



Tips for Implementing a Sensory Diet Program in a Classroom

1. Remind the teacher that the first two weeks will be a little challenging. All the kids will be excited to try out the new activities. Reassure her that once the novelty has passed, it will be worth it.
2. Carefully select activities for the BrainWorks file folder based on equipment available.
3. Read "Arnie and His School Tools" by Veenendall to the class. Available on Amazon
4. Lead a discussion about how everyone uses different things to help them learn. Some people need glasses, others do better when seated on a ball, etc.
5. Introduce each activity. You may want to introduce only a few each day and have everyone try each activity.
6. I would suggest having the teacher choose one time in the morning and another in the afternoon for whole-class sensory breaks. During these breaks, I would do things like:
 - a. *an obstacle course - they can do the same one each day for a week. Do things like hop across the tile, roll across the carpet, army crawl under the listening center table, frog hop to the wall, crawl across the circle time area, roll over the bean bag, do 10 wall push-ups, crab walk to their desk, do 10 chair push-ups, and finish with 3 deep belly breaths.
 - b. * yoga - I like "Yoga Games for Children" by Bersma & Visscher * jumping jacks, wall push-ups, etc.
 - c. * action songs
 - d. Always end these breaks will deep breathing to calm kids back down.
7. Tell the kids that during independent work times, they can use the tachometer to determine their sensory needs whenever they need to. They can either do an activity and then return to their seats, or they can choose an appropriate strategy to take back to their seats with them.



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1. If the teacher sees someone using a strategy inappropriately, the teacher can say "That _____ isn't helping you learn. Let's find something that is more helpful for you." If the child continues to use the object ineffectively, he/she may lose access to it.
2. Other tips and tricks:
 - a. Some kids need timers to structure their sensory breaks and to assist them in transitioning back to work.
 - b. Access to tents/teepees in the classroom can be managed by putting everyone's names on popsicle sticks in a cup next to the teepee.
 - c. Some kids might have their name on one popsicle stick and other kids might have their name on 10 sticks.
 - d. The sticks only go in on Monday mornings. So if they remove their popsicle stick on Tuesday, they will not be able to go back in the teepee until the following week.
 - e. For kids with 10 sticks, they may be able to work in the teepee twice each day.
 - f. Honesty is the best policy – make sure to let the class know that the number of popsicle sticks has to do with how helpful this strategy is for their sensory systems.
 - g. Some kids learn better during or after "tent time." For others, it is a fun break but not necessary on a daily basis.

If you find other strategies to be helpful in your classrooms, I would love to hear them! Please email with your tips, tricks, and ideas:

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