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 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 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
# SENSORY ACCOMMODATION SUGGESTIONS

## My Child's Learning Style

- [ ] Visual
- [ ] Auditory
- [ ] Kinesthetic

## 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 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 misbehavior 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 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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Teacher  School Year

My Child's Learning Style  Visual  Auditory  Kinesthetic

TIPS FOR GENERAL SENSORY SUCCESS CONT.

☐ 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: