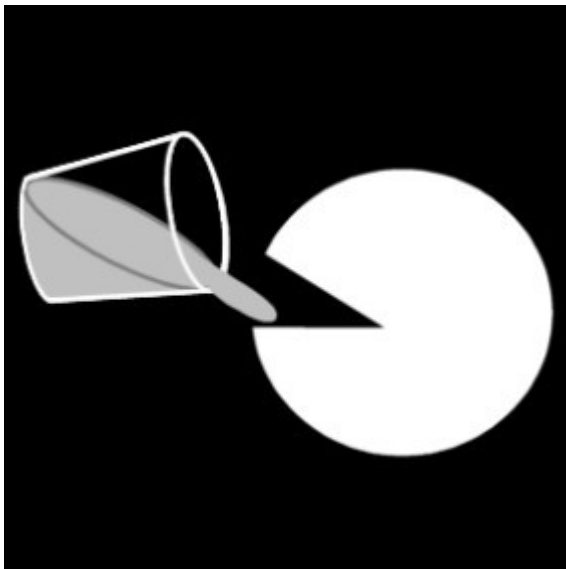
(look at, feel, and put on the band-aid/bandage)



26

Lynn is getting something to drink. Which one will you choose, Lynn?

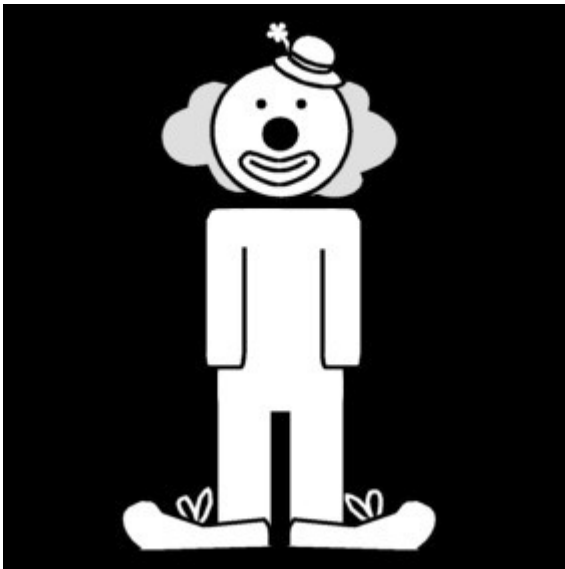
(smell/taste/feel the lemonade, juice, or water)



27

There's a clown. He has a funny nose!

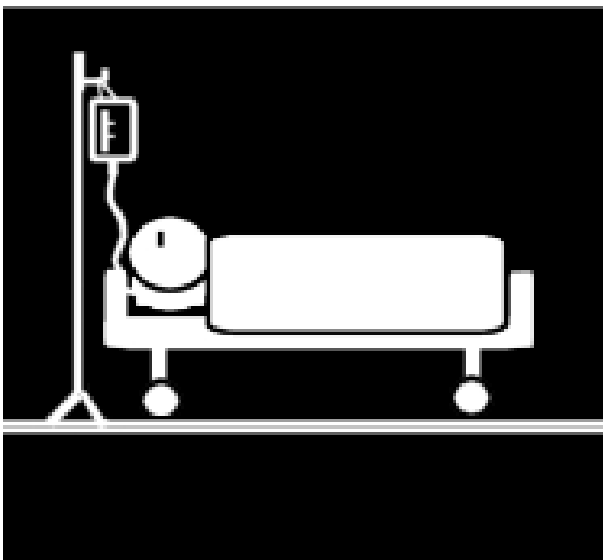
(Put on the clown nose, feel it)



28

There's a tube attached to Lynn. Food, water, or medicine goes through it.

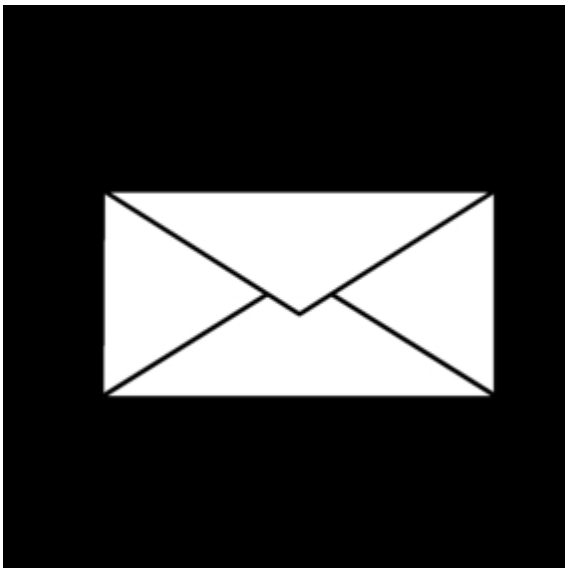
(Feel and look at the IV tube; if possible, squirt something through it)



29

Look, Lynn has mail! What's inside the envelope?

(Look at the pop-up card, touch-and-feel card, or card with music or googly eyes)



Instructions for the storyteller

Note: In this story, choices have been made regarding the doctor and the hospital, as well as the accompanying photos. We want to provide an example here that can then be adapted to your own situation (possibly using your own photos as well). For more tips and advice, see the manual "Sensory stories for significant life events"

Purpose

The primary goal of a sensory story is to share a pleasant moment together. Additionally, reading aloud can stimulate communication and interaction. This story about the doctor and the hospital is also intended to help you communicate with each other about a doctor's visit or a hospital visit. This way, you can prepare someone for the visit or talk about it afterward to help them process the experience.

Why this story?

Children and people of all ages who have difficulties with language and communication often have to visit the doctor or the hospital. These visits are often nerve-racking because the person doesn't know exactly what will happen and their usual routine is disrupted. With this story, you can see which tests and/or treatments are expected (or have already taken place) and adapt the story accordingly. This allows someone to discuss what happened or will happen during the doctor's visit, helps them learn the related terms, and can contribute to a more positive experience during doctor's visits, as much as possible.

Preparation

- Choose which version you will read aloud (photos, pictograms, PCS symbols). If necessary, consult with an expert (such as a speech-language pathologist) about which gestures and images (photos, pictograms, or PCS symbols) are most suitable for this person.
- Print out the document and place the story pages in a binder or laminate them.
- Are all the materials ready?
- Check whether the story might need to be shortened: are all the concepts relevant and recognizable to the person? The story is designed so that you can easily omit a page.
- Are the gestures familiar?
- Practice the story in advance.

At the beginning

Can the person focus on the story? Is the person alert? Are there any physical discomforts? Is the environment quiet? Does it fit into the daily schedule?

Reading Aloud

- Read the page aloud and use the corresponding signs.
- Let them experience the sensory item.
- Give the person time to experience it.
- Name and sign (again) the most important words.
- If possible, ask a question about the page or the experience.
- Give the person a little more time.
- Respond to reactions, such as facial expressions or pointing.
- Put the object back in the box.
- Turn to the next page.

Wrap-up

Finally, put the materials back in the box. The story is over.

Application in Other Situations

Use the gestures from this story in other situations as well. By incorporating these concepts into activities throughout the day, the children can practice applying them, and the story will take on even more meaning the next time you tell it—for example: “You opened your mouth so wide at the doctor’s office! Can you do that again?!”

Enjoy!

Enjoy sharing the story together! 😊

What else you need to know

This sensory story may be shared in its current PDF format. For more information, send an email to zintuigenverhalen@kentalis.nl or visit www.zintuigenverhalen.nl

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