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

OCALI conference 2013

Lezlie Fahl Kinder OTR/L
Liz Senften MA CCC-SLP
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)

  1\textsuperscript{st} define the measurable behavior

  2\textsuperscript{nd} identify underlying challenges
Iceberg

Hitting
Swearing
Kicking

ףִּיכְּנָּה
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
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.

Lezlie D. Fohn
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’
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 12:45
- 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

Developed and designed by Leslie D. Fary-Kinder OT/SL
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
Choose a
Blue: Green

Green: Just Right
Choose a
Green: Green

Blue: Slow
Choose a
Red: & Green
Calming and Alerting Strategies
Take 5 Choices

- Body squeeze
- Leg wraps
- Chair pushups
- Smell Flowers
- Blow Out Candles
- Pushes
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

Created by Leslie L. Fahl, Linder OTR/L
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
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

**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 Leslie 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.
O-5
Feelings Scale
0-5 Feelings/Sensory scale

- 1-5 Scale
- Alert program
- Stickids

Feelings Scale:

5: out of control
   crying
   screaming
   destroying
   kicking
   alone

4: mad
   crying
   pounding/throwing things
   cross arms
   alone

3: nervous
   crying
   complaining
   not doing anything
   stomping
   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

5
out of control
swearing
destructive
hitting

4
crazy
inappropriate noises
inappropriate comments
dancing

3
embarrassed
Giggly
Moves around
calls out answers

2
uncomfortable
Wiggle
Not listen to teacher
Little noises

1
balanced
listen to teacher
Sitting up straight

0
low/off
brain is off
laying head down
very little talking
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

<table>
<thead>
<tr>
<th>Where?</th>
<th>Home</th>
<th>School</th>
<th>Other</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who?</th>
<th>Family</th>
<th>Support People</th>
<th>Friends</th>
<th>Acquaintances</th>
<th>Strangers</th>
<th>Community Workers</th>
<th>Other</th>
</tr>
</thead>
</table>

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?

Created by:
Liz Serifton M.A. CCC-SLP
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**
References

References Cont’d

- OCALI. *Ziggurat Training-2007*.
- *SticKids TM (2005)* by Community Therapy Associates, 41050 Camden Lane Box 6, Site 5, RR I Cochrane, AB, Canada. [www.stickids.com](http://www.stickids.com)
○ Lezlie Fahl Kinder
  ● Occupational Therapist
  ● Lezlie.kinder@weschools.org

○ Liz Senften
  ● Speech language pathologist
  ● Elizabeth.senften@weschools.org