

## Self-regulation

**Calm and Focused:** Sensory integration techniques to encourage participation from young children who demonstrate Challenging Behaviors

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- Contributes to a child's ability to learn how to manage his or her own: attention, behavior, social skills
- Important part of child development
- Executive Functioning Skill
  - Neurological processing includes
    - Self Control
    - Working Memory
    - Mental Flexibility

## Self Regulation

- A life-skill related to how we interact with others
- Predicts school success over and above cognitive skills and family background
  - (S. Bredekamp)



## Relationship between Sensory Integration and self-Regulation and Behavior

- Some children easily develop self-regulation
- Some children have difficulty with self-regulation of behavior
- Self-regulatory problems found in:
  - Children with Autism
  - Children with Sensory Processing Disorder
  - Children with ADHD
  - Children who were Premature

## Sensory Integration impacts self-regulation/behavior

- We already use Sensory methods to help infants be regulated in behavior/emotion:
  - Rocking
  - Patting
  - Swaddling
  - Rhythmical music
  - Quiet voice



- Must Consider Sensory Environment:
  - Visual
  - Auditory
  - Tactile
  - Proprioceptive (body position)
  - Vestibular (movement and balance)



## Design Environment for Self-Regulation

- Avoid situations that can lead to problems
- Give breaks to young child during tasks as needed
- Provide a **Quiet Place** to calm down



## Quiet Place Center

- Provides child with a quiet place when OVER-stimulated or OVER-emotional
- Child can get calm and re-organized to return to classroom



## Quiet Place Center Design

- **“Womb” Space**
- Small- for only one child
- Lighting- natural light or dim light
- Sound- use soft fabrics/pillows to soak sound
- Touch-soft, comforting



## Quiet Place Center Design

- Visual boundaries
- Well organized
- Uncluttered spaces



## Quiet Place Center: How to Use

- Introduce to Children
- One child uses Center
- Never used as punishment
- Identify/label child's emotion
- Help child learn to effectively use
- Return child to previous activity when calm



## Literacy Connection: Books about Emotions

- Cain, J. (2000). The way I feel.
- Seuss. (1998). My many colored days.
- Parr, T. (2001). It's okay to be different.
- Carle, E. (1998). The mixed up chameleon.
- Underwood, D. (2010). The quiet book.

## Group Discussion

- Design your own “Quiet Place” Center in a classroom
- Layout-Theme
- Props-things in the center
- Rules for children’s use
- Books related to emotions

## CALMING Activities:

- **Heavy work activities:** carrying heavy objects, cleaning, climbing, jumping, push ups
- Eating chewy foods, such as dried fruit, granola bars, cheese sticks or blocks, bagels, or chewing gum
- Listening to rhythmic music
- Give Big Hug
- Using a picture schedule of the typical daily schedule
- Drinking thick liquids through a straw
- Firm rubbing of the back or “bear hugs”
- Smelling a calming scent, such as vanilla
- Weighted blankets (quilts or comforters)

## References

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