

My Sensory Tool Kit

My Tool Kit

My child's needs:

Proprioception (Body Sense)

Vestibular (Movement Sense)

Visual

Auditory (Listening)

Taste/Smell

Tactile (Touch)

Notes:

Sensory Starter Kit from Dollar Tree Shopping List

From the Beauty Section:

Four pack of mesh sponges

Shaving Cream

Cotton balls

From Kitchen Section:

Funnels

Measuring cups/spoons

Large spoon

From Grocery Aisles:

Vinegar

Rice

Salt

Fettuccine Pasta

Penne Pasta

Baking Soda

Flax seeds

Oats

Pinto beans

Cooking oil

From Toy Aisle:

Miniature plastic figurines

From Craft Aisle:

Play foam

Pom poms

Other Items to consider:

Foam Stickers

Pipcleaners

Googly Eyes

Popsicle sticks

Pony beads

Gems

Pebbles

Sound tubes

To possibly purchase Elsewhere: flour, cornstarch, food coloring or liquid watercolors.

Self Regulation

What is self regulation?

Self regulation is the ability to tolerate sensations, situations and distress and form appropriate responses. Simply stated, it is the ability to control emotions, thinking, behavior and motor actions in different situations.

In children, self regulation matures just like other developmental processes. Children get older and learn to think before they act.

Why is it important?

Research indicates that self regulation in children is a predictor of academic abilities. Children with higher levels of self regulation have achieved higher scores in reading, vocabulary and math. In addition, some research has shown that the ability for young children to self regulate is associated with higher, future education levels.

How can you help a child develop self regulation?

Here are some suggested activities to help develop self regulation skills:

- teach self regulation at a young age - children develop the foundation skills for self regulation from birth to 5 years old
- demonstrate and model proper behaviors - this allows children to observe how to choose an appropriate response in different situations. Partner children who lack self regulation with children who exhibit better self control to act as role models
- help children to regulate their attention by providing hints and cues by verbally and/or physically pointing out important aspects of a academic or physical activity
- provide verbal or physical cues to help children to self regulate their emotions such as "let's stay calm" or allowing a child to go to a quiet area to relax
- Continually monitor children to determine when adult support can be withdrawn so that the children can learn to be independent in their responses
- play games that require start and stop skills such as: Red Light - Green Light, Freeze Dance, Simon Says, etc.
- participate in dance activities where the child needs to move to the rhythm
- play any games that require turn taking

Ask an occupational or physical therapist if you have questions about the most appropriate activities for a specific child.



References: Flora, I. Developing Young Children's Self-Regulation through Everyday Experiences. *Young Children* July 2011 pp 46-51
Ponitz, C. et al. A structured observation of behavioral self-regulation and its contribution to kindergarten outcomes. *Developmental Psychology*. Vol 45(3), May 2009, 605-619.

©Your Therapy Source Inc www.YourTherapySource.com

These pages are not intended to provide medical advice or physician/therapist instruction. Information provided should not be used for diagnostic or training purposes. Consult a therapist or physician regarding specific

How to Teach Your Amygdala to Dance

Step 1 - Trigger Awareness – Pause immediately after something upsetting has occurred and write down: "What just happened that's upset me is _____."

Step 2 - Physical Awareness – Think of where you are feeling it physically and write down: "I am physically feeling what, where and how intensely (mild, moderate, very)."

Step 3 - Emotional Awareness – Attach a word to what you are emotionally feeling and say to yourself or write down: "I am emotionally feeling angry, anxious, frustrated, afraid, scared, upset, overwhelmed or what and how intensely (mild, moderate, very)."

Step 4 - Impulse Awareness – Now immediately think of what it makes you want to do and write down: "Feeling that way makes me want to state impulse."

Step 5 - Consequence Awareness – Think of what will happen if you act on that impulse and write down: "If I act on that impulse, the immediate consequence will be _____, the consequence tomorrow will be _____ and the consequence one week from now will be _____."

Step 6 - Taking It Too Personal Awareness – Think of whether or not you might be taking it too personally when it is not meant that way and write down: "What I might be taking too personally that isn't really meant that way is _____."

Step 7 - Reality Check Awareness – Think of there being some other explanation for what happened that and write down: "An alternate possible explanation for what just upset me is _____."

Step 8 - Solution Awareness – Pause and think of a different solution you might try besides your original impulse and write down: "A better way to respond to this would be _____."

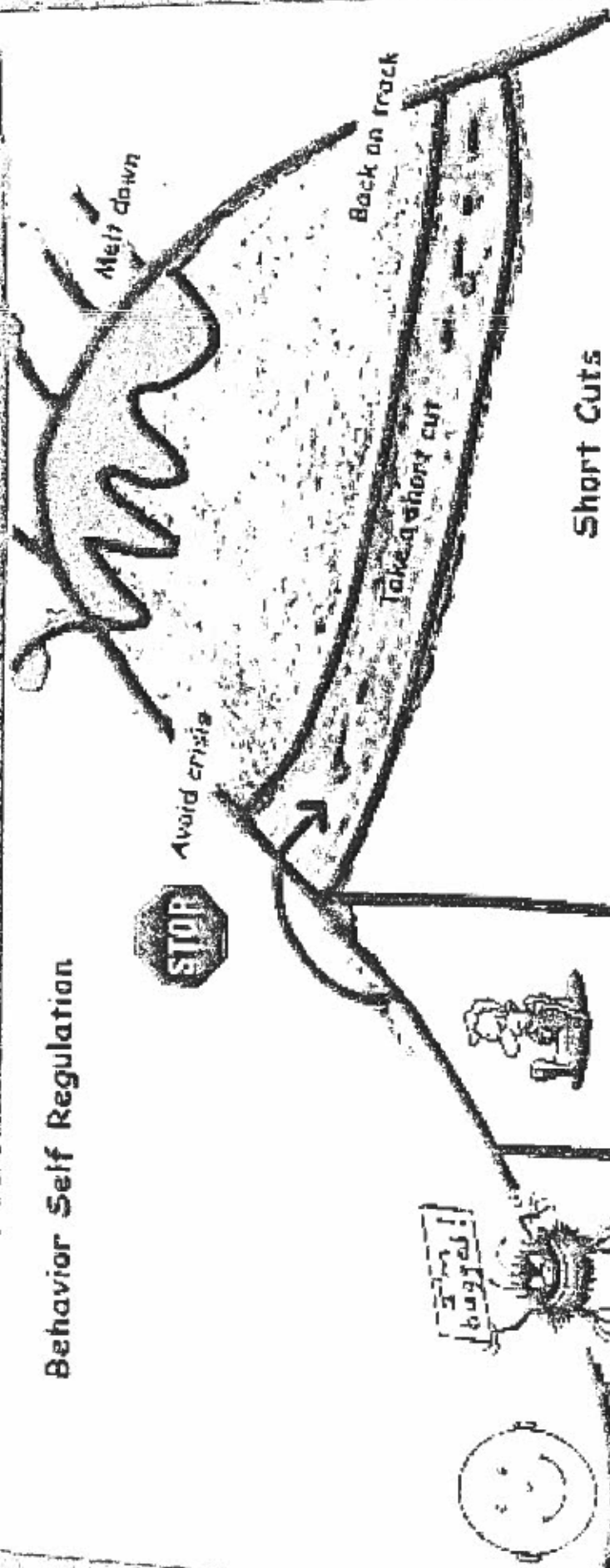
Step 9 - Benefit Awareness – Now think of the benefit of doing that and write down: "If I chose to respond it this way, the benefit to me will be _____."

Step 10 - Special Person Awareness – Sometimes if you can't talk yourself out of reacting, it helps to imagine in your mind's eye someone living or dead who deeply cares or cared about you and write down: "If I still can't resist acting on my impulse say aloud the name of someone (living or dead) is someone who cares about me and who I can see in my mind's eye telling me _____."

- ♦ Get the child to breathe through the nose to a count of four and exhale through the mouth to a count of eight. This increases the oxygen to the brain and can sometimes soothe the child.
- ♦ Calming Activities: Experiment and find out what feels good for an individual child. Ask, **what can desensitize a child when bombarded with stressors?**
 - *Proprioceptive Activities* (sense of what the muscles and joints feel)
 - Joint compression
 - Push down on shoulders, head, arms
 - Roll up tightly in a blanket
 - Walking
 - *Vestibular Activities* (sense of overall movement and gravity – these activities may also wind a child up so observe child closely for a reaction)
 - Slow swinging
 - Trampoline or mini trampoline
 - Jump rope
 - Rocking chair
 - Sprint running
 - Riding toys
 - *Deep Pressure* (a combination of tactile and proprioception)
 - Squeeze hands/feet
 - Bear hug
 - Ace bandage wrap
 - Swim cap
 - Firm massage
 - Weighted blanket (X-ray apron works great)
 - Support belt
 - Write should or angle weights
 - Make child into a sandwich between sofa cushions or mats
 - Weighted vest

- *Deep muscle work:*
 - Pushing (moving wheelbarrow full of dirt, moving furniture)
 - Pulling (bungee rope attached to tree or post)
 - Pressing (crushing aluminium cans in can crusher, crumpling paper)
 - Carrying heavy items from one place to another
- *Oral* (chewing, sucking, crunching)
 - Chewing helps to organize
 - Sucking helps to calm
 - Crunching is alerting
- *Tactile Activities* (your skin is your largest sense organ and contains the most receptors to the brain)
 - Vibration (vibration bug or toy)
 - Brushing (medical brush, bath glove, loofah)
 - Massage
 - Sensory roller
 - Wind (small fan)
- ♦ Prepare a Special Calming Place –
 - Establish a safe and private space inside a large box or some type of enclosure
 - Offer soothing furniture and comfort items in that space
 - Lots of pillows. Cushions, bean bag chair
 - Rocking chair
 - Blanket
 - Stuffed animals
 - Squishy balls
- ♦ Teach the child to label his/her feelings and express their feelings using words
- ♦ Teach the child self-calming techniques.
 - Deep breathing
 - Play dough
 - Listening to calming, soothing music using headphones
 - Watching calming video – For example, Living Arts makes audio and video mood enhancing DVDs for the TV screen. They have summer surf, aquarium, sunsets, wooded scenes, etc., or buy a calming, soothing screen saver for the computer. Some websites you can go to find sensory comfort products:
www.sensorycomfort.com/relaxati.htm

Behavior Self Regulation



Short Cuts

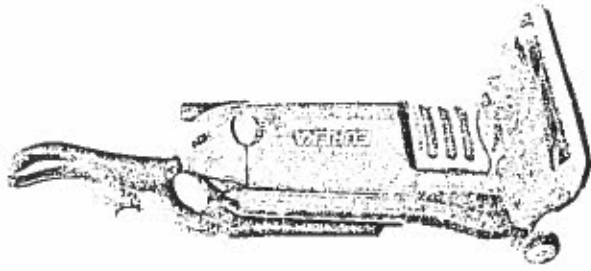
- Using headphones
- Sit at the kidney table
- put cubbie up
- take supply bucket away
- Sit on a "lily pad" (poly spot)
- touch a velcro dot
- stand in front of line
- earn tally points for being on task

Calm In Control	What bugs me?	Signals of stress
happy	noise	mad
glad	talking	upset
smiley	watching other people	not happy
	playing with things	argue
	being teased or spushed	

5-Point Scale (On the Job)

5	Over the edge- I'm ready to go off. I could lose my job at this point so I need to use my "help" card and ask my supervisor for assistance.
4	Close to breaking point- I can feel myself starting to lose control. I can leave and take a walk.
3	Rumbling- I'm feeling overwhelmed and having difficulty concentrating. I can ask my boss for a break.
2	Uneasy- I know something is not right. I can Self-Talk (Stay Calm!) and do deep breathing.
1	Awesome- I feel good and feel confident with doing my assigned tasks.

First



Vacuum your room

Then



Eat a snack

SOCCSS Worksheet - Birthday Party Example

Situation:

My cousin, Jesse, had a birthday party. He had chocolate cake and I wanted white cake. I got upset. I didn't want chocolate cake. It's a birthday party and people are supposed to have fun.

Desired Outcome:

Options	Consequences	Choices
(a) I could eat chocolate cake and not say anything.	(a) I would not like the taste of chocolate cake.	Third Choice
(b) I could bring my own snack to eat when it's time for cake.	(b) I could enjoy my own treat and still eat with others.	First Choice
(c) I could say, "No, thanks" and not eat any cake.	(c) I would not get any cake/ treat and the others would.	Second Choice
(d) I could throw the chocolate cake at Jesse.	(d) Jesse would be upset at his birthday party.	Fourth Choice

Strategy: Action Plan (choose the option)

Strategies: When I attend birthday parties, I need to know not everyone will have items I like. I can enjoy the birthday party and bring my own treats to eat when I do not like the cake or other food that is being served

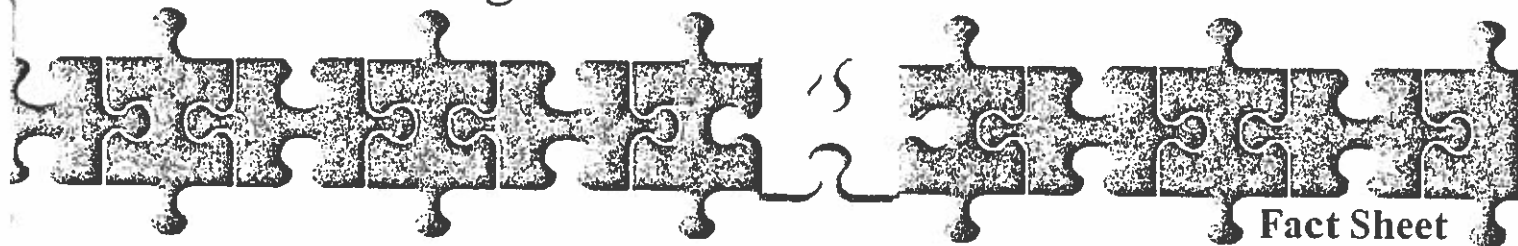
Simulation	Select One
My mom makes a dessert for dinner that I don't like. I can say "no thank you" and ask for something else that I like	X
Talk with mom about food that could be served at different occasions and practice ways to respond	

Simulation Outcomes

Say no thank you or ask for something else

Follow-Up

Power Card Strategies



What is a Power Card Strategy?

Power Card Strategy involves including special interests with visual aids to teach and reinforce academic, behavioral and social skills to individuals with Autism Spectrum Disorders. Since many children with Asperger Syndrome and autism tend to have highly developed special interests, this strategy is especially beneficial for this population. By using their special interest, the individual is motivated to use the strategy presented in the scenario and on the Power Card. It's a positive strategy that is often entertaining as well as inexpensive and simple to develop.

When can the Power Card Strategy be Used?

It can be used when an individual lacks the understanding of his/her expectations, to clarify choices, to teach cause and effect between a specific behavior and its consequence, to teach another's perspective, to aide in generalization, or as a visual reminder of appropriate behavioral expectations of a situation.

What are the Components of the Power Card Strategy?

1. A brief script of the special interest and the situation being addressed for the individual is created. It should be written at the individual's comprehension level and should include relevant pictures or graphics. Initially, the script should be read on a scheduled basis as the student learns to use the Power Card.
2. The Power Card is the size of a trading card and includes a small picture of the special interest and the solution to the problem situation broken into 3 to 5 steps. The Power Card is created from the script and can be carried by the student.

Power Card Example

The materials below were created by Laura Dickenson, a teacher in Unit #5, Normal, IL. They were developed to help a young woman with autism learn game playing skills.

Power Card Strategy Script



The Survivors Play a Game

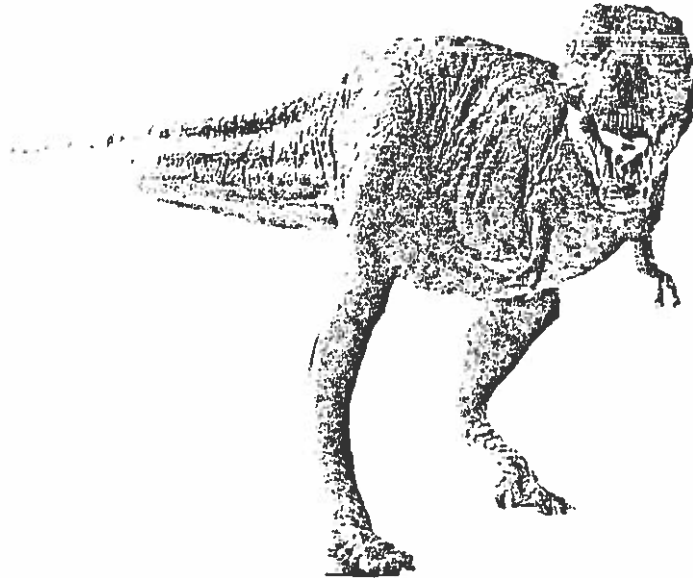
The contestants on Survivor love to play games! In fact, playing games on the show is how they win rewards or win immunity. Sometimes the players and teams win their games, but sometimes, they lose. When they win, they give each other "high fives", smile or say, "Alright!" When they lose their game, the Survivors might not be happy. They could take a deep breath and say, "Maybe next time", or say "Good job" to their opponent.

The contestants on Survivor think everyone should have fun playing games. They also want you to remember three things when playing games with other people:

1. Games should be fun for everyone.
2. If you win a game, you can: Smile, give high fives, or say, "Alright!"
3. If you lose a game, you can: Take a deep breath and say, "Good job" to the opponent or say, "Maybe next time."

Play games the Survivor way and your friends will have fun playing games with you!

Power Card



T-Rex wants you to remember:

- Stay with your parents while shopping at the grocery store.
- Hold on to the grocery cart.
- Only put items in the grocery cart that Mom and Dad tell you to.
- This makes T-Rex happy!

Calming Yourself Down

① Stop and think.



② Ask yourself:
"How does my body feel?"



③ Try:



Taking three deep breaths.

Counting backward slowly.



Thinking calming thoughts.

Talking to yourself.

