

SUPPORTING SENSORY NEEDS IN THE CLASSROOM

A Foundational Workshop for Teachers and Support Staff



STYLE GUIDE: Supporting Sensory Needs in the Classroom

Headings: **St. Dominic's** (Calibri, 20, Bold)

Sub-headings: (Calibri, 16, Regular)

Paragraph text: (Calibri, 14, Normal).

Lorem Ipsum text. This one is cupcake ipsum. Dessert caramels marshmallow fruitcake cookie jujubes chupa chups. Chocolate cake sesame snaps chupa chus macaroon donut sugar plum cake soufflé. Powder jelly wafer soufflé bonbon chocolate. Cookie cake cake macaroon.

Also use this for:
Callouts (Bold)
Button Text
Speech bubbles

Color Palette

#43ba78ff

#4472c4ff

#2b2b25

#f5f4ec

ff6c6cv

#8a8787ff

Tip Box / Text Entry Box

Icons



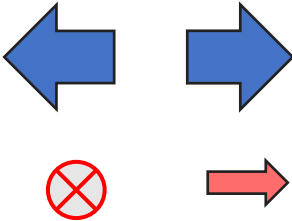
Button Set 1

Normal State	Hover State
Button	Button
Visited State	Down State

Button Set 2

Normal State	Hover State
Button	Button
Visited State	Down State

Interactives



Logos



Image styles



Date: 01/13/2026

Course Name: Supporting Sensory Needs in the Classroom

Module #:1

Module Section: Introduction
Title (Subtopic): Start course

Slide/Screen
Scene 1/1.0 Start course

Navigation + Interactivity Notes:
Learner selects “Start Course” to advance to the next slide

Accessibility:
Alt text for images
Enable keyboard navigation
Transcripts
Closed captions

Graphics and Slide Text:
Training Title and Logo



Narration/Voiceover/SoundFX:
Background music for opening.

Animation:

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1

Module Section: Introduction

Title (Subtopic): Start course

Slide/Screen

Scene 1/1.0 Start course

Navigation + Interactivity Notes:

Learner selects Next arrow to advance to the next slide

Accessibility:

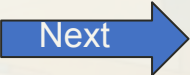
- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

What You Will Learn

Foundational knowledge for supporting students with sensory dysregulation in the classroom.

- Recognize behaviors that may be connected to sensory dysregulation
- Identify environmental factors contributing to sensory dysregulation
- Understand how sensory needs impact behavior, engagement, and learning
- Apply practical, supportive strategies to reduce sensory stress in school settings

By the end of this training, you will be better equipped to respond with awareness, flexibility, and intentional support.



Narration/Voiceover/SoundFX: Training Goal

This training provides foundational knowledge for supporting students with sensory dysregulation in the classroom.

You will learn how to:

- Recognize behaviors that may be connected to sensory dysregulation
- Identify environmental factors contributing to sensory dysregulation
- Understand how sensory needs can impact behavior, engagement, and learning
- Apply practical, supportive strategies to reduce sensory stress in classroom settings
- By the end of this training, you will be better equipped to respond with awareness, flexibility, and intentional support.

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1

Module Section: Introduction

Title (Subtopic): Meet Ms. Becca

Slide/Screen

Scene 1/1.1 Welcome

Navigation + Interactivity Notes:

Previous Button goes to previous slide, Next Button goes to next slide.

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Faded classroom background/
Ms. Becca with speech bubble



Narration/Voiceover/SoundFX:

Welcoming background music

Animation:

Ms. Becca and her speech bubble fade in.

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1

Module Section: Introduction

Title (Subtopic): Navigate training 2

Slide/Screen

Scene 1/1.2 Navigate Training 2

Navigation + Interactivity Notes:

Previous Button goes to previous slide, Next Button goes to next slide.

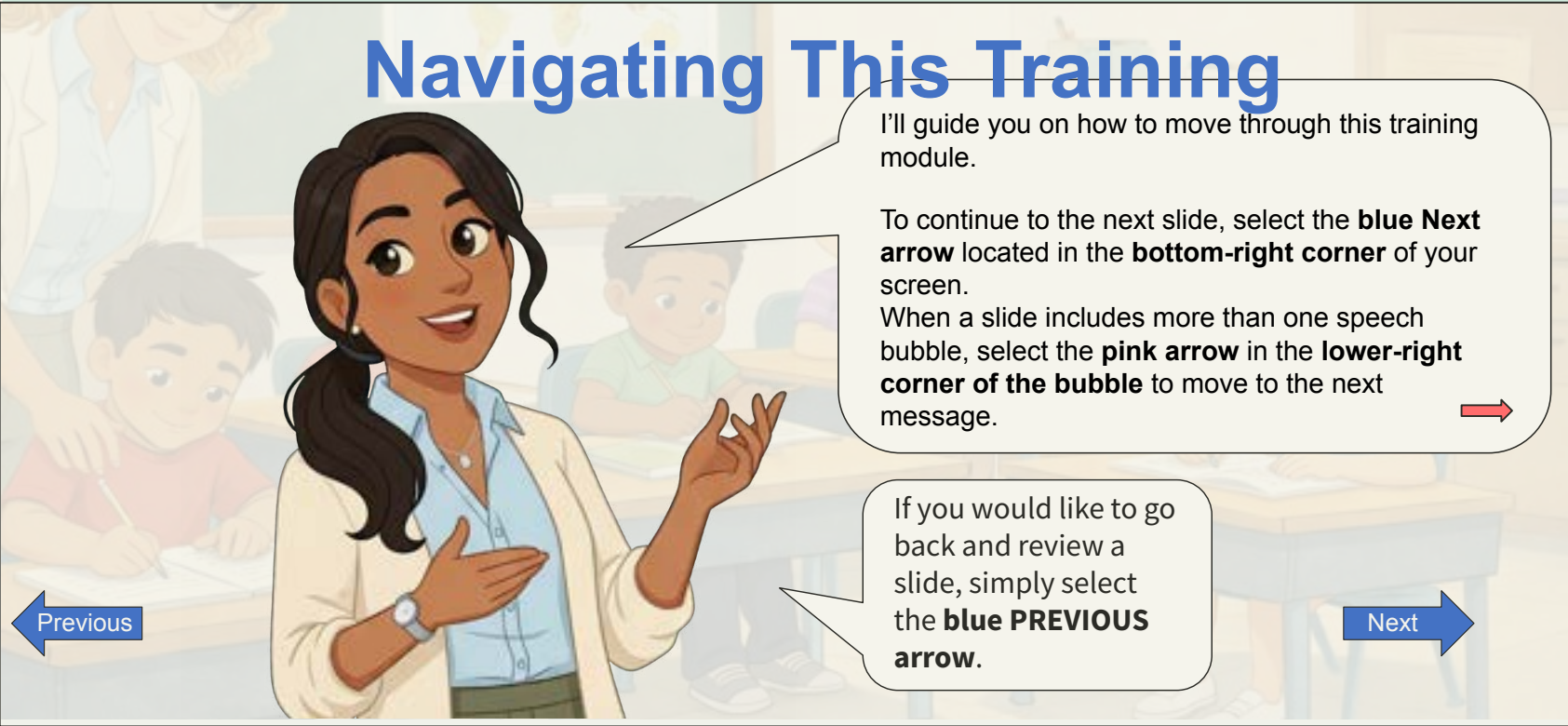
Pink arrow reveals speech bubble 2

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Navigating Your Training
Faded classroom background
Ms. Becca in foreground with speech bubbles



Narration/Voiceover/SoundFX:

Welcoming background music

Animation:

Ms. Becca and her speech bubble animate in.

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1

Module Section: Introduction

Title (Subtopic): Meet Ms. Becca

Slide/Screen

Scene 1/1.2B TIPS Icon

Navigation + Interactivity Notes:

Previous Button goes to previous slide, Next Button goes to next slide.

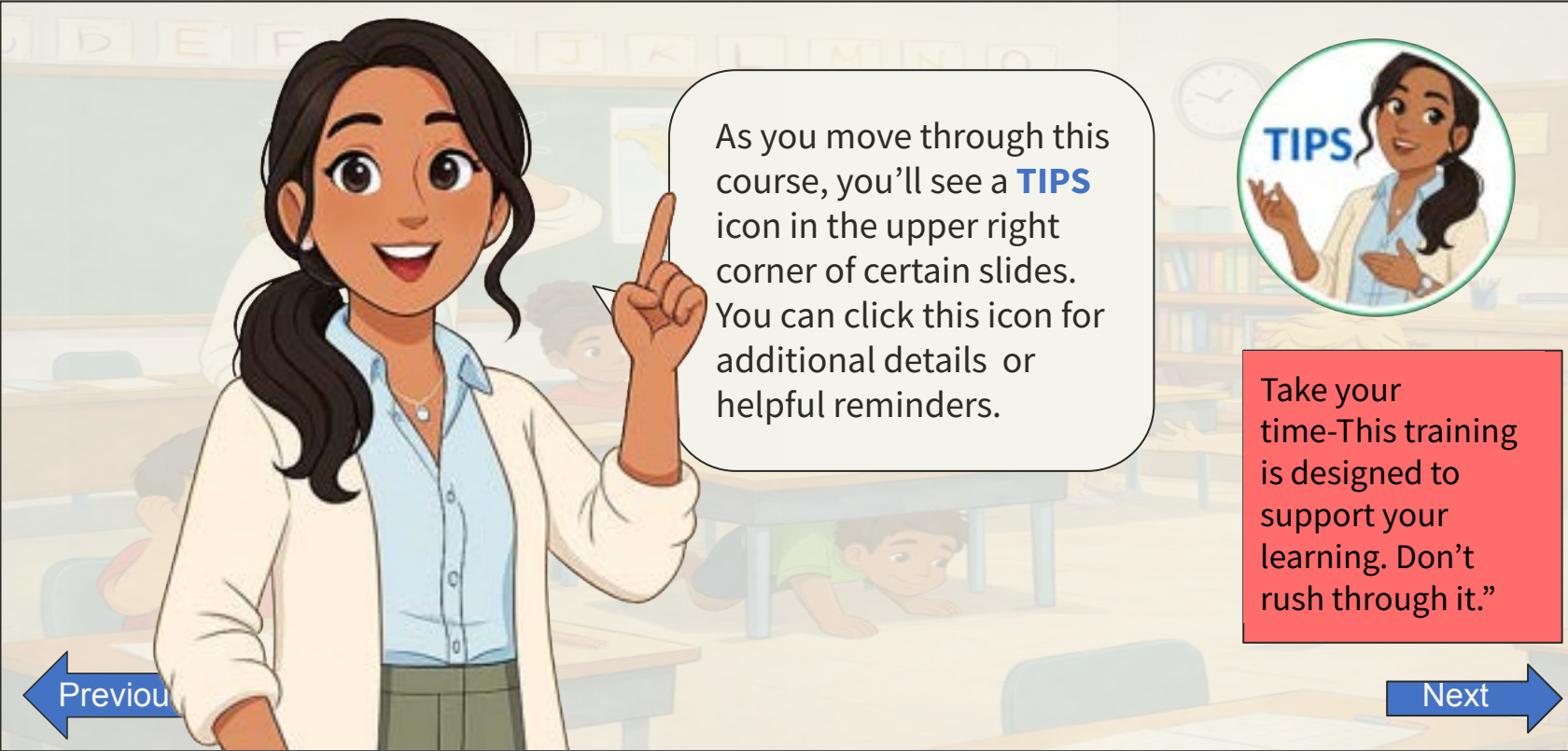
TIPS ICON reveals tip in tip box

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Background, Ms. Becca



Narration/Voiceover/SoundFX:

Welcoming background music

Animation:

Ms. Becca and her speech bubble fade in.
Tips icon circle drops in on the upper right side.
Tips button jiggles , to motivate learner to click on it. Tip box opens to say; Take your time-This training is designed to support your learning. Don't rush through it."

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1

Module Section: Introduction

Title (Subtopic): 4 Step Process/ Glossary

Slide/Screen

Scene 1/1.3

Navigation + Interactivity Notes:

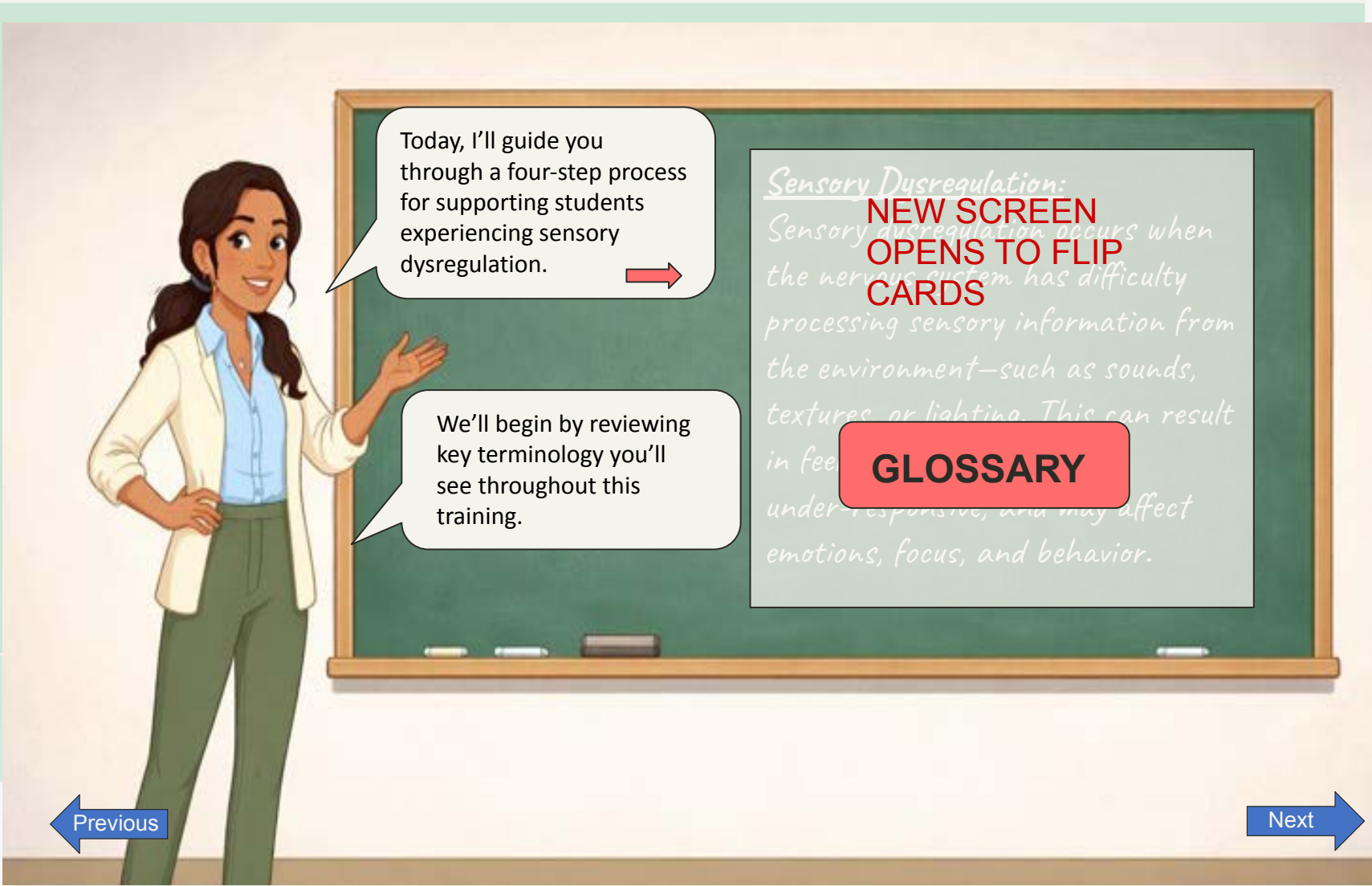
Back button to previous slide, Next button appears after learner returns from Flip Card screen and then the button will continue to next slide.

