

Design Your Own Sensory-Friendly Room Worksheet

This activity will help you imagine and plan a sensory-friendly space for your classroom, church, or program. Think of it like paper dolls for room design—you'll be able to move, cut, and arrange items until the room feels right. How to use this handout:

Step 1: Choose Your Layout

- Use the provided floor layout template or flip to the back and draw your own room.
- Add walls, windows, or doors if you want.

Step 2: Gather Your Room Elements

- On the next pages, you'll find cut-out items (furniture, lighting, calming tools, sensory supports, etc.).
- Cut them out carefully.

Step 3: Arrange and Experiment

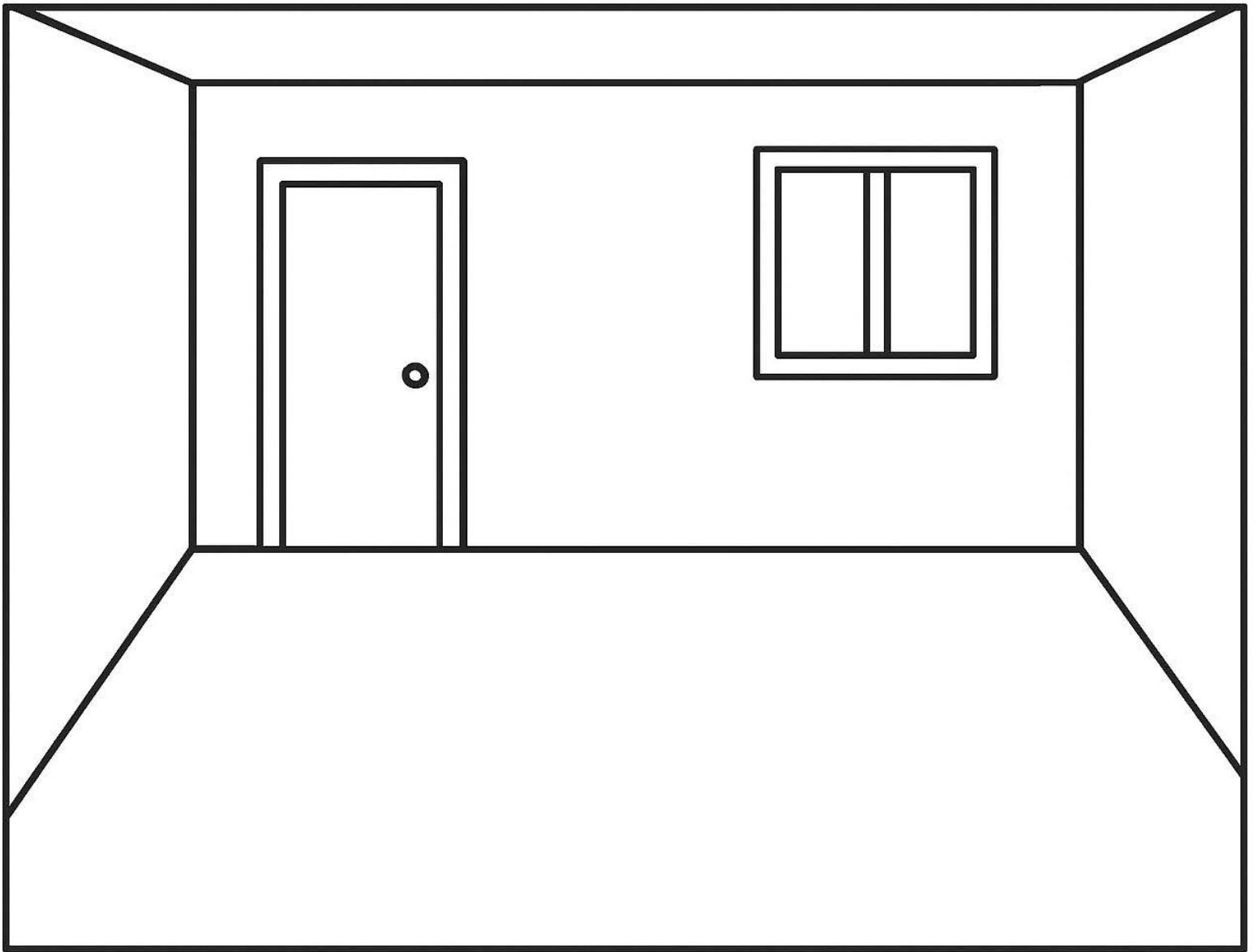
- Place items into your room layout.
- Try moving things around until the room feels calm, safe, and functional.
 - Think about the variety of areas needed, such as quiet zones and spaces for movement.
 - See page 4 for helpful questions concerning lighting, sound, comfort, and accessibility

Step 4: Secure Your Design (Optional)

- If you want a permanent design, tape or glue the items into place.
- Or you can also leave them loose so you can keep re-arranging.

Step 5: Reflect

- When your room feels “ready,” take a moment to look at it.
- Ask yourself: How would a child or adult feel entering this space? What needs are being met here?





Thinking Through Your Sensory Room Setup

Environment & Atmosphere

- Do I have soft lighting available? (lamps, dimmers, light filters, bubble tubes, etc.)
- Do I have natural light managed? (curtains, blinds, or window films to reduce glare)
- Do I have noise reduction strategies in place? (rugs, white noise machines, headphones, etc.)
- Do I have calming décor? (neutral or muted colors, minimal clutter)
- Do I have comfortable temperature and airflow control? (fans, blankets, ability to adjust comfort)

Seating & Comfort

- Do I offer a variety of flexible seating? (beanbags, cushions, wobble stools, swivel chairs, etc.)
- Do I provide spaces for different postures? (lying down, sitting, standing, leaning)
- Do I offer cozy or enclosed spaces? (tents, canopies, small nooks, cozy corners)

Auditory Support

- Do I need to provide noise-canceling headphones or earmuffs?
- Do I need a soft sound option? (calming music, nature sounds, white noise)
- Do I have quiet zones designated for silence or low sound?

Visual Supports

- Are the room's paint and wall visuals minimal, calm, and free from busy patterns?
- Do I provide visual schedules, charts, or choice boards?
- Do I offer optional visual stimulation? (light boards, projectors, bubble tubes, light-bright pegboards)

Tactile Supports

- Do I give access to fidget bins? (stress balls, textured toys, sensory items, etc)
- Is there a variety of textures offered? (fabric swatches, texture wall panels)
- Can weighted items be reached? (blankets, lap pads, stuffed animals)

Movement & Proprioceptive Needs

- Is there an opportunity for big movement? (mini-trampoline, crash pad, climbing cushions, large balls)
- Can we provide a swinging or rocking option? (sensory swing, rocking chair, hammock)

Learning & Regulation Tools

- Are calming activities available? (storybooks, coloring pages, puzzles, table space for focused play)
- Are self-regulation tools visible? (feelings chart, emotion cards, coping strategies posted)
- Have we built in clear pathways? (room not overcrowded with furniture or items)

Other Considerations

- No overwhelming or strong odors (cleaning supplies, candles, perfumes)
- Snack space or water access if appropriate and safe

Sensory-Friendly Room Design - Reflection

Use this page to capture what you've noticed, learned, and want to carry forward from your design activity.

1. What surprised you about this process?

2. What are 2–3 elements you feel are essential for a sensory-friendly space?

3. What challenges might you face in creating this space in real life?

4. Who did you think about and design for? Whose needs might have been missed in your design? (Did you remember to plan for sensory seekers, sensory avoiders, students who need quiet, students who need movement, etc.?)

5. One idea from today that I want to try right away is: