

# SENSORY AREA

## DESCRIPTION



- Provides a place where students can go to relax or regulate their emotions
- Includes sensory items individualized for each student (music, fidgets, items with visual effects, etc.)
- Time in the sensory area should be voluntary and used to help prevent problem behaviors
- Should not be used as a time-out area

## STAFF ROLES



- Establish and consistently follow the rules and routines for the sensory area
- Provide and refer to visual supports to help remind students (and staff) the rules and routines for the sensory area
- Limit verbal prompting or directives
- Collect data

## STUDENT OUTCOMES

- Improved student responsibility
- Increased ability to access and utilize supports
- Improved communication
- Increased ability to identify and monitor one's feelings and emotions
- Increased ability to express one's self
- Increased ability to make decisions

## EXAMPLE



## REFERENCES

- University of North Carolina TEACCH® Autism Program Five-Day Classroom Training
- **Setting up classroom spaces that support students with autism spectrum disorders.** Shawnee MissionKabat, S., Reeve, C. E., & Heflin, J. (2010). *Setting up classroom spaces that support students with autism spectrum disorders.* Shawnee Mission, Kan.: AAPC.
- Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). *College & Career Competency Wheel* (3<sup>rd</sup> ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21<sup>st</sup> Century.* Washington D.C.: National Academies Press.