When learner clicks pink arrow, next speech bubble appears.

When learner clicks GLOSSARY button; New screen opens with glossary flip cards.

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions



Narration/Voiceover/SoundFX:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1

Module Section: Introduction

Title (Subtopic): What You Will Learn

Slide/Screen

Scene 1/1.3A-
GLOSSARY FLIP CARD SCREEN

Navigation + Interactivity Notes:

When learner clicks flip card, it turns and definition appears.
When Learner clicks close button, returns to prior screen.

Accessibility:

Alt text for images
Enable keyboard navigation
Transcripts
Closed captions

Graphics and Slide Text:

Flip cards
Close button

Tip for learners: Select or flip each card to explore examples and challenge common assumptions.

Sensory Dysregulation

Card Front (Default View):
Sensory dysregulation occurs when the nervous system has difficulty processing sensory experiences from the environment—such as sounds, textures, or lighting.

Card Back (On Click / Flip):
Example: A student covers their ears and leaves their seat when the classroom becomes noisy.
Common Misconception: The student is being disruptive or intentionally avoiding work.

Sensory Regulation

Card Front (Default View):
Sensory regulation refers to the nervous system’s ability to stay balanced and responsive while taking in sensory information from the environment.

Card Back (On Click / Flip):
Example: A student uses a movement break and returns to their work feeling calmer and more focused.
Common Misconception: Regulation means the student is completely calm or still at all times.

Factors Contributing to Sensory Dysregulation

Card Front (Default View):
These are elements in the environment—such as noise, lighting, movement demands, or social activity—that may overwhelm or under-stimulate the sensory system.

Card Back (On Click / Flip):
Example: Bright lights, loud peer conversations, and long periods of sitting contribute to a student becoming dysregulated.
Common Misconception: The behavior is caused by the student rather than the environment.

Sensory Threshold

Card Front (Default View):
A sensory threshold is the point at which sensory experiences become too much—or not enough—for the nervous system to manage comfortably.

Card Back (On Click / Flip):
Example: One student becomes overwhelmed by background noise, while another is able to tune it out.
Common Misconception: All students have the same tolerance for sensory input.

Observable Behavior

Card Front (Default View):
Observable behavior refers to actions we can see or hear, such as movement, vocalizations, or changes in attention, without assigning meaning or intent.

Card Back (On Click / Flip):
Example: A student rocks in their chair and hums during independent work.
Common Misconception: Observable behavior always tells us why the student is acting that way.

Supportive Response

Card Front (Default View):
A supportive response is an adult action that reduces sensory stress and helps the nervous system move toward regulation.

Card Back (On Click / Flip):
Example: The teacher lowers the lights and offers noise-reducing headphones.
Common Misconception: Supportive responses reward or reinforce unwanted behavior.

Preventative Supports

CLOSE

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1

Module Section: Introduction

Title (Subtopic):

4 Step Sensory Plan

Slide/Screen

Scene 1/1.4

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after all 4 layers are visited and goes to next slide

- Clicking magnifying glass icon reveals Layer 1
- Clicking planning document icon reveals Layer 2
- Clicking to do list icon reveals Layer 3
- Clicking checked off items icon reveals Layer 4

Each icon should change to visited state after viewing.

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

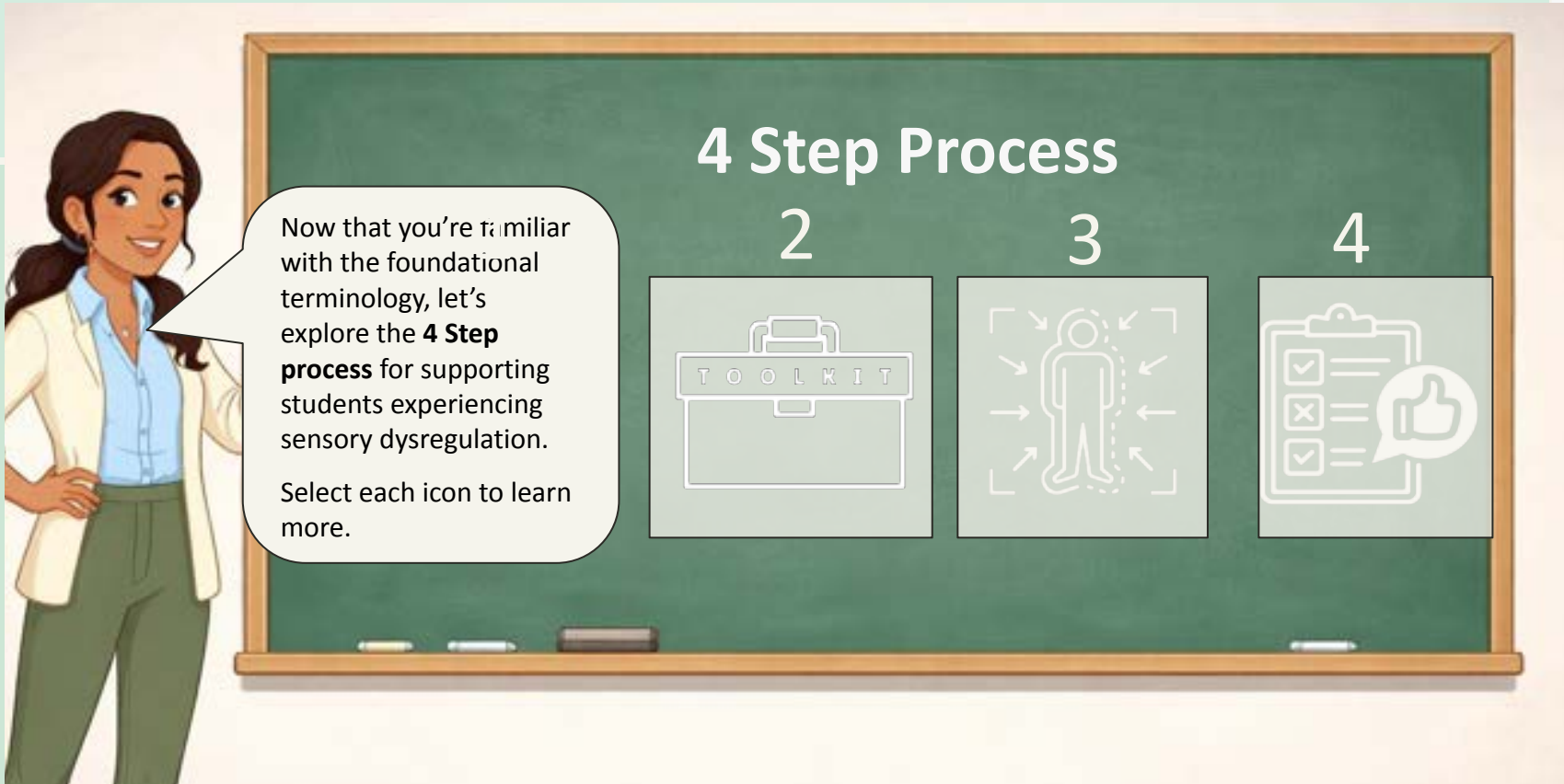
Ms.Becca with speech bubble/Chalkboard with Sensory Step Icons

Layer 1: Step 1-Identifying Environmental Factors In Sensory Dysregulation: Learning to identify the factors that set off sensory dysregulation in students will help you to choose the best strategies to use.

Layer 2: Step 2-Building A Sensory Toolkit: Having a sensory toolkit on hand helps prepare you for unexpected situations.

Layer 3: Step 3-Applying Sensory Strategies: Learning to apply strategies at the right time, place and length of time is important to a successful sensory plan.

Layer 4: Step 4-Evaluate and Modify-Your Sensory Plan- Students sensory triggers and reactions may change. It is important to constantly evaluate the effectiveness of strategies, and modify them as needed.



Narration/Voiceover/SoundFX:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1

Module Section: Introduction

Title (Subtopic): The learning content

Slide/Screen

Scene 1/1.5 Setting the learning content

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after v/o finishes and goes to next slide

Pink arrows in speech bubbles take learner to next bubble in sequence.

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Working through the 4 step process

Graphics: Classroom scenario preview (Faded) /Ms. Becca

WORKING THROUGH THE 4 STEP PROCESS

An illustration of a classroom scene. In the foreground, a woman with dark hair and a white lab coat (Ms. Becca) is gesturing with her hands. In the background, a teacher with blonde hair is interacting with students. One student is covering their ears, another is lying on the floor, and others are sitting at desks. The scene is set in a classroom with desks, a chalkboard, and a clock.

Navigation/Voiceover/SoundFX:

- Throughout this course, you'll explore realistic classroom scenarios and practice applying each step of the 4 step process.
- You'll observe examples, make thoughtful decisions, and reflect—much like you would during a real school day.
- This training is designed as a supportive space to build confidence and strengthen your skills.
- Select the NEXT arrow to begin.

Animation:

Ms. Beca walking across screen talking

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section: How To Identify Sensory Triggers

Title (Subtopic): Identify Sensory Triggers

Slide/Screen

Scene 2/2A.1 B-Step 1 Title page

Navigation + Interactivity Notes:

Previous Button goes to previous slide, Next Button goes to next slide.

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Step 1: Identifying Sensory Triggers
Step 1 icon

Step 1



Factors Contributing to Sensory Dysregulation and Identifying Sensory Behaviors

Previous

Next

Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

How To Identify Sensory Triggers

Title (Subtopic): Identify Sensory Triggers

Slide/Screen

Scene 2/2A.1

Navigation + Interactivity Notes:

Previous Button goes to previous slide, Next Button goes to next slide.

Accessibility:

Alt text for images

Enable keyboard navigation

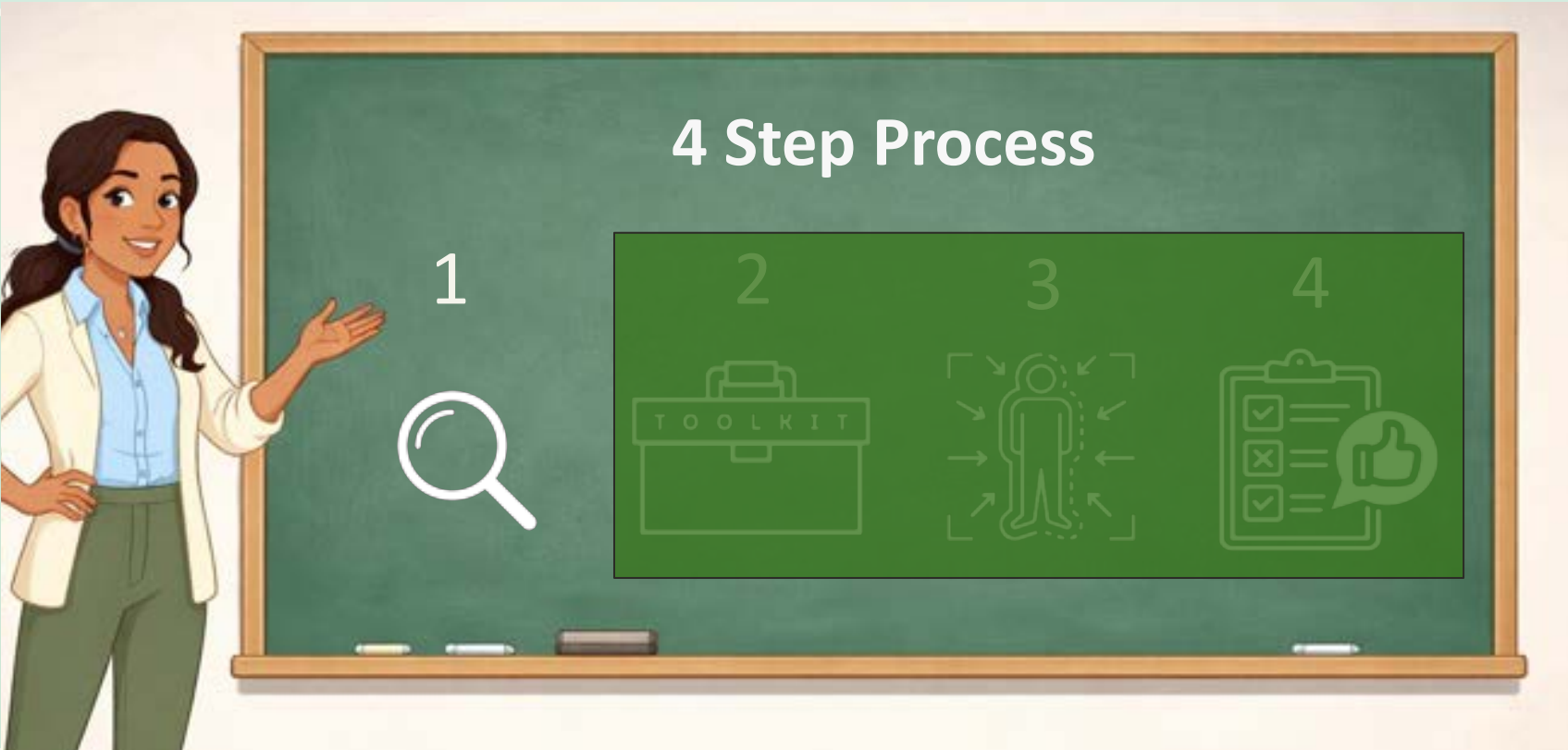
Transcripts

Closed captions

Graphics and Slide Text:

Step 1: Identifying Sensory Factors icon

Ms. Becca



Narration/Voiceover/SoundFX:

- Before we choose strategies to help our students, we need to understand what’s driving the sensory dysregulation.
- **Step 1** is about identifying environmental factors in sensory dysregulation and recognizing when a behavior is sensory-driven rather than emotional or even ADHD. This step lays the foundation for everything that follows.

Animation:

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

How To Identify Sensory Triggers

Title (Subtopic): ID Factors

Slide/Screen

Slide 2A.2: Step 1

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears only after **all icons are selected**, then goes to next slide.

Click + Hover over trigger opens up information.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Hover **and click** both reveal content (for keyboard users)

Graphics and Slide Text:

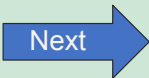
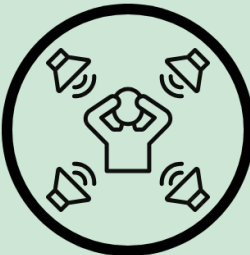
Factor Icons

Factors Contributing to Sensory Dysregulation

Hover over or select each icon to explore common factors that trigger sensory dysregulation.

Factors Contributing to Sensory Dysregulation

Hover over or select each icon to explore common factors that trigger sensory dysregulation.



Narration/Voiceover/SoundFX:

Animation: |

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

How To Identify Sensory Triggers

Title (Subtopic): LAYER FOR 2A.2

Slide/Screen

Slide 2A.3 HOVER LAYER FOR 2A.2

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears only after all icons are selected, then goes to next slide.
Click + Hover over trigger opens up information.

Accessibility:

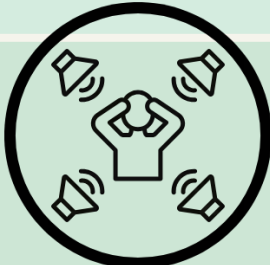
- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions
- Hover and click both reveal content (for keyboard users)
- Alt text on each icon
- Avoid sound effects

Graphics and Slide Text:

LAYER FOR 2B.5



Bright or flickering lights can overwhelm visual processing and increase nervous system stress. When lighting is reduced or softened, many students are better able to focus and remain regulated.



Unpredictable or constant background noise can be distressing for students with auditory sensitivities. Reducing sound input or offering noise support can significantly lower stress levels.



Busy visual environments compete for attention and can make it difficult for students to filter information. Simplifying the space often improves focus and emotional regulation.



Physical discomfort or being required to sit still for long periods can increase dysregulation. Flexible seating or movement options can help students feel more comfortable and engaged.



Scents from cleaning products, food, or perfumes can trigger physical discomfort or anxiety. Minimizing strong smells helps create a more inclusive learning environment.



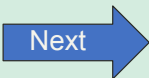
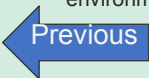
Certain textures can feel overwhelming and interfere with task engagement. Offering alternative tools or materials supports participation without increasing stress.



Busy visual environments compete for attention and can make it difficult for students to filter information. Simplifying the space often improves focus and emotional regulation.



When movement needs are unmet, students may appear noncompliant when they are actually dysregulated. Allowing purposeful movement can support self-regulation and learning.



Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

How To Identify Sensory Triggers

Title (Subtopic): Dalia

Slide/Screen

Scene 2/2A.4

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after Dalia image appears, and goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Image of Dalia in distress. Ms. Becca with speech bubble.



Narration/Voiceover/SoundFX:

- Meet Dalia-Her behavior throughout the day communicates sensory overload—let's identify the environmental factors contributing to it. Select the NEXT arrow to continue to the scenarios.

Animation:

Image of Dalia Zooms in as v/o states, "Meet Dalia".

Course Name: Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section: How To Identify Sensory Triggers
Title (Subtopic): Observing Dalia’s Behavior

Slide/Screen
Scene 2/2A.5

Navigation + Interactivity Notes:
Previous Button goes to previous slide, Next Button goes to next slide.

When learner hovers over an image a new layer appears to describe the sensory input effecting Dalia.

When a scene is visited it becomes faded to signify visited state.

Next button does not move forward until all 3 boxes are in a visited state.

Accessibility:
Alt text for images
Enable keyboard navigation
Transcripts

Graphics and Slide Text:
Dalia’s Day: Arrival Time, Class Time, Lunch Time

Arrival Time

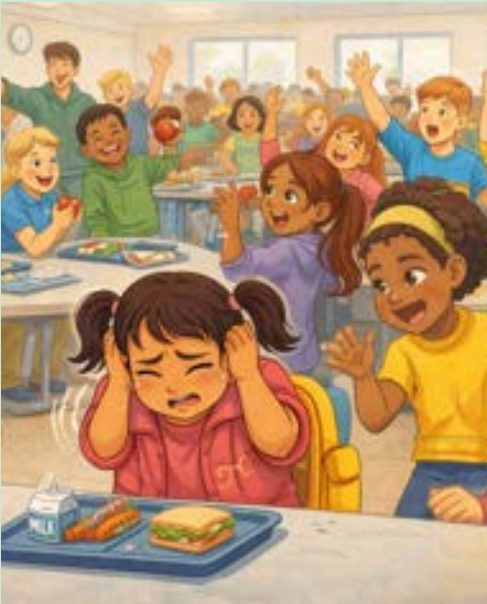


Previous

Class Time



Lunch Time



Next

Narration/Voiceover/SoundFX:

- Take a closer look at what Dalia’s day looks like;
Hover over each scenario to learn more about the environmental factors contributing to the dysregulation of Dalia’s sensory system.

Animation:

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

How To Identify Sensory Triggers

Title (Subtopic): 5 SlideHOVER LAYER for 2A.

Slide/Screen

Scene 2/2A.6 HOVER LAYER

Navigation + Interactivity Notes:

Previous Button goes to previous slide, Next Button goes to next slide.

When a learner hovers over a scenario, text pops up describing the environmental stimuli effecting Dalia.

When specific stimuli is mentioned, a circle appears around it to highlight it in the scenario.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Arrival Time



Dalia’s behaviors increase during times of high noise, crowds, and movement. The **noise and commotion** of morning arrival and too many other **students near her** cubby. The **mess of books** around her

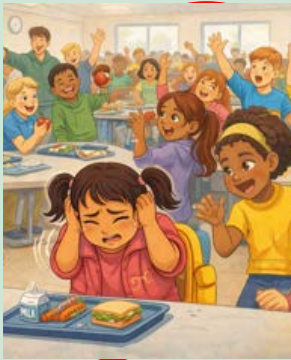


Class Time

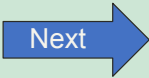


- **Students walking around** the classroom and **chatting** during unstructured class time.
- The **clock ticking**. **Papers rustling** **Lights** that are too bright or flickering.

Lunch Time



- The **volume of noise**,
- The **crowd** of students
- The **smells** from different lunch foods



Narration/Voiceover/SoundFX:

Scenario1: Dalia’s behaviors increase during times of high noise, crowds, and movement. The **noise and commotion** of morning arrival and too many other **students near her** cubby. The **mess of books** around her.

Scenario 2: **Students walking around** the classroom and **chatting** during unstructured class time.The **clock ticking**. **Papers rustling**. **Lights** that are too bright or flickering.

Scenario 3: The **volume of noise**, The **crowd** of students. The **smells** from different lunch foods.

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

How To Identify Sensory Triggers

Title (Subtopic): Why This Matters

Slide/Screen

Scene 2/2A.7

Navigation + Interactivity Notes:

Previous Button goes to previous slide, Next Button goes to next slide.

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

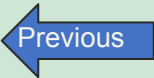
Graphics and Slide Text:

Graphics: Dalia sitting calmly in classroom/ Ms. Becca with speech bubble



When we correctly identify sensory triggers, we can respond with understanding rather than frustration.

This step guides every decision we make moving forward.



Narration/Voiceover/SoundFX:

Animation:

Ms. Becca fades in with speech bubble.

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section: Application/How To Identify Sensory Triggers

Title (Subtopic): Application Scenario Intro

Slide/Screen

Scene 2/2B.1

Navigation + Interactivity Notes:

Previous Button goes to previous slide, Next Button goes to next slide.

When learner selects TIP ICON a new layer opens with a tip.
X on tip box closes tip and returns learner to the full slide.
Next Arrow appears after TIP Icon is visited.

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

TIP LAYER: When similar behaviors occur across different settings in response to the same sensory inputs, this suggests the behavior is sensory-driven rather than intentional or defiant. In contrast, attention-based behaviors tend to occur regardless of environmental conditions.



Narration/Voiceover/SoundFX:

Welcome to Mrs. Murphy’s Classroom. Here you will meet Mark.
In this scenario you will be asked to identify which behaviors are most likely due to sensory dysregulation from a factor in the classroom.

Animation:

Tip icon Drops in and jiggles **after v/o finishes**

When similar behaviors occur across different settings in response to the same sensory inputs, this suggests the behavior is sensory-driven rather than intentional or defiant.

In contrast, attention-based behaviors tend to occur regardless of environmental conditions.

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

Application/How To Identify Sensory Triggers

Title (Subtopic): Scenario: Mark

Slide/Screen

Scene 2/2B.2

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and goes to next slide

Click on Mark reveals video layer.

Assessment Button at end of video goes to assessment layer.

Next button appears after assessment questions are submitted, and feedback is given.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Busy classroom background.

Assessment Layer: Name 3 possible behaviors that are related to sensory dysregulation/ Name 2 possible environmental triggers that could have set off Mark’s sensory dysregulation.



Narration/Voiceover/SoundFX:

- Meet Mark, our student in the red shirt. He is very sensitive to noise, and tends to become dysregulsted when there is a lot of classroom activity and in areas with a lot of visual stimulation.
- Click on Mark to watch a video of his behavior.
- After you have watched the video, you will be prompted to answer a few questions.

Animation:

Circle to highlight Mark.

Video- Mark running barefoot • Classroom chaos

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

Application/How To Identify Sensory Triggers

Title (Subtopic): ASSESSMENT

Slide/Screen

Scene 2/2B.2-ASSESSMENT

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and goes to next slide

Next button appears after assessment questions are submitted, and feedback is given.

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Busy classroom background.

Assessment Layer:

- Name 3 possible behaviors that are related to sensory dysregulation/
- Name 2 possible environemntal factors that could have set off Mark’s sensory dysregulation.

QUESTION 1

Name 3 behaviors that are related to sensory dysregulation

ANSWER:
RUNNING BAREFOOT
BUMPING INTO THINGS
COVERING EARS

QUESTION 2

Name 2 environemntal factors that could have set off Mark’s sensory dysregulation.

ANSWER:
The Noise in the classroom
Too much stuff on the walls
Activity in the classroom

Previous

next

Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

How To Identify Sensory Triggers

Title (Subtopic): FEEDBACK LAYER: Correct

Slide/Screen

Scene 2/2B.3

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after feedback is visited and continues to next slide.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Correct Feedback:

Great work! Running barefoot may be related to tactile processing. Bumping into objects can reflect reduced body awareness, which is connected to the proprioceptive sense, or challenges with balance related to the vestibular system. Covering the ears is often associated with auditory sensitivity, where the brain responds strongly to sound. In Mark’s case, this behavior appears to be a coping strategy to manage overwhelming sensory input or heightened frustration.

Factors contributing to Mark’s sensory dysregulation maybe; The Noise in the classroom, Too much stuff on the walls which causes visual overstimulation, the multiple types of activity happening in the classroom

Previous



Correct Feedback

Next

Narration/Voiceover/SoundFX:

Animation:

CORRECT Icon zooms in
Great work! Icon Zooms in

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

How To Identify Sensory Triggers

Title (Subtopic):

FEEDBACK LAYER: Incorrect

Slide/Screen

Scene 2/2B.4

Navigation + Interactivity Notes:

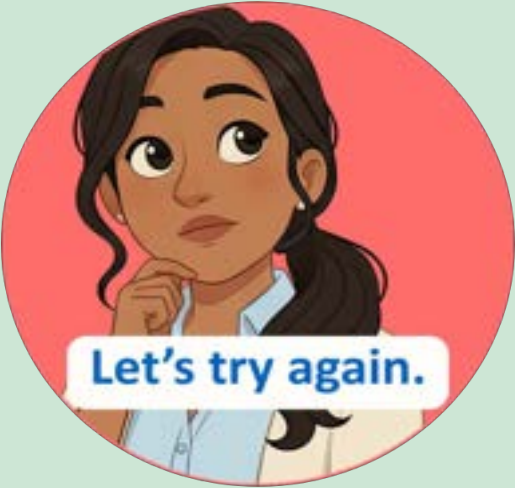
Back button to previous slide, Next button appears after feedback is visited and learner clicks X to go back to slide, then goes to next slide

Let's Try Again Icon appears after learner submits incorrect answers.
Feedback Box with text appears.
Learner must Click X to close INCORRECT icon and go back to assessment slide.

Accessibility:

Graphics and Slide Text:

Let's Try Again. Icon
Almost got it!
Take another look at how Mark's body is moving.
Which behaviors may make his nervous system feel more regulated?
You can also review **Factors Contributing to Sensory Dysregulation** slide for more information.



Almost got it!

Take another close look at how Mark's body is moving in the video.

Which behaviors may make his nervous system feel more regulated?

You can also review the **Factors Contributing to Sensory Dysregulation** slide for more information.

Previous

Next

Narration/Voiceover/SoundFX:

Animation:

Let's Try Again Icon zooms in if learner submits incorrect answers.
Feedback Box fades in with text .

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 3-Step 2

Module Section:

Making a Sensory Plan

Title (Subtopic):

Step 2 Summary

Slide/Screen

Slide 3C.3-Summary

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Step 1 Recap Graphic

Step 1: Recap

Factors Contributing to Sensory Dysregulation



Behavior is communication. Sensory behaviors give us clues about how a student is experiencing their environment, not signs of defiance or misbehavior.

Identify environmental factors. Notice elements such as noise, lighting, visual clutter, transitions, crowding, temperature, and movement demands that may contribute to sensory overload.

Observe sensory behaviors across systems. Look for behaviors related to auditory, visual, tactile, proprioceptive, vestibular, and interoceptive input (e.g., covering ears, rocking, crashing, avoiding touch).

Watch patterns over time. Pay attention to when, where, and how often behaviors occur to identify triggers and sensory needs.

Stay curious and nonjudgmental. Use observation to understand the “why” behind behavior, laying the foundation for effective and supportive interventions in the next steps.

Previous

Next

Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

How To Identify Sensory Triggers

Title (Subtopic):

Identify Sensory Triggers

Slide/Screen

Scene 3/ Step 2 Title page

Navigation + Interactivity Notes:

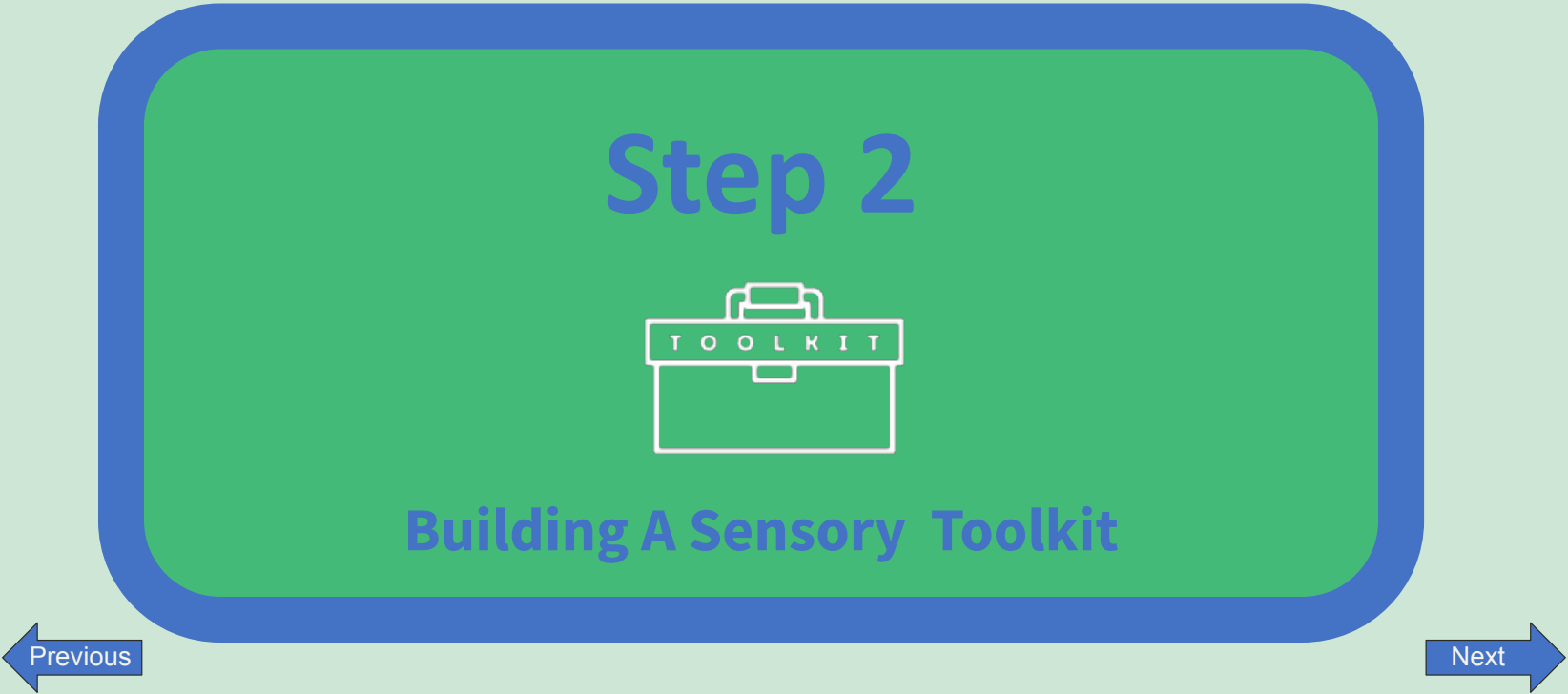
Back button to previous slide, Next button appears after info is visited and goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Step 2: Building A sensory Toolkit
Step 2 icon



Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 3-Step 2

Module Section:

Making a Sensory Plan

Title (Subtopic):

Step 2 : What is a Sensory Toolkit?

Slide/Screen

Slide 3A.2: Step 2:

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Toolkit jiggles-to be opened

When learner clicks pink arrows it goes to next message

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Ms. Becca pops in with speech bubbles in front of a tool chest.



Narration/Voiceover/SoundFX:

1. Once you’ve identified the factors contributing to a student’s sensory dysregulation, the next step is to prepare a sensory plan, or toolkit, to support the student when needed.
2. A sensory toolkit is a personalized collection of supports selected to meet an individual student’s sensory needs and help regulate the student’s nervous system.
3. There’s no one-size-fits-all approach.
4. The most effective toolkits are built around what that student needs, not what works for everyone else.

Animation:

Ms. Becca fades in with speech bubble in front of toolkit.

After v/o #1 Toolkit grows to front of screen and Ms. Becca fades out.

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 3-Step 2

Module Section:

Making a Sensory Plan

Title (Subtopic):

Step 2 : What is a Sensory Toolkit?

Slide/Screen

Slide 3A.2B: SENSORY STRATEGIES

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

Alt text for images

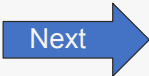
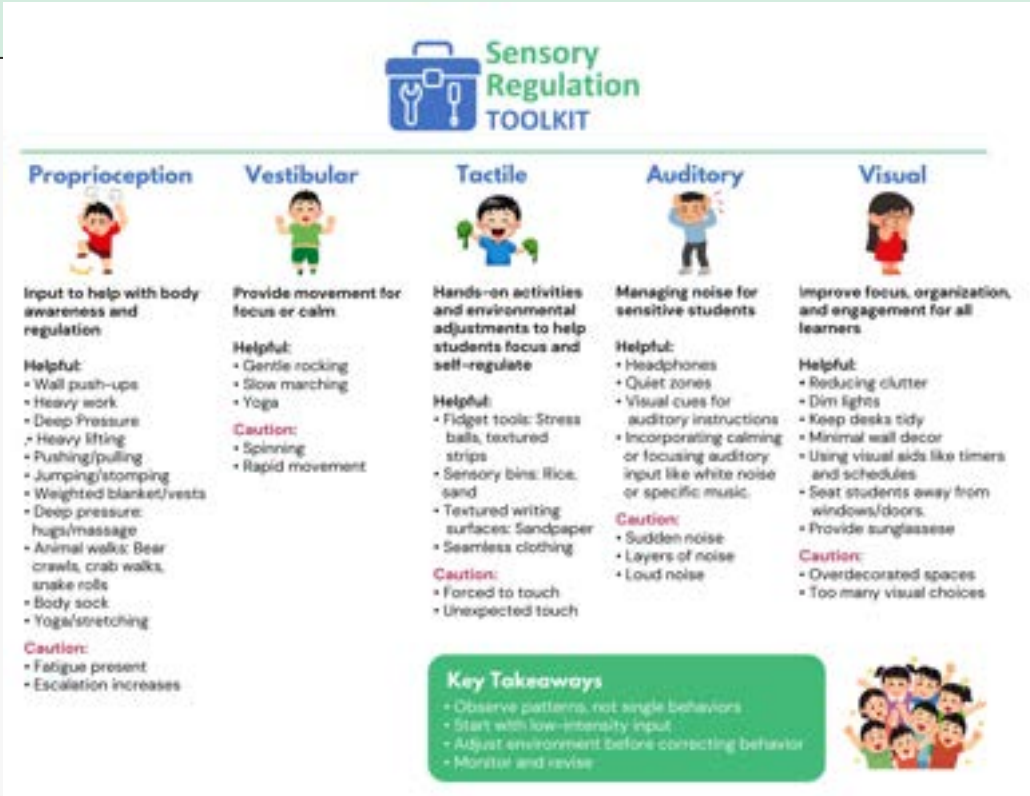
Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Sensory Regulation Toolkit graphic



Narration/Voiceover/SoundFX:

This diagram shows you sample common sensory strategies that work well as part of a sensory toolkit
You can download a pdf copy of this tool in your course assets folder.

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 3-Step 2

Module Section:

Making a Sensory Plan

Title (Subtopic):

Step 2 : Eva Scenario

Slide/Screen

Slide 3B.1: Eva Scenario: Intro

Navigation + Interactivity Notes:

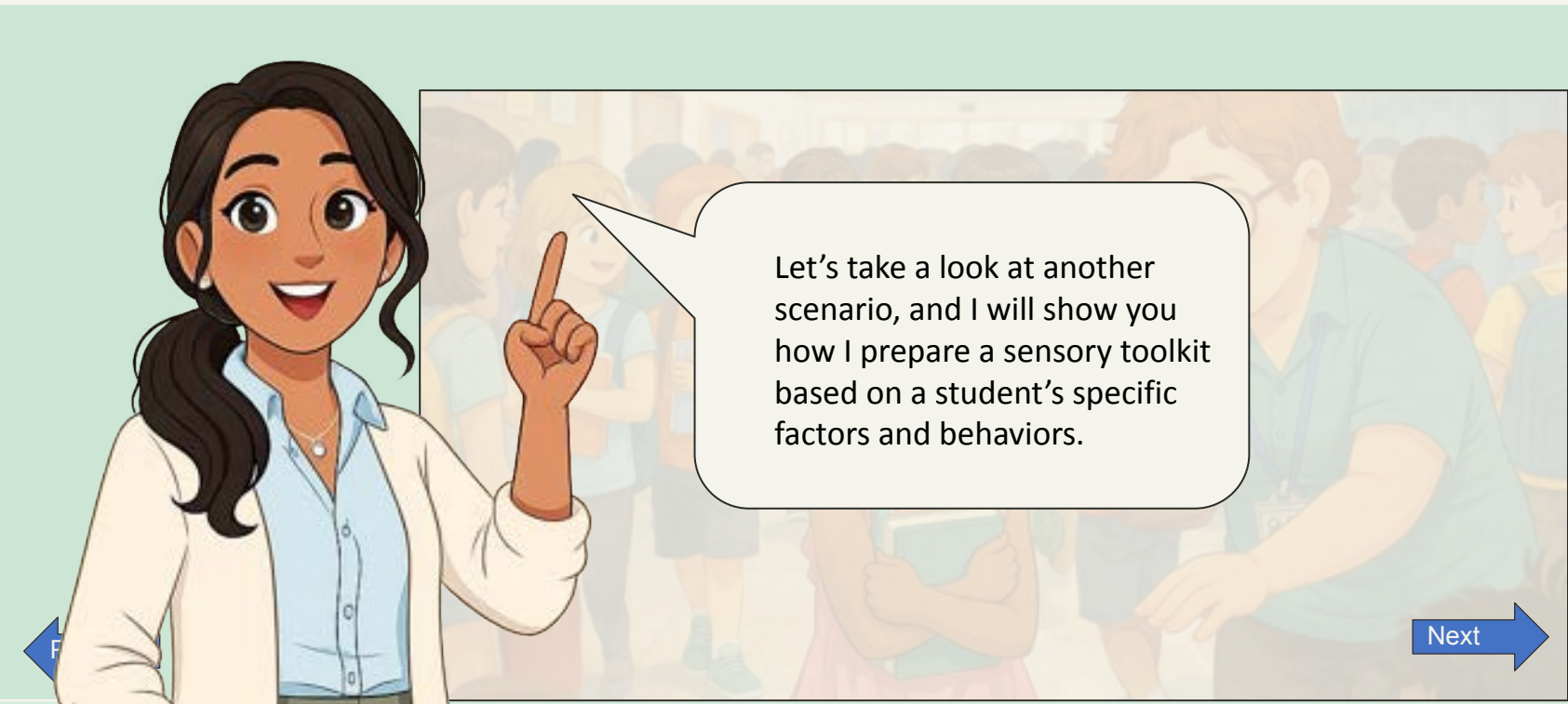
Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Ms. Becca with speech bubble
Eva and Tammy scenario faded



Narration/Voiceover/SoundFX:

Animation:

Ms. Becca fades in with speech bubble.

