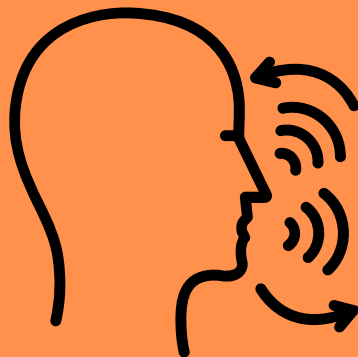


TIPS TO SUPPORT SENSORY NEEDS DURING EDUCATION

An Occupational Therapists perspective

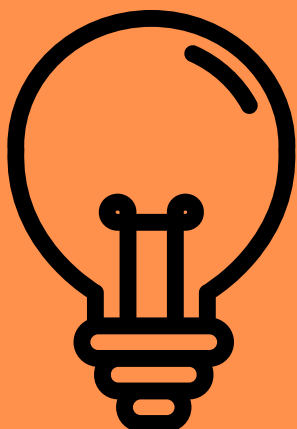
1

Top tip to manage anxiety: Breathe in through your nose, hold for 4 seconds, purse your lips, breathe out for 6-7 seconds



2

Apply deep pressure to the joints by doing 'chair push-ups or wall push ups' or standing up with leaning arms onto the table. With the teachers permission, you could do jumping jacks



3

Provide low arousal environments when needed by: reducing lighting and noise/busyness, clear visual timetable, and have instructions on the table rather than the whiteboard



4

Create sensory smart spaces like pop up tents, reading corner with hide out den, calm room with projector or soft play for younger children. A place to go to escape from sensory overload



5

Create an awesome and in control wall displaying visuals and strategies children can use

Brukner, L., Liebstein, L. and Liebstein, L., 2018. Simple Stuff to Get Kids Self-regulating in School. Jessica Kingsley Publishers



WHAT CAN I DO WHEN I LOSE CONTROL?

Creating autonomy for students

1

I can trace and train my breathing when I'm not in the 'green zone' to help me focus again



2

Ask for a movement breaks when not in the green zone by: going to the toilet, get a drink, help hand out materials, run an errand



3

Ask for my fidget toy and have a checklist strip on the table with quick activities I can do to calm myself



4

Create a thought or worry box chart by myself or with someone I trust



5

Use techniques such as:
- Squeeze my whole body
- Focus on one detail
- Practice my extended breathing technique
- Invert my head

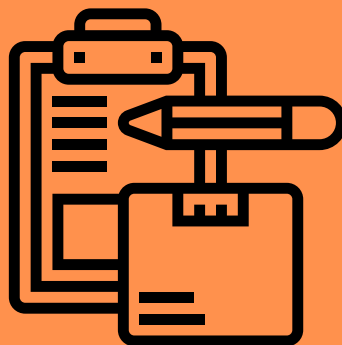


WHAT CAN I DO TO GET MY BODY READY FOR WORK?

Creating autonomy for students

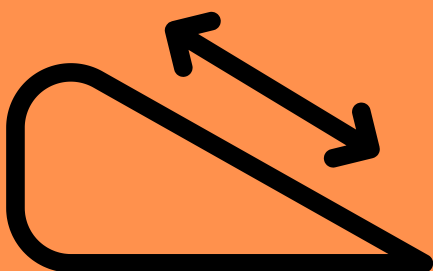
1

I can use visual references on my desk to help me organise where I put my belongings to be ready



2

I can check my 'am I ready to work' checklist to see if I need to have a quick movement break, focused breathing or muscle warm ups to get by hands ready for writing



3

Check that I don't need any equipment to help me like a writing slope, left handed tools, thicker pencils/pens, letter reference strip, work sheet in front of me rather than on the white board



4

Do I have my checklist for handwriting rules, 'working towards' chart, do I know what the expectation is of me in this task? Can I have my 'asking for help' token?



5

Once I have done my work, lets check my 'body regulation checklist' to see if: I need a movement break, need help or need to get the next task

Mahler, K. (2019). The Interoception Curriculum : a step-by-step framework for developing mindful self-regulation. Hershey, Pa.

