

SENSORY ACCOMMODATION SUGGESTIONS

Student's Name

Grade

Teacher

School Year

My Child's Learning Style

☐

Visual

☐

Auditory

☐

Kinesthetic

TO MAKE DESK WORK EASIER

- ☐ Provide desk closest to teacher
- ☐ Provide alternate desk away from group
- ☐ 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)
- ☐ Place rubber band around chair legs for child's feet
- ☐ Use alternate seating options; ball, knee chair, move-and-sit, disc-o-sit or air chair
- ☐ 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 a 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, etc)

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

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FOR WRITING

- ☐ Provide a pencil grip
- ☐ 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 option to finish at home without penalty
- ☐ Provide 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 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 a child be the "leader" (first in line)
- ☐ Remind child to keep his/her hands to themselves
- ☐ Remind child about "personal space bubble"

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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 trips to the bathroom or drinking fountain as needed
- ☐ Encourage whole class stretching
- ☐ Sing songs that encourage movement
- ☐ Allow child access to sensory tub, sand, beans, rice
- ☐ Do chair pushups or tailor 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 "Quiet Chill" out space, under a desk, in a corner where they can be alone and safe
- ☐ Allow noise-cancelling head phones
- ☐ 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

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TIPS FOR GENERAL SENSORY SUCCESS

- ☐ 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:

NOTES: