

Sensory Environment

- Provide a quiet spot in the room for retreating or head set that are deemed appropriate and preferred by the child.
- Use preferential seating to reduce distraction, for example, out of a high traffic area or away from the pencil sharpener or air conditioning unit, etc.
- Reduce environmental stimuli, as needed, to decrease distractions. (ex., privacy shield)
- Consider seating and location in the group to allow for optimal participation, considering visual, auditory, tactile, and movement components of the teaching.
- The child may benefit from having access to a study carrel for some work completion in order to decrease noise level and distractions.

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- Preferential seating should offer the child the ability to look up at the board with ease, without turning in their seat. The material to be copied may also be presented at their desk versus the board, saving them from continuous adjusting from far point to near point focusing.
- A standing work station, at a height ergonomically correct for writing- a shelf, counter, podium, etc., may be used as an alternative work space if needed.
- Use a “safe place” for completing work: a table with limited stimulation and distraction.
- Encourage student to join the group. Allow him to sit in a chair, inside a hoola hoop, a taped square, or with another boundary to mark his space, so that he can focus on the teaching and not the other students who may “bother” him.

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- Allow for a retreat from over stimulation in the environment. (Ex. send on an errand, send to an adjacent room, allow the use of head phones and/or a study carrel)
- Incorporate a sensory diet of strategies into the child's daily activities to provide appropriate sensory input throughout the day as indicated.
- Assign the child a seat near a strong academic student who can assist them with following the steps of a novel classroom routine or activity and will encourage him to complete his work but not complete it for him.
- Provide optimal seating or standing for the writing task. When seated, the feet should be resting comfortably on the floor and the writing surface should be about 2 inches above the bent elbow. When standing at the board or easel, the writing area should be at eye level height.

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- Provide a foot stool at the table to allow the child's feet to be resting on a solid surface during table tasks.
- Allow the child to sit in a chair, rocking chair, tub, or bean bag during circle time.
- Continue providing sensory breaks during the day.
- Provide natural lighting when possible.