

Classroom Sensory Supports Chart

Calming



Deep breathing



Fidget toy



Headphones



Reading corner

Alerting



Movement break



Upbeat music



Crunchy snack or cold drink



Quick class participation check-in

Co-Regulation/ Classroom Supports



Peer buddy support



Timers for short work sessions



Teacher prompts:
“Let’s try it together.”



Calm-down corner

■ How to Use the Classroom Sensory Supports Chart

The Classroom Sensory Supports Chart is divided into three categories: **Calming**, **Alerting**, and **Co-Regulation**. Each provides quick, visual strategies to support students' regulation throughout the school day.

1. Prepare the Chart

- Print in color (or grayscale if needed).
- Laminate for durability.
- Post in a visible, accessible location such as a calm-down corner, group area, or wall near desks.

2. Teach the Three Categories

- **Calming Strategies** (blue): Reduce energy and help students settle (deep breathing, stretching, quiet break).
- **Alerting Strategies** (yellow): Boost energy and focus when students are sluggish (jumping jacks, wall push-ups, chewing crunchy snack).
- **Co-Regulation Strategies** (green): Involve connection with an adult or peer (talk with teacher, buddy walk, guided breathing).

■ Introduce and practice these supports during calm times, not in the middle of dysregulation.

3. Use During the Day

- When a student struggles, point to the chart: "Do you need something calming, something alerting, or a little help from me?"
- Allow students to choose independently whenever possible.
- Pair chart choices with actual tools available in your classroom (headphones, fidgets, movement passes).

4. Build Independence

- Encourage students to self-check and pick supports early, before escalation.
- Celebrate when students independently use the chart and notice how their body feels afterward.
- Keep prompting minimal over time so students build confidence.

5. Tips for Success

- Keep the chart at eye level for students.
- Refresh supports each semester to match student needs.
- Use the same language consistently (Calming, Alerting, Co-Regulation).
- Model using the chart yourself — show students it's okay to need support.

■ Remember: Every child regulates differently. The chart provides options so students feel in control and supported throughout the day.



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