SENSORY solutions™

my S.O.S. rescue plan

with Riley the Brave



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tips for use

ASCA standards:
- M 2
- B-LS 2
- B-SMS 7

This activity is designed for collaborative use with students needing Tier 2 or Tier 3 supports. Consider incorporating into an IEP, 504, or other meeting with their parent/guardian(s) to support student success.

This is not an introduction to our sensory systems. Refer to **My Sensational Plan** and other toolkit elements for a strong foundation.

Proprioceptive, tactile (touch), and oral inputs tend to be very regulating. Gum and mints can help reset if those are an option.

This is a helpful item for kids to bring with them to your classroom regulation space as a reminder of what to do.

Some students will need playful conversations and staff observations to discover what their S.O.S. Rescue Plan needs to be.

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My S.O.S. Rescue Plan

Everyone hits Sensory Overload Status (S.O.S.) sometimes. When we feel overwhelmed, our Upstairs Brain starts to shut down. It becomes more difficult to think things through and make good choices.

Let's make a rescue plan that will help you when S.O.S. strikes!

To get started, think of a time you felt overwhelmed or stuck.



1 What Sensory Support might help?

For Example: A drink of water, jump break, something to squeeze, or a big hug.

Write or draw your choice.

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My S.O.S. Rescue Plan

2 Breathe in & Oooooout 3 times.

1  2  3 

3 Take 1 next Step.

S.O.S. often hits when we are asked to do something, like go with the group plan or work quietly on an assignment.

Draw or write what your next step would be:

Try it out and adjust as needed. We have lots of sensational options for feeling safe and in control, so feel free to remake this plan for different scenarios!

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