



# Multisensory Supports for Students

## Administrative Procedure 3.B.115

3.0 Programs and Services  
3.B Student Services

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**Board Governance Policy Cross Reference:** 1, 2, 3, 14

**Legal Reference:** The Public Schools Act (Manitoba); The Public Schools Amendment Act (Appropriate Educational Programming) S.M. 2004, proclaimed October 28, 2005; Appropriate Educational Programming Regulation 155/2005.

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**Further Information:** Standards for Appropriate Educational Programming in Manitoba 2023

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**Date Adopted:** December 2018

**Date Amended:** July 2024

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1. Multisensory supports are designed and utilized to promote self-organization, self – regulation and behavioural change. When used appropriately, they:
  - a. Create a feeling of safety;
  - b. Stimulate sensory - environmental interaction;
  - c. Provide opportunities for engagement in de-escalation strategies; and
  - d. Promote self-care, resiliency and recovery.

### Classroom multisensory tools / strategies

2. Classroom multisensory tools / strategies can support all students and do not need complex planning. For example:
  - a. Having alternative seating choices available (beanbag chairs, rocking chairs, glider rockers, etc.)
  - b. Having assorted manipulatives available (stress balls, fidget toys, etc.)
  - c. Having reading corners, music corners, listening stations, etc.
  - d. Using relaxation / exercise videos with the whole class
  - e. Having “quiet zones” (sofas, pup tent, etc.)

### Student Specific multisensory supports

3. **Planning** for student specific multisensory supports requires consultation and collaboration with the members of a students’ in-school team and/or the school support team. SSP regarding multisensory support considers: diagnostic considerations; sensory profile; trauma history; protective nervous system responses; medical history and environmental elements.
4. **Examples** of student specific supports include:
  - a. Specific sensory items: touch/tactile, smell, sight, hearing
  - b. Movement equipment (therapy balls, thera-bands, etc.)
  - c. Body socks
  - d. Weighted items (blankets, vests, wraps and lap pads, etc.)
5. The process to determine a student specific sensory support generally includes:
  - a. An assessment by an occupational therapist (OT)

- b. Before adding to a student's program, the purpose of these supports must be clearly defined and the expected student outcomes documented in the student's plan, with input from the school support team
  - c. Before adding to a student's program, school staff must receive any required training in the use of specific support
  - d. After adding to the student's program, the occupational therapist (OT) will evaluate the appropriateness and response to the use of specific tool
6. Any student making use of these supports must be closely **supervised** by staff:
- a. Staff must monitor use, document and share appropriately with the school team
  - b. Student specific supports are not transferable between students
  - c. These interventions are designed for a student's specific needs and are not to be shared with others
7. Use and storage of the items requires planning and **ongoing management**:
- a. Items may be stored in classrooms, resource rooms or designated alternate spaces, dependent on identified student's needs
  - b. Weighted items must be stored in a secured location
  - c. Specific care and maintenance plans need to be made for the items
  - d. Vests or lap pads that are damaged, torn, or broken are not to be used by students; damaged items need to be repaired or replaced