



# Sensory Space

## AAC Support Pack

Supporting communication, choice-making  
and participation with HelpKidzLearn  
Sensory Space



**HelpKidzLearn**<sup>TM</sup>

Trusted by 7,000+ schools and districts in 80+ countries and territories.

[www.helpkidzlearn.com](http://www.helpkidzlearn.com)

# About this pack.



**This Sensory Space AAC Support Pack has been created to help teachers, therapists, parents and carers bring communication into sensory activities in a clear, practical way.**

The resources support learners to make choices, show preferences, ask for more, request help, stop an activity and share their responses during sensory experiences.

Inside the pack you will find guidance, ready-to-print AAC resources and selected Chooselt Maker examples. The printable resources are the main ready-made resource set for Sensory Space.

The Chooselt Maker examples offer editable digital starting points that can be personalised for individual learners.

Sensory Space already creates moments where learners notice, react and take control. This pack helps turn those moments into meaningful communication opportunities before, during and after each session.

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# How to use this pack.

**Begin with the Sensory Space category or activity you want to use. Then choose the resource that best fits the learner's communication, access method and level of choice-making.**

Use the boards in a way that feels manageable for the learner. You might offer two favourite sensory activities, use a larger board for scanning, or model the same key words across repeated sessions.

Model communication as part of the activity. Point to symbols on the board, model key words on the learner's AAC system where appropriate, comment naturally and pause so the learner has time to respond in their own way.

Only print what you need. The appendices give you a range of ready-to-print boards and templates, so you can select the most useful support for the learner, activity and AAC approach.

## Which resource should I use?

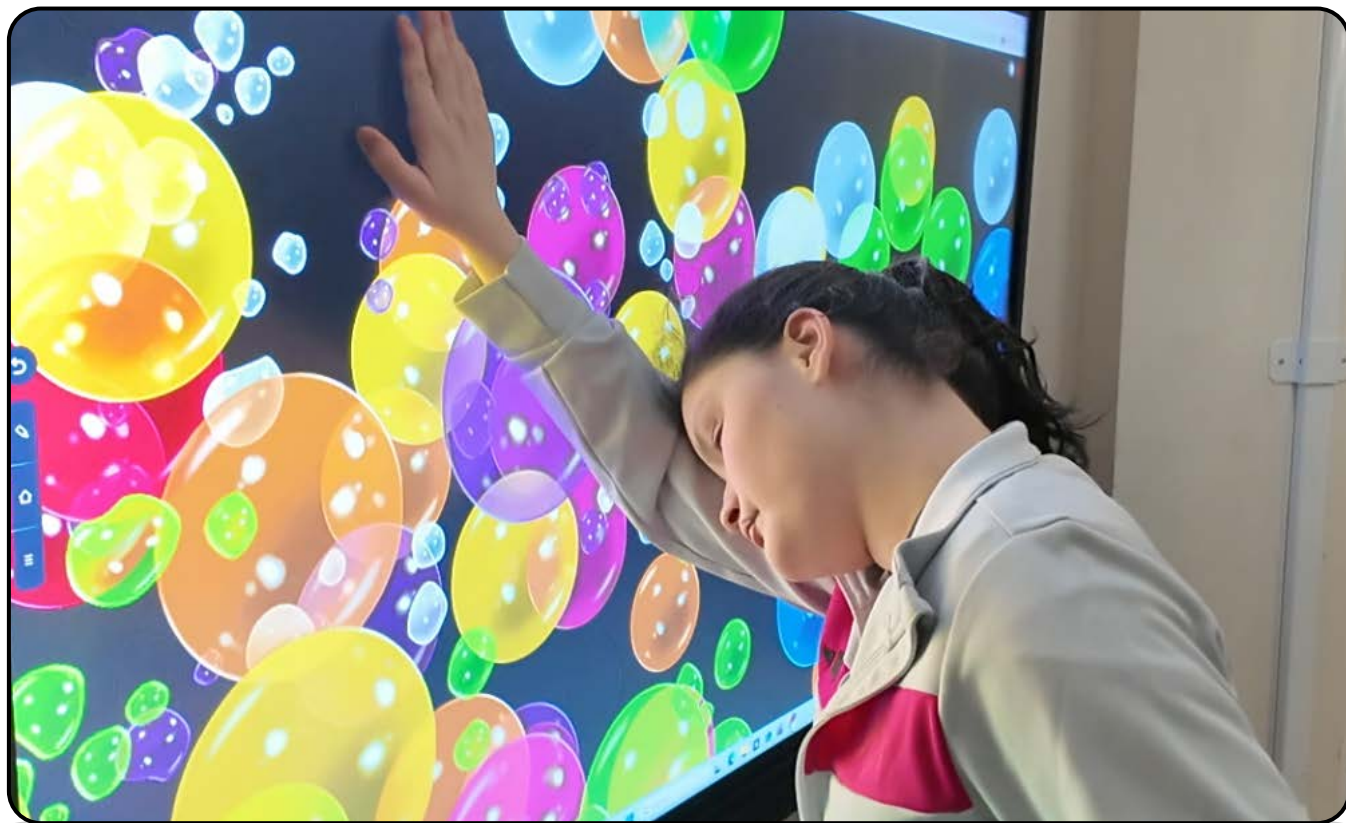
| Resource type           | Use it when...                                                                        | How it supports AAC                                                                  | Where it sits               |
|-------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------|
| Choice boards           | The learner is choosing a sensory activity, preferred effect or what to explore next. | Helps learners make purposeful choices and share sensory preferences.                | Main section and Appendix A |
| Communication boards    | The learner needs words while the sensory activity is happening.                      | Supports requesting, rejecting, commenting, asking for help, stopping and repeating. | Main section and Appendix B |
| Eye-pointing boards     | The learner communicates through looking, eye gaze or partner-assisted scanning.      | Gives a clear visual layout for choosing, responding and confirming preferences.     | Main section and Appendix C |
| Chooselt Maker examples | Staff want a focused digital activity with a small number of choices.                 | Supports personalised choice-making using familiar symbols and sensory activities.   | Chooselt Maker section      |
| Blank templates         | Staff want to create a more individual board for a learner, activity or routine.      | Helps keep vocabulary consistent across sensory sessions and AAC systems.            | Appendix D                  |

# A simple pathway for introducing AAC.



- 1. Begin with a motivating sensory experience:** Choose an activity the learner is likely to notice, enjoy, calm to or respond to.
- 2. Keep the choice manageable:** Start with two or three options if that feels right, then increase the number of choices when the learner is ready.
- 3. Model as you go:** Point to symbols on the board, model the key word on the learner's AAC device where appropriate, or say the word naturally while the activity is happening. If the learner uses switch access, model how they can activate or respond during the activity.
- 4. Pause and observe:** Give the learner time to look, move, reach, vocalise, press, scan or show a response in their own way.
- 5. Respond to the message:** Make the communication count by continuing, repeating, changing, stopping, helping or commenting back.
- 6. Add more language over time:** Build from simple choosing to words such as more, again, stop, help, like, don't like, see, hear, want and finish.

# Sensory Space overview.



**Sensory Space offers accessible online activities that can help learners explore visual, auditory and interactive sensory experiences.**

Activities can support attention, early interaction, cause and effect, regulation and the development of control through different access methods.

The AAC resources in this pack help learners communicate within those sensory moments.

They can be used to choose an activity, request more, ask for help, stop, comment on what they notice and share whether they like or do not like an experience.

Because Sensory Space is organised into clear activity categories, the printables are grouped so you can quickly find the board that matches the type of sensory activity you are using.

# Sensory Space choice boards.



Use the choice boards when your learner is choosing a Sensory Space activity, sensory effect or preferred experience.

You can use a full board, reduce it to a few motivating options, cut out individual cards, or add choices to a now and next board or visual schedule.

For learners who are new to choice-making, begin with a small number of familiar or highly motivating sensory activities. For learners ready for more options, use the full board to support scanning, preference-making and repeated opportunities to choose.

Model the choice clearly by naming the options, pointing to the symbols and waiting. Once the learner has responded, confirm the choice before opening the activity.

# Sensory Space communication boards.



Use the communication boards while the activity is taking place, so learners have words available at the moment they need them.

Depending on the board, learners can ask for more, request help, stop, repeat an activity, make a choice, comment or show whether they like or do not like an experience.

The boards can be used for pointing, eye pointing, partner-assisted scanning or adult modelling. They can also sit alongside a learner's own AAC system, so the same key words are modelled consistently during the sensory activity. Adults should model the words naturally during the sensory activity, rather than only using the board to ask questions.

Choose a board that gives enough language for the learner to take part, without making the page too busy. Some boards keep the vocabulary simple, while others include more activity-specific words.

# Sensory Space eye-pointing boards.



Use the eye-pointing boards with learners who communicate by looking, eye pointing or partner-assisted scanning.

Position the board so the learner can see it comfortably. Watch for their response, then confirm what you think they have chosen before acting on it.

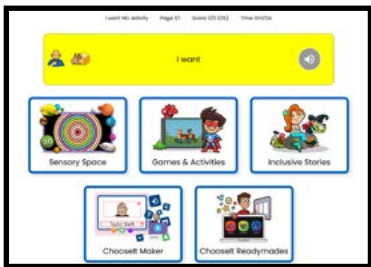
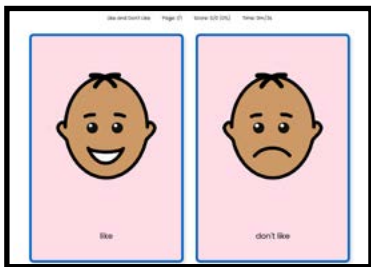
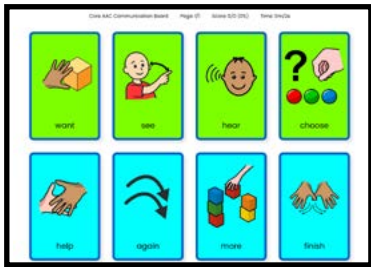
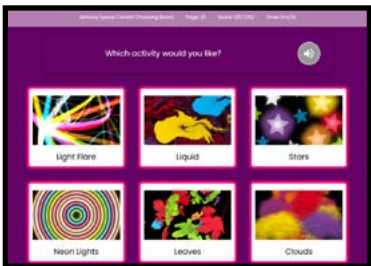
The central cut-out space helps the adult observe eye movements and interpret choices more clearly. You can also personalise boards by reducing the options or replacing activities with the learner's favourites.

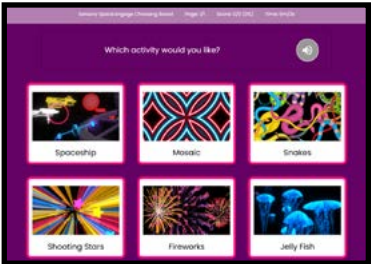
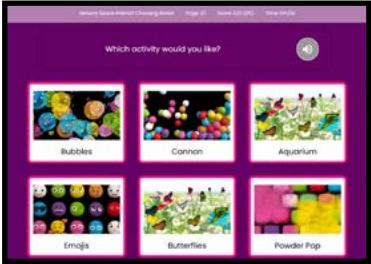
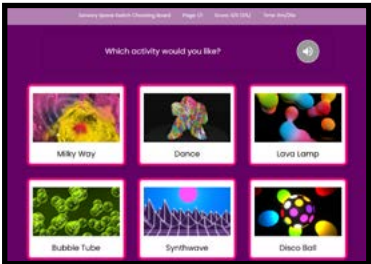
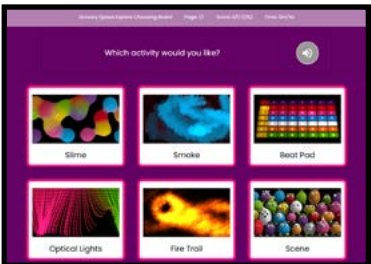
Keep the pace calm and unhurried. Acknowledge the learner's message, then respond by starting, repeating, stopping, changing or commenting on the sensory activity.

# Chooselt Maker digital examples.

We've included selected **Chooselt Maker activities** to show how Sensory Space choices and communication can be extended digitally.

Chooselt Maker is most useful when the choices are focused and easy to manage. The included examples are designed to be personalised, rather than acting as a digital version of every printable board.

| Activity                                                                                                                                       | Purpose                                                                                                                | Share code |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------|
| <p>I want HelpKidzLearn Activity</p>                          | <p>Choose between Sensory Space, Games &amp; Activities, Inclusive Stories, Chooselt Maker or Chooselt Readymades.</p> | YJFBAF     |
| <p>Like and don't like</p>                                  | <p>Help the learner communicate whether they like or dislike something.</p>                                            | YBPDBA     |
| <p>Core AAC Communication Board</p>                         | <p>Support key words for HelpKidzLearn activities.</p>                                                                 | KJLCJD     |
| <p>Sensory Space favourite Control activities template</p>  | <p>Choose an activity from the Control category.</p>                                                                   | DQHQML     |

|                                                                                                                                                |                                                       |               |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------|
| <p>Sensory Space favourite Engage activities template</p>     | <p>Choose an activity from the Engage category.</p>   | <p>DXMNTR</p> |
| <p>Sensory Space favourite Interact activities template</p>   | <p>Choose an activity from the Interact category.</p> | <p>PBJJBP</p> |
| <p>Sensory Space favourite Switch activities template</p>    | <p>Choose an activity from the Switch category.</p>   | <p>RPWLWQ</p> |
| <p>Sensory Space favourite Explore activities template</p>  | <p>Choose an activity from the Explore category.</p>  | <p>QTHUPL</p> |

## Appendix A Choice boards.

**Only print the pages you need.** Choose the boards that match the learner's preferred sensory activities, communication goal and access method.



## Appendix A – Sensory Space – Choice board



Neon Lights



Leaves



Liquid



Stars



Light Flare



Clouds



Spaceship



Shooting Stars



Jelly Fish



Snakes



Fireworks



Mosaic



Cannon



Butterflies



Emojis

## Appendix A – Sensory Space – Choice board



**Aquarium**



**Bubbles**



**Powder Pop**



**Lava Lamp**



**Disco Ball**



**Bubble Tube**



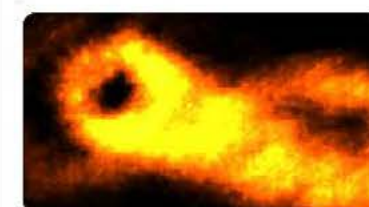
**Synthwave**



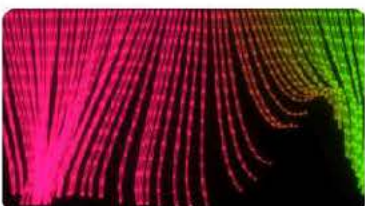
**Milky Way**



**Dance**



**Fire Trail**



**Optical Lights**



**Scene**



**Smoke**



**Beat Pad**



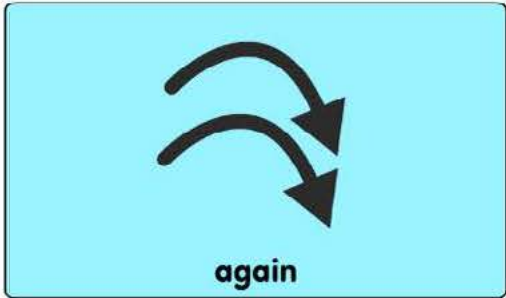
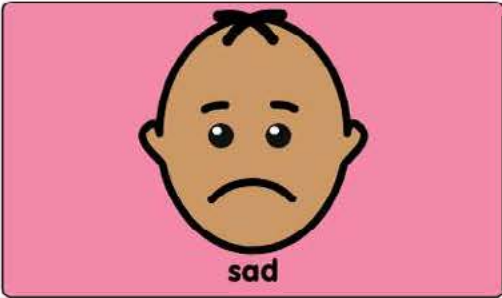
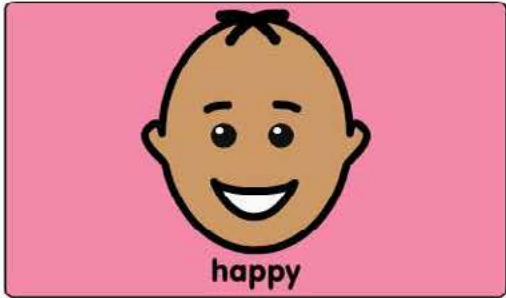
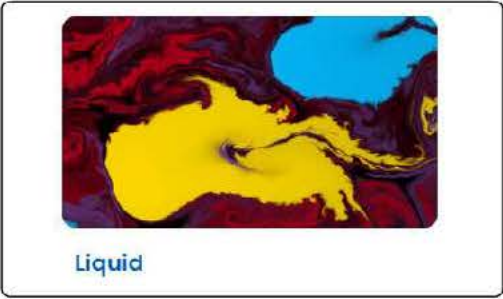
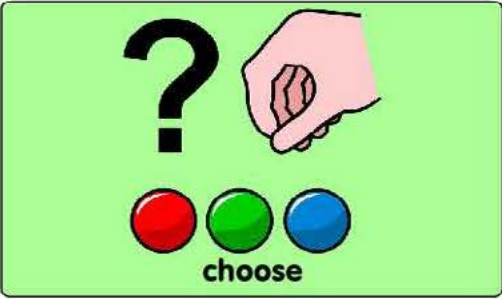
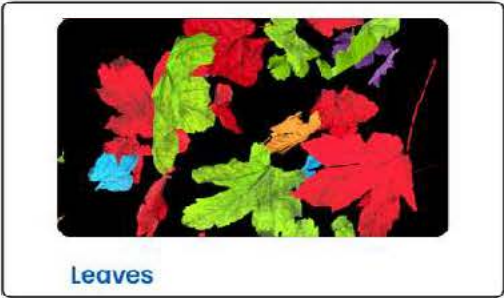
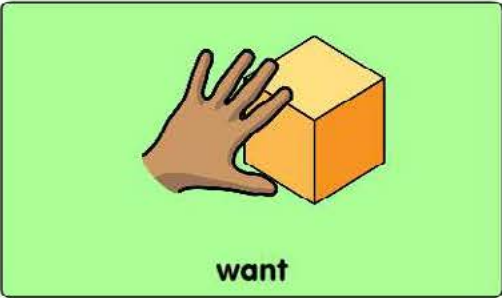
**Slime**

## Appendix B Communication boards.

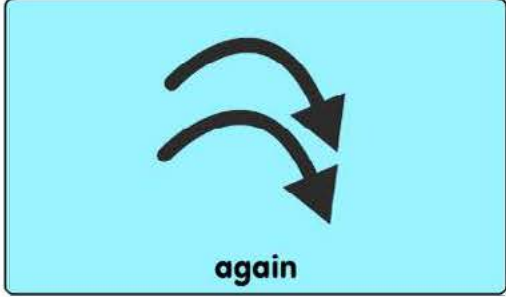
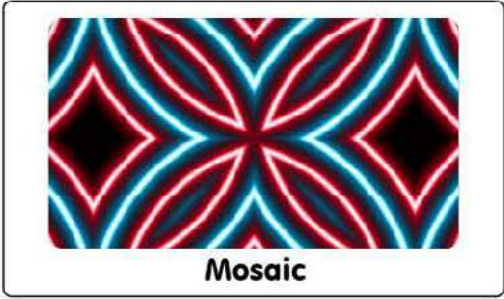
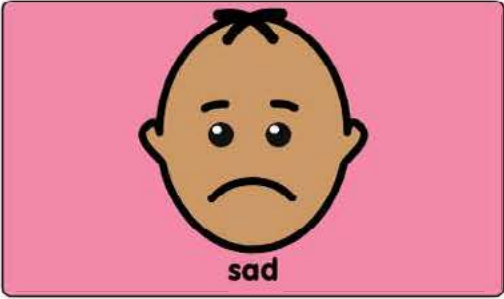
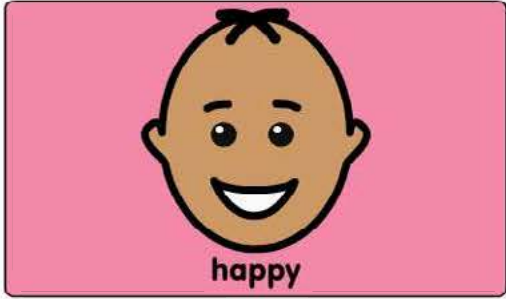
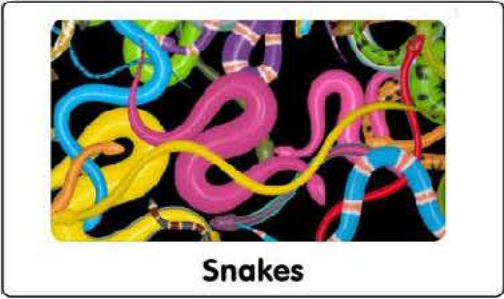
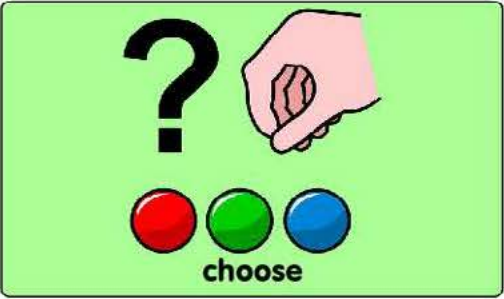
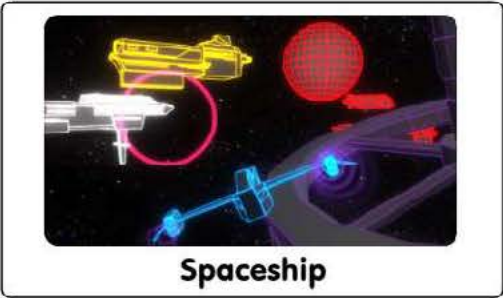
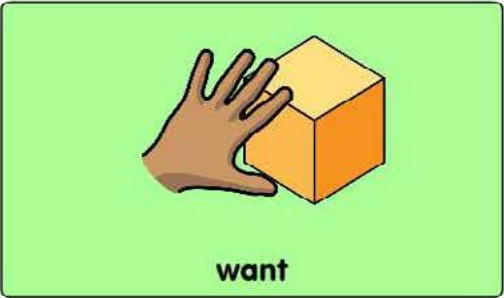
**Only print the pages you need.** Choose the boards that give the learner useful words during the sensory activity.



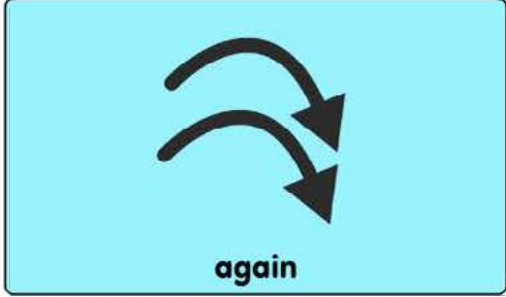
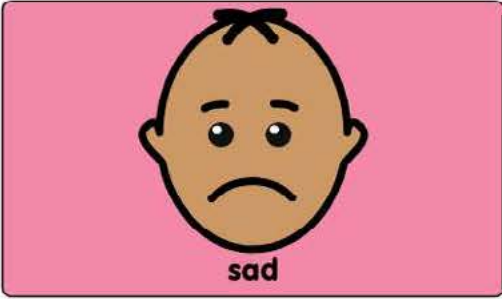
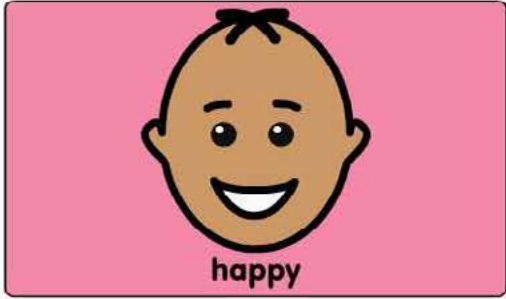
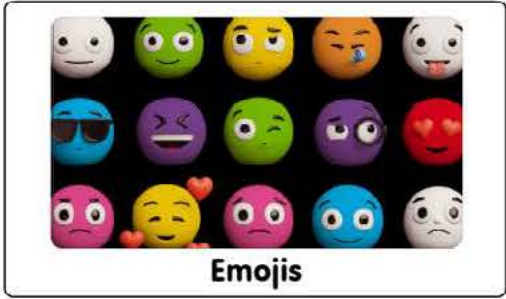
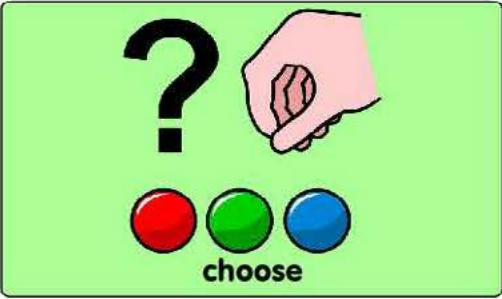
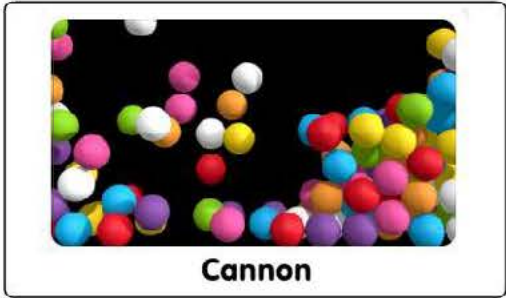
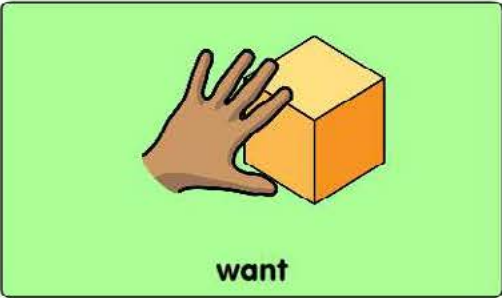
Appendix B - Communication board - Sensory Space - Control



