

ADAPTATIONS FOR STUDENTS WITH SENSORY PROCESSING NEEDS

Sensory Processing is when at each moment a student takes in information from the environment and their body and must screen what is important to organize themselves to act on the environment.

- _____ For the student who becomes over aroused by the environment, provide quiet, “Time out” spaces to help the child regroup and become organized (i.e. a reading corner behind a bookshelf or under a table with pillows or a bean bag chair in a quiet corner).
- _____ For the student who experiences sensitivity to touch (tactile defensiveness), allow the child to stand at the end of the line and arrange the classroom setting to minimize the risk of being jostled or bumped by classmates (i.e. have the student’s desk either near the teacher or at the back of the room).
- _____ When planning an art activity, modifications to the activity may need to be made to accommodate the child who is sensitive to touch (i.e. be aware that materials such as glue, finger paints, clay, paper mache, etc. may cause the student to have an aversive response). Using tools (i.e. hammer, paint brush, etc.) may help student participate more fully.
- _____ Forewarn the student of any loud noises before they occur. (i.e. bells/fire alarms).
- _____ To minimize auditory distractions, a classroom with a rug or carpet would help decrease extraneous noises.
- _____ Keep visual (i.e. art pieces on the wall, bulletin boards, hanging projects) and auditory distractions to a minimum to help facilitate the student’s attention to classroom instructions. Have the student sit near the classroom teacher to facilitate the student’s ability to attend to directions and tasks.
- _____ For a student who has difficulty with his/her body position in space, try allowing him/her to sit in a bean bag chair or on a small rug remnant on the floor during circle or group activities to let him/her know where “his or her space” is.
- _____ Provide “heavy work” input. Have the student push the chairs under the table or carry heavy objects when it is clean up time. This kind of input will help the student maintain a better state of organization.
- _____ Have the student become a teacher’s assistant and bring back books to library for increased heavy work input, or be office messenger to allow more movement opportunities.
- _____ Provide opportunities for student to jump on a mini-trampoline or bounce on a therapy ball throughout the day may help increase organization and postural control.
- _____ Provide an object to manipulate/”fiddle with” or something to chew on can be very helpful to maintaining attention and organization.