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 3-Step 2

Module Section:

Making a Sensory Plan

Title (Subtopic):

Situation: Overwhelm in the Hallway

Slide/Screen

3B.2: Eva Scenario: Demo

Navigation + Interactivity Notes:

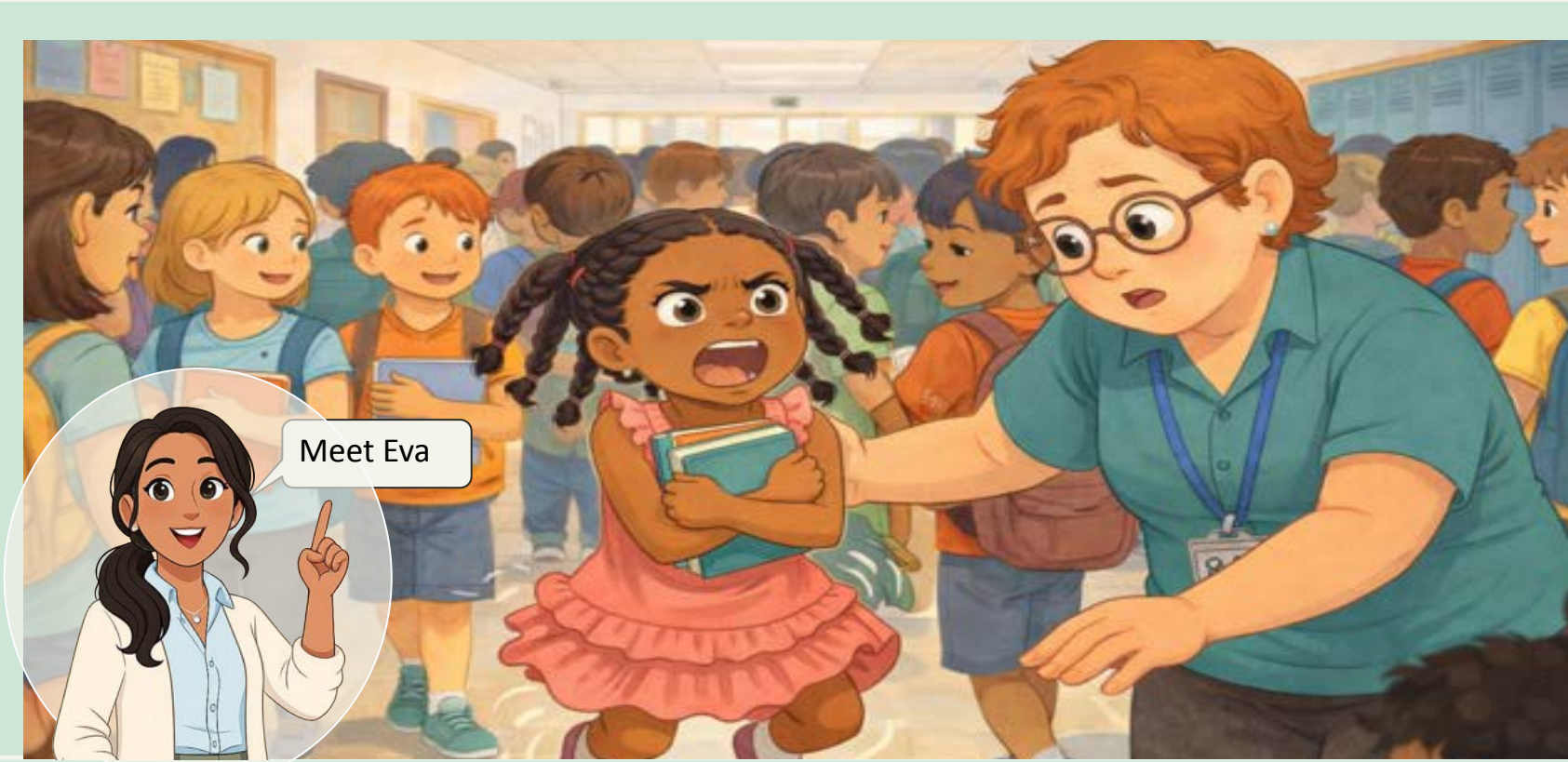
Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

Alt text for images
Enable keyboard navigation
Transcripts
Closed captions

Graphics and Slide Text:

Eva and Ms. Tammy scenario



Narration/Voiceover/SoundFX:

- Eva becomes overwhelmed during hallway transitions.
- Crowds and noise contribute to her distress, leading her to jump up and down and verbally engage with her 1:1 support, Ms. Tammy.
- Once back in the classroom, Eva continues to bounce in her chair, speak loudly, and repeat words, indicating ongoing sensory dysregulation.

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 3-Step 2

Module Section:

Making a Sensory Plan

Title (Subtopic):

Identifying Eva’s Triggers

Slide/Screen

Slide 3B.3 Identifying Triggers

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

When learner clicks pink arrows the next message in the speech bubble appears

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

How can we help Eva go from chaos to calm?
Image of Eva and Tammy scenario/
Ms. Becca with speech bubbles.

How can we help Eva go from chaos to calm?



Before choosing the right sensory tools, I need to identify Eva’s sensory triggers. →

In this situation, Eva is overstimulated by the crowds and noise. →

Her behaviors are sensory-driven, not intentional.



Narration/Voiceover/SoundFX:

Animation:

Ms. Becca Fades in with speech bubbles

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 3-Step 2

Module Section:

Making a Sensory Plan

Title (Subtopic):

Building Eva’s Toolkit

Slide/Screen

3B.4-Building Eva’s Toolkit

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide
When learner selects “Click me” new layer appears

Accessibility:

Alt text for images
Enable keyboard navigation
Transcripts
Closed captions

Graphics and Slide Text:

Ms. Becca and speech bubbles
Tools Chest
Sensory supports
Building Eva’s Sensory Toolkit



Narration/Voiceover/SoundFX:

- Based on Eva’s triggers, I need to prepare a toolkit with specific supports.
- **Select “Click Me”** to watch how I do it.

Animation:

“Click me” pops up on tool kit, after v/o is finished

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 3-Step 2

Module Section:

Making a Sensory Plan

Title (Subtopic):

Building the Toolkit

Slide/Screen

3B.4A-Building the Toolkit

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

- When learner clicks the deep pressure icon a new layer opens up.
- Click on the X and the layer will close back to the slide.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Ms. Becca and speech bubbles/ Toolkit/ Sensory support icons



Narration/Voiceover/SoundFX:

- For noise, I include headphones.
- For overstimulation from the noise and movement, I can try a fidget to redirect her attention.
- If she remains overstimulated or upset, I can bring her to a quiet space and apply deep pressure.
- **Click the deep pressure icon** to learn how this is done.

Animation:

Sensory tool icons drop one at a time into tool chest as the v/o names them

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 3-Step 2

Module Section:

Making a Sensory Plan

Title (Subtopic):

DEEP PRESSURE LAYER

Slide/Screen

3B.4B-DEEP PRESSURE LAYER

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

- When learner clicks on TIP icon text box pops up. closes with an X
- When learner clicks on the X the layer will close back to the original slide.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

- **Graphic:** Ms. Becca giving deep pressure
- **TIP Icon text:** Remember to use gentle, but firm pressure. Always move in a downward direction.



Remember to use gentle, but firm pressure. Always move in a downward direction.

Narration/Voiceover/SoundFX:

- The appropriate way to use a deep-pressure technique is to first ask the child for permission. Begin by placing your hands on the child's shoulders and applying gentle but firm pressure. Next, use slow, steady strokes moving downward along the back and arms. When you reach the hands, give a light, firm squeeze to the pads of the palms. Always work in a downward motion. The entire technique should last only 2–3 minutes.

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 3-Step 2

Module Section:

Making a Sensory Plan

Title (Subtopic):

Application: Fire Drill For Annie

Slide/Screen

3C.1-Build An Emergency Toolkit

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after v/o is finished and then goes to next slide

Accessibility:

Alt text for images

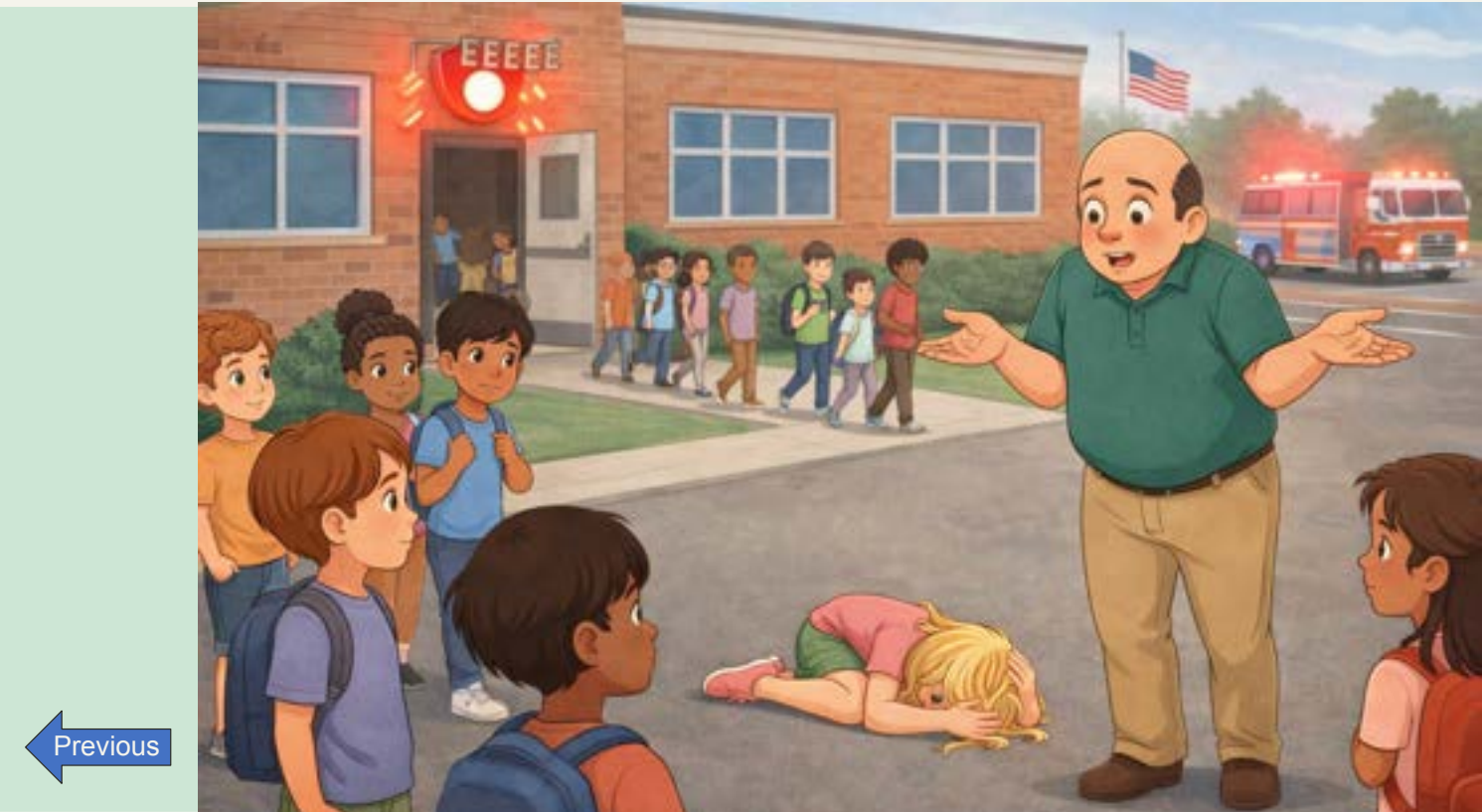
Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Fire drill scene



Narration/Voiceover/SoundFX:

- Now it's your turn. You will create a sensory toolkit to support Annie during a fire drill.
- Look closely at the scene:
Annie becomes overwhelmed by the loud alarm, the large group of students, and the overall chaos of the drill. She experiences a meltdown in the middle of the situation—covering her ears, crying, and freezing in place—making it difficult for Mr. Troy to help her move safely to the designated area.

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 3-Step 2

Module Section:

Making a Sensory Plan

Title (Subtopic): Application:

Build An Emergency Toolkit For Annie

Slide/Screen

3C.2-Application: Emergency Toolkit

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Drag-and-drop (gated) icons into a tool chest. Each correct item dings. Incorrect items recoil from toolkit.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Toolkit and Sensory Icons.

Build A Toolkit For Annie/ Drag the tools that would help regulate Annie.

Build A Toolkit For Annie

Drag and drop any sensory tools that could help regulate Annie during the fire drill.

← Previous





Movement



Fidget



Squeeze Ball



Weighted Blanket



Swing



Theraball



Weighted Vest



Headphones



Sensory Bin

Next →

Narration/Voiceover/SoundFX:

- Which tools do you think would be the most helpful for Annie during the fire drill? Drag any tools that would be part of a good strategies into the toolkit.

Animation:

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 3-Step 2

Module Section:

Making a Sensory Plan

Title (Subtopic):

Step 2 Summary

Slide/Screen

3C.3-Summary

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Step 2 Recap Graphic

Step 2: Recap

Building The Sensory Toolkit



Identify the specific contributing factors to sensory dysregulation

Select tools that support regulation across sensory systems (auditory, tactile, proprioceptive, vestibular, visual)

Ensure tools are simple, portable, and easy to access when needed

Include items that promote calm, focus, and a sense of safety (e.g., deep pressure, movement, headphones)



Narration/Voiceover/SoundFX: .

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

Applying Sensory strategies

Title (Subtopic):

Step 3: Applying Sensory Strategies

Slide/Screen

4A.1- Step 3 Title page

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and goes to next slide

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Step 3: Applying Sensory Strategies graphic

Step 3



Applying Sensory Strategies

Previous

Next

Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 4-Step 3

Module Section:

Making a Sensory Plan

Title (Subtopic):

Demonstration Scenario: Applying strategies

Slide/Screen

4A.2-Demo Scenario: Jason

Navigation + Interactivity Notes:

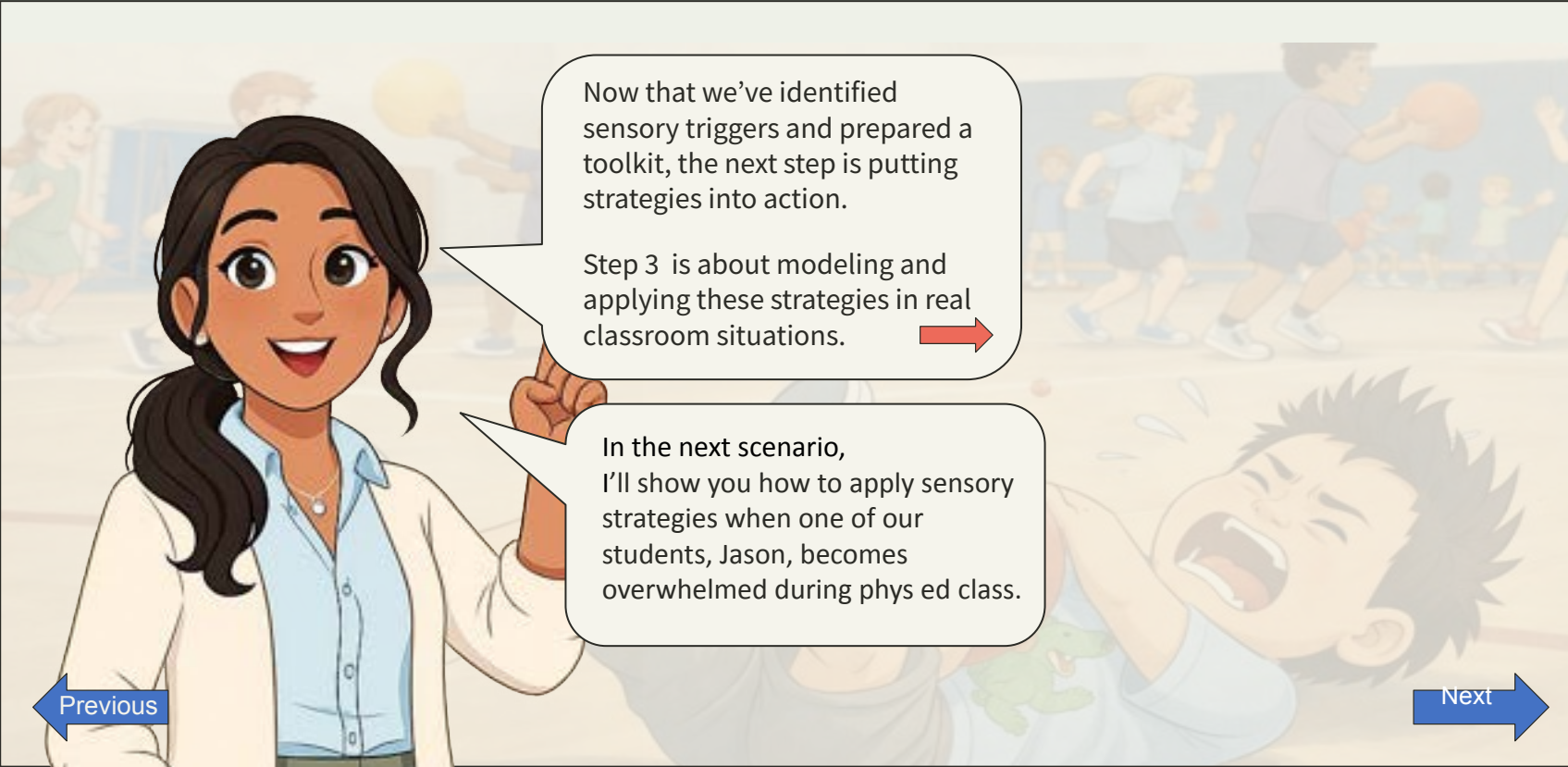
Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Demonstration Scenario: Jason in Gym Class
Ms. Becca apply sensory strategies in context.



Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 4-Step 3

Module Section:

Making a Sensory Plan

Title (Subtopic):

Demonstration Scenario: Jason

Slide/Screen

4A.3-Demo Scenario: Jason

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Video button starts video

Next button appears after video finishes

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Jason’s Gym meltdown **video**



Narration/Voiceover/SoundFX:

- Press play to watch the scenario.

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 4-Step 3

Module Section:

Making a Sensory Plan

Title (Subtopic):

Modeling Sensory Strategies For Jason

Slide/Screen

4A.4-Observe Triggers

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Ms. Becca with speech bubbles.

Gym scenario



Narration/Voiceover/SoundFX:

- To figure out what could be triggering Jason’s sensory dysregulation, I need to closely observe the environmental factors.
- I notice there is a lot of **echoing noise**, **bright lights**, and **excessive movement** in the gym.

Animation:

Circle appears to highlight environmental factors as Ms. Becca states them.

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 4-Step 3

Module Section:

Making a Sensory Plan

Title (Subtopic):

Implementing Sensory Strategies For Jason

Slide/Screen

Slide 4A.5 Implementing strategies

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after v/o info is stated and then goes to next slide

When learner clicks on pink arrow in speech bubble, next message appears.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Ms. Becca with speech bubble

Jason calm scenario



Narration/Voiceover/SoundFX:

- Next, I implement several support strategies: For example, I provide a weighted blanket, which is an effective tool for helping to regulate an overwhelmed sensory system.
- I also offer Jason a pair of headphones to reduce the level of auditory input from the noisy gym.
- Finally, I guide him to a calm corner for a few minutes, allowing his sensory responses time to settle and his body to regain a sense of regulation.

Animation:

Ms. Becca fades into scene with speech bubble

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 4-Step 3

Module Section:

Making a Sensory Plan

Title (Subtopic):

APPLICATION Intro: Dalia Unstructured Class Time

Slide/Screen

4B.1

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Dalia’s School day scenario
Ms. Becca with speech bubble

Arrival Time

Class Time

Lunch Time

Previous

Next

Narration/Voiceover/SoundFX:

Select the blue Next arrow to continue

Animation:

Ms. Becca and speech bubble floats in

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 4-Step 3

Module Section:

Making a Sensory Plan

Title (Subtopic):

Scenario description: Dalia

Slide/Screen

4B.2

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

School day scenes

Dalia’s School day scenario

Dalia’s School Day Scenario

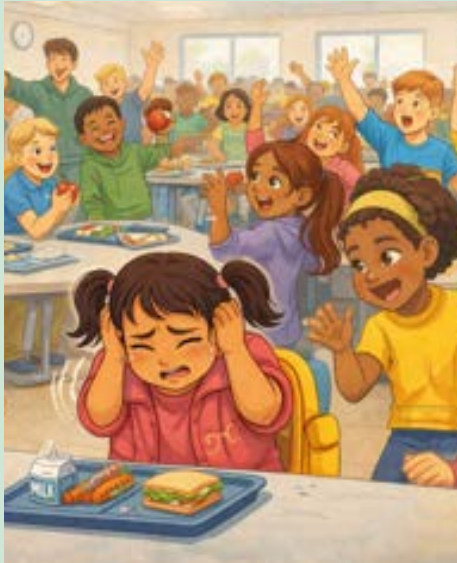
Arrival Time



Class Time



Lunch Time



Narration/Voiceover/SoundFX:

- We met Dalia earlier in this training and learned the following:
- During morning arrival, the noise and commotion of students gathering at their cubbies overwhelmed Dalia’s sensory system, leading to dysregulation.
- Later, during class time, increased movement and chatter in the classroom caused Dalia to become overwhelmed and experience a meltdown.
- At lunchtime in the cafeteria, the combination of loud noise, large crowds, and strong food smells once again triggered Dalia’s sensory dysregulation.

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 4-Step 3

Module Section:

Making a Sensory Plan

Title (Subtopic):

Learner Interaction: Dalia

Slide/Screen

4B.3

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Drag and drop support icons into correct picture: Correct dings, incorrect recoils.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Select the correct strategies and drag the strategies into Dalia’s plan.

Classroom scenes

Strategy icons



Narration/Voiceover/SoundFX:

- Using what you learned in Step 1 (identifying sensory triggers), Step 2 (building a sensory toolkit), and Step 3 (applying and adjusting strategies), select **two** support icons for each different scenario. Drag each icon into the scenario where it best fits.
- Icons may be used more than once.**

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 4-Step 3

Module Section:

Making a Sensory Plan

Title (Subtopic):

FEEDBACK LAYER: CORRECT

Slide/Screen

4B.3 FEEDBACK LAYER

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Any 2 of the combination of supports per scenario are deemed correct.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:



Narration/Voiceover/SoundFX:

Animation:

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 4-Step 3

Module Section:

Making a Sensory Plan

Title (Subtopic):

Step 3 Summary

Slide/Screen

4B.6

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Step 3 Recap summary

Step 3: Recap

Applying Sensory Strategies



Match the input to the need

Sensory strategies should be selected based on the specific sensory system that is overwhelmed (e.g., auditory, proprioceptive, vestibular).

Use sensory input proactively and responsively

Sensory supports can be used before dysregulation occurs (proactive) or during moments of distress (responsive). Applying input early often prevents escalation.

Adjust intensity, duration, and frequency

Sensory input should be flexible. What works for one student, or even the same student at a different time, may need to be increased, reduced, or shortened to remain effective and supportive.

Embed strategies naturally into the environment

Sensory supports are most successful when they are seamlessly integrated into daily routines (e.g., movement breaks, seating options, calming corners) rather than drawing attention to the student.

Observe and monitor the student's response

After applying sensory input, closely observe the student's body, behavior, and emotional state. Ongoing observation helps determine whether the strategy is regulating, needs adjustment, or should be discontinued.

Previous

Next

Narrator

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 2-Step 1

Module Section:

Evaluate and Modify Your Sensory Plan

Title (Subtopic):

Reflection

Slide/Screen

Scene 2/2A.1 B-Step 1 Title page

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Step 4: Evaluate and Modify your sensory plan graphic

Step 4



Evaluate and Modify Your Sensory Plan

Previous

Next

Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 5-Step 4

Module Section:

Step 4:Evaluate and Modify Sensory Plan

Title (Subtopic):

Step 4: Intro

Slide/Screen

5A.1

Navigation + Interactivity Notes:

Back button to previous slide, Next button goes to next slide

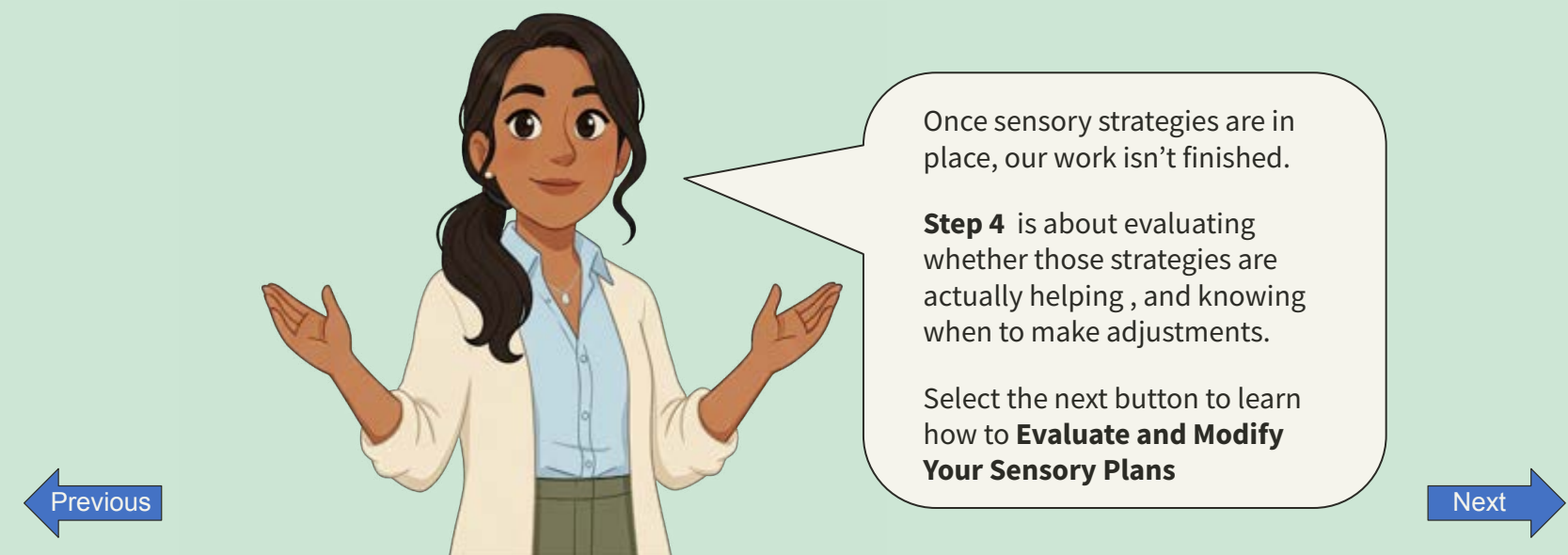
Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Ms. Becca
Effective support requires reflection and flexibility.

Effective support requires reflection and flexibility.



Narration/Voiceover/SoundFX:

Animation:

Ms. Becca fades in with speech bubble

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 5-Step 4

Module Section:

Step 4:Evaluate and Modify Sensory Plan

Title (Subtopic):

Step 4: Demonstration Scenario

Slide/Screen

5A.3

Navigation + Interactivity Notes:

Back button to previous slide, Next button goes to next slide

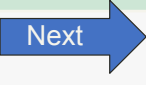
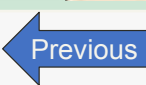
Pink arrows gor to next speech bubble message

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Hallway scene: Eva with headphones
Ms. Becca with speech bubbles



Narration/Voiceover/SoundFX:

Animation:

Ms. Becca fades in with speech bubbles

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 5-Step 4

Module Section:

Step 4:Evaluate and Modify Sensory Plan

Title (Subtopic):

Step 4: Observe The Outcome

Slide/Screen

5A.4

Navigation + Interactivity Notes:

Back button to previous slide, Next button goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Ms. Becca thinking
Eva scenario after supports



Narration/Voiceover/SoundFX:

After implementing the strategy, Ms.Tammy has been observing Eva’s behavior over time.
She moves more smoothly during transitions using the headphones, but still rocks and vocalizes once back in the classroom.

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 5-Step 4

Module Section:

Step 4:Evaluate and Modify Sensory Plan

Title (Subtopic):

Step 4: Modifying the Strategy

Slide/Screen

5A.5

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info visits TIP icon and then goes to next slide

- When learner clicks TIP Icon it opens a text box.
- When learner clicks the pink arrow in the TIP box, it returns learner to slide Slide 3B.4B-DEEP PRESSURE LAYER
- When learner clicks the BACK TO Eva button, it returns learner to this slide.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Deep pressure scenario

TIPS icon



Narration/Voiceover/SoundFX:

- Observation over time shows that the initial strategy helped, but didn't fully meet Eva's needs.
- Since the headphones were helpful, we continue with that support.
- We can also try providing deep pressure after transitions, and then continue to monitor Eva's sensory response.