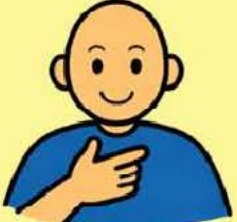
Appendix B – Communication board – Sensory Space – Engage



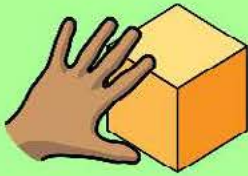
Appendix B - Communication board - Sensory Space - Interact



Appendix B - Communication board - Sensory Space - Switch



I



want



Lava Lamp



Disco Ball



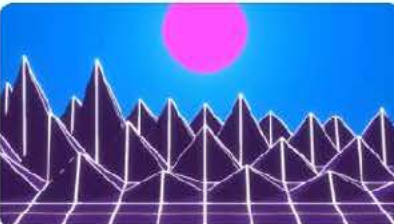
help



choose



Bubble Tube



Synthwave



happy



sad



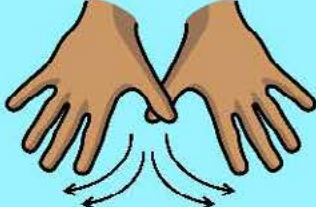
Milky Way



Dance



again



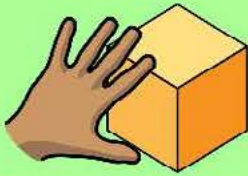
finish



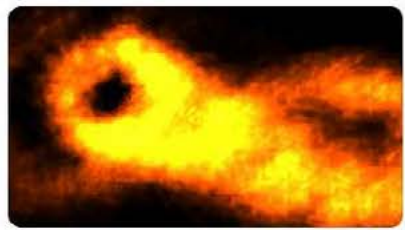
Appendix B - Communication board - Sensory Space - Explore



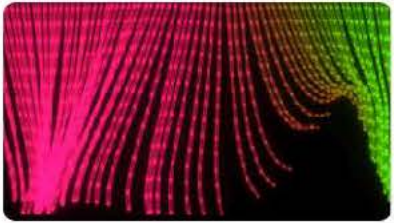
I



want



Fire Trail



Optical Lights



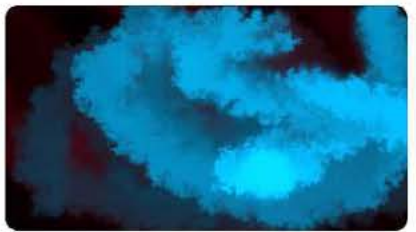
help



choose



Emojis



Smoke



happy



sad



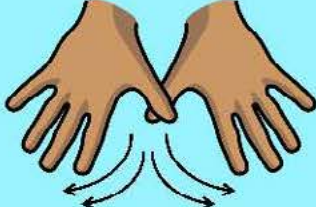
Beat Pad



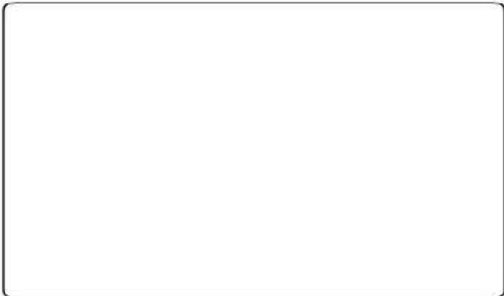
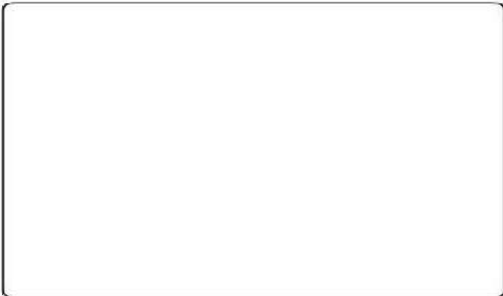
Lava Lamp



again



finish



## Appendix C

### Eye-pointing boards.

**Only print the pages you need.** Choose the boards that support the learner's looking, scanning or eye gaze access.





Neon Lights

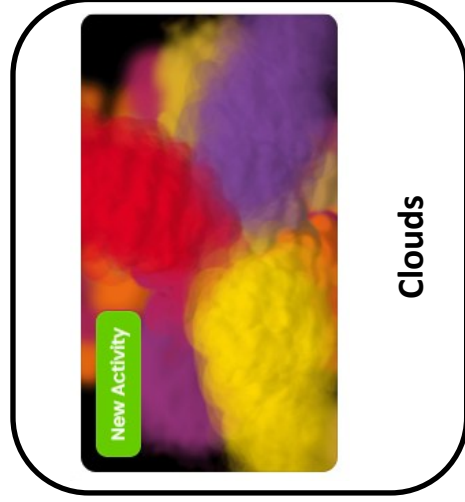
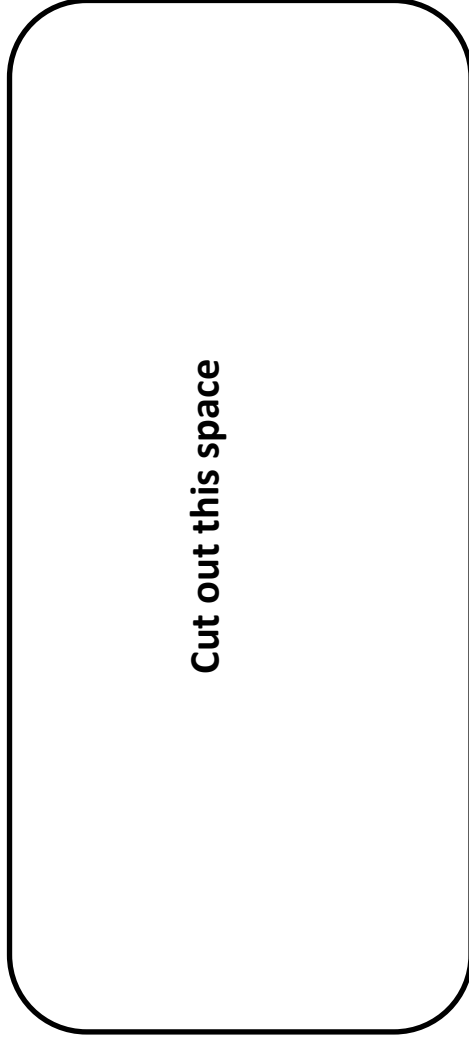


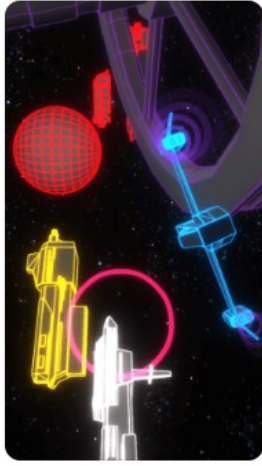
Leaves

Cut out this space



Liquid





Spaceship



Shooting stars

Cut out this space



Jelly Fish

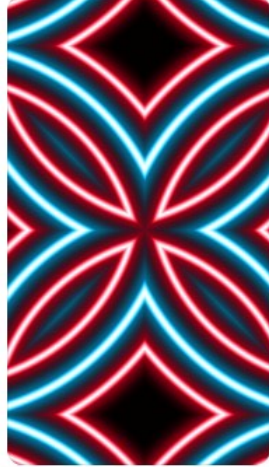


Snakes

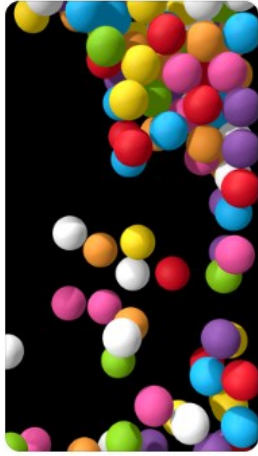


Fireworks

Cut out this space



Mosaic



Cannon



Butterflies

Cut out this space



Emojis



**Aquarium**



**Bubbles**

Cut out this space



**Powder Pop**



Lava Lamp

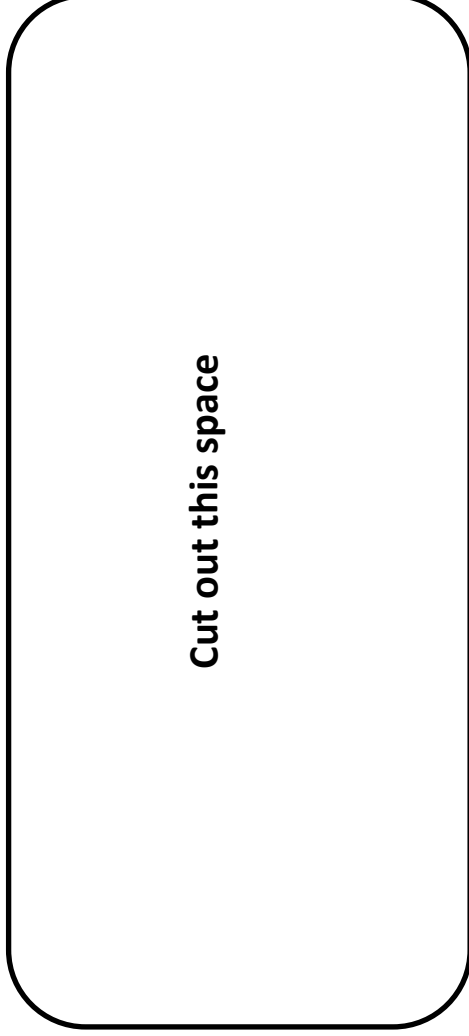
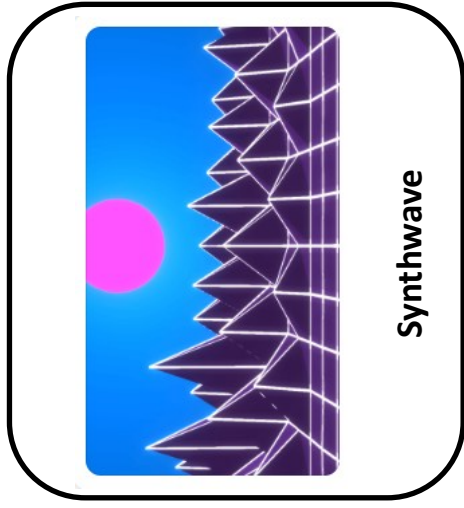


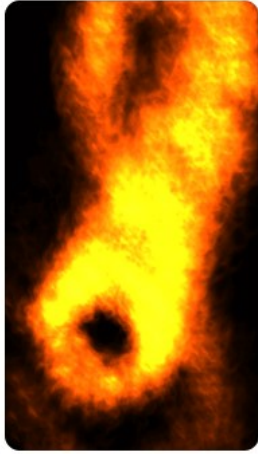
Disco Ball

Cut out this space

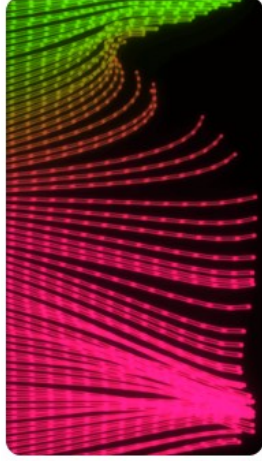


Bubble Tube





Fire Trail



Optical Lights

Cut out this space



Scene

## Appendix C – Eye-Pointing board – Sensory Space – Explore



**Cut out this space**



## Appendix D Blank templates.

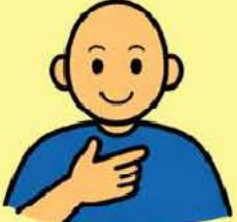
**Only print the pages you need.** Use these templates to personalise vocabulary, favourite activities and access notes for individual learners.



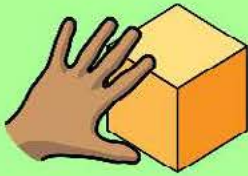
**Appendix D – Choice Board – Blank template**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Appendix D - Communication Board - Blank template



