



Keep Calm and Carry On: In-depth Look at Strategies for Self-regulation



OICALI conference 2013

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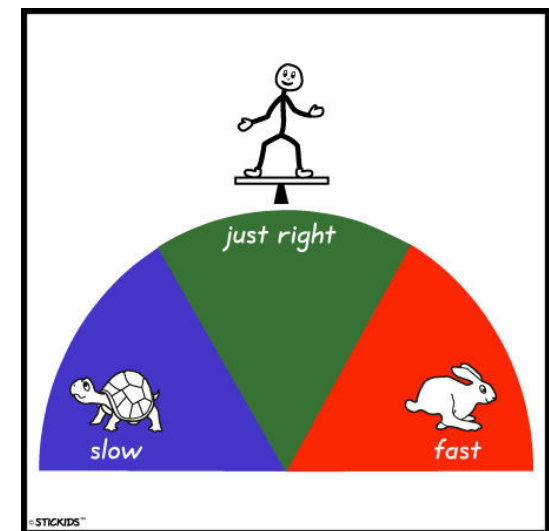


Goals for our Children/Students

- Our school district mission:
 - To Improve Student Achievement
- Academic learning
- Employability
- Socialization & Friendship
- Mental Wellness
- Happy
- Thriving in their environment

A State of Self-Regulation

- All our goals depend on
 - Starting
 - Staying
 - Returning to a calm state.



Behavior





-
- Running away
 - Screaming
 - Tearing up work
 - Work refusal
 - Whining
 - Spitting
 - Hitting
 - Fights with peers
 - Immature behavior



“Behavior”

- Never hear about good behavior
- Interferes with learning of child and peers
- Affects LRE placement
- Restricts or disrupts activities
- Negative school experience
- What gets noticed-most meetings about behavior- academic issues vs behavior issues



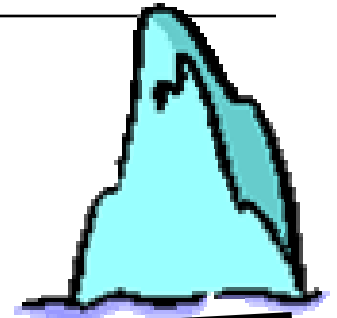
Addressing the Behavior

- Understanding and Addressing Challenging Behaviors
 - (OCALI- Chris Filler and Wendy Szakas)
 - 1st define the measurable behavior
 - 2nd identify **underlying challenges**



Iceberg

Hitting
Swearing
Kicking



!?!?



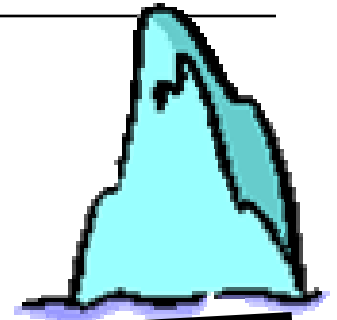
Behavior

- Running away
- Screaming
- Tearing up work
- Work refusal
- Whining
- Argue with peers
- Immature behavior
- Hitting/kicking

Underlying challenges

sensory
communication
social
emotional
Medical
Biological
Academic

Dysregulation



UCC

sensory
social
communication
emotion

Evaluation

- Underlying Characteristics Checklist
 - Classic
 - High Functioning
 - Preschool
 - FBA
 - IEP

EUC-CL					
Student:					
Area	Block	n°	Teacher	Follow-Up	
EUC-CL	1. The difficulty recognizing the feelings and thoughts of others (empathy)				
	2. The person can maintain a stable face (neutral expression)				
	3. Shows little interest in or response to praise				
	4. Shows low basic verbal abilities or tends to speak an idiosyncratic or un-learned language or to use words in an idiosyncratic or un-learned way or to use words in an idiosyncratic or un-learned way				
	5. Shows little interest in or response to praise				
	6. The difficulty recognizing personal space (personally reserved or aloof)				
	7. The difficulty making sense of social interactions in a variety of settings				
	8. The difficulty recognizing the interests of another person				
	9. Failure to respond to the eye gaze or pointing of others - does not follow the other person's gaze				
	10. The difficulty making or keeping friends				



Our Belief

“Children Do
Well If They
Can”

- Ross Greene- The Explosive Child



Teaching Skills for Self-regulation: Where We Started

- Combining complementary approaches
- System-wide: across staff and buildings
- Consistent terminology & visuals
- Comprehensive yet simple
- Data able to be collected

Not Reinvent the Wheel



Just bring all the wheels together



Overview of Individual Tools

- Alert Program
- Stickids
- Social Thinking- Michelle Garcia Winner
- Relationships- Reference Guides for Life
- 1-5 Kari Dunn Buron
- Talk scripts-Lynn E. McClannahan, Patricia J. Krantz
- Social Autopsy-CAPS
- Video modeling
- Visual supports- Boardmaker



Overview of Comprehensive Tools

- Color coded sensory diet & strategies
- 0-5 feeling scale
- Problem log



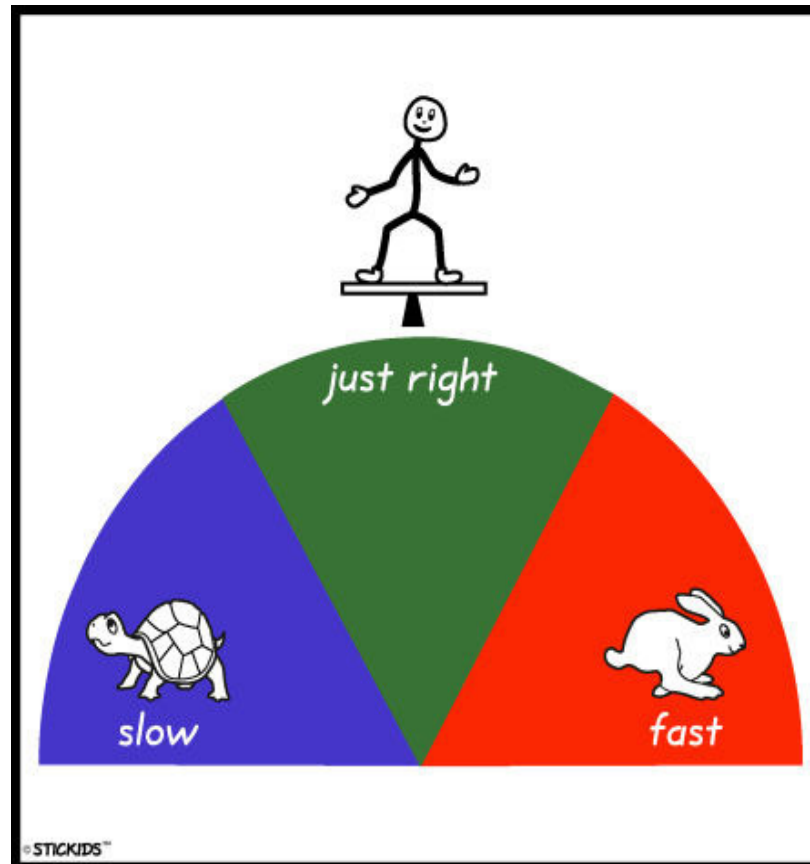
Color Coded Sensory Diet and Strategies



Sensory

- Evaluate Sensory Processing needs of your student (see an OT)
 - Sensory Profile (Dunn)
 - Sensory Processing Measure (school and home environment forms)
 - Many available checklists-
www.sensationalbrain.com

Teaching Self-Regulation through Color Coded Strategies





The Alert Program

(Williams and Shellenberger)

- “If your body is like a car engine, sometimes it:
 - Runs SLOW
 - Runs FAST
 - Runs JUST RIGHT “

JUST RIGHT is the SPEED for
Learning at school!



The Alert Program (Williams and Shellenberger)

Students learn to identify their own alertness level and then how to change their “engine speed” to “just right” using sensory based strategies.

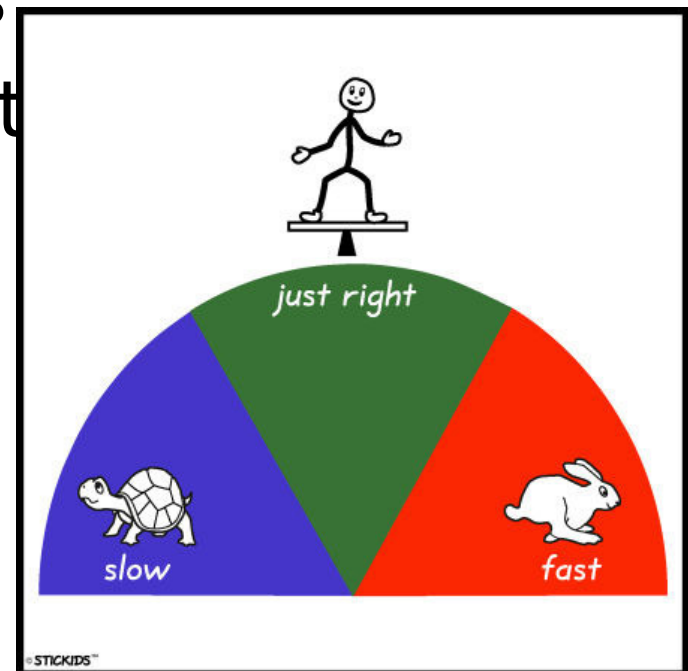


Adding Visual Support to Alert Program Instruction

- Designed for children who are developmentally at age 8-12.
- Instructional materials are black and white line drawings.
- Students with low language and cognitive issues require higher levels of visual support than provided in program.
- Along came: Stickids software!

Stickids

- Same language and strategies as the Alert Program but COLOR CODED!!
- Used the picture of engine speedometer.
- Added Boardmaker icons to help students understand engine speeds.





Icons which represent red, fast, high engine speeds.



Icon which represents "Just Right" engine speed.



Icons which represent blue, slow, low engine speeds.



Directions:

Cut out each icon. Use Arrow to help child indicate which speed they are in.

Select and use icon (faces) which most accurately ID the child at each of the three engine speeds.

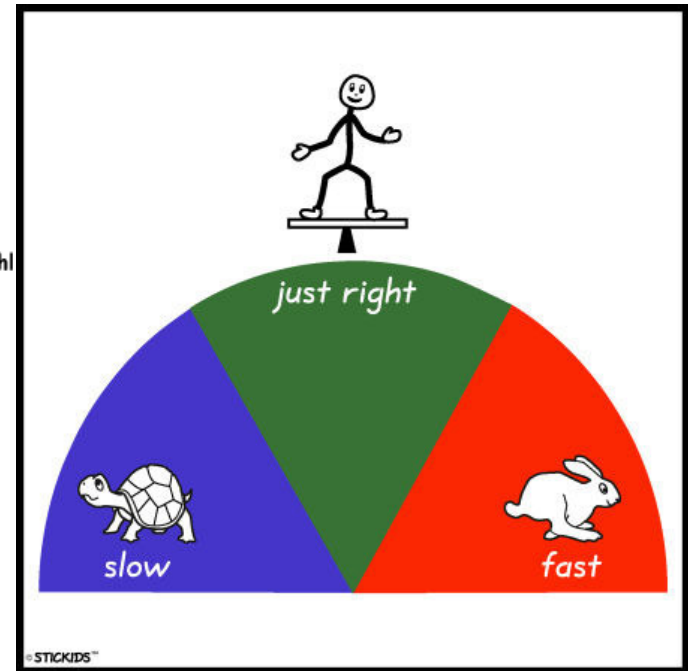
Velcro extra icons not used to back of Engine Speedometer.

Make sure to trim excess paper from speedometer.

Arrow



Lezlie D. Fahl





Instruction

- Pictures (from magazines, Google Images, photos) and videos used to teach 'engine speeds'.
- iPad Apps such as **Word SLapPs** and **See, Touch Learn**.

Additional Sensory Strategy Materials

- BrainWorks
(www.SensationalBrain.com)







Additional Sensory Strategy Materials

- Zones of Regulation
 - Leah Kuypers, MA Ed. OTR/L
 - 'A curriculum designed to foster self-regulation and emotional control'

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

Modifying Visual Supports

- **Stickids** with color coding
- **Boardmaker** icon of same
- Photo with color border





The Power Senses

- **Vestibular**

- -Movement

- **Proprioception**

- -Input through joints and muscles

- **Tactile**

- -Deep Pressure Touch

Color Coded Sensory Diet

- Based on the student's need

Sensory Diet Schedule for Brittany

Arrival:	Heavy Work Choice	Pressure Touch Choice	Brushing Program 9:00
Mid Morning: (approx. 11:30)	Motion Choice	Heavy Work Choice	Brushing Program 11:30
Recess: Encourage these for BOTH Outdoor AND Indoor Recess	Heavy Work Choice	Motion Choice	Pressure Touch Choice
After Lunch/Recess:	Heavy Work Choice	Brushing Program 12:40	Calm in a quiet place
End of Day: (2:00)	Brushing Program 2:00	Heavy Work Choice	Calm in a quiet place

Other: *SEE ENVIRONMENTAL MODIFICATIONS/ADAPTATIONS

Use Headphones if tolerated. Brittany is touch sensitive-APPROACH FROM FRONT

May require extra

Calm in a quiet place



Sensory Diet Schedule for Brittany

Arrival:

Heavy Work
Choice

Pressure
Touch
Choice

Brushing
Program
9:00

Mid Morning:
(approx. 11:30)

Motion
Choice

Heavy Work
Choice

Brushing
Program
11:30

Recess:
Encourage these
for BOTH Outdoor
AND Indoor Recess

Heavy Work
Choice

Motion
Choice

Pressure
Touch
Choice

After Lunch/Recess:

Heavy Work
Choice

Brushing
Program
12:40

Calm in
a quiet
place

End of Day:
(2:00)

Brushing
Program
2:00

Heavy Work
Choice

Calm in
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Other: *SEE ENVIRONMENTAL MODIFICATIONS/ADAPTATIONS

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Sensory Diet Video Clip



Brittany

11-10-11

~~Green~~

~~Blue~~

~~Brush~~

~~How do I feel? 1 2 3 4 5~~

~~Circle~~

~~Exercise~~

~~Snack~~

~~Abcde~~

~~Brush~~





Video Clip

When my engine is

Red: Fast



Green: Just Right




Blue: Slow



↓
Choose a

Blue / Green





↓
Choose a

Green



↓
Choose a

Red & Green





talk

I need

StickKats hot dog mat press

Red Choice

StickKats mini tramp or tramp

StickKats swing

Green Choice

StickKats exercise band session

StickKats snowball "crunches"

StickKats wall push ups

StickKats sticky bear pushup

StickKats critter crawl

StickKats office lady

Blue Choice

brush

StickKats pressure brushing in joint compression

StickKats theraputty or playdough stuff

The image displays a collection of 'StickKats' cards, which are visual aids for occupational therapy. These cards are organized into three color-coded sections: Red Choice, Green Choice, and Blue Choice. Each card features a stick figure illustration and a specific activity or task. The 'Red Choice' section includes activities like 'mini tramp or tramp' and 'swing'. The 'Green Choice' section includes 'exercise band session', 'snowball "crunches"', 'wall push ups', 'sticky bear pushup', 'critter crawl', and 'office lady'. The 'Blue Choice' section includes 'brush', 'pressure brushing in joint compression', and 'theraputty or playdough stuff'. At the top, there are additional cards for 'talk', 'I need', and 'hot dog mat press'. The cards are placed on a background of red, green, and blue paper.



Calming and Alerting Strategies

Take 5 Choices

Take 5



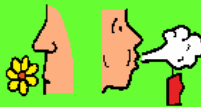
Body squeeze



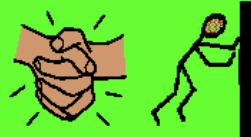
Leg wraps



Chair pushups



Smell Flowers-
Blow Out Candles



Pushes

Created by Lezlie D. Fahl Kinder OTR/L



Green choice video clip



Take 5-Pressure/Touch Choices (Tactile)



Pressure Vest or
Weighted things
Sit under weighted
blanket

Hand Massage

Putty or finger
exercises

Monster Face



Blue choice video clip



Take 5-Motion Choices

(Motion= Vestibular)



Bounce on ball



Take a walk or
move



Jump and land



Cushion in chair



Belly on the ball

Created by Leslie D. Felt Kinder OTR/L



Red Choice video

Calming and Alerting Choices

I can get calm 



Hands push 5



Head push 5



Hug/
Body Squeeze 5



Smell Flowers-
Blow Out Candles

Designed by Lezlie D. Fahl Kinder OTR/L

I can get focused-be ALERT! 



Stand up and jump 5



Jumping Jacks for 5



Reach for the stars



Ask to get a drink

Designed by Lezlie D. Fahl Kinder OTR/L



Calming Sequence Video



Important Points to Facilitate Effectiveness

- Student and entire team needs to have familiarity with uniform language for students to begin to use it to self-regulate
- No value judgments for engine speed
- Use throughout the day
- K.I.S.S. (Keep It Sensory Simple)



Data

- Given instruction in a program which teaches self-regulation and sensory awareness, [name] will accurately sort pictures which depict various levels of “alertness” in ___% of assessed opportunities.
- [name] will accurately identify his own level of alertness (“engine speed”) in ___% of assessed opportunities.
- Given visual supports [name] will identify 3 sensory strategies to return to a calm just right state in ____% of assessed trials.
- [name] will follow his schedule to make and record his sensory state and sensory choices during 4 scheduled sensory breaks per day, with 90% accuracy.



0-5

Feelings Scale

0-5 Feelings/Sensory scale

- 1-5 Scale
- Alert program
- Stickkids

Feelings Scale		
5 	 out of control crying screaming destroying kicking	 alone 
4 	 mad crying pounding/throw things cross arms	 alone 
3 	 nervous crying complaining not doing anything stomp feet	 walking break 
2 	 uncomfortable Complain Confused face Not listening	 Tell someone 
1 	 can handle it following schedule using nice words	
0 	 low head in hands grumpy	 Tell someone 



1-5 Scale: Dunn Buron

- Visual
- Quantifies abstract concepts
- Across situations and environments
- Across disability categories
- Across ability levels



Our Comprehensive Tool: 0-5 Sensory/Feelings Scale












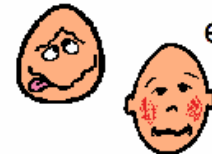
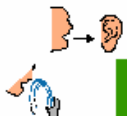













- Combine Sensory with Emotions
 - Add 0 to represent slow low
 - Add visuals of stickids
- Establish common vocabulary for staff and students
- Add coping/calming strategies



Individualized

- Visual faces
- Labeled feelings
- Observable behaviors
- Personalized calming strategies

George's Feelings Scale

<p>5</p> 		<p>out of control</p> <p>swearing destructive hitting</p>	  <p>take a break</p> 
<p>4</p> 	 	<p>crazy</p> <p>inappropriate noises inappropriate comments dancing</p>	 <p>break quiet place alone</p> 
<p>3</p> 		<p>embarrassed</p> <p>Giggly Moves around calls out answers</p>	<p>Tell someone</p>  
<p>2</p> 		<p>uncomfortable</p> <p>Wiggle Not listen to teacher Little noises</p>	 <p>Take 5</p> <p>Tell someone</p> 
<p>1</p> 		<p>balanced</p> <p>listen to teacher Sitting up straight</p>	
<p>0</p> 		<p>low/off</p> <p>brain is off laying head down very little talking</p>	  <p>Tell someone</p> 



Video clips

- For levels
- Individualized 0-5



Important Points

- Model, Model, Model
- Decreases language
- Use throughout day
- Can't argue with your own visual
- Support for staff at identifying early "rumbling"
- Caution: Don't turn into a negative



Data

- During structured teaching activities, [name] will rank situations according to his feelings on the 0-5 feelings scale with consistency in 80% of assessed trials.
- Given an individualized 0-5 scale, [name] will acknowledge his feeling when told by staff in 75% of assessed trials.
- Given a visual support of an individualized 0-5 feelings scale, [name] will accurately identify his own emotional state in 80% of assessed opportunities.



Problem Log



Problem Log

- Social Autopsy- LaVoie
- Comprehensive Autism Planning System-(CAPS)-Smith Myles & Henry
- Social Thinking- Michelle Garcia Winner
- Relationships- Reference Guide for Life
- 0-5



-
- Dissect a problem situation in order to
 - “make a better plan for next time”
 - Guides perspective taking



Problem Log Components

- Where
- Who
- 0-5
- What happened
 - Toolbox
- Thinking
 - I have thoughts about others and they have thoughts about me
- Feeling
 - Every thought has a feeling
- Next Time



Relationships

- Reference Guides for Life
 - Family
 - Friends
 - Support People
 - Acquaintances
 - Strangers
 - Community Workers
- Behavior and communication styles vary



Expected & Unexpected

- Social Thinking

 - “You can be a Social Detective”

 - Michelle Garcia Winner

- Hidden Curriculum

 - Brenda Smith Myles



Self -Advocacy

- “Knowing what you need and telling what you need”
- Identify triggers
- Identify coping and calming strategies
- Create talk scripts

Problem Log

Date _____

Where?



Home

School

Other

Who?



- Family
- Support People
- Friends
- Acquaintances
- Strangers
- Community Workers
- Other

feel



- 5
- 4
- 3
- 2
- 1
- 0

Use your toolbox to figure out what happened



Someone said:

Someone did :



Sensory:

I wanted:



I couldn't:

Something was different:



Make a SMART GUESS

Thinking?



Feeling?



Next?





Data

- Following a situation identified as difficult by either staff or peers, [name] will complete a problem log to identify different perspectives in ___% of assessed trials.
- Following a situation identified as difficult by either staff or peers, [name] will complete a problem log to determine a better plan for next time ___% of assessed trials.
- Following a situation identified as difficult by either staff or peers, [name] will use their toolbox (eyes, ears, brain) to accurately retell what happened in ___% of assessed trials.



Important Points

- Adult led- often scribed
- Leveled/individualized
- Consistent vocabulary
- Visual
- Not a punishment
- **Only completed when in a calm state**



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