

SENSORY ACCOMMODATION SUGGESTIONS

STUDENT'S NAME	GRADE	TEACHER	SCHOOL YEAR
<p>TO MAKE DESK WORK EASIER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide desk closest to teacher <input type="checkbox"/> Provide alternate desk away from group activities <input type="checkbox"/> Assign desk at front of class <input type="checkbox"/> Adjust desk to child's height (correct placement is child's feet on floor/stool with elbows resting on table) <input type="checkbox"/> Provide rubber band around chair legs for child's feet <input type="checkbox"/> Use alternate seating options; ball, knee chair, move-and-sit, disc-o-sit or air cushion <input type="checkbox"/> Allow child to stand <input type="checkbox"/> Allow child use of weighted lap pad <input type="checkbox"/> Allow frequent breaks <p>FOR SITTING IN A GROUP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow child to sit on a carpet square <input type="checkbox"/> Mark child's spot on carpet with tape <input type="checkbox"/> Allow child to use chair or beanbag <input type="checkbox"/> Seat child closest to teacher <input type="checkbox"/> Seat child at edge of group <input type="checkbox"/> Seat child at back of group <input type="checkbox"/> Seat child at front of group <input type="checkbox"/> Allow use of handheld fidget toys/manipulatives <input type="checkbox"/> Allow child to sub-vocalize <input type="checkbox"/> Allow child to change position as needed (from knees, to straight legs, to criss/cross, etc) <p>FOR WRITING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a pencil grip (specify kind _____) <input type="checkbox"/> Provide angled writing desk or slant board <input type="checkbox"/> Always provide lined paper or specialized paper <input type="checkbox"/> Provide visual instructions for common written tasks <input type="checkbox"/> Assist with brainstorming for written work <input type="checkbox"/> Help organize thoughts for long writing tasks <input type="checkbox"/> Give extra class time to finish <input type="checkbox"/> Allow the option to finish at home without penalty <input type="checkbox"/> Provide a list of common words and their correct spelling at desk <input type="checkbox"/> Allow dictation to a scribe <input type="checkbox"/> Allow assistive technology (specify kind _____) <input type="checkbox"/> Allow child to dictate ideas into a tape recorder, then scribe his/her own words later or at home <input type="checkbox"/> Warm hands up with proprioceptive work, such as manipulating clay, before writing begins 	<p>FOR READING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow child to read out loud <input type="checkbox"/> Give child a book mark to hold place and help to follow along while reading <input type="checkbox"/> Minimize visual distractions on the page <input type="checkbox"/> Allow child to move/change position/take breaks <p>FOR CLASSWORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow child to move to a quieter area/out in hallway <input type="checkbox"/> Repeat instructions to child 1:1 <input type="checkbox"/> Allow child to take work to Resource Room <input type="checkbox"/> Provide visual instructions <input type="checkbox"/> Cover page to show only 1-2 problems at a time <p>FOR HOMEWORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow extra time to complete assignments <input type="checkbox"/> Give modified assignments that require less writing <input type="checkbox"/> Give modified assignments that require less reading <input type="checkbox"/> Give option of drawing in lieu of writing <input type="checkbox"/> Allow work to be typed <input type="checkbox"/> Allow work to be scribed <input type="checkbox"/> Allow work to be modified at the parent's discretion <input type="checkbox"/> Decrease amount of work required <p>FOR TRANSITIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare student ahead of time verbally or with a timer <input type="checkbox"/> Follow schedule as accurately as possible <input type="checkbox"/> Allow child to bring a "transition toy" with them <input type="checkbox"/> Give child something to carry with them <input type="checkbox"/> Have child be the "door holder" <input type="checkbox"/> Have child be the "caboose" (last in line) <input type="checkbox"/> Have child be the "leader" (first in line) <input type="checkbox"/> Remind child to keep his/her hands to themselves <input type="checkbox"/> Remind child about "personal space bubble" <p>FOR RECESS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do not take recess away for mis-behavior in class <input type="checkbox"/> Offer good proprioceptive options such as monkey bars, rock wall climbing, or digging <p>FOR HEAVY WORK - REGULAR ACCESS ALL DAY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow child to re-shelve books <input type="checkbox"/> Allow child to rearrange chairs/desks <input type="checkbox"/> Allow child to open and close doors 	<ul style="list-style-type: none"> <input type="checkbox"/> Allow child to hold signs <input type="checkbox"/> Allow child to wear weighted back pack <input type="checkbox"/> Allow child to pull the lunch wagon <input type="checkbox"/> Allow child to push adult in a wheeled chair <input type="checkbox"/> Allow child to wipe down tables <input type="checkbox"/> Allow child to carry books to/from the office/library <input type="checkbox"/> Allow child to carry Xerox paper to/from copy room <p>FOR SENSORY BREAKS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make child "classroom messenger" <input type="checkbox"/> Allow child to pass out papers <input type="checkbox"/> Allow child frequent trips to the bathroom or drinking fountain as needed <input type="checkbox"/> Sing songs that encourage movement <input type="checkbox"/> Encourage whole class stretching <input type="checkbox"/> Allow child access to sensory tub, sand, beans, rice <input type="checkbox"/> Do chair pushups or tailor sit pushups as a class <p>TIPS FOR GENERAL SENSORY SUCCESS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give child warnings before a fire drill or other bells <input type="checkbox"/> Explain false alarms to child when applicable <input type="checkbox"/> Provide 'Quite Chill' out space, under a desk, in a corner where they can be alone and safe <input type="checkbox"/> Allow noise-canceling head phones <input type="checkbox"/> Allow gum chewing, hard candy, or other food <input type="checkbox"/> Allow water bottle w/straw at desk or other chewy <input type="checkbox"/> Allow fidget toys <input type="checkbox"/> Post visual routine in classroom <input type="checkbox"/> My child is very sensitive to smells <input type="checkbox"/> My child is very sensitive to touch: Please DO NOT TOUCH HIM/HER <input type="checkbox"/> Keep visual distractions in the room to a minimum <input type="checkbox"/> Play calming music in the background <input type="checkbox"/> Allow modifications to art activities with possible use of tools to increase participation <input type="checkbox"/> Please share my child's 504 with all para-educators in contact with my child <input type="checkbox"/> My child is on a special diet, you can support this by: _____ <input type="checkbox"/> My child needs a modified dress code as follows: _____ <p>MY CHILD'S LEARNING STYLE IS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic 	