

Session #1

Behavioral Regulation

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Topics



Sensory Regulation

Sensory Sensitive vs. Seeking vs. Avoidant

Defiant Behavior

Regulating "difficult children"

Classroom Regulation

Managing different sensory needs within the classroom

Caregiver Involvement

Caregiver training & support

Sensory Overload

Tantrums vs Sensory Overload

Open Faculty Discussion





Sensory Regulation

(Sensitive, Seeking, or Avoidant)



Sensory Regulation

"Crash & burners",
hyperactive,
constantly in motion,
fidgety, impulsive,
touches everything,
lack of safety
awareness

Seeking

Distractable,
difficulty adapting to
stimuli, possibly
hyperactive, not able
to block out
irrelevant stimuli

Sensitive

Aversive response to
sensory input;
Withdrawal,
emotional outbursts

Avoidant

Sensory Regulation



Tactile: (responsiveness to touch)

wheelbarrow/animal walking, deep pressure/weighted blanket, lap pads, vibrating toys, sensory bins, arts and crafts

Proprioceptive: (body awareness and calming of the nervous system)

animal walks, jumping, resistance activities, weight bearing activities, heavy lifting, yoga, climbing

Vestibular: (challenges to balance/spatial orientation)

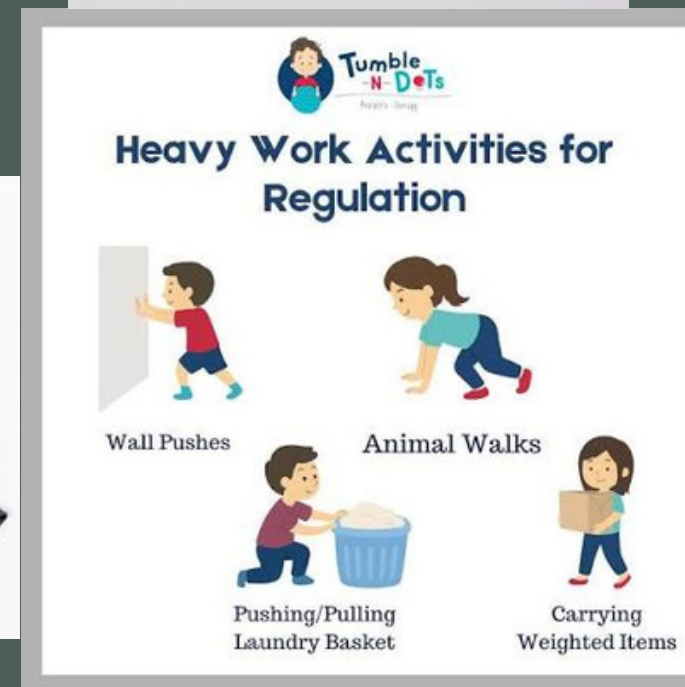
swinging, rocking, change in direction or speed, balance boards, walking on uneven terrain

Environmental Modification: reducing noise, dimming the lights, preventing overstimulating events

Sensory Diet (a mix of sensory inputs to keep the child regulated throughout the day)



Sensory Regulation



Tactile, Proprioceptive, Vestibular, Environmental Modification, Sensory Diet





Classroom Regulation

Managing different sensory needs
within the classroom



Classroom Routines

- Short 5-minute movement breaks
 - Dance breaks, Stretch Break, etc.
 - Good during transitions from subjects/classes



Routine vs. Change

- Maintaining a consistent routine is key (predictability)
 - Clear communication to reduce anxiety (ex: providing a warning in advance about changes)
- However, embedding small changes allow students to become graded to change
 - Ex: One classroom change/day (make it a game), Student choice



Environmental Adjustments

- Seating:
 - Flexible seating
 - Varied seating options (ex: therapy balls, cushions, standing)
- Sound:
 - Ex: headphones, white noise, quiet zones

How you say it matters!

- Eye contact during conversation
- Facing the student / having the student face you
- Height differences ("Get on their level")
- Praises for being on task (not just focusing on the negatives)



Sensory Overload



Tantrums vs Sensory Overload



Tantrum vs. Sensory Overload

- Tantrums - Purposeful, controlled, and intentional
 - Desire to get something, usually stops once they've gained their original goal
- Sensory Overload - An involuntary, neurological response from being overstimulated
 - Sensory sensitive to things like noises, lights, crowds, smells, and textures
 - May be unaware of their surroundings or completely lose control



Strategies



SENSORY DIET: How to integrate a Sensory Diet plan into your child's routine at school

01

Oral Sensory Issues

If your child tends to put things in their mouth, sucks on their shirts or chews their pencils, they need objects to improve their oral sensory issues. Here are some items to try: Chewy bracelets and necklaces or chewy pencil toppers.

02

Attention and Behavior

If your child is disrupting the other students or is constantly out of their seat at school, they need physical activity to calm their symptoms. Let them do jumping jacks, walk around the room and do stretches at their desk.

03

Tactile Sensory Issues

If your child is constantly pulling at tags on their shirts, or hates certain textures, we need to provide them with objects to improve their tactile at school. Try a weighted vest, gel lap pad or sensory sox.

04

Anxiety Sensory Issues

If your child has constant anxiety about their homework, friends at school, or even in general, some of these objects can help: Stress ball, fidget roller, or therapy putty.

05

Sound Sensory Issues

If your child is scared and fearful of loud noises, more so than normal, they are probably more sensitive to sound.. Try some of these activities to help: Listen to calming music or noise-cancelling headphones.

ZONES OF REGULATION!