Animation:

TIP Icon zooms in and jiggles

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 5-Step 4

Module Section:

Step 4:Evaluate and Modify Sensory Plan

Title (Subtopic):

Step 4: Modifying the Strategy

Slide/Screen

5A.6 Why Evaluation Matters

Navigation + Interactivity Notes:

Back button to previous slide, Next button goes to next slide

Accessibility:

Alt text for images
Enable keyboard navigation
Transcripts
Closed captions

Graphics and Slide Text:

Calm Eva in classroom
Remember Box



Narration/Voiceover/SoundFX:

Animation:

REMEMBER box hzooms in

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 5-Step 4

Module Section:

Step 4:Evaluate and Modify Sensory Plan

Title (Subtopic):

Step 4: Modifying the Strategy/Application

Slide/Screen

5B.1 Application

Navigation + Interactivity Notes:

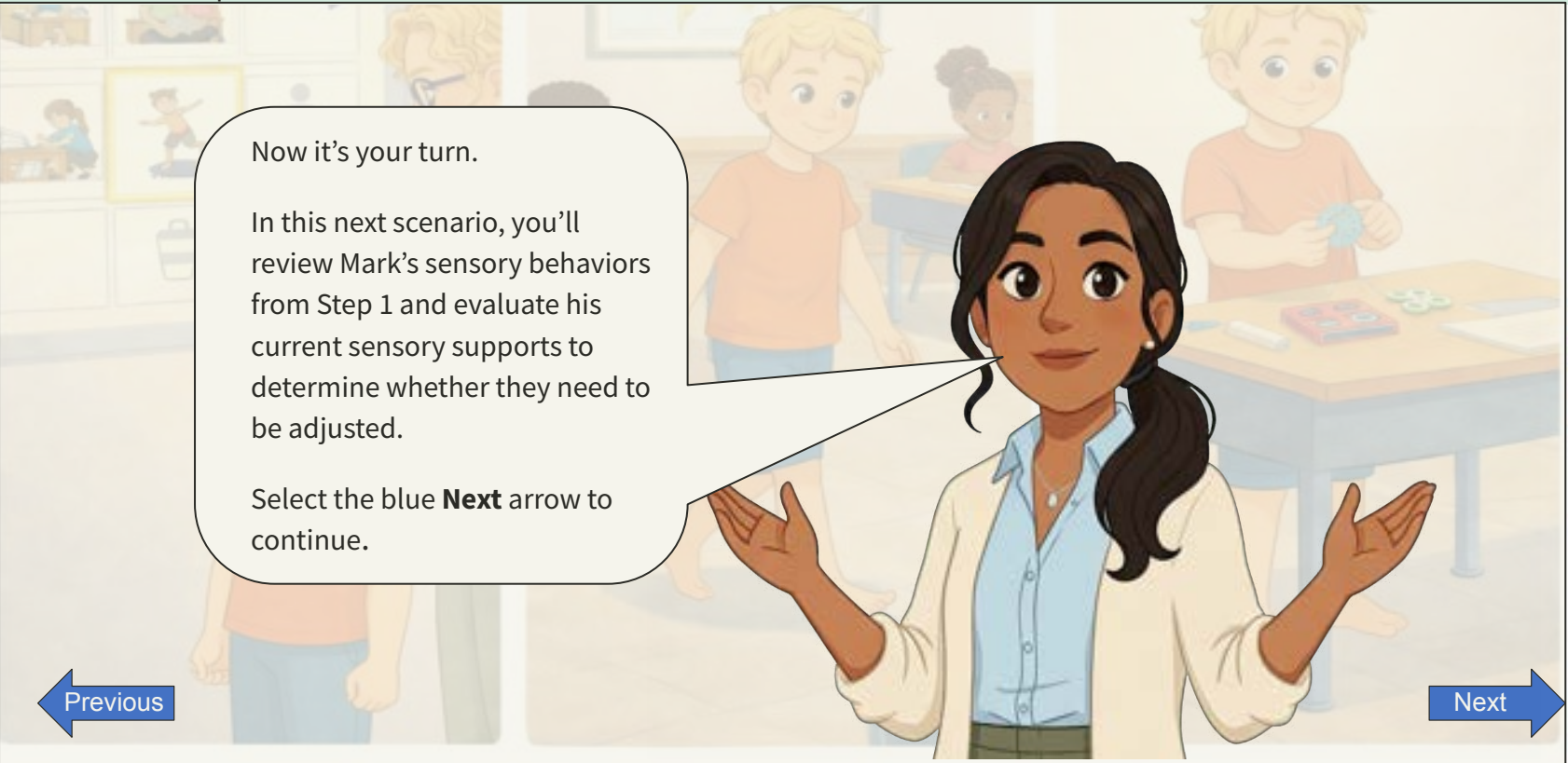
Back button to previous slide, Next button appears after v/o is finished and then goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Mark scenarios, faded
Ms. Becca with speech bubbles.



Narration/Voiceover/SoundFX:

- Now it's your turn.
- In this next scenario, you'll review Mark's sensory behaviors from Step 1 and evaluate his current sensory supports to determine whether they need to be adjusted.
- Select the blue **Next** arrow to continue.

Animation: Ms. Becca fades in with speech bubble

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 5-Step 4

Module Section:

Step 4:Evaluate and Modify Sensory Plan

Title (Subtopic):

Step 4: Modifying the Strategy

Slide/Screen

5B.2 Application Scenario

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after v/o is finished and then goes to next slide

Accessibility:

Alt text for images

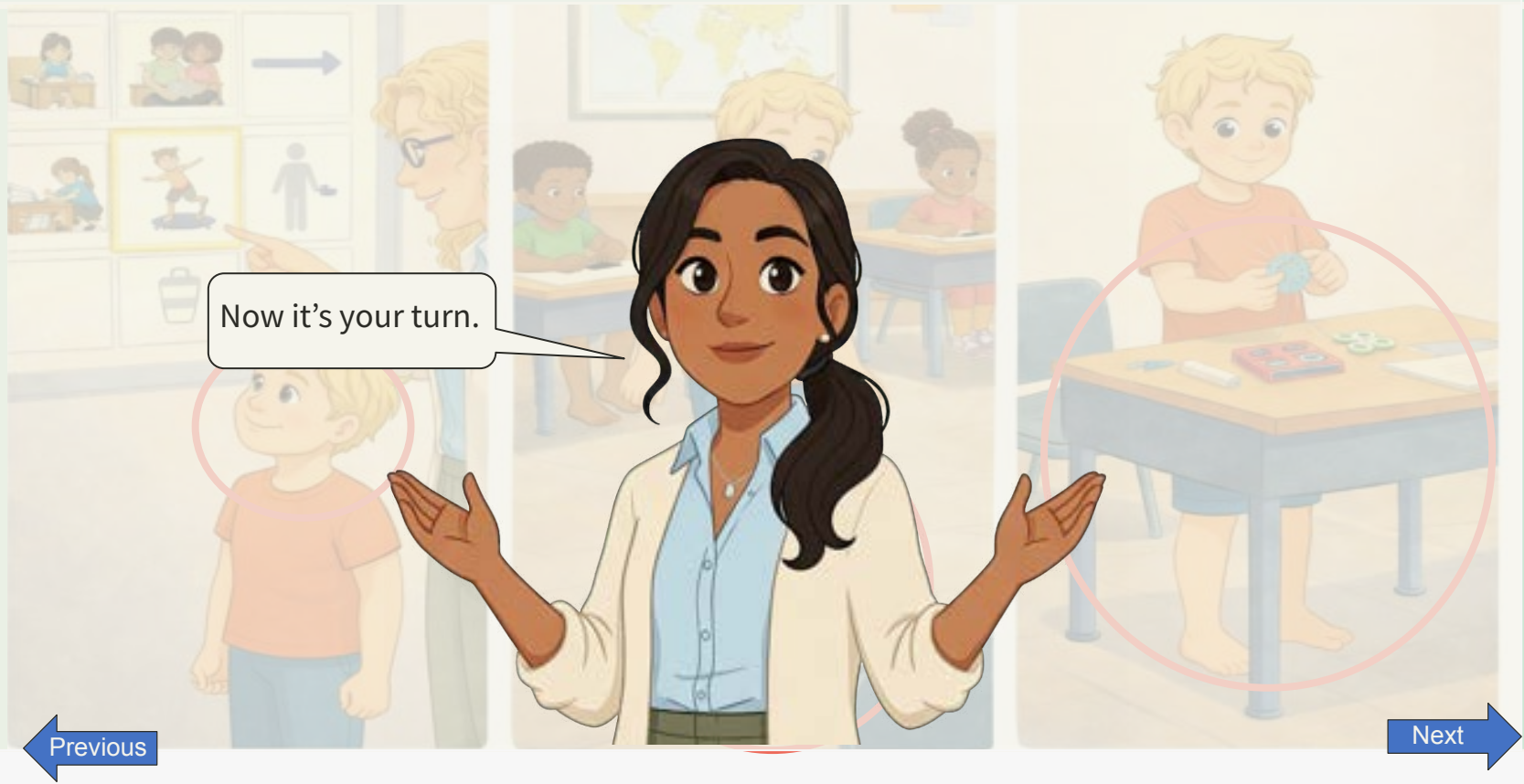
Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Mark-3 scenarios



Narration/Voiceover/SoundFX:

- Let's review Mark's sensory behaviors from Step 1 and evaluate his current sensory supports to determine whether they need to be adjusted.
- At this time, Mark's supports include scheduled movement breaks and access to fidget tools. The question is: **Is this combination still working for him?**
- Take a closer look at Mark's current behavior. He appears much calmer—he is no longer running around the classroom in distress. He is staying in his own space and is not distracting other students. That's a strong and encouraging start.
- Now, consider this: Do you notice any factors that may still be impacting Mark's school day, or does everything appear to be fully regulated? Select the **NEXT** arrow to answer the following question

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 5-Step 4

Module Section:

Step 4:Evaluate and Modify Sensory Plan

Title (Subtopic):

Step 4: Modifying the Strategy

Slide/Screen

5B.3 Assessment-Multiple Choice

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

When learner clicks Submit button, feedback layer pops up

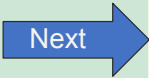
Accessibility:

Alt text for images
Enable keyboard navigation
Transcripts
Closed captions

- A. Remove the supports
- B. Keep supports exactly the same
- C. Modify the supports based on observation  (Correct)

SUBMIT

Set **C** as the correct answer.



Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 5-Step 4

Module Section:

Step 4:Evaluate and Modify Sensory Plan

Title (Subtopic):

Step 4: Modifying the Strategy

Slide/Screen

5B.4 FeedbackLayer-correct

Navigation + Interactivity Notes:

Red X closes Feedback layer and returns to last slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

✔ Correct Feedback (Choice C)

Graphics: CORRECT icon

Feedback text:



✔ Correct Feedback (Choice C)

Mark’s behavior shows improved regulation with the current supports, but continued observation is key. Sensory supports are not static, they should be adjusted based on how the student responds. Modifying supports allows staff to fine-tune strategies to meet Mark’s changing sensory needs.

REFLECTION:

Mark is now staying at his desk with the fidgets, but is he doing his classwork or have the fidgets become a distractor?

What could be some sensory reasons Mark is still in bare feet?



Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 5-Step 4

Module Section:

Step 4:Evaluate and Modify Sensory Plan

Title (Subtopic):

Step 4: Modifying the Strategy

Slide/Screen

5B.5 FeedbackLayer: Incorrect

Navigation + Interactivity Notes:

Red X closes Feedback layer and returns to last slide

Accessibility:

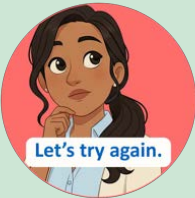
Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:



Feedback for A: Remove the supports

Title: Not Quite – Supports Are Still Needed

Feedback text: Mark is demonstrating improved regulation, but this does not mean supports should be removed. Removing supports too soon can lead to re-dysregulation. Supports should fade gradually and only when the student consistently demonstrates regulation without them.

*Improvement does not equal independence—yet.

Feedback for B: Keep supports exactly the same

Title: Partially Correct, But Incomplete

Feedback text: While it’s important not to remove supports prematurely, sensory supports should remain flexible. Continuing supports without reflection may overlook opportunities to refine or better match Mark’s needs based on his responses.

*Sensory plans should evolve, not remain fixed.



Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 5-Step 4

Module Section:

Step 4:Evaluate and Modify Sensory Plan

Title (Subtopic):

Step 4: Modifying the Strategy

Slide/Screen

5B.7 Summary

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Recap graphic

Step 4: Recap

Evaluating and Modifying Sensory Strategies



Sensory supports are flexible, not permanent

Supports should change as a student’s needs change. Effective sensory planning requires regular observation and adjustment.

Improved behavior doesn’t mean supports should be removed

Regulation often depends on continued access to supports. Removing them too quickly can lead to dysregulation.

Observation guides decision-making

Educators should base adjustments on what they see—how the student moves, engages, and self-regulates—rather than assumptions.

Small modifications can make a big difference

Adjusting the timing, intensity, or type of support can help a student remain regulated while building independence over time.

Previous

Next

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final demonstration

Title (Subtopic):

4 Steps in action

Slide/Screen

6A.0

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears and goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

The 4 Step Process graphic

The 4 Step Process in Action



Previous

Next

Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Scene 6-Final Demo and Application

Title (Subtopic):

Modeling the 4 step process

Slide/Screen

6A.1

Navigation + Interactivity Notes:

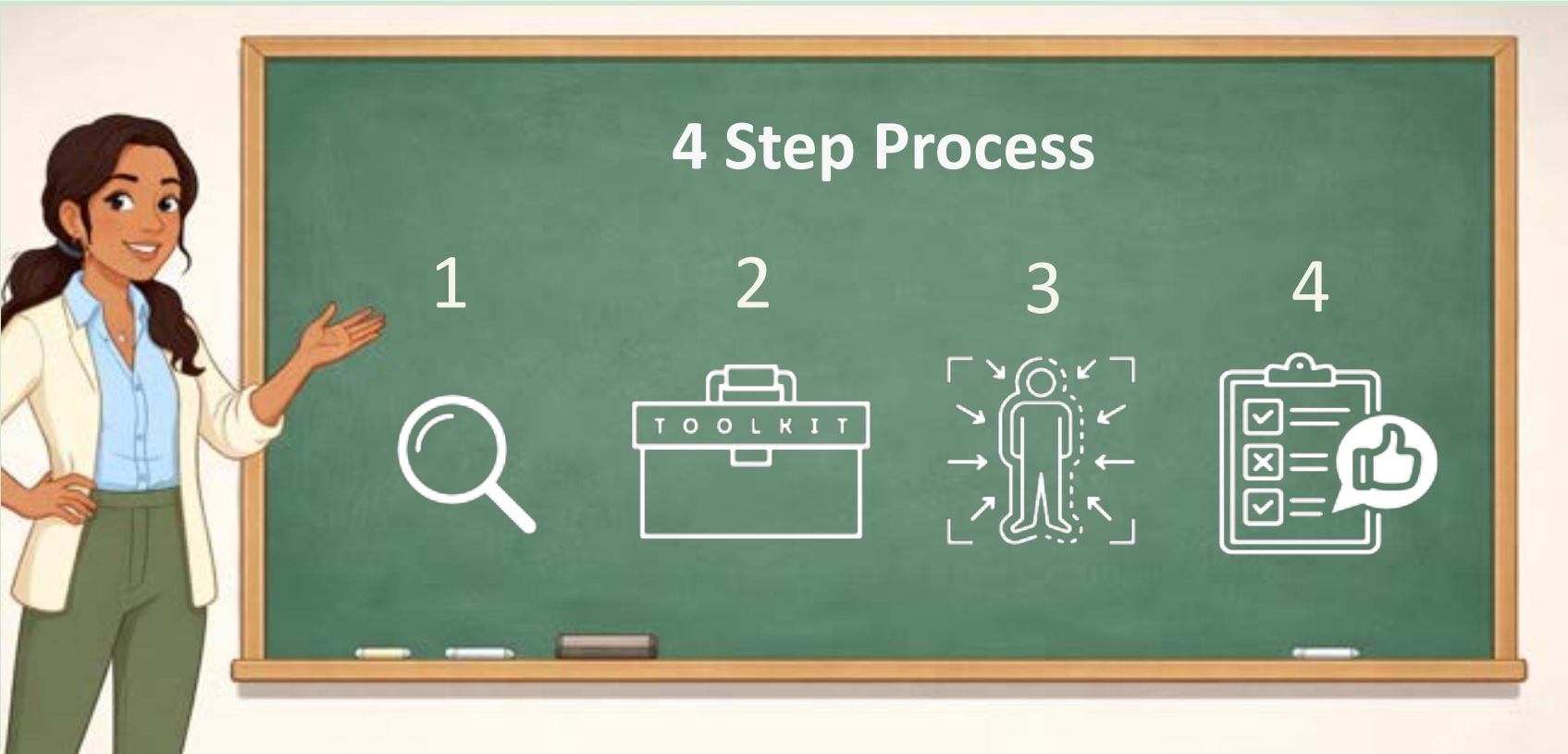
Back button to previous slide, Next button appears and then goes to next slide

Accessibility:

Alt text for images
Enable keyboard navigation
Transcripts
Closed captions

Graphics and Slide Text:

Ms. Becca in front of chalkboard with 4 step process icons



Narration/Voiceover/SoundFX:

- You’ve learned the four-step process for supporting students with sensory needs. Now let’s explore how all four steps come together during a real school day.

