



Sensory and Gross Motor Alternative Learning Environments (ALE)

Universal Guidelines and Activities

PDSB Special Education and Social Emotional
Learning (SESEL) Occupational Therapy Resource

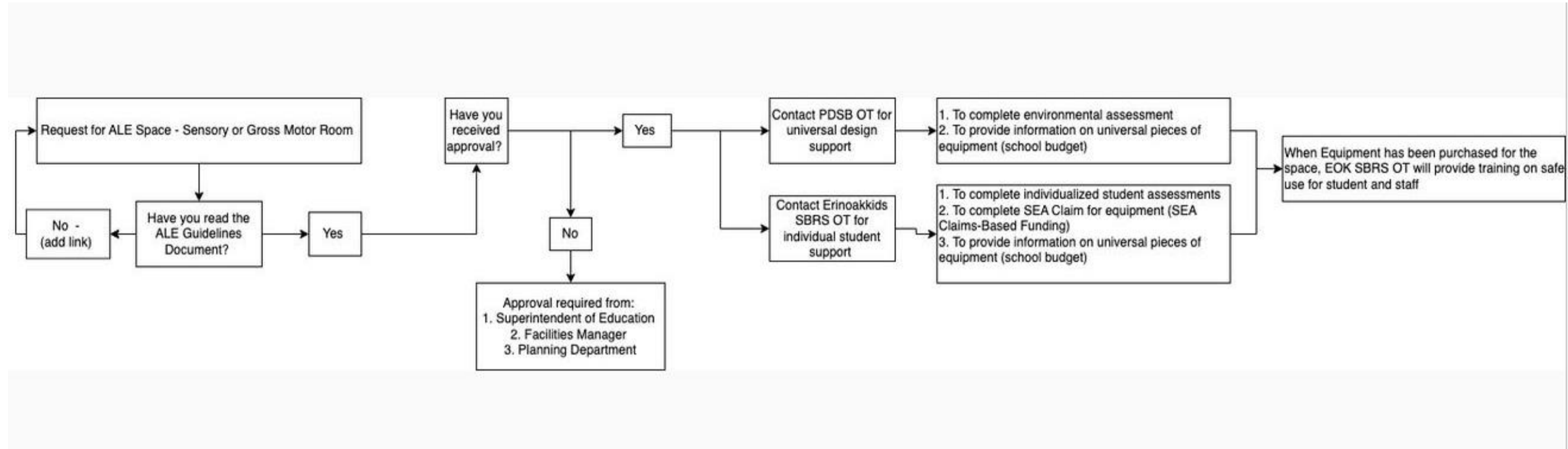
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Process for requesting an ALE space



Purpose of an Alternative Learning Environment (ALE)

- A **designated space** in the school
 - is proactive and functional
 - Promotes access to educational programming
 - **Gross Motor** – for students who benefit from movement activities
 - **Sensory** – for students who benefit from multisensory soothing or stimulating input
- The **goal** of the ALE is to help students
 - foster feelings of safety
 - build trust and connection
 - return to a just right state
 - support skill development
 - minimize frequency of feeling dysregulated
 - promote self awareness and regulation
 - enable successful return and participation in class / school.



Benefits of Movement



Gross motor movement uses the large muscles in our body in a controlled way

Evidence suggests that movement;

- Promotes good physical, mental, and sensory health
- Facilitates the development of skills such as coordination, balance, motor planning, organization, focus, and regulation
- Has a positive impact on school readiness (e.g. reading, writing, posture etc)
- Relieves stress, reduces frustration, and improves mood and attention
- Improves social skills, confidence, and self-esteem when playing with others
- Whole body movements provide the best input
- Helps to teaches how to listen and be more aware of what is happening inside the body
- Motor skills develop through opportunity, repetition and practice

Examples of Tools in a Universal ALE

Gross Motor

Floor balance beam
Stepping balance stones
Tunnel (as per available space)
Tossing items including bean bags
and a target
Peanut Exercise ball
Activity or movement cards
Balance board
Exercise band
Weighted ball
Fitness dice, hula hoops, mats, and
pylons (gym storage)
Electrical tape
Preferred music
Scooter board, trike, plasma car
Timer
Deep breathing cards / tool



Sensory

Slow moving light (bubble tube,
projection, etc)
Fiber optic plume
Liquid motion timer or glitter tube
Sound machine
LED lights
Squeeze pillow and other fidgets
Gel tool / squares
Tent (if space permits)
Bean bag chairs
Tactile discs or tactile board
Soft music / white noise
Timer
Floor rocker
Mats
Deep breathing cards / tool

Example of an Outline of Stations

Stations should be set up prior to use

1. Check in, timer and deep breathing

High Intensity Activities

2. Jumping or step over obstacles

3. Spinner

4. Following a track - movement

Medium Intensity Activities

5. Balance beam or balance stones

6. Toss into target

7. Exercise ball

8. Crawl through tunnel

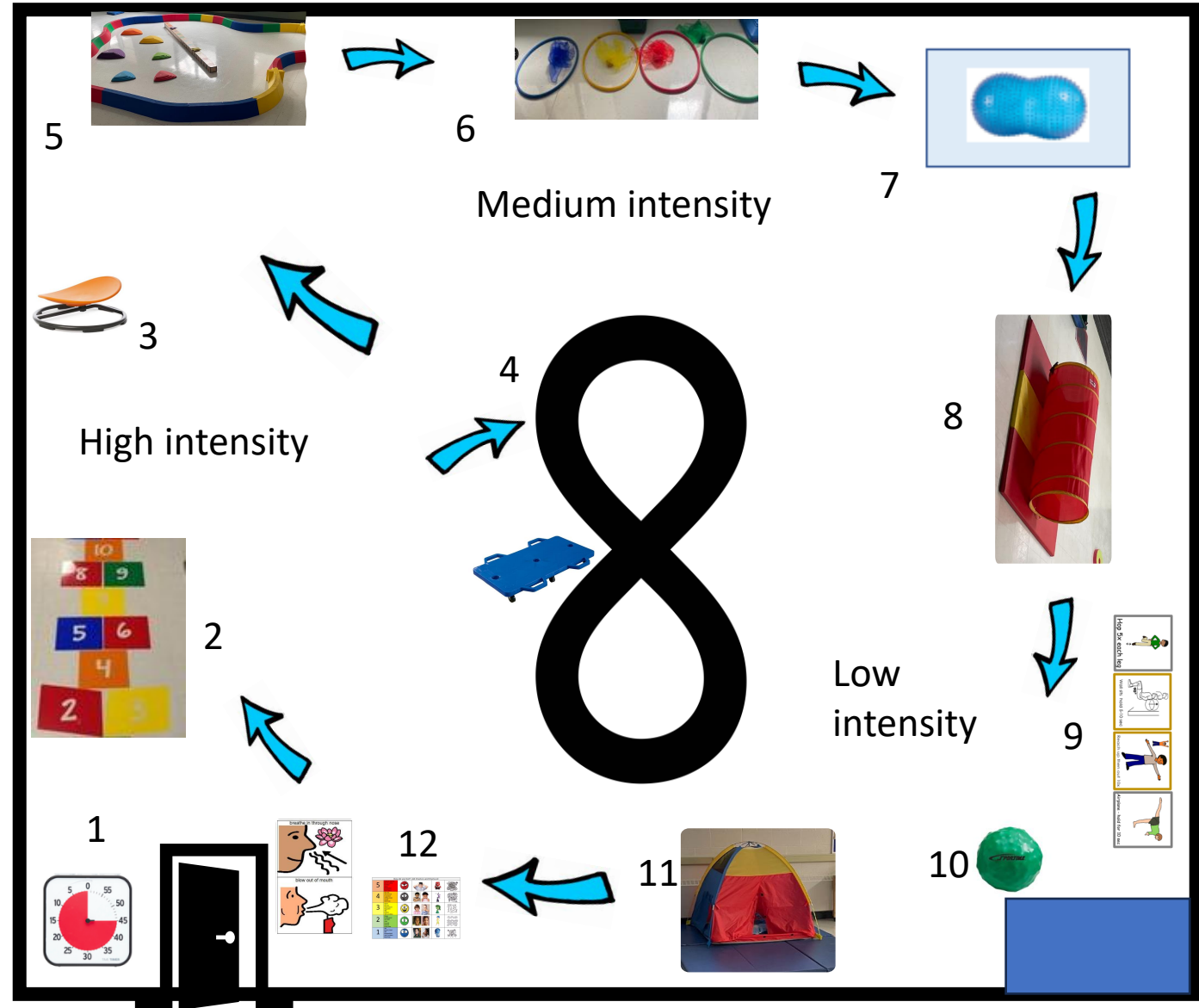
9. Activity cards

Low Intensity Activities

10. Weight bearing activities

11. Tent or low intensity activity

12. Deep breathing and check out





Importance of Deep Breathing

- Helps manage symptoms of anxiety and stress
- Tension reduction – relaxes muscles and joints
- Helps to calm a stress response for some students
- Brings the mind and body back to calm
- Improves focus
- Helps manage big emotions
- When taking a deep breath – see / feel the stomach
- Emphasize the exhale
- Explicitly teach how to breath deeply

MANAGE YOUR BREATH
with your hand



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Visual Prompts – pictures, AAC, PECS

- Visual images are processed faster in the brain than verbal prompts
- Visuals support learning when the visual is paired with the verbal
- Visuals offer a voice to students who may not use a speaking voice
- Not using speaking words does not equate with understanding language
- Use visual prompts when dysregulated and minimize or refrain from words
- Even with a speaking voice visuals can support function, transition, activities etc
- We rely on visuals every day (e.g. stop signs, calendars etc)
- Verbal prompts are a dependent type of prompt
 - Always relies on another person for follow through
- Visual prompts are an independent type of prompt
 - Does not rely on another person to follow through

Image versus description – e.g. Is it easier to describe a flower or see a flower?



Universal Visuals –Student Choice and Voice

Have a picture of the room to outline placement of tools



Gross motor

Visual for ALE



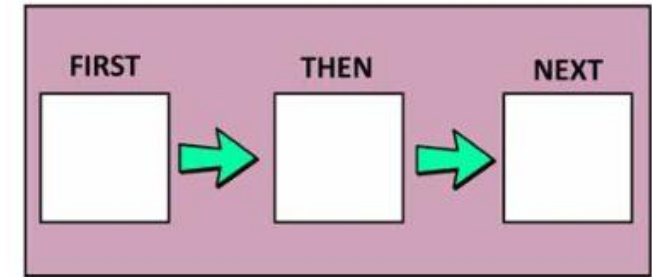
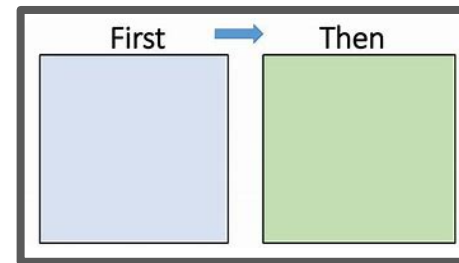
Combination



Sensory

Use a first / then to support transitions

1. First circuit, then snack
2. First circuit, next clean up, then snack



Have visuals of each station to outline the flow of the circuit...

1



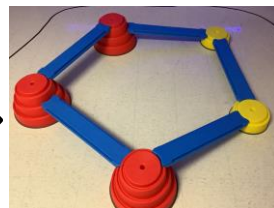
Hop / Jump

2



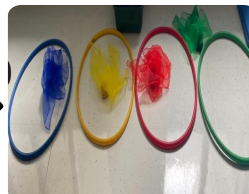
Scooter board

3



Balance steps

4



Toss in target

5



Crawl Through

6



Peanut Ball

7



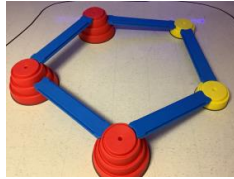
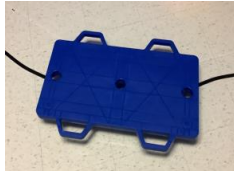
Quiet space

Examples of Student Specific Visuals as a Sequence

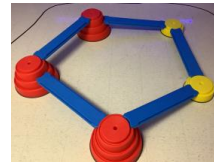
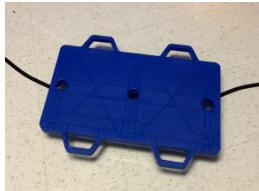
Student specific circuits are created in collaboration with the **assigned** SBRS or School Board OT



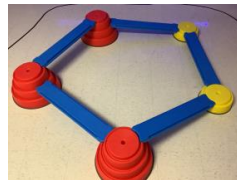
Student A



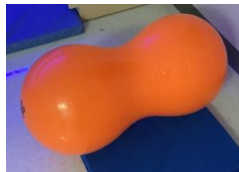
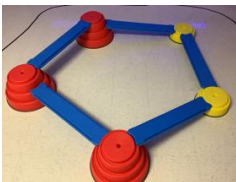
Student B



Student C



Student D



Choice Board Visuals

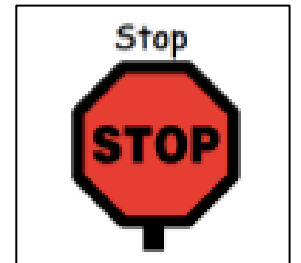
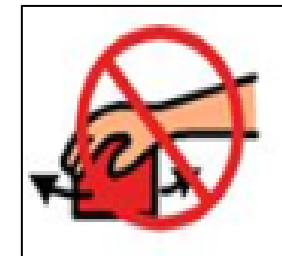
Student Choice and Voice

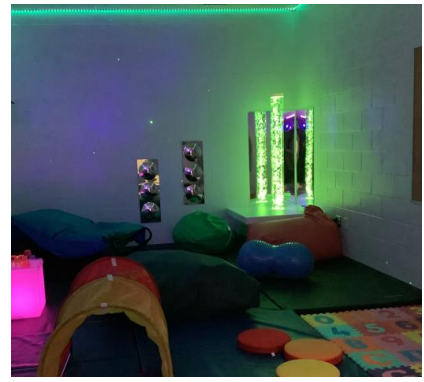
- For some students, visuals are recommended to help them choose low intensity activities
- Includes fidgets, cause and effect, books, fine motor, and tactile sensory tools as part of a visual choice board.
- Use a maximum of 4-6 visuals on the choice board at one time.



Functional Communication Visuals and Safety

- Visual cards for 'more', 'finished', 'wait' and 'not available'
- Pair verbal prompts with visual prompts
- Follow through with all requests for more time
- Offer a 1-minute warning before time expires
- Offer 5 minutes of more time upon request
- Transition to a more preferred task (e.g., snack)
- Replace and redirect from an item that is not available to an item or activity that is available
- Model safe use of tools and safe play
- Consistency and honoring promises builds trust
- Follow the student's lead during play





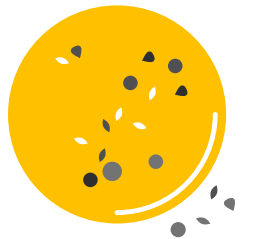
Set up of Universal ALE spaces



- Request for an ALE comes from education staff, SBRS OT, or PDSB OT
- Initial process involves administrative staff reaching out to PDSB OTs
- Collaboration between teacher, EA, and OTs for development and support
- Initially set up by PDSB OT and staff and **maintained by staff over time**
- Consult with SLP and other PSSP staff to help support additional goals
- Universal ALEs are good for all students
- Student specific tools / activities are provided and reviewed by the assigned OT
- Follow up with the teaching team and your ISSP to connect with the assigned OT (PDSB OT or SBRS OT - EOK) for student specific strategies in the ALE space

Guidelines for Gross Motor and Sensory ALE

- Use of the ALE is outlined in the IEP if the student uses it as part of their programming
- For kindergarten students who use the space regularly, consent and documentation is required
- A maximum of 15-20 minutes in either ALE is typically needed to achieve a just right state
- Demonstration is required to learn a new skill, staff to support students through the stations
- More than 4 students in the ALE at the same time may impact function in the space
- Staff complete the data collection sheet for each student after each use.
- Students in a program classroom can access the space at the same time with support staff.
- An ALE schedule for regular access / use may be beneficial, supervision is always required
- Stations should be set up prior to use and use a timer to support transition, duration, and extra time.
- Work together to return all items to their original and designated space. No food in the ALE
- The GM or Sensory ALE is proactive and not used for de-escalation or for compliance.
- Access is built into the student's day, as part of a routine, or upon request.
- Please contact your SBRS OT for student specific questions.



Gross Motor ALE

- Designated for large movement activities.
- Includes high intensity, medium intensity, and low intensity activities
- Model each station with each student when regulated
- Support and move with the student through stations.
- Activity examples and options are provided
- Use a circuit counter to complete the circuit
- Consider closed ended activities at each station
- Discontinue tool if used unsafely or dysregulation noted



Sensory ALE

- Designated for soothing and or stimulating input
- The student can ask for additional time if needed
- Tools can be interactive for skill building and connection.
- Be present, follow the student's lead, demonstrate tools
- Sensory tools can include slow moving visuals, soothing sounds, tactile surfaces, deep pressure tools, and slow-moving / rocking equipment.
- Low intensity activities can include fidgets, tactile bins, puzzles, books, fine motor activities, coloring, building, and deep breathing.



Learning opportunities in ALE spaces

Color recognition
and matching
colors

Letter, number,
color, and shape
recall, recognition
and matching

Match pictures or
words

Read a book,
complete a puzzle
or color

Practice fine motor
skills – playdoh,
fidgets, sensory
bins

Counting and
quantity

Request a tool or
to turn on device

Match and
describe textures

Social skills such as
waiting, turn taking
and sharing

Deep breathing - a
pattern or tool
(e.g., Hoberman's
sphere)

Identify body parts
and resulting
sensations

Identify feelings
before and after
the use of the
space

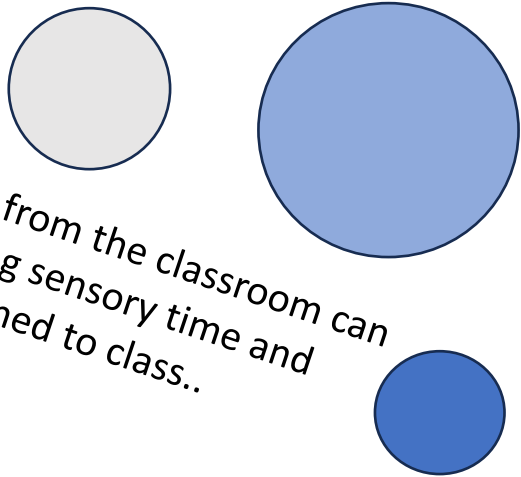
Animal, word and
labeling activities
in this space

Directionality (top,
bottom, beside,
left, right, over,
under)

Spatial orientation
(near, far, high,
low, up, down,
above, below)

How to use the ALE space

- ☐ Check in with student
- ☐ Practice deep breathing with tangible with student
- ☐ Review visuals
 - ☐ First gross motor, next sensory activities, then back to class
 - ☐ Gesture to review the visual sequence of their specific circuit / stations
 - ☐ Move to the first station together
- ☐ Put on timer for duration of time in ALE. Remember each station must have a clear start and end
- ☐ Follow the sequence of motor activities (stations) and be present with the student(s) at each station
- ☐ Demonstrate and complete activity with the student at each station since motor planning may be difficult
- ☐ Do not force a student to complete a station especially if they do not know how to complete it or do not enjoy it
- ☐ Follow the student's lead and model safe use of tools during time in the **sensory space**
 - ☐ Offer visuals or tangibles for the student to choose their preferred item in the sensory space (textures, fidgets, visual)
 - ☐ Exchange items upon completion
 - ☐ Redirect to safe play as needed
- ☐ Complete data collection sheet when student is engaging in a safe and independent task
- ☐ Reminder of time remaining at the 5-and 1-minute marks. Before time ends ask if they need more time.
- ☐ Review first / next / then
- ☐ Review check out and add to data collection sheet
- ☐ Practice deep breathing with student (with or without tangible) and return to class



Toys brought from the classroom can
be used during sensory time and
returned to class..

Check-in example

Don't forget to
start a timer!



How do you feel? ALE Check-in and Check-out					
5	Going to explode Out of control Terrified Angry Devastated Need Space				
4	Worried Stressed out Frustrated Getting Angry Scared Need help				
3	Upset Nervous Embarrassed Disgusted Silly Excited Got a problem				
2	Happy Feeling good Just right Calm Focused Relaxed Doing okay				
1	Sad Bored / Tired Sick Disappointed Got a <u>problem</u> Need help				



High Intensity Activities

Jumping and Stepping

Choose 1 from the list below

- Model activity and support student as needed
- Step over OR jump over the blocks set out into a pattern on the floor
- Hop along the pattern on the floor using 2 feet then 1 foot (if possible)
- Incorporate hoops and steps
- Hop into the hoops (crash land onto the crash mat) or move onto next station
- Hop or march with high knees along a pattern outlined on the floor
- Hopscotch

High Intensity Activities Following a Track



Use of tricycle, scooter, scooter board, plasma car, roller racer, rolling chair, hopper ball, or hopper animal. Continue to monitor regulation.

Choose 1 from the list below

- Follow along the track or along the arrows outlined
- Use a skipping rope or hula hoop to pull the student around the track if they are not able to propel themselves on a scooter board
- Include a 'stop, wait and go' points with signs
- Complete a scavenger hunt or community outing using the riding tools.
- Collect items along the way or deposit items from the s target at the other end of the track
- Use a circuit counter for each lap



High Intensity Activities

Scooter board

Choose 1 from the list below

- Follow a track outlined on the floor using feet to propel forward
- Follow a track outlined on the floor by lying on stomach and using hands to propel forward
- Retrieve items from one location to another (puzzle, bean bags)
- Use a hula hoop to pull student along the track
- Kneel or sit cross legged and use plungers to propel forward along the track
- Use circuit counter for pulling student on the scooter board



Circuit counter

Use a circuit counter to outline how many times left to complete a circuit or a station

Print laminate and cut out

		
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Example of circuit counters



Chose a counter that is of interest to the student. Print, cut and laminate.





High Intensity Activities

Spinner



Choose 1 from the list below

- Slow spinning is more regulating than fast spinning
- Spin for a count of 20 then spin the other way for a count of 20
- Sit on spinner and bring item from one side to the other
- Supervision is required
- Maximum time is student specific – 4 minutes is average
- Discontinue if student is unsafe or nauseous or dysregulated



High Intensity Activities

Stationary Bike



Choose 1 from the list below

- Use music to set the pace of the peddling (1-5 mins)
- Count to 30 then back down to 0 for duration
- Sing the alphabet song for duration
- Toss items into a target while on the stationary bike
- Explicitly teach how to pedal and use the bike as needed
- Use of timer – determined by student if possible

Medium Intensity Activities

Large Foam Structure or Crash Mat/Pad

Choose 1 from the list below

- Climb to the top of the structure. Climb along the crash mat. Use a timer to make it closed ended.
- Hop onto the structure. Hop onto the crash mat. Use a timer to make it closed ended.
- Toss or roll various sized items into a target while sit, or prone on the structure or on the mat (change items daily or weekly)
- Log roll along the slide. Roll along the crash mat.
- Pick up items from one side of the structure or mat and deposit or complete on the other side. Use a timer to make it a challenge.



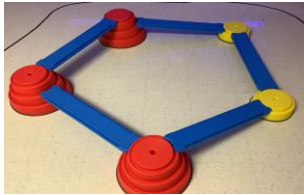
Medium Intensity Activities

Balance Beam or Balance Stones

*Depending on student interests, strengths, and skills, work on number, letter, shape, color recognition, and positions. Additional support may be required such as holding hand. **Choose 1 from the list below***

Examples

- Walk along the beam / stones to bring an item from start to finish.
- Create a straight, wavy, curved, or zig zag pattern with the student
- Complete 3 stop and go activities
 - find a color, letter, shape (use singing, call out a color etc.,)
- Pick up items (e.g., bean bags) along the way and deposit
- Touch a color, shape, letter, number with different body parts e.g., foot
- Practice positional language for 3 positions e.g., over/under, top/bottom
- Soft foam or sound stones can be used to crawl along on hands / knees



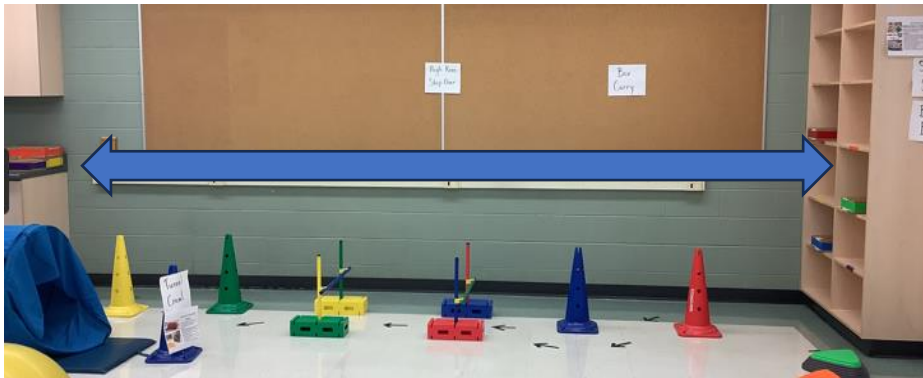
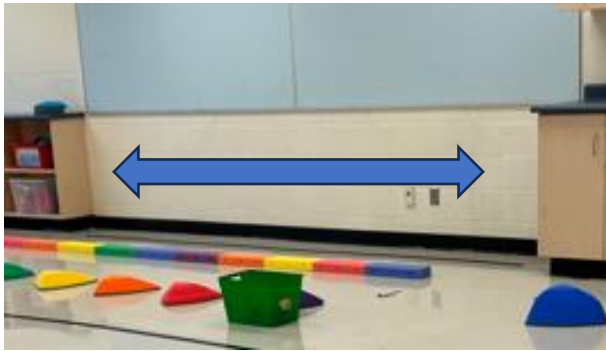
Medium Intensity Activities

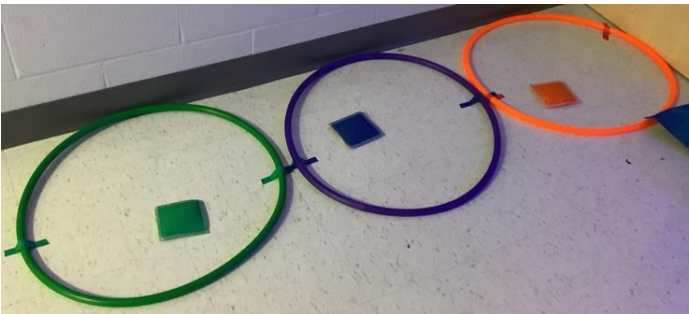
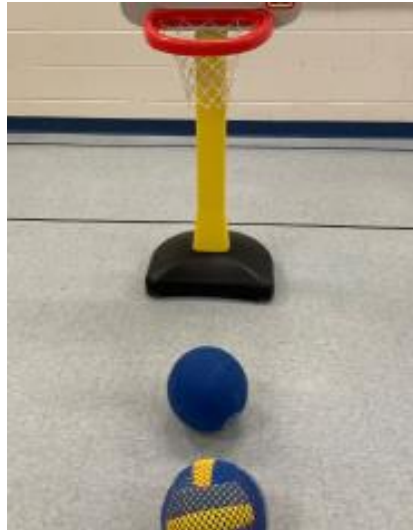
Carry item to sort or stack

Depending on student interests, strengths, and skills, work on number, letter, shape, color recognition, and positions. Additional support may be required such as holding hand and directing to next step. **Choose 1 from the list below.**

Examples

- Walk along the beam / stones to bring an item from start to finish and repeat until all 4 items are collected. Reverse or replace items
- Pick up items (e.g., bean bags) along the way on the track and deposit into target
- Lift and carry item and sort based on color, shape, letter, number with different body parts e.g., foot, knee, elbow, hand, finger etc.
- Sort items at different heights and weights





Medium Intensity Activities

Toss into a Target

- ***Stand at designated spot or at a visual cue on the floor***
- ***Use ribbons, scarves, bean bags and other soft items from phys-ed***

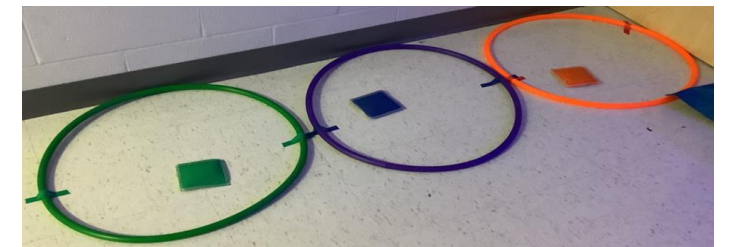
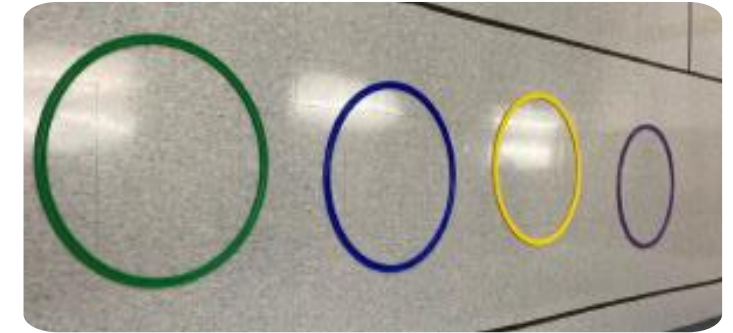
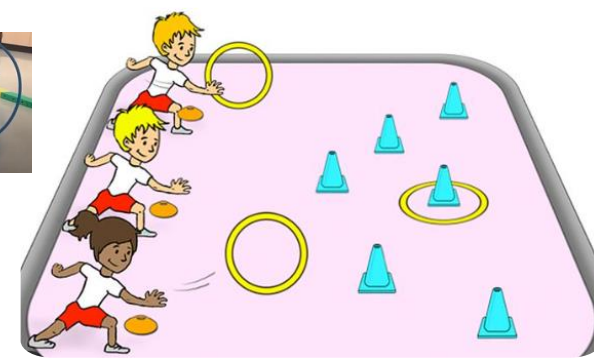
Choose 1 from the list below

- Toss various sized items into a target and change items tossed daily e.g., ribbon, bean bags, foam discs, soft balls etc.
- Roll a large foam dice and toss the number of items into the target.
- Roll a large foam dice and toss the number of colored items (change type of item daily) into matching-colored **hula hoops**
- Toss a ball (beach, weighted, sound, or balloon) back and forth to each other (reciprocal play) count together for each catch (up to 20).
- Toss and catch scarves and ribbons or balloons before they touch the ground

Medium Intensity Activities

Hula Hoops

- Set up the hoops to hop into
- Set up to toss color coordinated items or various items and change arrangement of hula hoops daily
- Use around the waist as needed
- Use to pull the student on the scooter board
- Complete activity card in each hoop
- Crawl through hoops supported by a base or by support staff
- Roll or spin hula hoops onto a target
- Roll or spin and throw ball through hoop



Medium Intensity Activities

Tunnel

- *Place a thin yoga mat underneath the tunnel. Use a circuit counter. Only one student in the tunnel at a time*

Choose 1 from the list below

Examples

- Crawl through the tunnel and end at a crash mat then crawl along the crash mat to the next station.
- Bring an items from the start of the tunnel to the other side (e.g., bean bag). 1- 3 times.
- Kick ball through the tunnel and crawl through the tunnel. 1-3 times.
- Roll a ball through the tunnel and then crawl through the tunnel. 1-3 times.
- Push a ball through the tunnel as they crawl through the tunnel to end at the other side. 1-3 times.
- Crawl through the tunnel filled with pillows





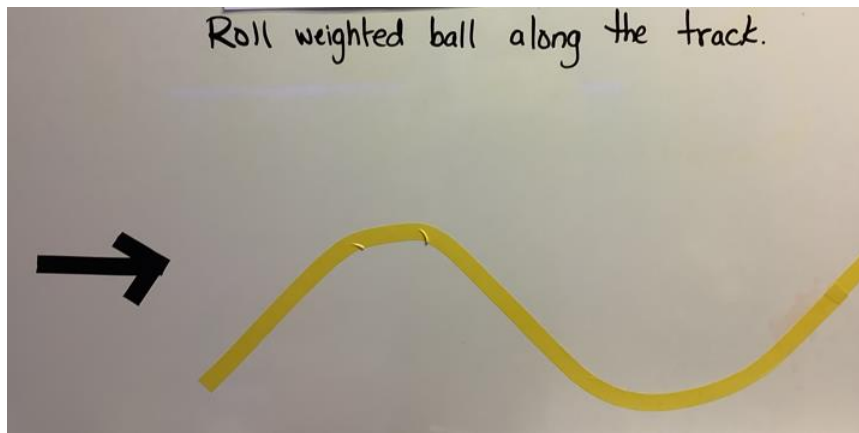
Medium Intensity Activities

Peanut Exercise Ball

Choose 1 from the list below



- Roll over ball forward until hands touch the floor and push back
- Roll over the ball forward until hands touch the floor and walk forward on hands keeping balance and then walk hands back
- Roll forward and complete puzzle
- Roll forward into crash mat or bean bag chair
- Straddle ball rocking side to side while seated on the ball
- Straddle ball and reach to the sides to reach items on the floor
- Sit on the ball, feet on floor, and raise knees up and down one at a time
- Straddle the ball and bounce slowly



Medium Intensity Activities

Weighted ball

Choose 1 from the list below

- Toss or smash ball onto an outline marked on the ground pick up and repeat 5x
- With a partner pass ball around abdomen to partner (standing behind) and through legs
- Push ball along line on the ground (track)
- Roll ball into bowling pins
- Roll through tunnel
- Squat to place ball from a high shelf onto a low shelf and repeat 5x



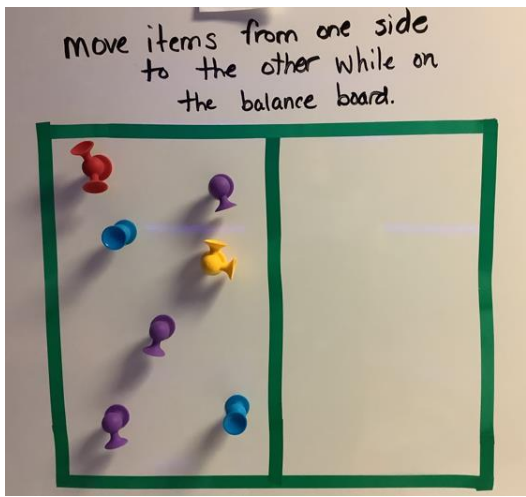
Medium Intensity Activities

Ball Play

Choose 1 from the list below

- **Reciprocal play** - toss or bounce to each other: start at 6 feet, take a step back after each toss (6-10 tosses)
- Roll ball to each other while sit on the floor or at a tabletop
- Use a parachute to toss the ball up and catch
- Use a balloon to track and toss back with hands or with a tool such as a pool noodle
- Pass medicine ball to partner forwards, around torso, and between legs
- Bounce and then look up and toss into basket - moving head up and down
- Bounce ball at wall and catch - sing alphabet or count each bounce
- Bounce / throw ball to number, letter or word on the wall when called out





Medium Intensity Activities

Balance board / See saw

Supervision strongly required

Choose 1 from the list below

- Stand with support from staff and weight shift while singing a song or counting
- Stand on board and pick up item from floor or shelf and toss into target
- Standing at a whiteboard or blackboard balance while moving items from one side of the board to the other



Medium Intensity Activities

Foam Blocks



Choose 1 from the list below

- Build tower with blocks
- Use with other equipment
- Collect blocks along the stepping stones
- Step over blocks
- Collect block, crawl through tunnel, and build
- Use blocks and ball for bowling
- Use blocks to build then knock down
- Toss blocks into target / basket

Medium Intensity Activities

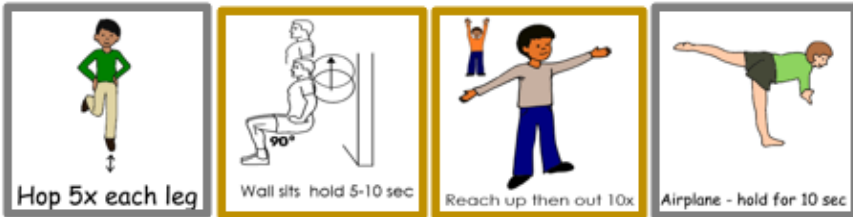
Fitness Station



- Stand on identified area at the wall or mirror
- Complete each activity **together**, 3-5 times – count
- Change the set of activities every 2 weeks or as needed

Choose 1 from the list below

1. Jumping jacks, wall push ups, bend to the side reach over, balance on 1 foot
2. Jump on the spot, wall squats, reach up and out, airplane hold one leg
3. Star jumps, lunges, cross crawl with high knees (alternate), arm circles, touch toes with opposite hand
4. Roll Fitness Dice and complete as indicated (3 rolls)
5. Use animal walks to bring an item from start to finish – bear, crab, frog, duck, cat, caterpillar, turtle etc.
6. Use hands and feet outlines to create activities and positions that promote hands and feet placement



Low Intensity Activities

Exercise Bands

Choose 1 from the list below

Complete 3x each – use a circuit counter

- Pull out across body
- Pull up and out while standing on it
- Pull up arm bends
- Pull up, down and out across body
- Pull out above head
- Pull up and across body



Pull up and out



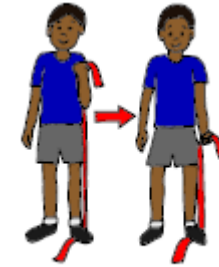
Pull out across body



Pull up and across body



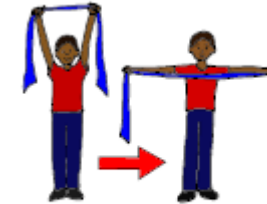
Pull band towards body



Pull up arm bends



Pull out above body



Up, down, out across body



Body Sox

- Stretch limbs while inside
- Ensure head is out of material

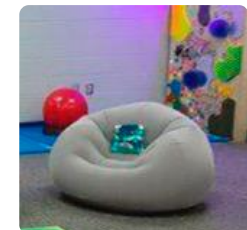
Low Intensity Activities

Quiet Space or Sensory Room

- Be present with the student in the sensory space
- Establish connection and rapport - Follow their lead, label colors, count fish, track lights, peek a-boo, play a game, read a book to them, find items or colors in the space, build with them, etc.
- Redirect unsafe activities
- Plug in and set up sound and light tools each morning
- **Charge light up cubes, spheres, and interactive tiles each night. Store chargers and remotes in a safe place**

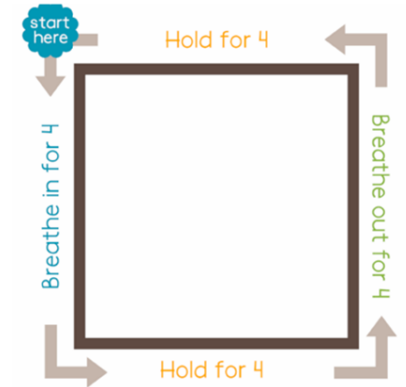
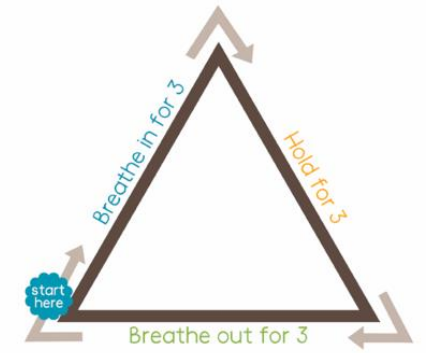
Examples of Items available

- High interest items – books, coloring, fidget tools, building tools etc
- Toys are transitioned to and from classroom
- Slow rocking (or swinging)
- Mats, bean bag chairs or pillows, tent or area dividers
- Slow moving lights, LED lights
- Soft textures and / or squeezable fidgets
- Soft music or white noise, noise cancelling headphones



Low Intensity Activities

Breathing Station



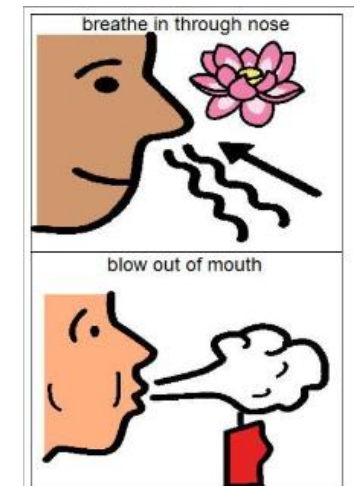
Sometimes start the circuit with breathing to support regulation

Always end the movement circuit with deep breathing

Using interactive cause and effect tools supports deep breathing

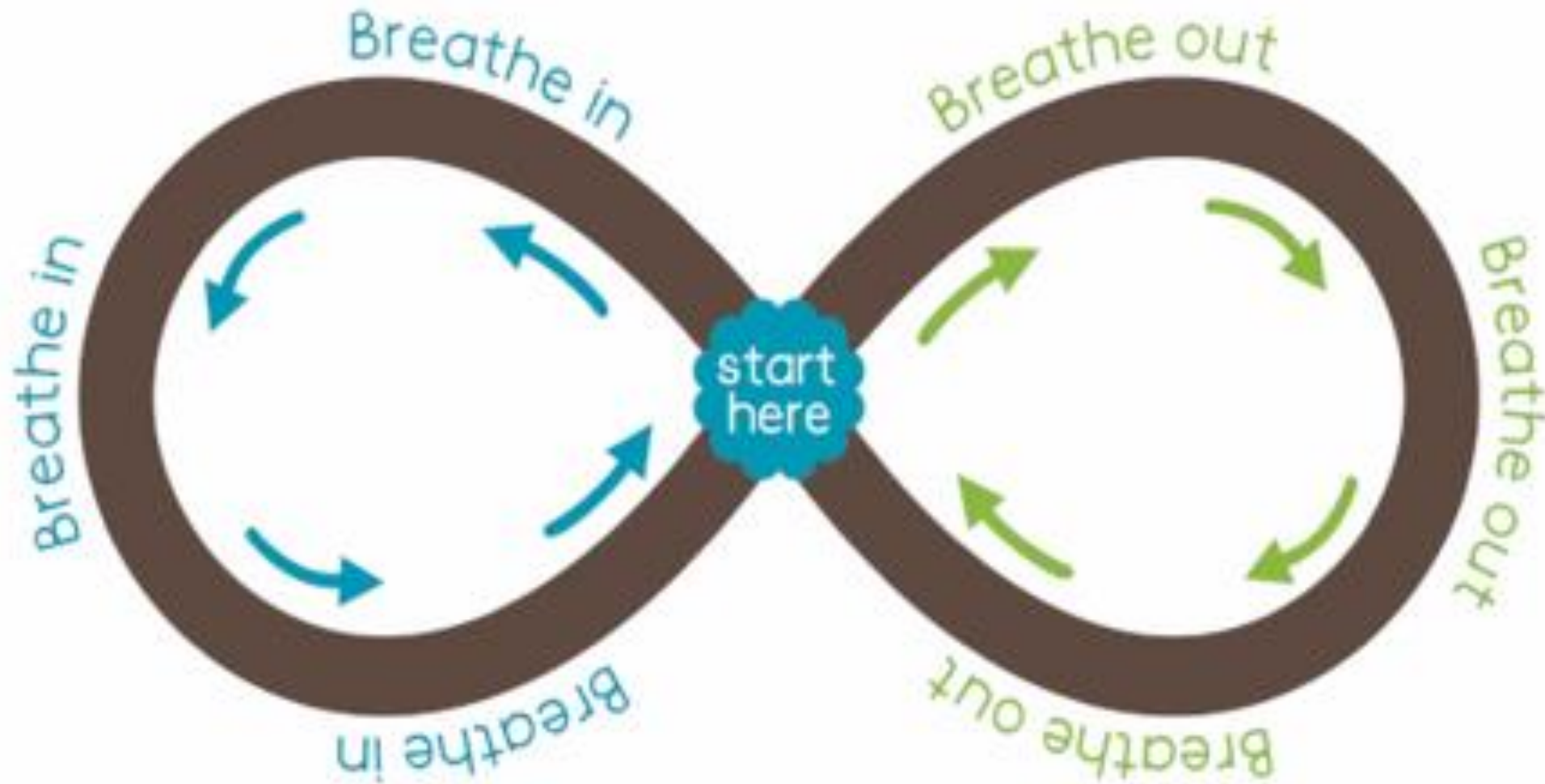
Choose 1 from the list below

- **Tool examples** – pinwheel, ribbons, bubbles, feather, Hoberman sphere
- **Belly breathing** – hands on belly and use abdomen to take deep breaths. See the hand move up and down.
- **Use a shape** – square, star, infinity 8, hexagon, triangle, hand
- **Count breathing** - 1 inhale, 2 exhale...
- **Use a culturally appropriate saying** – e.g., ‘Smell the flowers, blow the candle’
- **Emphasize the exhale**










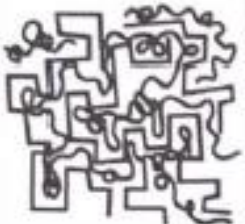







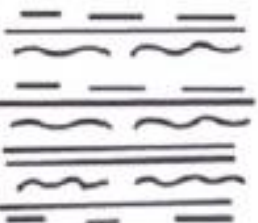



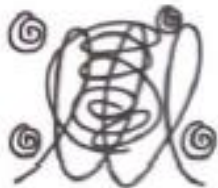
Infinity 8 Breathing

1. Start in the middle
2. Go up to the left side and trace while you breathe in
3. When you get to the middle, breathe out while you trace the right side
4. You can use your palm to practice this anywhere!



Pre and Post Check in example

[ALE check-in example NEW.pdf](#)

How do you feel? ALE Check-in and Check-out					
5	Going to explode Out of control Terrified Angry Devastated Need Space				
4	Worried Stressed out Frustrated Getting Angry Scared Need help				
3	Upset Nervous Embarrassed Disgusted Silly Excited Got a problem				
2	Happy Feeling good Just right Calm Focused Relaxed Doing okay				
1	Sad Bored / Tired Sick Disappointed Got a problem Need help				

Data Collection for Sensory or Gross Motor (GM) Room

Peel District School Board - Special Education and Social Emotional Learning

**Place a checkmark or x in the corresponding areas below*

**pre and post check-in descriptors are based on the strengths of the student; only examples are provided below including words, gestures, colors, numbers etc.*

[illegible][illegible]

To be completed per student to document frequency, duration, and use of the space.

[Data Collection sheet for ALE Universal NEW.pdf](#)

Student Specific Tools

- The following items are NOT universal tools
- Items are student specific and recommended by an OT or PT
- Can be dysregulating if not followed up with a weight bearing activity
- Discontinue if student becomes dysregulated or uses the tool in an unsafe way
- Consult with SBRS OT/PT for further instructions regarding use
- To be covered after each use if in a shared space.
- Safety concerns include amount of weight used, filling and parts
- When prescribed, it is provided upon request or as part of daily routine



Circuit Station Numbers

- to print, laminate and cut

1

2

Circuit Station Numbers

- to print, laminate and cut

3

4

Circuit Station Numbers

- to print, laminate and cut

5

6

Circuit Station Numbers

- to print, laminate and cut

7

8

Circuit Station Numbers

- to print, laminate and cut

9

10

Circuit Station Numbers

- to print, laminate and cut

1 1 1 2

Balance Exercises



B

Reach over each side 5x

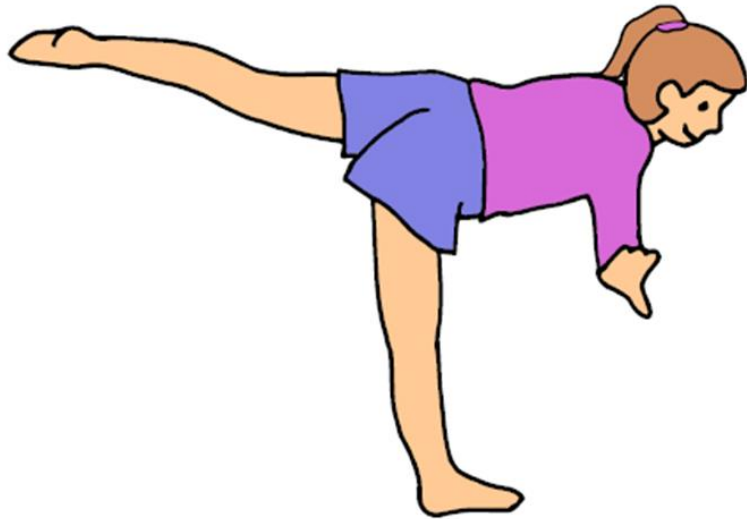


B

Bend Over touch toes 5x

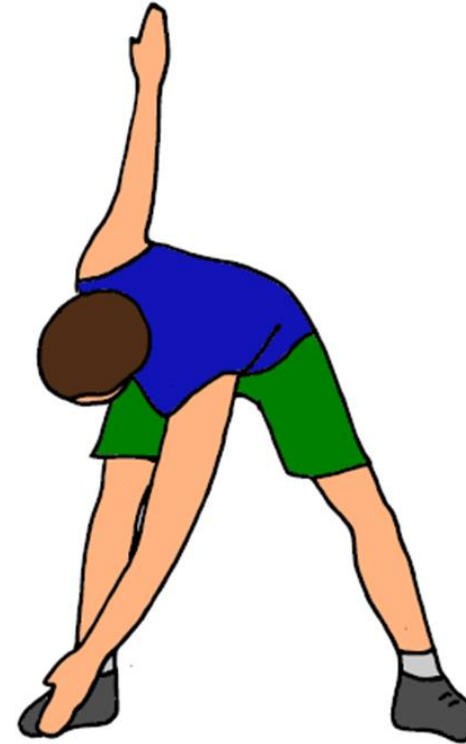
Balance Exercises

B



Airplane Balance hold for 10 sec

B



Touch Toes each side 5x

Balance Exercises



B

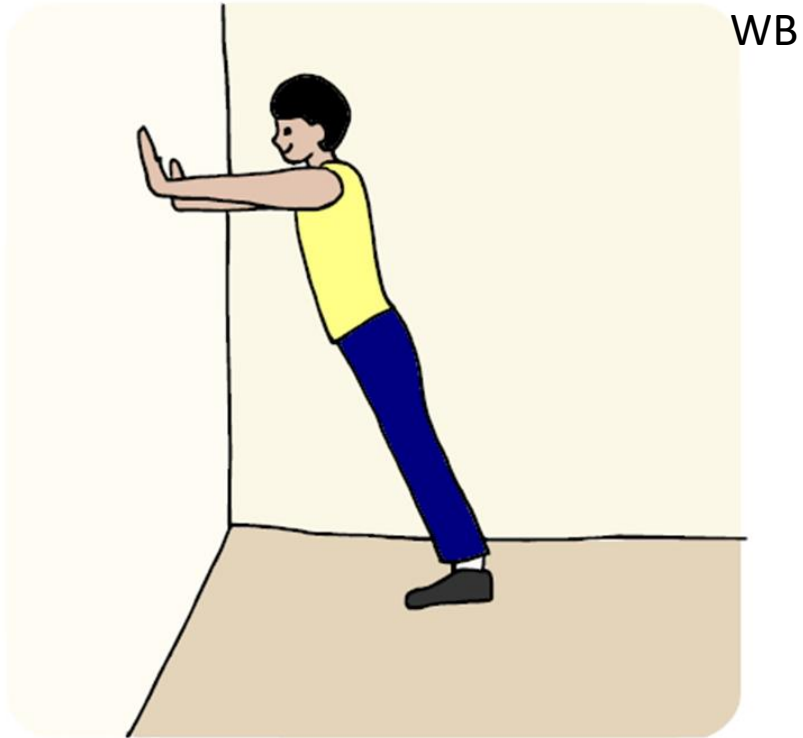
Cross Crawl 10x



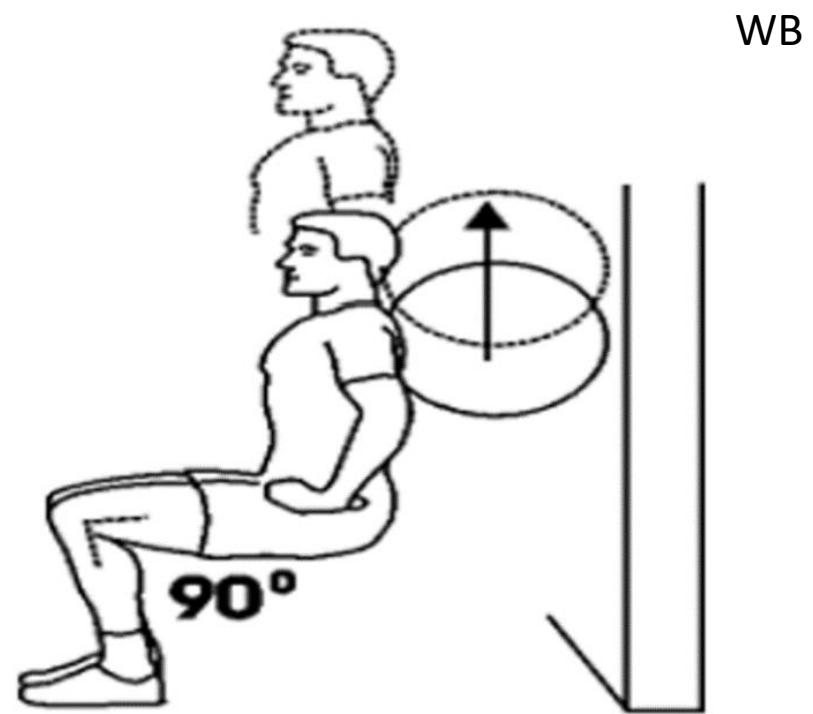
B

Tree Pose hold for 5 seconds 3x

Weight Bearing Exercises



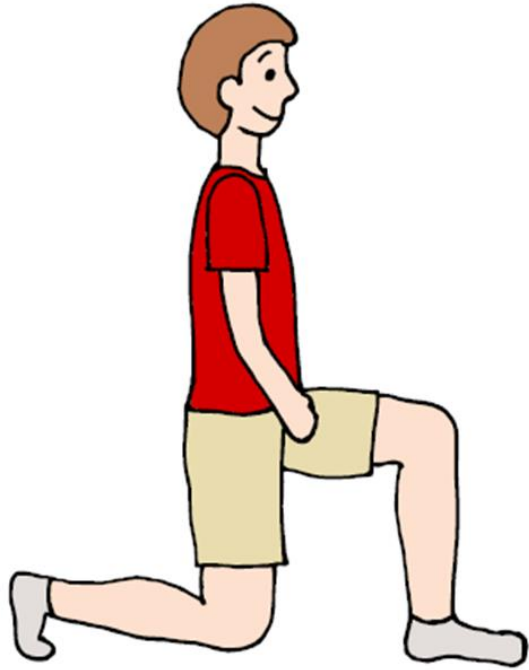
Wall Push Ups 10x



Wall sits hold 5-10 sec

Weight Bearing Exercises

WB



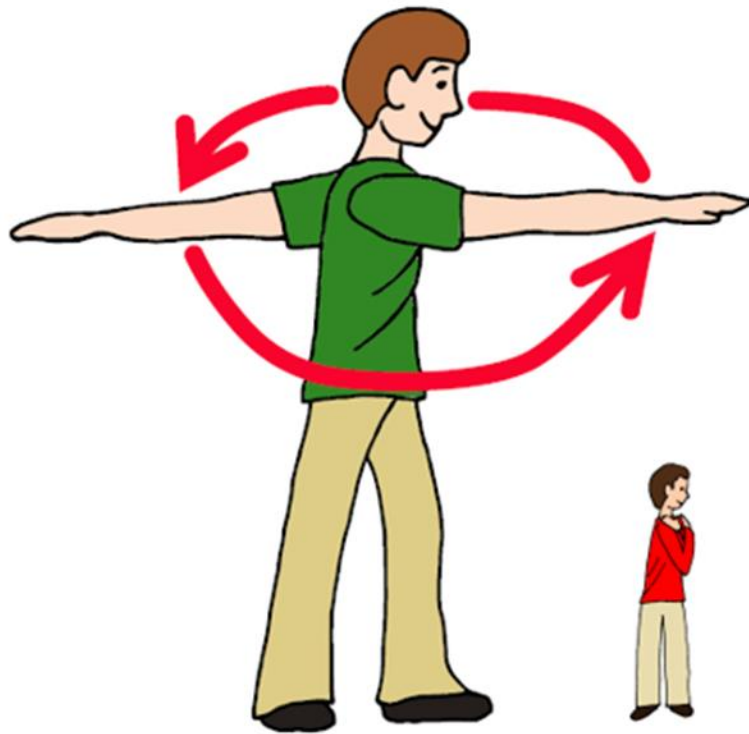
Lunges 10x

WB



Squat 10x

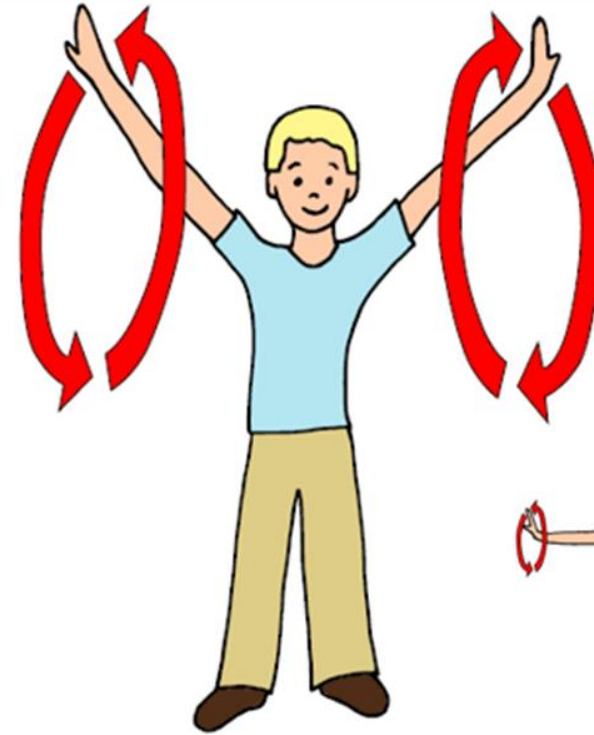
Weight Bearing Exercises



WB

Twist with Arms Crossed 10x

Twist with arms out 10x

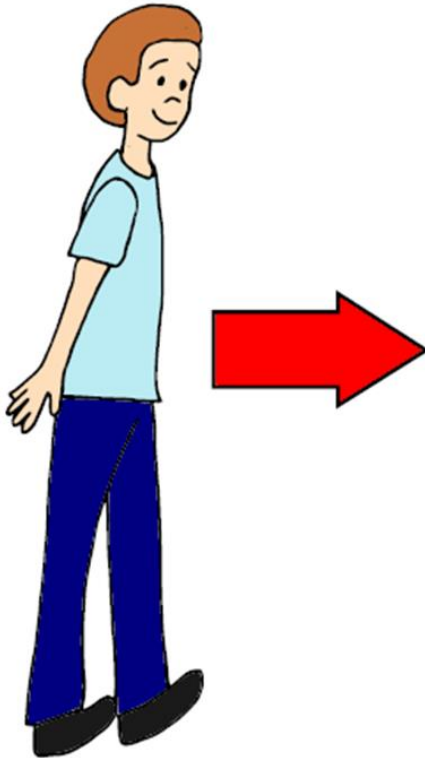


WB

Small Circle Arms 10x both ways

Big Circle Arms 10x both ways

Weight Bearing Exercises



WB

Heel Walk Forward 10 steps



WB

Hands Up and out 10x

Arms Out and up 10x

Alerting Exercises



Frog jump 5x



High Knees 10x

Alerting Exercises



A

Hop on one foot 5x each leg



A

Jump side to side 10x

Alerting Exercises



A

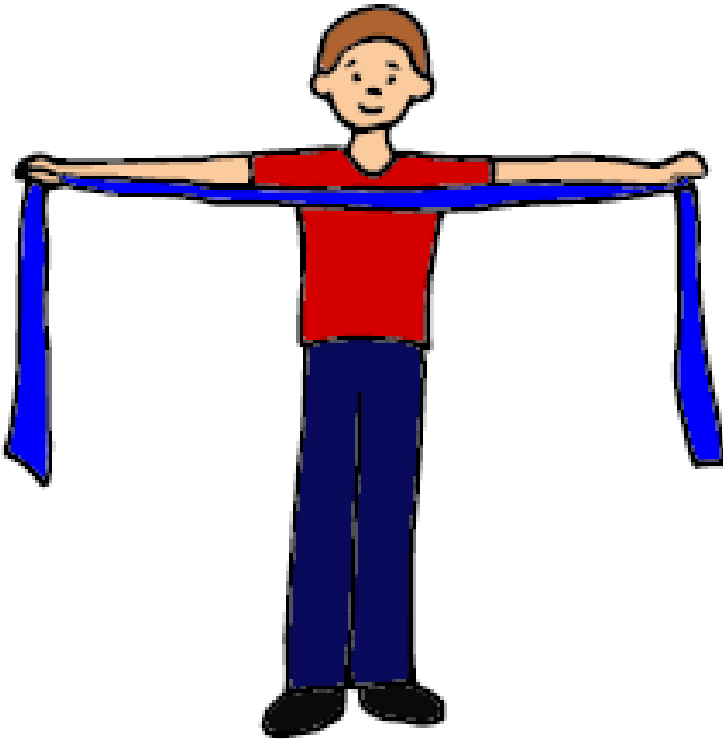
Jump up 10x



A

Jumping Jack 10x

Resistance Band Examples

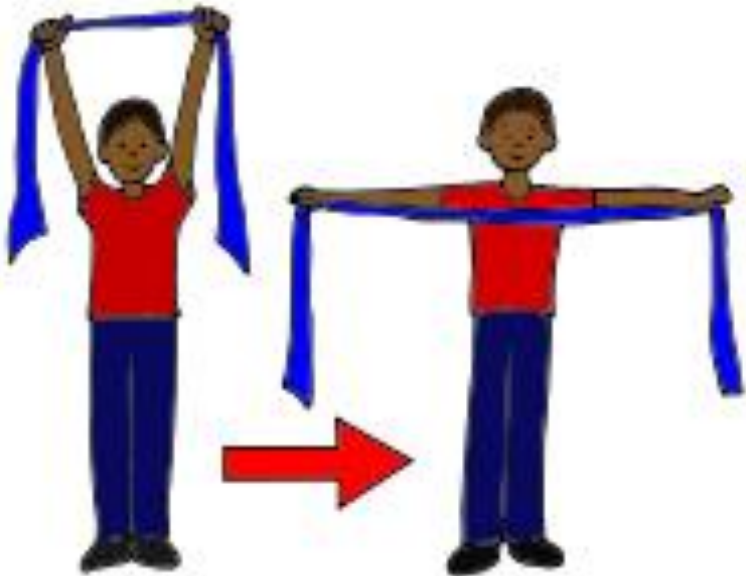


Resistance Band



Pull band towards body

Resistance Band Examples

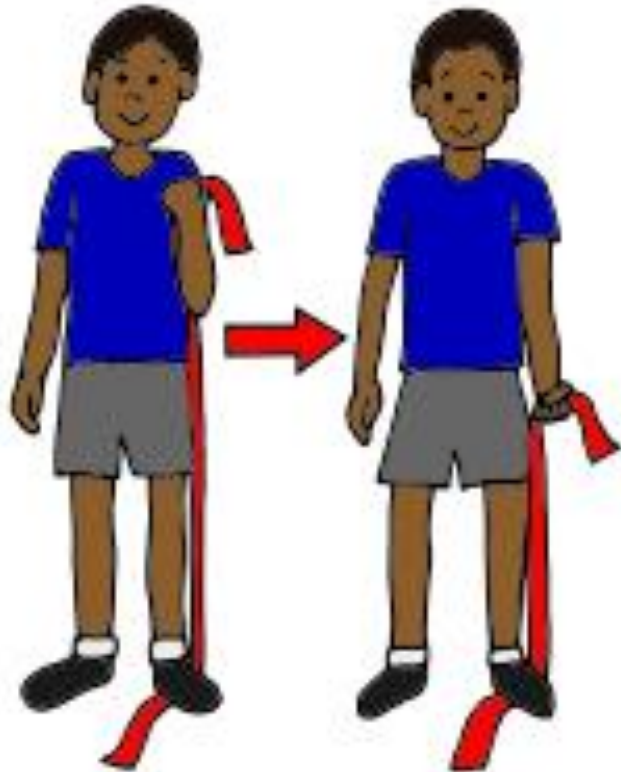


Up, down, out across body

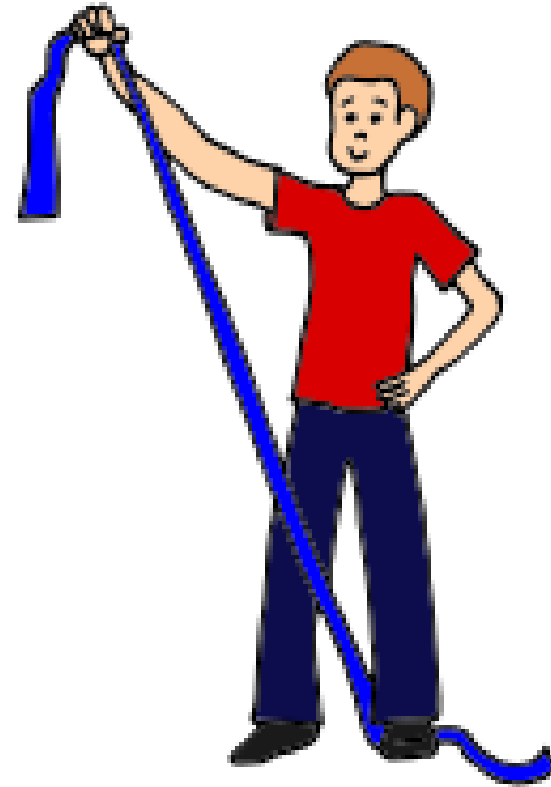


Pull out above body

Resistance Band Examples

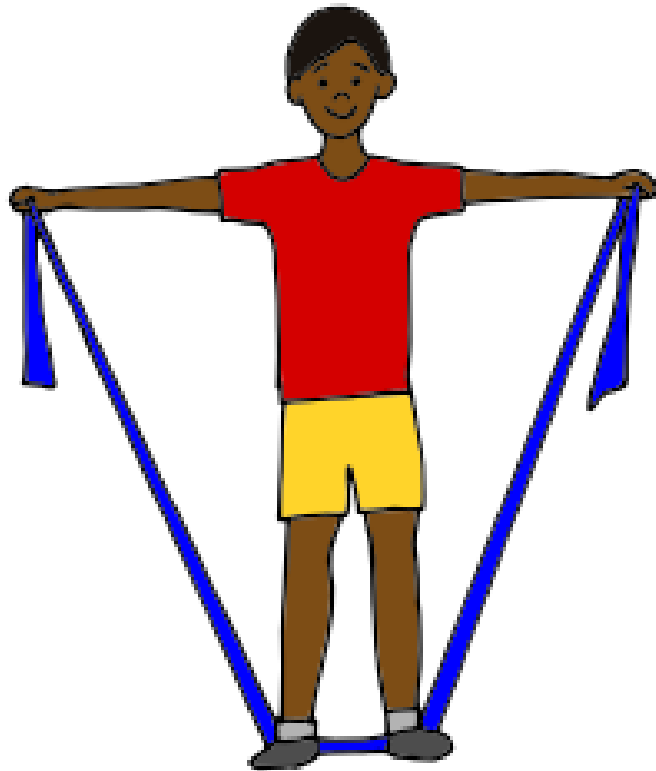


Pull up arm bends



Pull up and across body

Resistance Band Examples

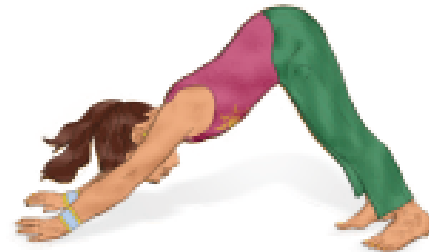
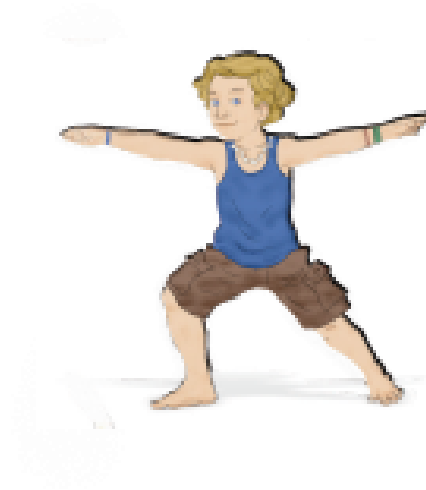
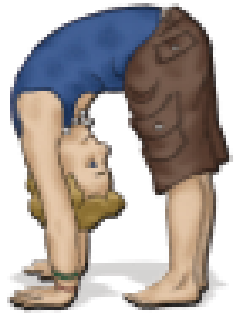


Pull up and out



Pull out across body

Stretches poses



Motor Circuit Room

Gross Motor ALE

Sensory-Motor Room

Combination Sensory and Gross Motor ALE

Following a track

- ☐ Trike
- ☐ Scooter
- ☐ Hopping ball
- ☐ Other