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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Deep Pressure Activities

Log Roll



Steamroller



Pillow Sandwich



Bear Hugs



Foot Massage



Squeeze Therapy Putty



@occupationaltherapyabc

OT-ABC

Deep Breathing

- **Belly Breathing**: (aka diaphragmatic breathing)
- **Boxed Breathing**: inhale for 4 seconds, hold for 4 seconds, exhale for 4 seconds, hold for 4 seconds (can also shorten with “triangle breathing”)
- **Pursed Lip Breathing**: exhaling through pursed lips helps to control the breath rate to feel more relaxed
- **4-7-8 Breathing**: Inhale for 4 seconds, hold for 7 seconds, exhale for 8 seconds (can cut time in half)
- **Pinwheel Breathing**: blowing on a pinwheel to encourage controlled breathing
- **Dragon Breathing**: inhaling (fills the belly), and exhaling (forceful through the mouth, can roar)

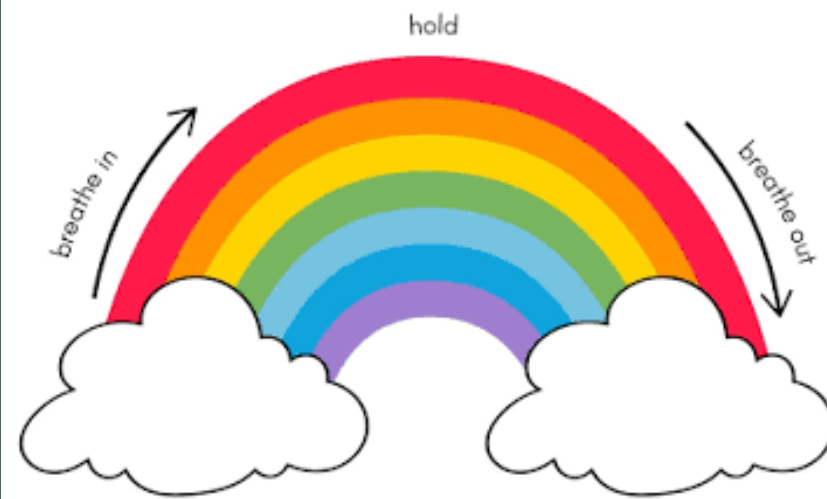


Deep Breathing

Deep breathing
using your hand.

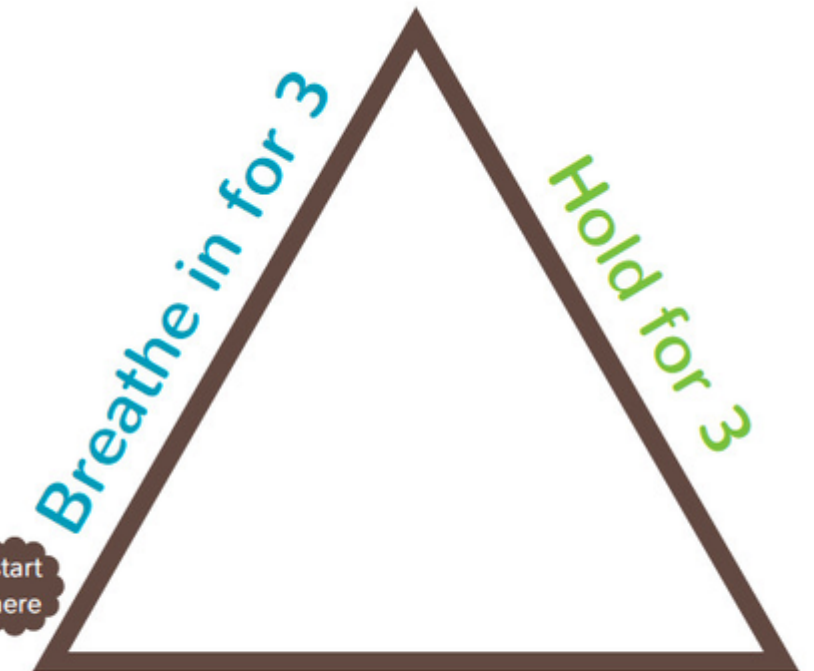


Rainbow Breathing



- Trace your finger from the cloud to the top of the red arch, left to right, while breathing in through your nose and as you come down the other side, slowly breathe out through your mouth
 - Repeat from left to right
 - Continue for each colour
 - Use until you feel grounded and calm

Fire Breathing Dragon Craft





Defiant Behavior

Managing “difficult children”

*Do actions speak louder
than words?* *

- Staying calm, speaking in a soft voice
- Practice calming techniques on yourself
- Praise positive reinforcement
- Offer 2 choices
- Avoid long explanations/lectures
- Break down tasks into smaller steps
- Model appropriate behavior

Additional Strategies *

- “First _____, then _____”: Setting a clear expectation before allowing a preferred activity
- Acknowledge emotions: validate their feelings before reiterating instructions (“I know you are frustrated, but it’s time to _____”)
- Plan for alternative phrases (ex: “Let’s try _____ instead”)
- Ignoring perseverating defiance: Clearly stating choices and the consequences, then walking away to allow them time to decide



Caregiver Involvement

Caregiver training & involvement



Reinforcement



- Making sure parents reinforce similar expectations and behavioral regulation techniques
- Structure and consistency help foster security and reinforce boundaries
- Involving caregivers on behavioral regulation also creates more trusting/nurturing relationships with students to caregivers and staff





Faculty Discussion

What other strategies have helped
within your classroom?





Thank you!

