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The Role and Potential of the Family in Stimulating the Child's Senses as a Foundation for Normative Development and the Justification of Such Activities

Rola i możliwości rodziny w obszarze stymulacji zmysłów dziecka jako bazy normatywnego rozwoju oraz zasadność tych działań

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Abstract

Introduction. Children's development can be described as a multidimensional process conditioned by the influence of various factors. The primary mechanisms supporting correct development include the reception, organisation, and interpretation of stimuli which enable children to explore the surrounding world as well as their own bodies. Intentional initiation of sensory experiences supports a child's development in many aspects. Consequently, preventive and educational actions aimed at strengthening the family's competen-

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cies in this area are becoming increasingly significant.
Aim. The aim of the article is an analysis and synthetic representation of the importance of sensory experiences in a child's development and the establishing of the role of the family as the primary community supporting the development and organisation of such processes.
Methods and materials. The article adopts a theoretical and review-based as well as analytical and synthetic approach. The foundation of the study is analysis of literature in the fields of pedagogy, developmental psychology, speech therapy, and neuroscience, as well as the sensory integration theory referring to the child's sensory development, significance of sensory experiences, and the function, role, and potential of family environment in the process of stimulating the sensory systems. Based on the analysis conducted, a synthesis of knowledge on the meaning of sensory stimuli was developed. Conclusions were formulated regarding the rationale for conscious support of the child's sensory development that is appropriate to the child's individual needs.
Results and conclusion. The family plays the most important role in a child's life, as it spends the majority of their time in that environment. Family members have the possibility of stimulating the senses of the child that are both constant and spontaneous, yet simultaneously focused. The most crucial task of the family is to introduce everyday activities providing sensory experiences which notably benefit the child in terms of normative development. This calls for the reinforcement of the family's competencies in the area of conscious stimulation of the child's sensory development, alongside the purposeful preventive and educational action. In the context of the issue addressed in this article, the cognitive function of the family assumes particular significance. The child's cognitive development involves, among other things, perception, attention, memory, learning, categorisation, reasoning, problem solving, and language development. Evolvement of those processes is related to the child's active engagement with their surroundings and opportunities to acquire experiences through different sensory channels.

***Keywords*:** sensory stimulation, family stimulation possibilities, human senses, normative development, the family's capacity to provide stimulation

Abstrakt
Cel. Celem artykułu jest analiza i syntetyczne przedstawienie znaczenia doświadczeń sensorycznych w rozwoju dziecka oraz określenie roli rodziny jako podstawowego środowiska wspierającego rozwój i organizację tych procesów.
Metody i materiały. Artykuł ma charakter teoretyczno-przeglądowy oraz analityczno-syntetyczny. Podstawę opracowania stanowi analiza literatury przedmiotu z obszaru pedagogiki, psychologii rozwojowej, logopedii, neuronauk, a także teorii integracji sensorycznej, odnoszącej się do rozwoju sensorycznego dziecka, znaczenia doświadczeń zmysłowych dla jego funkcjonowania oraz roli i możliwości środowiska rodzinnego w procesie

stymulacji układów sensorycznych. Na podstawie przeprowadzonej analizy dokonano syntezy wiedzy odnoszącej się do znaczenia stymulacji sensorycznej, a także sformułowano wnioski dotyczące zasadności świadomego wspierania rozwoju sensorycznego dziecka w środowisku rodzinnym, adekwatnego do jego indywidualnych potrzeb.

Wyniki i wnioski. W życiu dziecka to rodzina pełni najważniejszą rolę, spędza ono z nią najwięcej czasu. Członkowie rodziny mają sposobność stałej i spontanicznej, ale ukierunkowanej stymulacji jego zmysłów. Podejmowanie przez rodzinę codziennych aktywności w tym zakresie stanowi najważniejszą jej rolę i przynosi dziecku wymierne korzyści w postaci wspierania normatywnego rozwoju. Dlatego należy wzmacniać kompetencje rodziny w zakresie świadomej stymulacji rozwoju sensorycznego dziecka, a także prowadzić celowe działanie profilaktyczne i edukacyjne w tym obszarze.

