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

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

Your classroom may be too visually stimulating for a learner with autism, and this overload of information may be too bombarding.

This visual overload might stem from different sources. Are your classroom walls covered with prior learning; themed displays; class and individual targets; behaviour management protocols or other information? Sometimes the variation of types of information can be endless (and not necessarily displayed in the best place.)

Light and lighting can also be an issue. The flickering of a fluorescent light or the glare/shadow from natural light sources in the classroom may also be distracting or painful.

**Positive and protective strategies include:**

• audit of the visual information one the walls - is it all necessary?

• creation of one ‘clear’ wall in the classroom

• Individual workstations with minimal visual clutter - including an umbrella or a pop-up event tent

• Identifying the flicker rate on your fluorescent lights by videoing the light - older one’s flicker more so it might be time to replace the tube.

• Audit the glare/shadow from natural light at different times of the day/year

Suggestions from the environmental audit section may be helpful.