

Minimise sensory challenges

A suggestion for implementing the strategy

'Key areas of support' from the Guide: [Autism and learning](#)

Includes:

Understand and manage sensory differences

Find out about sensory challenges and preferences

Prepare your learning spaces

Recognise the onset of sensory overload

Design the day to meet the student's unique needs

Inclusive Education

From

Guide: [Autism and learning](#)

Strategy: [Key areas of support](#)

Suggestion: [Minimise sensory challenges](#)

Date

23 April 2024

Link

inclusive.tki.org.nz/guides/autism-and-learning/minimise-sensory-challenges

Understand and manage sensory differences

Work with students and whānau to understand sensory differences, minimise sensory triggers, and create a positive learning environment.

- ✓ Understand how the student is affected by different types of sensory input.
- ✓ Understand behaviour triggers such as sensitivity to sounds, lighting, tastes, colours, smells, textures or fabrics.
- ✓ Develop the student's awareness of their sensory challenges and strategies to cope with overload and anxiety.
- ✓ Develop and share systems to identify and manage the early stages of sensory overload.

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Find out about sensory challenges and preferences

Find out about sensitivities and preferences so that you can design your learning environment to work for your students.



Video hosted on Youtube http://youtu.be/veQKDDE9C_w

Closed Captions

Source:

[Organization for Autism Research](#)

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Prepare your learning spaces

Organise the learning spaces or Innovative Learning Environment (ILE) to minimise sensory challenges and maximise learning.

- ✓ Allocate the student a dedicated, quiet, low traffic seating area so they can concentrate.
- ✓ Create a quiet, low sensory space in your room where the student can go at any time.
- ✓ Design the furniture and use room dividers such as bookcases and cabinets to create zones that reduce sensory challenges.
- ✓ Consider sensitivities, for example, seat a child who is light sensitive away from windows.
- ✓ Offer the student a breakout area for when the classroom is overwhelming, for example an outdoor area, breakout room or home base.
- ✓ Keep the classroom consistently organised in terms of furniture and spaces. Signal and prepare the student for reorganisation of spaces.
- ✓ Consider specialised furniture such as a rocking chair or bean bag to help with calming
- ✓ Provide earphones or ear plugs to block out disturbing sounds for students with auditory sensitivity.

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Recognise the onset of sensory overload

Always monitor the impact of the sensory landscape of your learning space.

Ask for feedback from students.



Video hosted on Vimeo <http://vimeo.com/52193530>

Closed Captions

Source:

[Interacting with Autism](#)

<https://vimeo.com/52193530>

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Design the day to meet the student's unique needs

Careful programme design can help students to be successful, regardless of whether they are in a single cell classroom, an open plan space or Innovative Learning Environment (ILE).

Each student will have different needs so collaborate with the ākonga, whānau and the school team to:

- Reduce daily choices and decisions by creating a predictable personalised timetable.
- Design a timetable to suit the learner with regular quiet or low sensory times during the day. For example use of breakout spaces, a walk outside or additional quiet play period.
- Limit the number of different people the student needs to interact with and the time spent with larger or noisy groups of students.
- Use [Universal Design for Learning \(UDL\)](#) principles to provide flexible learning options to suit your students.
- Design transition signals and consider personalised systems. For example timers, music, traffic light systems.

See our [Planning innovative learning environments \(ILEs\)](#) for more information.

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