

# SENSORY ACCOMMODATION SUGGESTIONS

STUDENT'S NAME \_\_\_\_\_

GRADE \_\_\_\_\_

TEACHER \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_

## 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

## 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 cross/legs, etc)

## FOR WRITING

- Provide a pencil grip (specify kind \_\_\_\_\_ )
- 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 (specify kind \_\_\_\_\_ )
- 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

## FOR READING

- Allow child to read out loud
- Give child a book mark to hold place and help to follow along while reading
- Minimize visual distractions on the page
- Allow child to move/change position/take breaks

## FOR CLASSWORK

- Allow child to move to a quieter area/out in 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 discretion
- 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 his/her hands to themselves
- Remind child about "personal space bubble"

## 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

## 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 back pack
- 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

## 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 tub, sand, beans, rice
- Do chair pushups or tallor sit pushups 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 "Quite Chili" 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 a modified dress code as follows: \_\_\_\_\_

## MY CHILD'S LEARNING STYLE IS:

- Visual
- Auditory
- Kinesthetic