

SENSORY ACCOMMODATION SUGGESTIONS	Student	_____ Grade
Learning Style: <input checked="" type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic	Teacher	Year 20 _____

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-seat or air cushion
- Allow child to stand
- Allow child to use weighted lap pad
- Allow frequent breaks

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 bean bag
- 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/manipulative
- Allow child to sub-vocalize
- Allow child to change position as needed (from knees, to straight legs, to criss/cross, etc.)

FOR WRITING

- Provide a pencil grip (brand _____)
- 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 scribe
- Allow assistive technology (specify _____)
- Allow child to dictate ideas into a tape recorder, then scribe their own words later or at home
- Warm up hands with proprioceptive work, such as manipulating clay, before writing begin

FOR READING

- Allow child to read aloud
- 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 or take breaks

FOR CLASSWORK

- Allow to move to a quieter area/out in a 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

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 direction
- Decrease amount of work required

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 their hands to themselves
- Remind child about "personal space bubble"

FOR RECESS

- Do not take recess away for misbehavior in class
- Offer good proprioceptive options such as monkey bars, rock wall climbing, or digging

FOR HEAVY WORK

- Allow child to reshelve books
- Allow child to rearrange chairs / desks
- Allow child to open and close doors
- Allow child to hold signs
- Allow child to wear weighted back pack
- Allow child to push adult in a wheeled chair
- Allow child to wipe down tables
- Allow child to carry books to/from office/library
- Allow child to carry Xerox paper to/from copy room

FOR SENSORY BREAKS

- Make child "classroom messenger"
- Allow child to pass out papers
- Allow child frequent trips to bathroom or drinking fountain as needed
- Sing songs that encourage movement
- Encourage whole class stretching
- Allow child access to sensory tub - sand, rice, beans
- Do chair push ups or tail sit push ups as a class

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 then can be alone and be safe
- Allow noise-cancelling headphones
- Allow gum chewing, hard candy or other food
- Allow water bottle with straw at desk
- Allow fidget toys (specify)

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- Post visual routine in classroom
 - My child is very sensitive to smells
 - My child is very sensitive to touch - PLEASE DO NOT TOUCH THEM
 - 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/IEP with all para-educators in contact with my child
 - My child is on a special diet, you can support this by:

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- My child needs a modified dress code as follows: