**Module 4D: Using a sensory profile to personalise a learner with autism’s learning experience in the classroom.**

**Touch Sensory Issues: Positive and Protective Strategies**

Learners with autism can be very sensitive to touch (especially light-pressure touch). They might find crowded areas difficult. Learners can also be hypersensitive to fabrics and other learning materials.

Potential problems might be:

• seating arrangements

• busy corridors

• pushing during queues

• school uniform

• P.E. - especially contact sports and muddy sports areas

• hands-on learning activities like art or animal care

**Protective and positive strategies include**

• Variations of the school uniform

• leaving the classroom slightly earlier or later than peers to avoid busy corridors/crowds

• Access to stress balls or object which the pupil finds relaxing/calming

• Plenty of space between chairs and generous size working areas to move in

* Clearly defined seating space - especially in circle/story time