

## *Sensory*

### 1. To Make Desk Work Easier

- Provide desk closest to teacher
- Provide alternate desk away from group activities
- Assign desk at front of class
- Adjust desk to child's height (correct placement is child's feet on floor/stool with elbows resting on table)
- Provide rubber band around chair legs for child's feet
- Use alternate seating options; ball, knee chair, move-and-sit, disc-o-sit or air cushion
- Allow child to stand
- Allow child use of weighted lap pad
- Allow frequent breaks

### 2. For Sitting in a Group

- Allow child to sit on a carpet square
- Mark child's spot on carpet with tape
- Allow child to use chair or beanbag
- Seat child closest to teacher
- Seat child at edge of group
- Seat child at back of group
- Seat child at front of group
- Allow use of handheld fidget toys/manipulatives
- Allow child to sub-vocalize
- Allow child to change position as needed (from knees, to straight legs, to criss/cross, ect)

### 3. For Writing

- Provide a pencil grip (specifically \_\_\_\_\_)
- Provide angled writing desk or slant board
- Always provide lined paper or specialized paper
- Provide visual instructions for common written tasks
- Assist with brainstorming for written work
- Help organize thoughts for long writing tasks
- Give extra class time to finish
- Allow the option to finish at home without penalty
- Provide a list of common words and their correct spelling at desk
- Allow dictation to a scribe
- Allow assistive technology (specifically \_\_\_\_\_)
- Allow child to dictate ideas into a tape recorder, then scribe his/her own words later or at home

- Warm hands up with proprioceptive work, such as manipulating clay, before writing begins
4. For Reading
    - Allow child to read out loud
    - Give child a bookmark to hold place and help follow along while reading
    - Minimize visual distractions on the page
    - Allow child to move/change position/take breaks
  5. For Classwork
    - Allow child to move to a quieter area/out in the hallway
    - Repeat instructions to child 1:1
    - Allow child to take work to Resource Room
    - Provide visual instructions
    - Cover page to show only 1-2 problems at a time
  6. For Homework
    - Allow extra time to complete assignments
    - Give modified assignments that require less writing
    - Give modified assignments that require less reading
    - Give option of drawing in lieu of writing
    - Allow work to be typed
    - Allow work to be scribed
    - Allow work to be modified at the parent's discretion
    - Decrease amount of work required
  7. For Transitions
    - Prepare student ahead of time verbally or with a timer
    - Follow schedule as accurately as possible
    - Allow child to bring a "transition toy" with them
    - Give child something to carry with them
    - Have child be the "door holder"
    - Have child be the "caboose" (last in line)
    - Have child be the "leader" (first in line)
    - Remind child to keep his/her hands to themselves
    - Remind child about "personal space bubble"
  8. For Recess
    - Do not take recess away for mis-behavior in class
    - Offer good proprioceptive options such as monkey bars, rock wall climbing, or digging

9. For Heavy Work-Regular Access All Day

- Allow child to re-shelve books
- Allow child to rearrange chairs/desks
- Allow child to open and close doors
- Allow child to hold signs
- Allow child to wear weighted backpack
- Allow child to pull the lunch wagon
- Allow child to push adult in a wheeled chair
- Allow child to wipe down tables
- Allow child to carry books to/from the office/library
- Allow child to carry Xerox paper to/from copy room

10. For Sensory Breaks

- Make child “classroom messenger”
- Allow child to pass out papers
- Allow child frequent trips to the bathroom or drinking fountain as needed
- Sing songs that encourage movement
- Encourage whole class stretching
- Allow child access to sensory tube, sand, beans, rice
- Do chair pushups or tailor sit pushups as a class

11. Tips for General Sensory Success

- Give child warnings before a fire drill or other bells
- Explain false alarms to child when applicable
- Provide ‘Quiet Chill’ out space, under a desk, in a corner where they can be alone and safe
- Allow noise-canceling headphones
- Allow gum-chewing, hard candy, or other food
- Allow water bottle w/ straw at desk or other chewy
- Allow fidget toys
- Post visual routine in classroom
- My child is very sensitive to smells
- My child is very sensitive to touch” Please DO NOT TOUCH HIM/HER”
- Keep visual distractions in the room to a minimum
- Play calming music in the background
- Allow modifications to art activities with possible use of tools to increase participation
- Please share my child’s 504 with all para-educators in contact with my child
- My child is on a special diet, you can support this by:
- My child needs modified dress code as follows:

**MY CHILD'S LEARNING STYLE IS**

- Visual
- Auditory
- Kinesthetic

