

WALDEN GREEN

CLASSROOM STRATEGIES & INTERVENTIONS FOR STUDENTS HAVING DIFFICULTY WITH: SENSORY INFORMATION

Important: Please see notes below when using these strategies and interventions.

IF YOU SEE:	TRY THIS:
DIFFICULTY SITTING STILL IN A CHAIR	<ul style="list-style-type: none">● Move-and-Sit cushion placed on the chair seat, this provides opportunity for movement while remaining seated. See Note 1.● Theraband: loop around the front legs of a classroom chair. Students can push against it with their feet or pull against it by placing the feet behind the band. See Note 2.● Weighted lap pad: The weighted lap pad can provide a sense of comfort when placed on the lap or shoulders.
DIFFICULTY ENGAGING IN ACTIVITIES DUE TO EXCESSIVE MOVEMENT	<ul style="list-style-type: none">● Theraband can also be incorporated into a movement break by using it to perform exercises such as stretching it in front of the body, placing it under the feet and pulling up, or placing one end under the foot and flexing the elbow● Movement breaks: Movement breaks are a great way to get the wiggles out making it easier for students to remain seated for prolonged periods of time. See <i>Movement Break</i> resource.
DIFFICULTY HANDLING ACTIVE ENVIRONMENT	<ul style="list-style-type: none">● Quiet space: Students with sensory differences report that it is helpful to have a quiet area, free from visual clutter, noise, and activity, to use as a calming space.
DIFFICULTY HANDLING SPECIFIC TYPES OF SENSORY INPUT (SOUND, VISION, TOUCH)	<ul style="list-style-type: none">● Schedule: Students with sensory differences like to know what is going on and when. Having the classroom schedule posted helps these students see what is next and helps them prepare for the expectations. For example, library is quiet and calm, while PE can be loud and active.

NOTES:

1. The cushion needs to remain on the chair. If it is removed from the chair or turns into a toy, its use should be discontinued.
2. Theraband is not a toy and should not be used as such. If not used in the above described manner or some other appropriate manner, its use should be discontinued.

General Notes:

1. These tools need to be used as such. If the tools become toys the use should be discontinued. Explain to the student that these tools need to be used "safely." Clearly state the expectations for using the tools "safely." Remind the student if the tools are not used "safely" then they will need to be put away.
2. The use of these tools should not be disruptive to other students. If the tools are used in a disruptive manner they should be discontinued.
3. Students in grades K-2 need high levels of supervision to use the tools appropriately and as expected.
4. Students in grade 3 and up should be able to use the tools more independently, depending on the student.