

Tactile Activities

Strategies for Students who are sensitive to touch

- provide deep pressure/ heavy work
- make use of weight - weighted vest, lap pad
- use a back pack, carry heavy objects when transitioning in the hall
- give a large personal space i.e. clothes hook at end, standing at the end of the line
- desk on an end row with no one behind him
- sit in circle at side or behind others
- allow student to chew gum

Strategies for Students who seek tactile input

- use fidget toys throughout the day
- provide opportunities to touch and explore tactually

Ideas for things your hands can fidget with:

Beanie-like toy
Squishy stress balls
Bubble wrap
Theraputty
Vegetable brush

balloons stuffed with flour/
cornstarch
pencil topper
stretchy animal

Visual Activities: *can promote attention and prevent sensory overload*

Strategies for Students who are visually over stimulated

- evaluate lighting in the classroom - is natural light available: minimize the amount of glare
- are there small darker places to move in to
- can one florescent light be turned off when the activity requires a quieter environment
- turn off lights at snack time or when doing calming activities before seatwork
- provide lights off with calming movement or proprioceptive activity when the class in general is becoming noisy and unsettled
- use a slant board for writing (15-25 degree angle)
- anti-glare screens for computers
- minimize visual stimulation
- minimize visual clutter

Strategies for Students who are under responsive visually

- increase visual stimulation when teaching child
- use hand gestures, bright lights, lots of colour and movement
- high light text
- use different coloured paper
- use natural or bright light
- use movies/videos when teaching



Auditory Activities: *activities can promote attention and prevent sensory overload*

Strategies for Students who are sensitive to sound

- initially make a list of noises that bother students in the class
- use music and head phones (music should be ambient and only played at quiet volume)
- use ear protectors if distracted/bothered by noise
- set up a quiet corner for those who cannot tolerate head phones but need a 'break' periodically
- use foot pads on the bottoms of chairs
- take a 5 minute whisper break
- forewarn student of loud noise -e.g. fire alarm
- be aware that certain places may be more of a trigger e.g. gym, school bus, cafeteria, bathrooms

Strategies for students who have difficult processing sound (verbal instructions)

- be sure to gain child's attention, eye contact before giving instruction
- present directions in short concrete segments with one step of an instruction at a time
- have child repeat a direction until task is complete
- encourage child to ask questions about things not understood
- provide a listening chart to teach good listening skills (be quiet, keep still, look, listen, think)
- provide visual support (schedule) whenever possible
- provide child with non-verbal cues to supplement verbal directions and instructions (visual)

Strategies for students who are more calm, alert and focused with sound or are sensory seekers

- use music and head phones
- allow child to receive auditory stimulation that is not disruptive to others
- present instructions visually
- give a cue to gain attention prior to giving instructions (bell, clap hands)
- place child near the source of information ("Arc of Arms" rule)



Oral Activities: *can help the body work better and improve focus*

Mouth Fidgets

- non-nutritive oral stimulation is often a way of calming (chewing on clothing, pencils)
- do not use mouth tools as a reward
- explore favourite mouth tools with class and make list
- allow chewing gum
- have parents provide chewy snacks e.g. granola bars, fruit leather
crunchy snacks e.g. apples, carrots
drinks with a straw
sour/spicy foods



Safe Mouth Fidgets

chew Tubes



Arc Grabber



pencil
toppers



quiet blow toys



chewelry