

Assistive Technology (AT) SELF-REGULATION RESOURCE GUIDE



***PLEASE CONTACT THE OT
DEPARTMENT TO DISCUSS
CHECKING OUT ITEMS FOR
TRIAL**

***AVAILABILITY VARIES
AMONG SCHOOLS**

Self- Regulation is a student's ability to manage all of their senses in order to learn and attend throughout the day.

ALL students and adults have specific sensory needs that help keep their minds and bodies ready to learn.

The following pages will offer ideas that can be used in the classroom environment.

*It's important to consult with the Occupational Therapist in your building to ensure the equipment is appropriate and is used correctly.

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Sit and Move Cushion

- Can be used on a classroom chair and while sitting on the floor.
- Allows more movement when sitting.



Make It Yourself

- Partially inflate a beach ball and use as a cushion.
- Purchase camping cushions at the Dollar Store.

Wedge Cushion

- Allows increased movement AND promotes upright posture.
- Helps prevent students from slipping down into their chair



Make It Yourself

- A 2” 3 –ring binder can be placed on the chair (as a wedge). It can be used to promote upright posture but will not allow extra movement.

Core Cushion

- Allows increased movement while sitting in a chair or on the floor
- Can be used as a lap weight (deep pressure) to offer the student input regarding where their body is in space.



Weighted Lap Pad

- The weight improves body awareness, which can be a reason for excess movement.
- The deep pressure is calming and can reduce movement.
- Fill socks with beans or rice and tie off the end of the sock. These can be used for weight to put on the lap or around the shoulders



Weighted Blanket

- Provides deep pressure, which is calming.
- The weight improves body awareness, which can be a reason for excess movement.
- A student should always be supervised when using the blanket.



Tennis Balls on Chair Legs

- Cut a large “X” into 2 tennis balls with a sharp tool.
- Place a tennis ball on only 2 adjacent legs of chair
- This will allow the chair to wobble and allow more movement.



Therapy Ball

- Students must have adequate balance and core strength to use the ball as a chair.
- Balls with sand inside help keep the ball from rolling under the child.



Exercise Band on Chair Legs

- An exercise band can be attached to the 2 front legs of a chair to allow increased leg movement.



T-Stool

- This stool allows movement and is a great tool for students who “rock” in their chairs or need more movement
- The student must have good balance and core strength.



Legless Chairs

- Remove legs from old classroom chairs.
- The chair can be used for kids with difficulties keeping personal space during floor time, poor core strength, and for kids who become “one” with the carpet.
- Place the chair against the wall for extra back support.
- Ask parents to donate old stadium chairs for carpet time.



Standing Desk

- Companies such as Pixar purchase standing desks. Studies have proven that standing increases productivity.
- Standing lets us know where our body is in space.
- More movement is allowed when standing.
- Most classroom desks can be raised to a standing height. Ask the janitorial staff for help!
- Old podiums make excellent standing desks,



Foot Stools

- Children may wiggle and move a lot because their feet are not supported under their desk.
- Feet should be firmly planted on a flat surface.



Make It Yourself

- Use old books as footstools. You can tape many books together to make a stool.
- Cardboard boxes can be used also. You can place the front two chair legs into the top of the box for a non- moving footstool.

Classroom Exercise Breaks

You Tube:

Primary Break Videos (K-2)

1. Just Dance Kids “Get the Sillies Out”
<http://www.youtube.com/watch?v=m2IJTVGq-kl>
2. Kids Animal Stretches
<http://www.youtube.com/watch?v=6LndXdPdKaQ>
- 3: Kids Exercise Video Song
<http://www.youtube.com/watch?v=ZifG4ghGz34>

Intermediate videos (3-5)

1. Kids Workout “Get Fit” by Latreal Mitchell
<http://www.youtube.com/watch?v=m2IJTVGq-kl>

CLASSROOM STRATEGIES FOR **MOVEMENT**

- Raise the height of 2 or more classroom desks to serve as “standing desks”. Students can have the option of using these desks as opposed to sitting.
- Allow a student to sit in a “teacher chair” that will allow spinning and rocking.
- A rocking chair or gaming chairs allow more movement on the carpet.
- Allow a student to have 2 desks. One desk should hold all books and materials. This will create natural movement breaks for the student, as they will have to travel across the room to access materials needed.
- Allow student to pass out papers and run small errands
- Do classroom exercises at each classroom transition.
- When appropriate, allow students to choose a position to work in (laying on belly, standing, sitting on the carpet, etc)
- Stacking chairs

