

## Sensory Processing Intervention Strategies (SPS3)

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

|  | Date Intervention Starts | Date Intervention Ends |
|--|--------------------------|------------------------|
| <b>Visual</b>  |                          |                        |
| Limit/eliminate visual clutter within classroom such as busy bulletin boards, artwork items, hanging from ceiling, etc.                    |                          |                        |
| Organize classroom materials in bins or behind curtained shelves   |                          |                        |
| Provide preferential seating for better view of blackboard as well as to reduce visual distractions  |                          |                        |
| Color code and clearly label materials and supplies  |                          |                        |
| Modify classroom lighting by dimming lights, closing or opening shades/blinds, etc.  |                          |                        |
| Provide consistent independent work area with visual boundaries as needed (e.g., use partition, carrel, or tape to provide boundaries)     |                          |                        |
| <b>Intervention results:</b>   |                          |                        |
| <b>Auditory</b>  |                          |                        |
| Provide white noise or classical music as appropriate to mask background noises  |                          |                        |
| Cover intercom to mute volume level  |                          |                        |
| Use headphones or earplugs to muffle sounds  |                          |                        |
| Provide verbal or visual warning when possible for fire drills, bells, and morning announcements   |                          |                        |
| Give visual directions rather than verbal  |                          |                        |
| Teach positive self-talk (e.g., "It's only a fire drill. It won't hurt me.")   |                          |                        |
| Encourage child to put hands over ears and let him/her know "it's ok"  |                          |                        |
| Place tennis balls on legs of chairs, rugs on classroom floor, or carpet squares under desk to reduce noise                                |                          |                        |
| Provide seating around perimeter of noisy cafeteria or auditorium  |                          |                        |
| Provide either verbal or physical cue such as touching lips or tapping on shoulder to remind student it is not an appropriate time to talk |                          |                        |
| Provide "Talk card" so only student with card is allowed to talk   |                          |                        |
| Give oral directions when in close proximity to student, breaking directions down into small steps   |                          |                        |
| Have student repeat directions back to teacher   |                          |                        |
|  |                          |                        |

| <b>Intervention results:</b>  |                          |                        |
|---|--------------------------|------------------------|
|   | Date Intervention Starts | Date Intervention Ends |
| <b>Tactile</b>  |                          |                        |
| Limit amount of touching/warn student ahead of time of possible touch   |                          |                        |
| Have child who touches too much carry weighted object (e.g., binder, book)  |                          |                        |
| When walking in line, have all students fold arms or put finger on lips   |                          |                        |
| Place student either in front of line or back of line to decrease proximity to others   |                          |                        |
| Use preferential seating to avoid touch (e.g., place desk at outside edge of classroom desks)   |                          |                        |
| Use carpet square or boundary to indicate where the child needs to remain   |                          |                        |
| When possible, have students sit at every other seat in cafeteria   |                          |                        |
| Have wet wipes readily available for immediate clean-up following a messy activity, thereby reducing possible student anxiety about participating                               |                          |                        |
| Allow student to perform non-preferred tactile activities with a tool (e.g., use a brush, popsicle stick, Q-tip, etc.) or while wearing gloves                                  |                          |                        |
| Use novel or fun manipulatives to desensitize such as dried beans, Mardi Gras beads, Easter grass, water table, packing peanuts, etc.   |                          |                        |
| <b>Intervention results:</b>  |                          |                        |
| <b>Vestibular/Proprioceptive</b>  |                          |                        |
| <b>DO NOT penalize student by removing recess time</b> as student needs appropriate time for movement such as running, jumping, swinging, etc.                                  |                          |                        |
| Provide naturally occurring movement opportunities such as delivering messages, cleaning boards, obtaining and returning heavy materials to/from shelving (e.g., books)         |                          |                        |
| Have student wear backpack containing his/her books during transitions and movement breaks  |                          |                        |
| Provide clear boundaries for seating such as taped area, carpet square, etc.  |                          |                        |
| Allow time for student to “chill out” following movement activity (e.g., take three deep breaths before transitioning, allow stretching between activities, allow water breaks) |                          |                        |
| Provide appropriate objects for fidgeting   |                          |                        |
| Have student give self bear hugs, or perform chair pushups  |                          |                        |
| Assist with decorating bulletin board by stapling decorations or stapling papers for teacher  |                          |                        |
| Allow use of Ellison cutout machine for bulletin board decorations  |                          |                        |
| Allow student to help rearrange desks or pick up chairs at end of school day  |                          |                        |

|  |                          |                        |
|--|--------------------------|------------------------|
| <b>Intervention results:</b>   |                          |                        |
|  | Date Intervention Starts | Date Intervention Ends |
| <b>Olfactory and Gustatory</b>   |                          |                        |
| Consider letting student chew on candy, gum, tooth brush, straw, or coffee stirrer   |                          |                        |
| Allow crunchy, chewy, or spicy snack breaks, (e.g., pretzels, dry cereal, fruit roll ups, hot tamale candies, slim jims, beef jerky, etc.)                                 |                          |                        |
| If cafeteria bothers child, consider allowing him/her to eat in another location   |                          |                        |
| Consider use of flavored chapstick   |                          |                        |
| <b>Intervention results:</b>   |                          |                        |
| <b>Behavioral Response</b>   |                          |                        |
| Provide verbal warnings about changes in the schedule  |                          |                        |
| Provide visual schedule  |                          |                        |
| Help students transition between activities using timers, music or transitional objects, such as using a book to bridge to library time, or a marker to bridge to art time |                          |                        |
| Provide a quiet space for calming away from peers NOT THE TIME-OUT AREA  |                          |                        |
| For lethargic students, increase movement opportunities, incorporate multi-sensory experiences, and spicy/crunchy snacks   |                          |                        |
| <b>Intervention results:</b>   |                          |                        |