I



want



help



choose



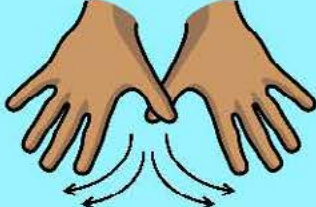
happy



sad

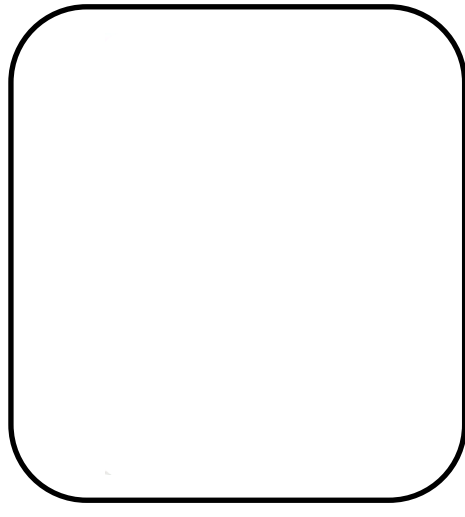
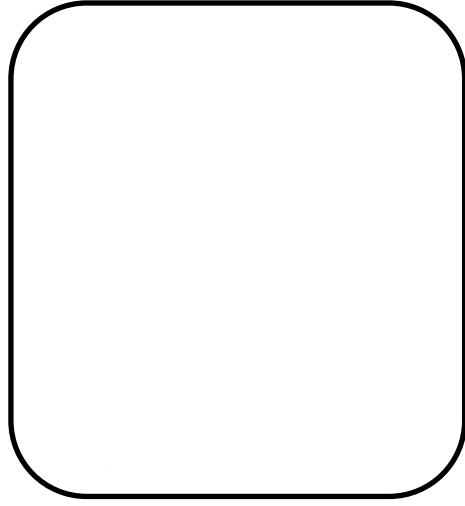
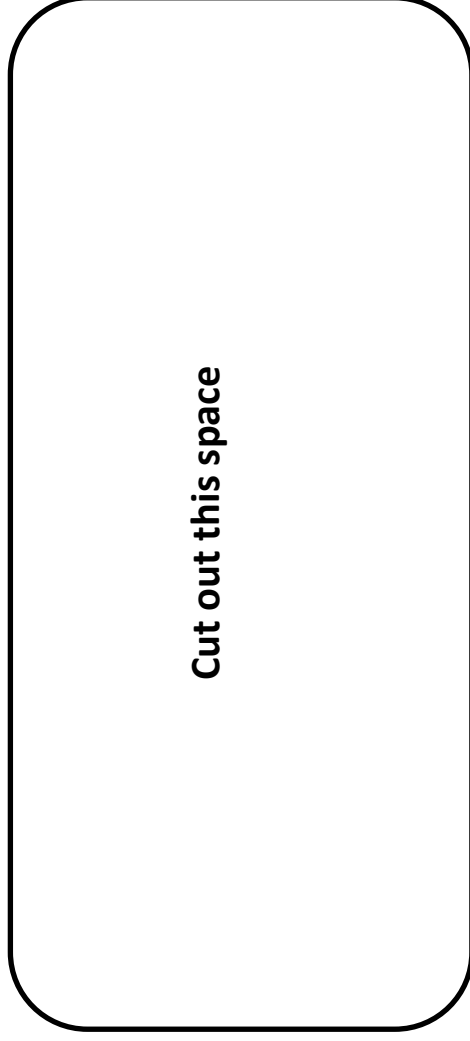
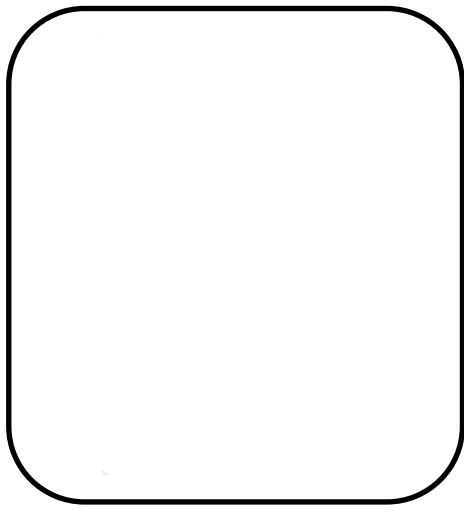
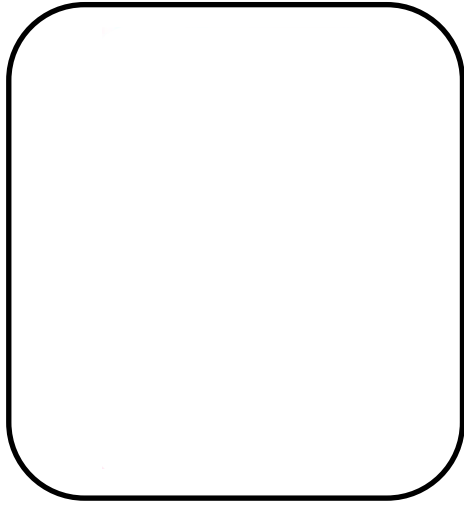


again

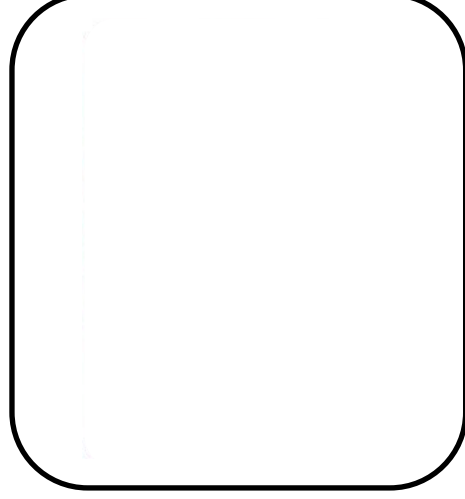
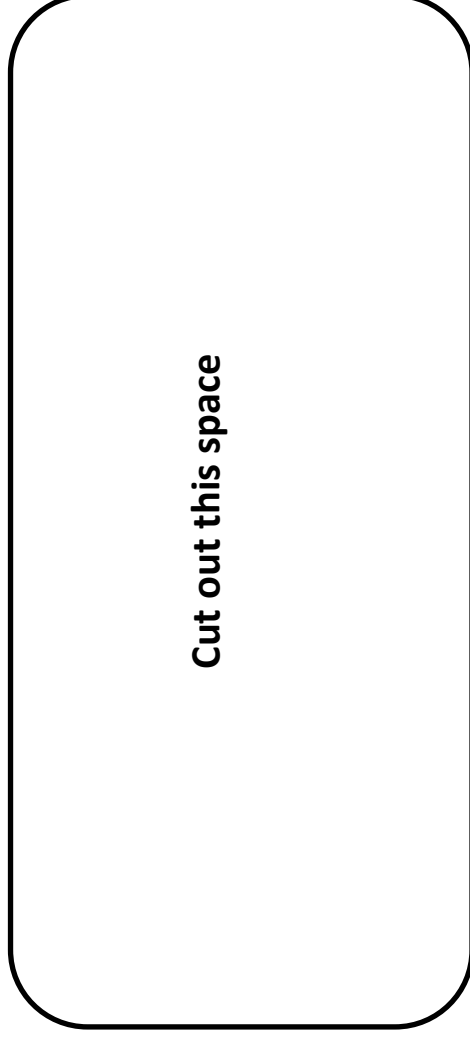
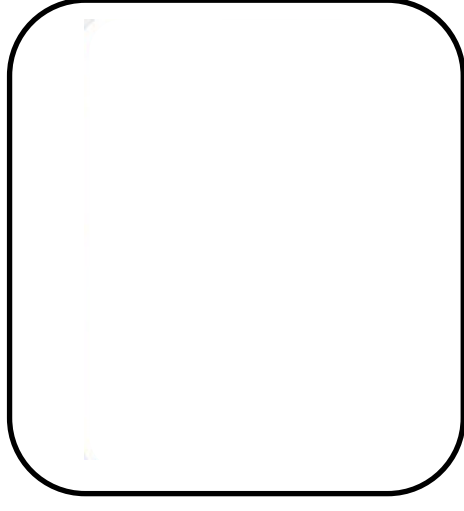
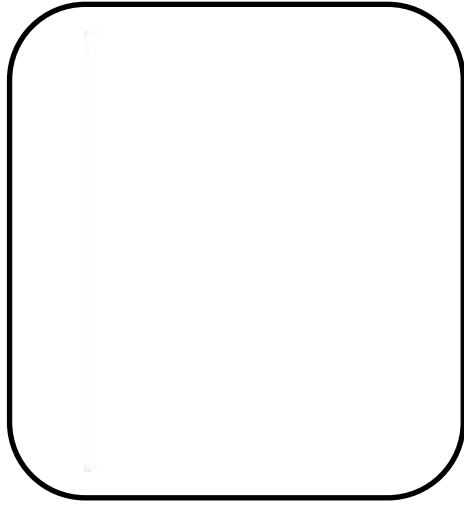


finish

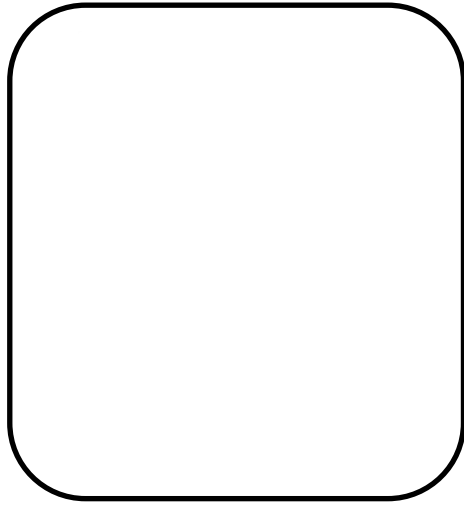
**Appendix D – Eye-pointing Board 1 – Blank template**



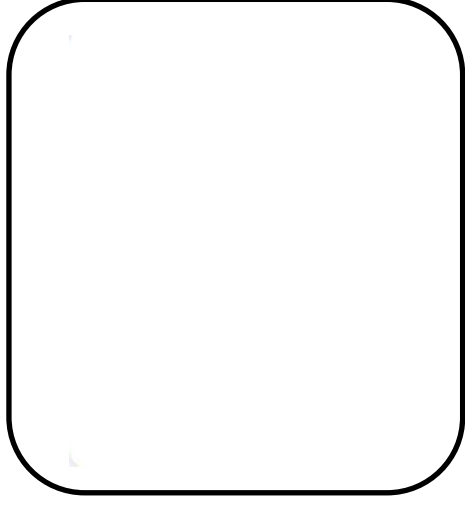
**Appendix D – Eye-pointing Board 2 – Blank template**

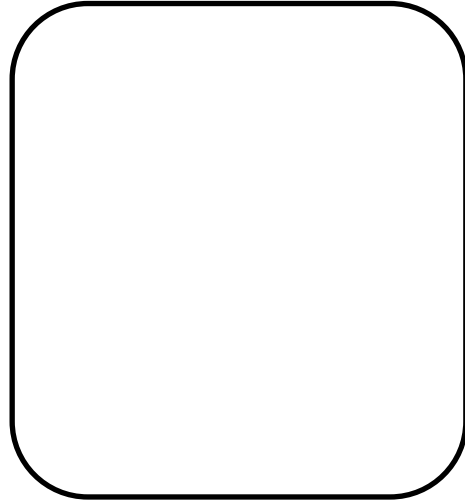
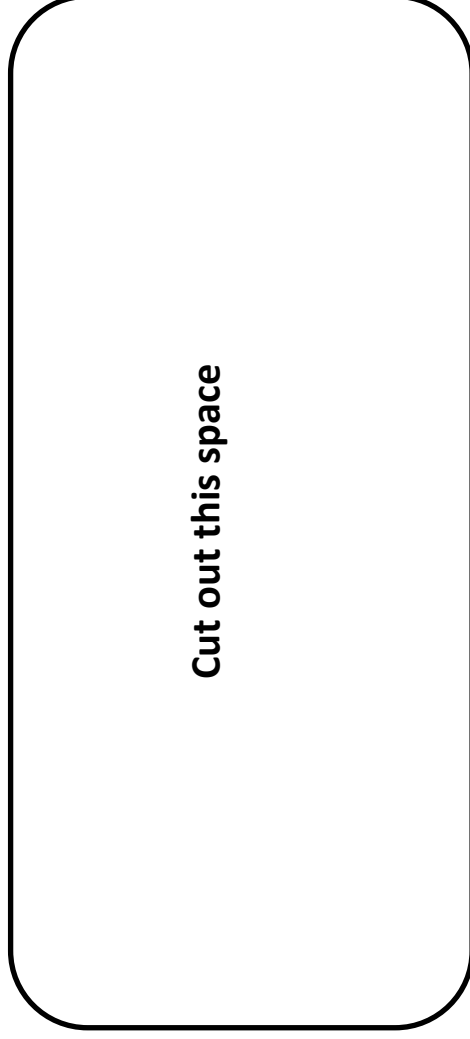
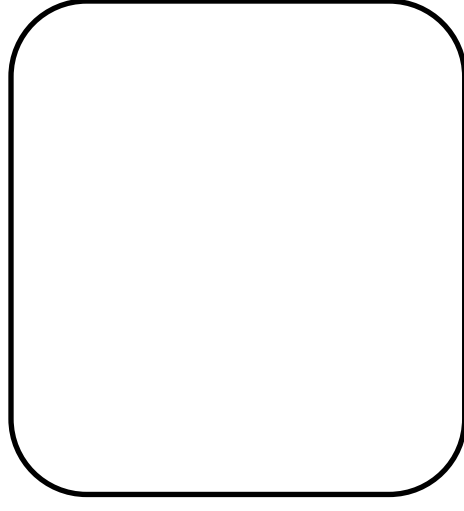


**Appendix D – Eye-pointing Board 3 – Blank template**



**Cut out this space**





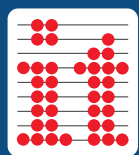
## Notes for personalising the resources.



### **The printed resources can be adapted to meet individual learner needs.**

You may want to reduce the number of options, add familiar photographs, include favourite activities, enlarge imagery/symbols or add the learner's preferred vocabulary.

Where possible, keep the same core words across different boards and access methods. This helps learners build familiarity and supports adults to model communication consistently across sensory sessions.



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