

Body Activated Learning Sensational Self Profile

Name of Student: _____ Date: _____
 Observed by: _____

Self Awareness:

Strengths: _____
 Challenges: _____
 Response to Classroom Environment: _____
 Quality of Transitions: _____
 Response to Skill Demands: _____

Supportive Sensory and Movement Activities:

Classroom Observations:

Transitions/ Times of Day/ Activities where the student would benefit from RESTORE activities:

Transitions/ Times of Day/ Activities that where the student needs ENERGIZING or ACTIVATING activities:

Optimize: List the activities/ strategies that work for this student's body to assist with self regulation.

ENERGIZE: Activities that increase alertness and body connection.	RESTORE: Calming and organizing activities to relax and center the body.

ACTIVATE: Prepare sensory systems and the body for learning.

What areas are challenging for the student?
(Visual attention, Active Listening, Body Control, Fine Motor Skills)

Circle which ACTIVATING exercises that should be regularly incorporated in student's program.

Move, Learn, Connect

Sit up, Listen Engage

Get Ready, Get Set Go

Sit up, Draw, and Create

Vision Boosts

Regroup: Quick activities that are supportive for this student.

Based on the areas that are challenging for this student, circle the types of REGROUP exercises that are beneficial.

Stretching

Respiration

Rhythm

Vision Breaks

Learn: Facilitating Independent Learning in School.

List the Praxis supports that the child responds to that facilitates independent task completion. (Visuals, maximum number of steps, choice making, picture drawing)

1. _____
2. _____
3. _____
4. _____

Environmental Supports:

List of areas that are challenging and supports that can support the student's success to manage their school environment.

School (Entering School, Lunch Room, Auditorium, Specials, etc):

Classroom (set up the activity, defining the space, cozy corner, lighting, less clutter, noise level):

Individual (Thinking box ideas):