***Słowa kluczowe*:** stymulacja sensoryczna, możliwości stymulacyjne rodziny, zmysły człowieka, rola rodziny, rozwój normatywny

Introduction

The family is seen in pedagogical sciences as a primary social group, cultural environment, and educational institution that constitutes the main environment for the child's development. From the earliest moments of life, processes occur within the family that determine the maturation of the nervous system and development of cognitive, emotional, social and motor functions, as well as personality (Kawula, 2004; Kozłowska, 2026; Krzesińska-Żach, 2007; Matyjas, 2009; Okoń, 2007; Opozda, 2012; Piaget & Inhelder, 1993; Trempała, 2016; Wołoszyn-Spirka, 2004). Every family is rooted in a particular sociocultural reality in which it functions daily. This creates specific conditions for the child's stimulation and development and also provides rich cognitive experiences (Brzezińska, 2000; Doniec, 2013; Kozłowska, 2024; Matyjas, 2009).

Literature review from the fields of pedagogy, speech therapy, developmental psychology, and neurosciences shows that the quality and quantity of sensory experiences in early childhood has significant influence on the organisation of the central nervous system and, consequently, the shaping of cognitive, language, emotional, and social competencies (Cieszyńska, 2001; Pilarska, 2020; Szeląg, 2018).

Significance of the family environment is emphasized in Bronfenbrenner's Ecological Systems Theory. According to its main assumptions, a child's immediate environment, referred to as a microsystem, constitutes the primary place of developmental influences. The source and driving force of changes in the child's functioning is the system formed by the individual and the environment. Everyday experiences within the family house-

hold influence the way in which a child perceives the world, develops social competencies and acquires new abilities (Bronfenbrenner, 1992, 1994, 1999; Bronfenbrenner & Morris, 2006; Kozłowska, 2026; Michel, 2013; Trempała, 2016).

This article defines the family's role and potential in the area of the child's sensory stimulation while simultaneously noting that those actions make the basis of their normative development. The content presented justifies the need to take the actions described. What the term normative development refers to is the process of individual areas of the child's functioning developing while remaining consistent with generally and statistically established age norms. These norms are interpreted as the attainment of subsequent stages, developmental phases within the time intervals distinctive to a particular population of children (Bogdanowicz, 2000; Cieszyńska & Korendo, 2017; Piaget & Inhelder, 1993). Contemporary developmental psychology does not treat development norms as a schedule for gaining competence universal for all children. Development is dynamic and, as previously mentioned, multidimensional and individually differentiated. The pace and manner in which one acquires skills is determined by the cooperation of biological, psychological, and environmental factors. The concept of the developmental norm should function exclusively as a point of reference describing a typical range within which particular developmental changes and achievements occur in a particular population and stage of life. The developmental norm is not a fixed standard that every child should be expected to reach in a similar amount of time. Such understanding of normative development allows recognizing both patterns accurate for the majority of children and the natural development differences in pace, order, and method of obtaining competence. Development support should neither rely on mechanically rushing the process of gaining new skills, nor on comparing the child with a predetermined, statistically established standard. The essential aim is the provision of appropriate environmental conditions that allow children to realize their individual development potential. In this article, the term normative development refers to development that occurs within the range of patterns typically associated with a particular age, simultaneously acknowledging individual variability in the course of development.

The Importance of Sensory Stimulation in Child's Development

Each human activity, even the seemingly easiest ones, requires a synchronized, coordinated functioning of several cognitive systems and information sourced by different senses. Evaluation and planning of a movement engage senses such as vision (information about the movement of an object and the distance of a target), hearing (signals indicating the object moving closer or farther), and proprioception (determination of body position and muscle strength required to pursue the activity), memory system (retrospec-

tion of previous attempts or similar actions). It also requires attention and attentiveness which enable focus on the trajectory of a moving object and, finally, the motor system that is responsible for planning and execution of the movement (Szeląg, 2018). Cognitive functioning is described as an ability to receive information from the environment and to process and interpret it, and use it in actions (Nęcka *et al*., 2006).

The process of sensory integration is greatly important to a child's development. It is defined as a neurological organization of information received through all of the senses and sensory systems. The brain's ability to accurately process sensory stimuli were the foundation for learning, motor development, and effective responses to specific situations. That enables children to form an integrated vision of reality and to take purposeful actions (Ayres, 2023; Borkowska & Wagh, 2010; Foster, 2024; Sternak, 2025).

