These strategies were contributed by occupational therapists from the ot-peds, school-sis, and SI listservs. Thanks to all the therapists who contributed to these ideas.

1. Have the child work with blow toys and label the action. Then try the same for the nose using a nose whistle from PDP, blowing a crepe ball off his/her or your hand, or blowing colored water drops off a piece of hard paper.

2. After practicing with the blow toys (such as playing “ping pong volleyball by having you and child blow a ping pong ball back and forth across a table from each other, or blowing through a straw to make the ball move, you can also have a child blow a cotton ball around a simple maze (with or without a straw). Then hold a kleenex in front of the child’s face (but not touching the face), and have the child try to make the Kleenex move by blowing with his/her mouth, then with his/her nose. While the child is blowing through his/her nose, you can provide verbal cues such as “blow out, blow hard, etc.” Then if the child is successful at making the Kleenex move by blowing through his/her nose, try having the child use this action after placing the Kleenex up to his/her nose (have child hold Kleenex in place). You can provide the same verbal cues, “blow out, blow hard, etc.”

3. Here are some ideas to increase body awareness, then awareness of blowing through the mouth and nose:
   - Identify where the nose is with eyes open and closed.
   - Demonstrate how the air comes out - look, see, feel.
   - Mist up a mirror by blowing air out of nose - practice with each nostril.
   - Practise big blow and little blow through mouth and then nose.
   - Blow a tissue up into the air.
   - Blow a ping pong ball across water. Use different strength blows to increase awareness.
   - If the child has autism, use picture cues with your instruction to ensure their understanding.

4. You can also try “blowing raspberries” against his skin so he can feel vibration and feel air flow. Exaggerated, breathy vocalizations with your mouth close to child’s skin (his hand) can help increase his awareness of air flow.

5. To these suggestions I would add:
   Hold a small feather (craft supply) on the palm of the hand right under the child's nose. The smallest puff of air will make it float off the hand. Once the child gets the idea of how to make air come out the nose he can usually learn the rest of the process. I usually used (and modeled) the following, "take a big breath, close your mouth, make the air come out your nose". I have had difficulties though with kids with sensory defensiveness, I don't think they like what the whole process FEELS like.
6. Another strategy with feathers: After the children learn to blow feathers with their mouth, have them try doing it with mouth closed and see if they can get the feather to move. From there you can move to making the tissue move when held in front of the face (mouth open, mouth closed) and from there to blowing your nose.

7. Check if child can mouth breathe and nose breathe- one being more accessory muscles and one being more diaphragmatic. I personally think there is some hyposensitivity of the diaphragm at work here. Can child learn deep breathing techniques? There are often praxis issues going on too (well, the hyposensitivity and praxis are related anyhow). Can they coordinate the suck swallow breathe type synchrony to sort of close off the chest wall area while blowing out of the nose? I'd begin with recognition of all of these breathing types and then go to treatment. Personal experience is that the children in general are not over enthused about working on this stuff.

8. Try to place a piece of candy or gum in the child’s mouth and work on forceful blowing out of his nose, but do not add the napkin yet -- just work on steps so the first step would be to close mouth with candy/gum and breath out of his nose, then it gets louder and hum a song out of his nose, then make it more forceful like end a song with a prolonged exhale, and so on.