**RESULTS**

### SENSORY-BASED INTERVENTIONS PARAEDUCATORS USE

<table>
<thead>
<tr>
<th>Sensory-based Interventions</th>
<th>Paraeducator Use</th>
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<tbody>
<tr>
<td>Fidget items</td>
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<tr>
<td>Oral</td>
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<tr>
<td>Chewy tubes</td>
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<tr>
<td>Music</td>
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<tr>
<td>Vestibular</td>
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</tbody>
</table>

**Sensory-based Interventions**
- Stress balls
- Play dough
- Tactile toys
- Bumble ball
- Rubber bands
- Strings
- Hole puncher
- Clicker chain

**Paraeducator Use**
- Dynamic seating
- Proprioceptive equipment
- Fidget items
- Chewy tubes

### PARAEducATOR PERCEPTIONS OF USE

**Integrated into classroom**
- Typically less than 5 minutes
- Break after academic work
- Student selected sensory break
- Student selected preferred activity

**Built into schedule throughout school day**
- Verbal or nonverbal request
- Behaviors beginning to escalate
- Fidgety, difficulty focusing
- Transition after behavioral incident

**Requested by student or directed by staff**

### EFFICACY OF SENSORY-BASED INTERVENTIONS

**Prevention**
“i feel that a lot of times it prevents behaviors from occurring”

**Improved behavioral control**
“I could just see him calm down with some pressure on his shoulders”
“the sensory interventions seem to help student get more, be more on task, to calm and be able to focus”

**Improved participation in learning**
“some of the students who have gotten fidgets will sit longer”
“with the stress balls, they will actually sit and comply and listen during academic”

“they feel better and [are] able to do what’s expected”

### PERCEIVED BARRIERS

<table>
<thead>
<tr>
<th>Tangible</th>
<th>Non-Tangible</th>
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<tbody>
<tr>
<td>Lack of supplies</td>
<td>Student distraction</td>
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<tr>
<td>Space</td>
<td>Work avoidance</td>
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**CONCLUSIONS**

- Paraeducators are implementing sensory-based interventions.
  - Trial and error to find what works
  - Proprioceptive and fidget strategies most commonly used
  - Integrated into school routine

- Sensory-based equipment was
  - Varied and individualized
  - Both typical and non-traditional materials
  - Easily accessible

- Perceived benefits for students
  - Prevent behaviors
  - Improve behavioral control
  - Improve participation in learning

- Study Limitations include
  - Participants from one location
  - Participant experience limited to students with autism spectrum disorder and emotional disturbance
  - Not intervention study; did not attempt to show effectiveness of sensory-based intervention

### CLINICAL IMPLICATIONS

- Interventions being used in manner referred to as sensory diet
  - Routinely offered throughout day
  - Facilitating behavioral control

- Barriers to address
  - Make equipment and materials readily available
  - Create sensory space in and out of classroom
  - Consider strategies not distracting to others
  - Plan to decrease work avoidance

- Aspect of sensory-based intervention not mentioned
  - Environmental adaptations

- Perceptions regarding support and training
  - Learned from participating in OT sessions
  - Appreciated support for ongoing planning and problem solving

### REFERENCES

References provided separately