Sensory stimulation should not be equated with an excessive and overwhelming amount of sensory input. On the contrary, it should ensure the child experiences the world in a manner adequate to their age, abilities, and individual needs (Kossewska & Płoszaj, 2024). An environment rich in physical activity, social interaction and natural experiences enables individual exploration, supports the maturation of the nervous system, and helps to develop adaptive skills (Charbicka, 2017). Maturation of the CNS is a particular cascade of interconnected processes and abnormalities at any stage can affect the successive processes (Emich-Widera, 2025).

To define the terms *cognitive functioning* and *sensory integration* precisely, it should be noted that the first refers to the mind and it concerns thought processes, memory, attention, speech, and problem solving, while the latter refers to the senses, the way in which the brain receives and organises the stimuli from the senses: sight, hearing, balance, and touch. However, they work very closely together.

Sensory experiences allow a child to discover the surrounding world, develop learning ability, establish a sense of safety, and also gain competences for independent function. Thus, appropriate stimulation of certain sensory systems plays a crucial role in the harmonious support of child's development. Family is an extremely important environment that fosters that process. During play and everyday activities, the child obtains the largest amount of natural sensory experiences that are tailored to their age, needs, and capabilities. Family is a natural support system for the development of the child's nervous system and the processes of sensory integration.

The Sense of Sight

Vision is the transformation of reflected light into an image in the human mind (Unglaub-Silvethron, 2018). Sight itself is one of the most important channels through which the world is perceived. It enables us to obtain about 80% of information about

our surroundings. It allows us to analyse a given situation and react accordingly. It all begins with the eye: the image is registered by the retina, initially processed and sent to the brain for analysis. Sight is important, yet its functions extend far beyond those commonly associated with it. It also maintains the stable image of the surrounding environment. Stable vision of reality and, consequently, the maintenance of an upright body position is possible due to the interaction between the vestibular system and the visual system (Charbicka, 2017).

Sight enables humans to experience reality as not only a statistical phenomenon, but also a dynamic one. While considering the visual system's contributions, it is worth mentioning its significance in the cognitive processes, including reading and writing (Majewski, 1985). Sight transfers important data concerning safety, location, colour, shape, position of objects, as well as its stability and movement through space. Even the smallest imperfections in this regard cause disturbance in analysis and interpretation of visual information transferred to the brain (Foster, 2024). The visual system begins its development intensively after birth. During prenatal life, a child uses sight to a limited extent, which is conditioned at that point to determine light from dark and react to strong light coming through the mother's abdominal wall (Charbicka, 2017). Unlike vision itself, sight is not innate. Its development progresses alongside the integration of the senses. Movement has much significance as it is the foundation of all educational processes. Development can be constrained by a prolonged period of immobility, for instance, sitting while reading, or spending a long time in front of a computer (Kranowitz, 2012).

The family can support the development of child's sight by creating an appropriate home environment, providing steady light, incorporating contrasting colours and clearly labelled objects. Parents should regard the specialists' opinion on this aspect as most valid, instead of following trends promoted by interior decorators or influencers (whites, greys, and fawns being the dominating colours). Stimulation of sight requires different procedures at each stage of a child's life. Adjusting the degree of difficulty, from the easiest to most advanced, remains an essential rule. Undoubtedly, decisions made should be attractive and age-appropriate. To help the child find needed objects a fixed feature space should be created. It is important to initiate everyday shared activities, such as reading books, doing jigsaw puzzles, playing with building blocks, drawing shapes and letters, making structures. Many benefits can also be provided by observing nature and playing games requiring attentiveness to details that influence perceptiveness and visual-motor coordination, for example catching, throwing, and bouncing a ball. Play that involves threading, sawing and glueing is also helpful. While working with a child one must remember to avoid overwhelming vision stimulation, as a visual sensory overload can negatively impact children sensitive to it (Ayres, 2023).

The surrounding world presents us with many opportunities for conscious visual sense stimulation. The need for experiencing a variety of colours, shapes, sizes, distances, and perspectives can be met during a walk (the same tree near a playground looks different each season and changes even during the day with the influence of light and wind). A daily chore of buying necessities at a store can also become an opportunity for sensory stimulation. Family activity is only limited by creativity. When facing difficulty, one should take inspiration from people who are educated in the matter and work in this field. Conversation with a specialist can influence a family to take preventative measures and help a child prepare for stages of nursery, school, and adulthood. It is wiser to empower a child early so that they can fully use their senses, than to fix problems that never would have arisen had the child received proper stimulation from their environment at an early stage. It is often enough to be open-minded, care for the child's development, and not to limit the opportunities they are born with.

