



TAKE A (SENSORY) BREAK

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WHY TAKE A SENSORY BREAK

STUDENTS WITH AUTISM SPECTRUM DISORDERS CAN BECOME OVER OR UNDER STIMULATED THROUGH SENSORY PROCESSING. SOME STUDENTS WITH ASD HAVE DIFFICULTY PROCESSING SENSORY DATA AND END UP BEHAVING INAPPROPRIATELY IN THE CLASSROOM. SOME STUDENTS BECOME HYPERSENSITIVE TO STIMULI AND WILL TRY AND AVOID THIS TYPE OF SENSORY STIMULATION. OTHER STUDENTS ARE HYPO-SENSITIVE TO THE STIMULI AND ACTIVELY SEEK IT OUT. SENSORY STIMULI AFFECT THE PROPRIOCEPTIVE, VESTIBULAR, GUSTATORY, OLFACTORY, TACTILE, AUDITORY AND VISUAL DOMAINS MAKING IT VERY DIFFICULT FOR STUDENTS WITH ASD TO CONCENTRATE ON ACCEPTABLE BEHAVIOUR IN THE CLASSROOM. ALLOWING FOR SHORT 30 SECOND BREAKS WILL EXERCISE THESE DOMAINS IN THE WAY THAT THE STUDENT NEEDS AND HELP THEM STAY ON TASK THROUGHOUT THE DAY.

11 (30 SECOND) SENSORY BREAKS FOR STUDENTS

- LISTEN TO THEIR FAVOURITE MUSIC
 - JUMP ON A SMALL TRAMPOLINE
 - PLAY WITH TACTILE OBJECT THEY ENJOY
 - INTERACT WITH VISUALLY STIMULATING OBJECTS
 - USE EARMUFFS TO BLOCK OUT CLASSROOM NOISE BEFORE BEGINNING GROUP WORK
 - TAKE A BREAK ON THE CLASS BEAN BAG CHAIR
 - SCRATCH AND SNIFF STICKERS
 - FIDGET TOYS
 - STOMP FEET IN DESIGNATED STOMPING AREA
 - ROCK ON THE ROCKING CHAIR IN THE READING NOOK
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