



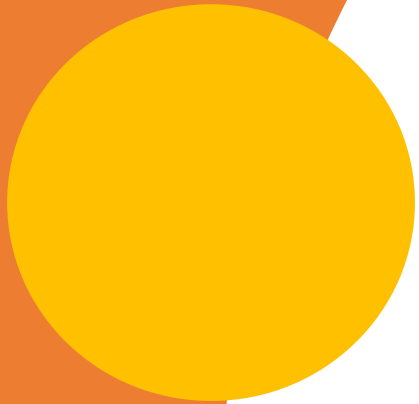
UNIVERSAL DESIGN
FOR LEARNING STRATEGIES
FOR EARLY PRIMARY YEARS

EARLY PRIMARY STUDENTS WITH SENSORY ISSUES CAN SPEND SO MUCH ENERGY TRYING TO REGULATE THEMSELVES THAT THEY HAVE NO ENERGY FOR LESSONS OR ACADEMIC LEARNING

Teachers and therapists can help make the physical environment as neutral as possible

THERE ARE SEVERAL STRATEGIES THAT
SCHOOLS AND CLASSROOMS CAN USE TO
ADDRESS DIFFERENT SENSORY AND
ENVIRONMENTAL NEEDS





PHYSICAL ENVIRONMENT STRATEGIES FOR UDL

When looking at the environment of the classroom it is important to look to the visual, sound and smell components



Reduce fluorescent
or bright lights

LIGHT SENSITIVITIES

Try using natural
lighting & floor lamps

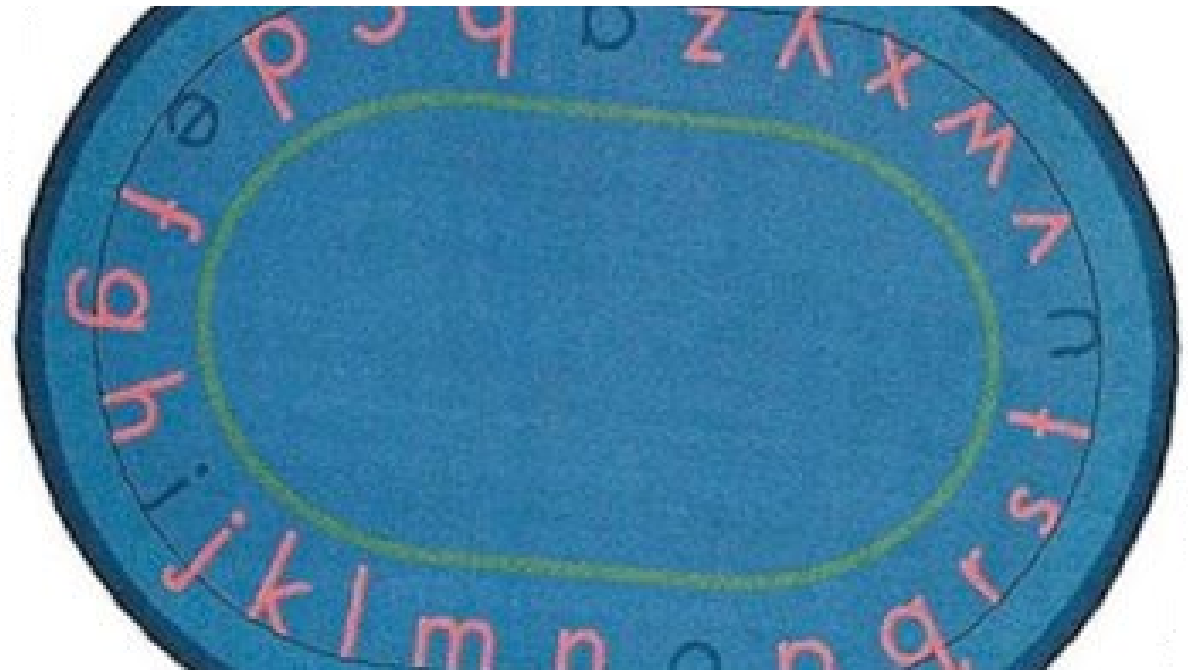


Furniture gliders or tennis balls on desk chairs/doors can remove distracting noises



SOUND REDUCING STRATEGIES

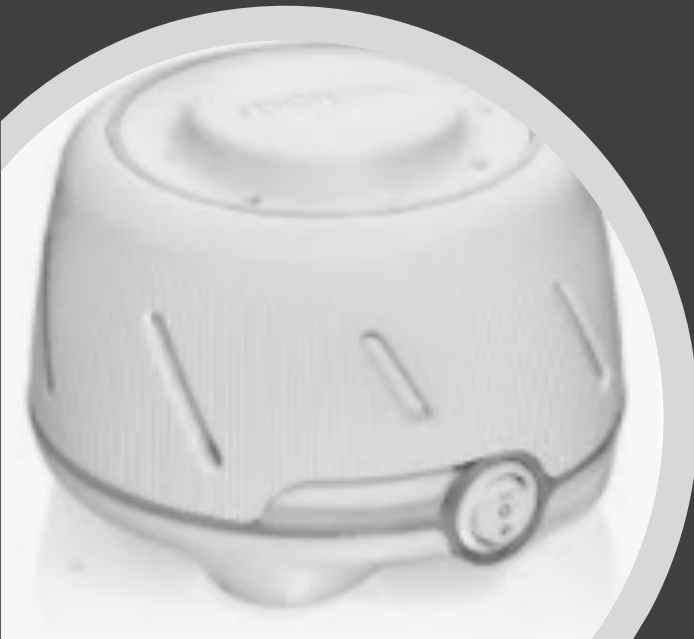
Large area rugs can reduce noise





OTHER AUDITORY PROVISIONS

- Music with variable volume
- White noise machines
- Listening center
- Earplugs in loud areas



BREAK AREAS

- An area in the classroom (or school) where an individual can escape stress.
- Area should be quiet with few visual or distractions
- Activities that occur within a break area should be individualized to ensure that they regulate appropriately.



MOVEMENT BREAKS

- An activity that includes the entire class
- Promotes self-regulation
- Incorporating planned 'movement breaks' within lesson plans is an effective way of 'feeding' the students' sensory systems and maintaining their levels of alertness





OTHER OPTIONS FOR MOVEMENT

FIDGETS

Children that:

- are continually distracted
- can't sit in their chair
- have stress and anxiety
- can't listen to the teacher

may benefit from fidget toys to help their bodies self-regulate, stay calm and focus.