The Sense of Taste and Smell

The tongue transfers data on the chemical composition of molecules with which it comes to contact with, while the nose transfers data on molecules present in the air which produce smell. Gustatory and olfactory systems are strongly interconnected with the functioning of the limbic system which is responsible for memory and emotion and also influences the child's sense of safety and participation in daily activities (Ayres, 2023). The sense of smell functions and actively develops already during foetal life, which is why a human is born with a rich repertoire of smells that they are able to identify. This ability further develops throughout life. It begins with the ability to recognize the smell of breast milk, as infants rely on the sense when seeking the breast. Sensitivity to smells develops over an extended period of time and it reaches its peak at the age of 20 and declines after the age of 50 (Przyrowski, 2019). In contrast, the salty, bitter, sour, and sweet tastes are initially detected by over ten thousand taste buds located on the tongue, after which this information is transferred to the brain (Foster, 2024). Other taste sensations are merely the combination of the four (Borkowska & Wagh, 2010).

When supporting the development of the sense of taste, parents should refrain from forcing the child to try new foods as it can increase defensive responses and lead to reinforcing eating issues. Instead, it is recommended to systematically familiarize children with new flavours through play and everyday activities (Zawitkowski & Szulc, 2017). During childhood the variety of eaten foods should rapidly increase, as it enhances the taste receptors' sensitivity and the maturation of neural pathways transmitting sensory input to the brain (Borkowska & Wagh, 2010). Any attempts

to broaden a child's diet, in terms of both flavours and textures, should align with age-appropriate medical recommendations and take into account the child's needs related to preventative speech therapy and orthodontics. The ability to independently consume food is interconnected with the child's acquisition of competence across various areas of normative development.

Regarding the earliest moments of life, it should be mentioned that oral-motor skills within the oral cavity are essential for effective feeding. These include sucking, licking, and later biting, biting off, and chewing. The improvement of those skills is possible thanks to oral reflexes and the appropriate level of muscle tone, and the proprioceptive awareness within the oral cavity. Acquiring new skills is a prerequisite to the normative development of speech. Both effective feeding and speaking require a development of motor sequences involving the mobile and immobile parts of the articulatory apparatus (Odowska-Szlachcic, 2023). A child who does not correctly exercise the muscles during eating will fail to acquire the competencies needed for proper development of the speech apparatus (Borkowska & Wagh, 2010).

Experiencing tastes and smells may seem prosaic, but it actually plays a huge part in the harmonious and holistic development of a child. The proper consumption of food, analysis of its taste, distinguishing between smells, and interpreting them all have an influence on a child's healthy development. They determine many other functions and skills, some of which may seem distant and abstract, such as emotions and the sense of security (Kozłowska, 2025). A family that provides a child with daily care has many opportunities for an intelligent and responsible stimulation of those senses. Similarly to the case of other senses and systems, taking the initiative in this regard does not involve high costs. It is fully adequate to use the objects available at home or in a garden. There is no limit to creativity. Richness of colours, tastes, and smells that accompanies food determines an automatic creation of sensory stimulation at home. Forming the everyday life of a family community that is responsible for the child's life and development can be enriched by stories about the origins of food products and memories of the so-called "grandma's kitchen." Distinguishing between the degrees of sourness, sweetness, and other qualities of served meals can help as well.

The sense of smell should be encouraged by guiding the child's attention to smells and helping them recognize, guess, and describe the sources of the smells. Sense of smell can be stimulated at any given moment *e.g.*, during family walks, in the woods, on a crowded road. Making the child aware of smells and describing their characteristics expands the child's knowledge (Borkowska & Wagh, 2010).

Before children are expected to obtain a variety of skills, they should be allowed to explore the world of tastes and smells, the pleasant ones and the ones to avoid, within the comfort and safety of their homes. The adult's task is to provide children

with all tools needed for optimal functioning within their environment. Families differ. Some are exceptionally creative and attentive, and some, despite their best efforts, struggle to navigate the complex world of pedagogy. Specialists should act as guides, architects of a healthy complementary child development. In caring for their children, parents often interact with specialists who provide consultations. Professionals in their respective fields should provide families with broader support, share simple methods of everyday sensory stimulation, assess the child's developmental level, and refer the families to specialists best equipped to support them at a given stage.

