

Teacher Tools: Inappropriate Climbing

General Strategies:



Is the student seeking extra movement in general?

Do they gravitate towards activities with heavy muscle work (pushing/pulling/lifting)?

- Redirect the student towards other heavy muscle work activities, especially involving the arms/shoulders.
- Assign special “jobs” around the classroom that involve things like distributing class materials, wiping down tables or the white board, or sweeping the floor.
- Allow the student to work or play in different positions (e.g., on stomach, feet up the wall on back, or on hands and knees).

Is there a pattern as to when the student tends to climb?

If seeing this...	Try this...	Examples
<p>During challenging academic or social routines.</p>	<ul style="list-style-type: none"> • Watch for patterns (e.g., always climbing during math lessons). • Break down tasks into manageable parts. • Stretches or chair push-ups between tasks. • Match expectations to student ability when possible. 	
<p>When expected to sit still and listen (idle or structured activities).</p>	<ul style="list-style-type: none"> • Offer weighted items for student to place on their lap to support regulation. • Hand-held fidget (not requiring vision) during story or carpet time. • When able, allow student to work and play in different positions. 	
<p>During transitions, or following drop-off, recess, gym class or other less structured play times (when dysregulation is more likely).</p>	<ul style="list-style-type: none"> • Minimize static waiting time when possible (e.g., when waiting in line, could give special job such as holding the door or carrying something). • Allow time for transition between less structured to structured tasks with regulating activities such as yoga or I Spy games. 	
<p>Specific locations targeted (e.g., bookshelves, tables, doorframes).</p>	<ul style="list-style-type: none"> • Classroom rearrangement or modifications to discourage climbing (e.g., pressing open sides of bookshelves together, using partitions or curtains to cover shelves). • Try to notice if the student is climbing to seek a specific item on a high shelf; move items as needed. 	