

Sensory Strategies for School

- Heavy work activities: Incorporating activities that provide proprioceptive input for a child helps with sensory regulation. A sensory child needs heavy work activities a minimum of every 2 hours throughout the day.
- Provide proprioceptive input with heavy work activities such as carrying books for the teacher, stacking chairs, moving desks, etc.
- Promote movement: Gives a child the sensory input they are craving
- At recess or in between classes, encouraging activities like dancing, swinging, or sliding down a slide will help a child to receive the input that they need. This will help them refocus their attention while in the classroom.
- Sensory Box: Fill a box with multi-textured items to promote sensory input
- A sensory box provides a child with an opportunity to explore textures. Create a dry rice box and hide magnetic letters inside, have the child find the letters to spell a word.
- Hand Fidgets: Improves attention to task by keeping hands occupied
- The hand fidget can be used temporarily during certain activities. These items are beneficial in promoting on-task behavior by distracting the child's need for sensory input and allowing his/her mind to concentrate. Note: these items should not be used if the objects become a distraction.
- Chewing gum: Promotes attention and memory
- Water bottle: Drinking water can help calm a child down
- Water bottle, gum, or crunchy snack gives oral motor input for focusing and calming
- Weighted lap pad: Provides deep pressure touch for focusing and calming
- Weighted lap pad can be placed on child's lap during seated activities to promote calm focused attention. A child can also carry it for heavy work activity.
- Wedge chair cushion: Helps reduce excess movement in school chair
- A wedge seat cushion could be placed on a chair or on the floor, for children who have trouble sitting still during classroom activities.
- When transitioning between activities, give the child a verbal cue that the activity is about to change. This helps with smoother transitions. Some children benefit from holding a "transition object" that they carry from place to place and activity to activity.