

Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Design for all from the outset](#)

Suggestion: [Consider sensory needs and flexible options to minimise anxiety and support attention, concentration, and communication](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/consider-sensory-needs-and-flexible-options-to-minimise-anxiety-and-support-attention-concentration-and-communication

Provide a range of sensory supports

Involve students in planning the supports they need. Include students with ASD, FASD, Down syndrome.

- ▲▲ Include sensory supports such as blankets, familiar objects, music, or soothing sounds.
- ▲▲ Support clear routines and systems using visual timetables.
- ▲▲ Present instructions in more than one way.
- ▲▲ Label key areas of the environment with visuals and text.
- ▲▲ Use charts, visual calendars, colour-coded schedules, visible timers, and visual cues to increase predictability of regular activities, and transitions between environments and activities.
- ▲▲ Offer ear protection or noise-cancelling headphones.
- ▲▲ Use flexible timetabling to break up tasks.
- ▲▲ Make calming spaces available to students when they are overwhelmed by sensory stimuli. Support students in how to use these spaces.

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