Animation:

Ms. Becca fades in with a speech bubble in front of chalkboard

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Scene 6-Final Demo and Application

Title (Subtopic):

Recap Step 1

Slide/Screen

6A.2

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Dalia scenario:
Step 1
Ms. Becca with speech bubble

Step 1: Identify Environmental Factors



Narration/Voiceover/SoundFX:

- V/O #1:**
Let's go back to our student Dalia, from **Step 1**
As you recall, Dalia became overwhelmed throughout the school day.
- V/O #2:**
After close observation of her daily routine we identified some specific factors that were causing Dalia dysregulation:
 1. We noticed the commotion by the cubbies during arrival time
 2. The classroom noise and activity during unstructured or more active class periods
 3. And the noise, crowds, smell and general overstimulation from the cafeteria.

Animation: Ms. Becca's speech bubble from Step 1 is overlaid on the first illustration to show the connection between the environment and the student's response.

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Step 2 Recap: Prepare a Sensory Toolkit

Slide/Screen

6A.3

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Ms. Becca with Dalia’s toolkit



Narration/Voiceover/SoundFX:

- For **Step 2** , I will need to build Dalia a sensory toolkit, while keeping in mind the environmental factors and sensory reactions we observed in Step 1.
- In the toolkit I will include; **headphones** to use as needed throughout the day when auditory input is too much. I will have to continually observe Dalia’s behavior throughout the day, to see when this support is needed.
- I will also provide access to a **quiet space** when Dalia is overstimulated during active class time or in the cafeteria.
- After transitions and when Dalia seems most dysregulated, I will offer **deep pressure**.
- This toolkit includes strong regulation strategies designed to support Dalia consistently across the school day.

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Step 4 Recap: Evaluate and Modify

Slide/Screen

6A.4

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after all Flip Cards have been visited and then goes to next slide

After learner selects a Flip Card, it flips over
Next Flip Card displays as visited state

When learner selects pink arrow, it opens slide 3B.4B-DEEP PRESSURE LAYER.

Whe learner clicks on the X button on that slide it brings lerner back to current slide.

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Flip cards



Headphones

Headphones

May be used anytime, as necessary, throughout the day when auditory input is too much.

Observe student and watch for signs of auditory overwhelm.



Quiet Zone

Quiet Zone

Best used directly after difficult transitions, when the environment feels visually busy, or after signs of visual overload, such as:

- Covering eyes
- Increased agitation
- Difficulty focusing or following directions

Use as a proactive support, before dysregulation escalates or during independent work, when visual distractions interfere with attention



DEEP PRESSURE

Deep pressure

When used for regulation, is always applied in a downward motion over the back, arms and hands. This strategy may be used throughout the day as needed or as a preventative strategy.. Always ask the student permission before applying.

*Select the pink arrow review the technique.

Narration/Voiceover/SoundFX

- Now I move on to **Step 3, Applying the sensory strategies.**
- Select each Flip Card to review how and when to apply the sensory strategies.

Animation:

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Step 4 Recap: Evaluate and Modify

Slide/Screen

6A.5

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

When learner selects the TIPS icon, a text box opens with information.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Ms. Becca and speech bubble with sensory icons



Narration/Voiceover/SoundFX:

- After observing Dalia using her new supports for about a week, I move on to Step 4.
- In Step 4, I evaluate the supports that have been put in place to determine whether they are effectively helping Dalia. Based on her response, I may modify the plan by removing, adding, or adjusting a support.
- After several days of continued observation, I believe Dalia would also benefit from the addition of a weighted vest. Weighted vests can provide calming proprioceptive input and may help reduce agitation and support sensory regulation

Animation:

Ms. Becca fades in

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Final Assessment intro

Slide/Screen

6B.1

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Ms. Becca and speech bubble



That completes your review of the **4 Step** process for supporting students experiencing sensory dysregulation.

Now it's time to practice what you have learned in this training.

4 Step Process in Action



[< Previous](#)[Next >](#)

Narration/Voiceover/SoundFX:

Animation:

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Final Assessment Scenario

Slide/Screen

6B.2

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

Louis Art Class Meltdown scenario



Narration/Voiceover/SoundFX:

This is Louis, he is having a meltdown during art class.
Take a few moments to review this scene. Then move to the next slide to answer some questions and apply the knowledge you have learned.

Animation:

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Step 1 Final Assessment

Slide/Screen

6B.3

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Hot spot choices-Learner will click on any area of the scene that seems to be a trigger.

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

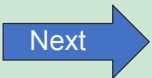
Louis’ Art Room Meltdown scenario

Step 1: Identify Sensory Triggers (Environmental Analysis)

Based on this scenario, which environmental factors may be contributing to Louis’s sensory dysregulation?

Click over all areas of the scene that apply.

- Visual clutter and movement in the art room
- Noise from multiple students talking and moving
- Messy table and spilled materials
- Strong sensory input from art materials (texture, smell)
- Teacher’s emotional reaction (hands raised, surprise)
- Louis’ smock



Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Step 1-FEEDBACK LAYER

Slide/Screen

6B.3/Step 1-FEEDBACK LAYER

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

STEP 1 FEEDBACK LAYER

STEP 1: Identify Sensory Triggers (FEEDBACK)

Correct Choice Feedback

- *(For visual clutter, noise, movement, messy workspace, sensory materials, uncomfortable apron)*
- **Correct.**
These environmental factors can significantly increase in sensory load. The art room is visually busy, noisy, and unpredictable, which can overwhelm a student who is sensitive to sensory input. Recognizing these triggers is the first step in supporting regulation.

Incorrect Choice Feedback

- *(For options that are not sensory/environmental triggers)*
- **Not quite.**
While this may be happening in the scene, it is not an environmental sensory trigger. In Step 1, the goal is to identify elements in the environment that may be contributing to sensory overload.

Narration/Voiceover/SoundFX:

Animation:

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Final Assessment: Step 2

Slide/Screen

6B.3 Final Assessment: Step 2

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Drag-and-drop icons into toolkit

Accessibility:

- Alt text for images
- Enable keyboard navigation
- Transcripts
- Closed captions

Graphics and Slide Text:

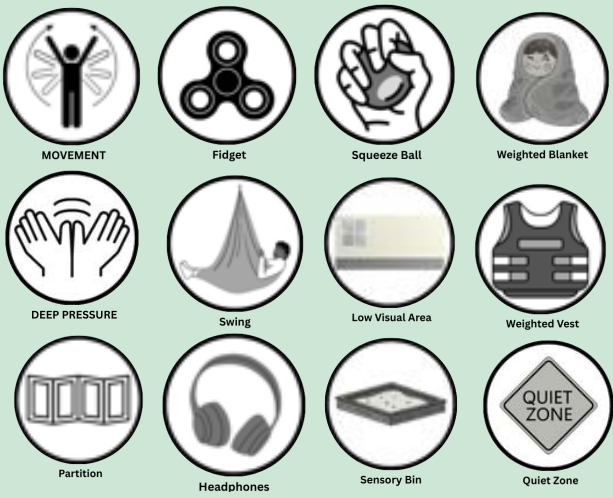
Step 2: Build a Sensory Toolkit for Louis

Select **two to three** supports that would be appropriate to include in Louis’s sensory toolkit at this time.



← Previous

Next →



Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Step 2-FEEDBACK LAYER

Slide/Screen

6B.3 / STEP 2 FEEDBACK LAYER

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

STEP 2 FEEDBACK LAYER

STEP 2: Build a Sensory Toolkit for Louis

Correct Tool Selection Feedback

- *(Headphones, deep pressure, partition, reduced visual input, quiet zone)*
- **Good choice.**
- This support can help reduce sensory overload and support regulation during a highly stimulating moment. Including strategies that calm the nervous system is an important part of building an effective sensory toolkit.

Partially Appropriate Feedback

- *(Weighted vest, weighted blanket, theraputty)*
- **This may be helpful at another time.**
While this strategy can support regulation, it may not be the most effective choice during an active meltdown. In this moment, supports that reduce sensory input and promote safety are most appropriate.

Incorrect Tool Feedback

- *(movement, fidget tools, swing, sensory bin)*
- **This is not the best choice right now.**
During a meltdown, adding demands or increasing stimulation can make regulation more difficult. Sensory supports should help calm the nervous system, not escalate stress.

Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Final Assessment Step 4

Slide/Screen

6B.4

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Multiple choice

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

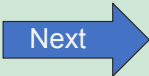
Almost. You need a bit more practice before you are ready to support your students sensory needs in the classroom. Please review the steps, and try again.

Step 3: Apply the Supports in Context

What would be the most appropriate *first* step to support Louis in this moment?

Select the best answer:

- Calm the environment and reduce sensory input
- Give verbal directions immediately
- Ask Louis to clean up the mess
- Remove art supplies from the area
- Offer a regulation strategy from the toolkit



Narration/Voiceover/SoundFX:

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Step 3-FEEDBACK LAYER

Slide/Screen

6B.4/ -FEEDBACK LAYER

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

STEP 3 FEEDBACK LAYER

STEP 3: Apply Supports Appropriately

Correct Response Feedback

- *(For calming environment first, reducing input, offering regulation tools)*
- **Correct.**
The first priority during a meltdown is safety and regulation. Reducing sensory input and supporting the student’s nervous system helps them regain control before any teaching or problem-solving occurs.

Incorrect Response Feedback

- *(For verbal reasoning, discipline, cleanup demands, or consequences)*
- **Not quite.**
When a student is dysregulated, their brain is not ready for instructions or problem-solving. Applying supports too late or focusing on behavior instead of regulation can prolong distress.

Correct answers emphasize **safety, regulation, and environment first.**

Narration/Voiceover/SoundFX:

Animation:

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Final Assessment Step 4

Slide/Screen

6B.5

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Multiple choice

Fill in the blank explanation

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

Step 4: Evaluate and Modify

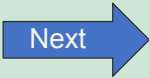
After observing Louis with these supports over several days, what would you do next?

- Remove all supports
- Keep all supports exactly the same
- Modify the supports based on observation 

Short-answer reflection:

What signs would you look for to decide whether supports should be adjusted?

Fill in the blank



Narration/Voiceover/SoundFX:

Animation:

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Step 4-FEEDBACK LAYER

Slide/Screen

6B.5/ FEEDBACK LAYER

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Accessibility:

Alt text for images

Enable keyboard navigation

Transcripts

Closed captions

Graphics and Slide Text:

STEP 4 FEEDBACK LAYER

STEP 4: Evaluate and Modify Supports

Correct Answer Feedback

C. Modify the supports based on observation

Correct.

Sensory supports should be flexible and responsive. Ongoing observation helps determine whether strategies should be adjusted, added, or gradually reduced based on the student’s needs.

Incorrect Answer Feedback

A. Remove the supports

Not quite.

Removing supports too quickly can lead to renewed dysregulation. Improvement often happens *because* supports are in place, not because they are no longer needed.

B. Keep the supports exactly the same

Partially correct, but incomplete.

While consistency is important, sensory needs can change. Supports should be reviewed and adjusted as needed to ensure they remain effective.

Reflection Question Feedback (Short Answer)

(After learner submits explanation)

Thank you for reflecting.

Effective sensory support relies on careful observation, flexibility, and responsiveness. There is no single “perfect” plan – what matters most is monitoring how the student responds and adjusting supports

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Final Feedback

Slide/Screen

6B.6 Final Feedback

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Criteria Logic

Total Points 5

Passing Score 80%

Attempts 2

Feedback Immediate, supportive

Remediation Redirect to relevant step

Accessibility:



Trust the 4-Step Process

- ✓ Notice the environment
- ✓ Match supports to needs
- ✓ Support regulation
- ✓ Adjust as needs change

Regulation is the foundation for learning.

Animation:

Date: 01/13/2026

Course Name:

Supporting Sensory Needs in the Classroom

Module #:1 / Scene 6

Module Section:

Final Demo and Application

Title (Subtopic):

Final Feedback

Slide/Screen

6B.6 Final Feedback

Navigation + Interactivity Notes:

Back button to previous slide, Next button appears after info is visited and then goes to next slide

Criteria Logic

Total Points 5

Passing Score 80%

Attempts 2

Feedback Immediate, supportive

Remediation Redirect to relevant step

Accessibility:



Narration/Voiceover/SoundFX:

Sound FX: Celebration and cheering

Animation: