In a traditional classroom, creating a space for sensory stimulation requires shifting from a "fixed" environment to a **reconfigurable system**. Using the **Neuroqueer/Systems Thinking** lens, the goal is to provide **leverage points** where students can adjust the classroom's "input" to match their "internal state."

Here is how to redesign a standard Ontario classroom for inclusive neurodivergent preferences.

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1. The "Sensory Niche" (The Micro-Environment)

Instead of a separate room, create a **Sensory Niche** within the classroom. This breaks the "path dependency" that says regulation must happen elsewhere.

- **The Low-Arousal Zone:** A corner shielded by sound-absorbing felt panels or heavy curtains. Use a **bean bag** or a **rocking chair** to provide vestibular and proprioceptive input.
- **The "Body-Double" Station:** A high-top table or standing desk at the back where students can move while working. This supports students who need **Kinetic Synchrony** to process information.
- **Visual Control:** Replace standard fluorescent "flicker" with warm, dimmable LED lamps or light filters. This reduces the "Neural Noise" that causes systemic fatigue in autistic or ADHD students.

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2. Universal Design for Inclusive Preferences

Beyond a single "corner," the entire classroom should feature **Symbolic and Physical Scaffolds** that allow for "Neuro-Sovereignty."

A. The "Visual Schedule" as a Symbolic Map (NSIR)

Neurodivergent students often face high cognitive load when transitions are unpredictable.

- **Dynamic Timelines:** Use a visual timeline that uses icons and color-coding. This acts as a **Neuro-Symbolic** tool, allowing the student to "retrieve" the plan for the day without asking, reducing social anxiety.
- **The "Wait Timer":** Use visual countdown clocks (like Time Timers) to make the abstract concept of "time" a concrete visual signal.

B. Strategic Acoustic Zoning

- **Soundscapes:** Provide "Noise-Cancelling" zones versus "Collaborative Zones."

- **The "Whisper" Logic:** Designate certain areas where communication must be written or whispered, protecting students with **Hyper-acousis** (sensitive hearing) from "Systemic Overload."

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3. Somatic and Tactile Features

To align with the **Biological HRI** model, the furniture should act as a regulatory partner.

Feature	Neurodivergent Benefit	Functional Outcome
Wobble Stools / Bouncy Bands	Allows for "Micro-Stims" while seated.	Maintains **Equilibrium** without requiring the student to leave their work.
Tactile "Fidget" Strips	Discretely placed under desks for sensory "grounding."	Provides an **Internal Reset** during high-stress testing or lectures.
Weighted Lap Pads	Deep pressure input for the nervous system.	Facilitates **Somatic Calm** through proprioceptive feedback.

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4. The "Intrawareness" Dashboard

Design a physical or digital wall where students can "check-in" with their own systems.

- **The "Battery" Metaphor:** Students move their name or a marker on a scale from "High Energy/Green" to "System Low/Red."
- **The Result:** This fosters **Metacognition**. When a student sees they are in the "Red," they have the **Agency** to move to the bean bag or put on headphones without needing to negotiate with the teacher.

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5. Mechanism of Assurance: The "Inclusive Audit"

To ensure these features aren't just decorative, use these mechanisms of assurance:

- **Participatory Mapping:** Ask the students: *"Where is the loudest part of this room? Where is the brightest?"* Let them design the zones.
- **The "Masking" Test:** Observe if students are using the sensory tools. If the tools are available but unused, the "Social System" may still be stigmatizing their use. True inclusion means the **bean bag is as prestigious as the desk.**

Suggested Next Step

Would you like me to create a **"Classroom Sensory Blueprint"**—a one-page PDF guide that you could present to a school principal or teacher to explain the **Functional Logic** behind these changes?