



Making and using a resonance board



Small resonance board:

- Board- 40" x 40" of 4-ply wood
- Frame- 1" x 1" timber frame secured all around the edge so that the platform is raised off the ground

Large Resonance Board:

- Board- 4' x 4' of 4-ply wood
- Frame- 1" x 1" timber frame

For best resonating results wax the board using furniture wax. However, with some children varnish may be preferable as it is easier to clean.

Maintenance depends on how much the board is used. If parts of the board lose their sheen then further waxing is required. Always watch for splinters developing that will need immediate treatment.

Store the board in an upright position with the smooth surface towards the wall.

The large resonance board is a useful one for most ages and sizes of children. However, it can be cumbersome to lift and carry around and the smaller board may be preferred although this does not resonate as well as the larger board.

You will also need to consider the size of your car if you wish to make the board so that it can be transported.

Why use a resonance board?

Here are some ways in which use of a resonance board can support learning and independent exploration:

Movement

Interaction with the environment
Awareness of own body
Organising body
Cause and effect
Anticipation

Communication

Interaction
Turn-taking
Anticipation
Shared interest
Rhythm

Hearing

Awareness
Attention
Localising
Discrimination
Cause and effect

Opportunities for intentional learning and independent exploration

Vision

Awareness
Attention
Tracking
Searching

Touch

Exploration of different textures
Use of haptic perception
Tactual searching

Points to consider when using the Board:

- All sounds created within the room will cause the board to resonate. You will therefore need a quiet environment
- Work at the child's pace
- Be sensitive to his/her signals
- Allow the child time and space to control the environment created by the board him/herself
- Do not bombard the child with too much stimuli. It is usually best to start with one stimulus source and then replace this with another when appropriate. Two objects might be introduced later
- Any more than three and it is likely to be very confusing for the child
- Develop set signals to indicate when the session on the board is going to begin and end
- Give the child time to adjust when you remove him/her from the board before making any other demands

- Be creative in what you use.
Here are some suggestions:
 1. yourself (body and voice)
 2. strings of Christmas beads
 3. chains
 4. sound making toys that the child can activate
 5. survival blanket
 6. a range of metal and wooden spoons
 7. shakers and beaters
 8. anything else you can think of!

Some suggestions for what to observe

- How does the child use their body on the board?
- How does the child explore? E.g. What movement- pushing, swiping, banging, grasping and pulling, sliding?
- What are the favourite materials, objects and sounds?
- What are the materials/objects the child responds to visually and where were they positioned?
- What are the sounds s/he responds to?
- Is the child aware when the sound stimulus/vibration ends?
- Is the child more vocal whilst using the Resonance Board?
- Where are the objects positioned that the child responds to?
- Is there any difference in the child's behaviour before or after using the resonance board?
- What happens when you introduce a new object or change the position of familiar objects?
- What happens if you imitate the child's movements/actions?
- Does s/he show a strong dislike to any of the materials/objects used?

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