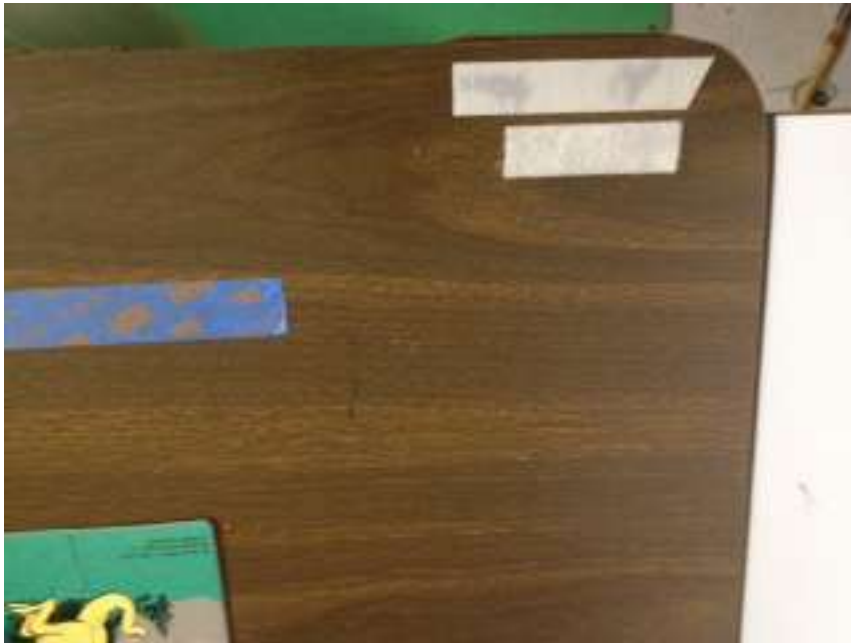
Hand Fidgets

- Place beads on a binder ring
- Place beads on plastic string
- Use common desk items
 1. Paperclips
 2. Rubber bands
 3. Binder clips
 4. Small stress ball
 5. Balloon filled with rice, beans, flour, cornstarch, or Play dough



Velcro Under Desk

- Place strips of Velcro under or on top of the student's desk. The Velcro will offer the student tactile input during instruction or independent work.



Gum/Crunchy and Chewy Snacks/Water Bottles

- Chewing and sucking are actions that help adults and children maintain task focus and maintain optimal regulation for learning
- The deep pressure caused by chewing is calming
- These items are a good replacement for thumb sucking and chewing on non-food items

Ideas:

- Camelback water bottles have a rubber tip that can be chewed, and the bottle requires more sucking to get water.
- Use a chew tube as a straw.
- Crunchy and chewy snacks may include beef/turkey jerky, carrots, pretzels, fruit snacks, etc.
- Have parents send in gum for student use.

Noise Cancelling Headphones

- Headphones can help drown out noise of the classroom to help with attention and auditory sensitivity.



Ideas




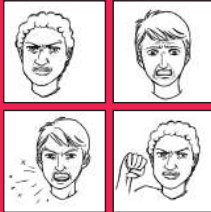
- Parents can send in earplugs if the student does not want others to see them wearing the headphones.
- Try playing “soft music” with no words or white noise machines to drown out noises in the classroom.

The Zones of Regulation

- A self-regulation program that helps students learn to regulate emotions and sensory needs.
- They learn to identify which “zone” they are in and then choose specific tools to help them get to the green zone (where they are regulated and ready to learn).

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

The **ZONES** of Regulation®

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

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Classroom Safe Spots

- The Safe Spot is a small, yet vital area in the classroom, or can be right outside the classroom door.
- Students may come or be guided to the Safe Spot to relax or regain composure during a difficult time, such as feeling overwhelmed, anxious, upset, annoyed, or if it is too loud and he/she needs to get away.
- A break card or special signal can be used by the student to alert a teacher or paraprofessional that they need to retreat to the safe spot
- Find a corner of the room that is dimly lit (preferably with natural light).
- The Safe Spot is filled with items that may help students relax including lotion, noise cancelling head phones, stuffed animals, or different sensory materials. These items will be based on the specific needs of the children who typically use this area.
- The Safe Spot may be housed in the book area or house area. Typically it is located in a quieter spot in the classroom. The Safe Spot is **NOT** a time out.
- A safe place provides access to positive reinforcement; a time out removes the child from access to positive reinforcement.

PLEASE SEE THE FOLLOWING PAGES FOR PICTURES OF SAFE SPOTS.