Jumping or Hopping

Spinner Activities

Hopscotch Activities

Follow the Sensory Path

Stationary Bike

- ☐ Treadmill
- ☐ Elliptical
- ☐ Rower
- ☐ Other

Climb the Foam
Structure

Walk Along the
Balance Beam

Walk along the
Stepping Stones

Toss into Target

Crawl through
Tunnel

Exercise Ball
Rolls and
Activities

Weighted Ball
Roll Along the
Track

Reciprocal Ball
Play

Balance Board

Build with
Foam Blocks

Carry Item to
Sort or Stack

Fitness Station

Exercise Band Station

Deep Breathing Station

Cozy Corner

Choose 2
exercises



Trampoline

- **Trampolines are NOT universal tools**
- Trampolines are student specific
- Recommended by an OT or PT
- Can be dysregulating if not followed up with a weight bearing activity
- Discontinue if student becomes dysregulated or uses the tool in an unsafe way
- Consult with SBRS OT/PT for further instructions regarding use
- Can be used to support proprioception and vestibular input. Strength and coordination. Letter, number, color and shape recognition, spelling, math, etc., stop and go, positions (up down, beside, on and off), and used for the duration of a song or counting or alphabet.
- To be covered after each use if in a shared space.

Swings

- **Swings are NOT universal tools**
- Swings are student specific
- Recommended by an OT or PT
- Can be dysregulating if not followed up with a weight bearing activity
- Discontinue if student becomes dysregulated or uses the tool in an unsafe way
- Can be used to support vestibular input, core strength, crossing midline, coordination, posture and position, and used for the duration of a song, counting, or alphabet.
- Consult with SBRS OT/PT for further instructions regarding use
- Removed or covered after each use



Weighted tools and Squeeze Machines

Weighted tools and squeeze machines are NOT universal tools

Weighted tools are student specific

Include vests, blankets, animals, medicine balls and Lap pad

Recommended by an OT or PT

Consult with SBRS OT/PT for further instructions regarding use

Safety concerns include amount of weight used, filling and parts.

Discontinue if student uses the tool in an unsafe way

Can be used to support deep pressure, posture and position

Can be requested by the student or available as per student specific strategies



Relaxation Room

Sensory ALE

Cozy Corner

Sensory ALE