The Sense of Touch

The sense of touch is one of the first human sensory systems to develop. Numerous receptors on the skin allow children to experience stimuli triggered by touch, pressure, texture variety, heat, cold, and physical contact. All of those actions are key to the physical and mental functioning of a child (Ayres, 2023; Foster, 2024). The tactile system contributes to the shaping of the body schema by enabling the identification of individual body parts, their interrelationships, and the awareness of body position within the surrounding space and in relation to time (Borkowska & Wagh, 2010). Sense of touch also serves a protective function by alerting the organism to stimuli that pose threat to life or health.

Family has many opportunities for the stimulation of a child's tactile system through play incorporating different textures and materials. Sand, clay, water, plasticine, natural and sensory materials are perfectly suited for such play. They enable the child to discover the world's features through a direct experience, influence the later development of graphomotor skills, and, in the longer term, contribute to the child's independence. Exercises can be in the form of routine activities such as dressing and undressing. Children should be encouraged to touch, hold, and exploring through touch the various fabrics the clothes are made of, as well as paying attention to their colours (Borkowska & Wagh, 2010). Another activity that should be included in the stimulation of the sense of touch is walking barefoot, as it enhances the sensitivity of feet. Wearing socks and shoes throughout the whole day makes it impossible to differentiate between the properties of surfaces and may contribute to tactile hypersensitivity in the feet (Borkowska & Wagh, 2010).

The stimulation of the sense of touch can be practically constant. Home life allows surrounding the child with the natural benefits of a family's physical touch and encourages the child to touch objects from their surroundings noting their texture, consistency, temperature, density, and colour. Playful tactile stimulation activities often arise on their

own, and they require only the openness of parents who let the child behave like a child and explore reality, even at the expense of a perfectly clean house, clothes, and hands.

The Sense of Hearing

Hearing is the reception of energy transmitted by sound waves in the form of sounds. From a social perspective the auditory system is described as the most important sensory organ (Unglaub-Silvethron, 2018). It develops and matures before birth (Borkowska & Wagh, 2010). At that stage, the first and fundamental auditory function develops known as sound reception. During a later period, infants develop the ability to distinguish the differences in sound intensity, pitch, the melody of speech, and the auditory differentiation of speech sounds (Kozłowska, 2026).

Intentional auditory stimulation should take place daily in a comfortable family environment through using rich and proper language, conversations, word play, nursery rhymes, and counting-out rhymes. Sound recognition can be practiced by comparing similar and different sounds, soft and sharp sounds made by various musical instruments, matching previously heard sounds and tones, listening and repeating rhythmic beats (Borkowska & Wagh, 2010). Gradual increase of degree of difficulty is a fundamental principle. First, the child should learn to distinguish sounds that are noticeably different from those highly similar. During exercises parents may create the stimulating situations themselves or they can use available audio materials prepared by therapists. Perhaps the most important is the understanding of a simple truth that a child with a properly functioning auditory system can hear but cannot name the sounds. The role of the family is to name the sounds of the environment and intentionally repeat a particular situation so there is an opportunity for hearing the sound repeatedly. Basic activities aimed at auditory stimulation are not complicated procedures. It is enough for parents to devote their attention to the child, simply during a walk, and describe the world to them, rather than using that time on a phone call. For instance, when in a park and passing a big dog barking loudly, the child hears the sound but does not know its source. If parents consistently name the dog as the producer of the sound, the next time a child encounters it they will be able to match the sound to the image. Similarly, when family members return home and the child is informed about the sound being the entry phone and signifying a loved one returning home, they become able to encode and retain this information. It depends on the parents' actions whether the child's auditory system enables them to distinguish sounds of their nearest environment and later hear the complicated nuances between speech sounds.

Optimal auditory functioning depends on the proper functioning of all the senses, just as the sense of hearing is crucial for the development of other senses (Kranowitz, 2012).

The Vestibular System

The vestibular system receives information on movement, balance, and the position of the head in relation to gravity. Its proper functioning affects postural control, muscle tension, visual-motor coordination, eye movement, proper body posture, and planning activities (Ayres, 2023; Foster, 2024). It constitutes one of the most precise systems, which has a broad influence on the functioning of the entire human nervous system (Przyrowski, 2019). The vestibular system is highly sensitive; even small changes in movement and position are registered by the brain. This process begins during foetal life (Ayres, 2023). It is through movement that the child assesses the capabilities of their own body, predicts consequences of actions, and adjusts their behaviour to a given situation (Foster, 2024). An increase in sedentary screen-based activities, and consequently a decrease in active movement, reduces the number of experiences crucial to the proper development of the vestibular system. That is the reason why physical activity should constitute a regular element of family life (World Health Organization, 2019). It is important that the family encourages the child to be physically active taking into account the fact that slow-paced movements have a calming effect and the fast-paced movements are invigorating and energising. The stimulation of the vestibular system, similarly to the other senses, does not require high financial costs, but attentiveness and purposefulness. It is worth lightly encouraging the child to do certain activities *e.g.*, playing and reading, while lying on the stomach and supporting their head on their elbows. It is also beneficial to encourage activities that teach balance, such as riding a bicycle, and ones that require coordination of eye, head, and hand movements, such as throwing at a target, tennis, and playing catch (Ayres, 2023). Nowadays, the availability of opportunities for vestibular stimulations is extensive. Almost every parent can find the resources needed at their home or in a playground. Families can also use the facilities many parks offer.

The Proprioceptive System

The proprioceptive system is a provider of information about the body's position, muscle tension, and the force of movements performed. The child uses this system to control their body, plan activities, and make movements without the need for constant visual control (Kranowitz, 2012). This system is used unconsciously during other everyday life activities, such as speaking or walking (Charbicka, 2017). Proprioceptive receptors are located in the body, primarily in the muscles, skin, joints, ligaments, tendons and connective tissue (Ayres, 2023; Foster, 2024). Most of the proprioceptive stimuli are processed in the areas of the brain that are not responsible for awareness

(Ayres, 2023). Proprioceptive development is supported mainly by activities that require the muscles and joints to work against the force of gravity. Play that includes pushing, pulling, carrying objects, hanging from the hands, building structures, climbing, obstacle courses, arm wrestling, and similar activities help to stimulate the proprioceptive system. Everyday activities, such as getting dressed or picking up toys, are also important in this regard (Kranowitz, 2012).

The Interoceptive Sense

The interoceptive sense is responsible for receiving, interpreting, and integrating signals from the inside of the body, such as hunger, thirst, the need to use the toilet, breath, heartbeat, pain, and fatigue (Foster, 2024). The body should self-regulate in this regard and react appropriately to the changes occurring within the body. Family can support the activity of this system through pushing, pulling, and carrying objects, as well as swinging, climbing, and completing obstacle courses. Such exercises provide the child with information about increased muscle tension, accelerated breathing, and fatigue, and therefore develop interoceptive awareness (Foster, 2024). Parents should encourage children to do activities that evoke certain anxiety. If the child is scared of using the swing, parents should try to gradually familiarize them with the activity, for instance, by having the child sit on their lap. If a child is afraid of climbing the stairs, parents may physically support them at the hips, as the pressure on muscles and joints can make the child feel more secure. Another method is to divert the child's attention away from what is causing fear by initiating play and making up stories. Children require more time to analyse and attempt activities that seem scary to them. During safe movement games asking a child to close their eyes helps them to become more attuned to the position of their body in space (Ayres, 2023). It should be remembered that successful intervention is not merely an attempt to change the child's behaviour (Ayres, 2023). It is important to adapt the environment, especially the family environment, to the child's sensory needs.

Conclusion

The role of the family, the child's closest developmental environment, during the sensory stimulation process is incredibly important, as its conscious and purposeful activities in this regard support normative development. The opportunities for stimulation are endless and do not require financial costs. It is sufficient to incorporate the activities that stimulate the senses and sensory systems into the everyday life. The daily routines and chores present multiple activities and experiences involving

colour, tastes, textures of foods and objects, sounds, and physical activity. Awareness and a sense of responsibility for the child's development should provide guidance. A family that does not acquire skills in this area and lacks creativity should seek the help of a specialist who can provide advice on how to create the best possible environment for a child. The level of functioning is conditioned by the development and the ability to interpret information provided by all the senses and sensory systems. Therefore, it is worthwhile to make a family effort and engage in the sensory stimulation procedures and allow the child to become the best possible version of themselves and not to ignore their natural predispositions. The review of literature on this topic extensively justifies the activities described in relation to stimulation of the child's senses.

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