

Let's have a "green zone" summer

Sensory and Self-Regulation

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- Pediatric occupational therapist for 10 years
- Dream is to teach self regulation and provide motor labs as a curriculum in schools
- LOVE “Positive Discipline” by Jane Nelson because I am a parent
- LOVE working with parents and teachers
- LOVE my students
- Love dried mangos and movie previews

➤ GOALS:

- Understand sensory systems
- Teach a self regulation model
- Provide you with understanding and tools to improve everyday self-regulation issues while incorporating sensory strategies
- Recognize which zone you are in, choose and participate in a tool to help you get back into the “green zone”

THE BODY'S SENSES

1. Vision
2. Taste
3. Smell
4. Touch
5. Hearing
6. **Proprioception (body awareness)**
7. **Vestibular (balance and motion)**
8. **Interoception (internal state)**



PROPRIOCEPTIVE PROCESSING

“BODY AWARENESS”

- The body’s position in space
 - We know where are body parts are without looking!
 - Processed through joint receptors
- Important part of coordinated movements (ex: kicking a ball, holding a pencil)
 - Difficulty Manifests as: appearing clumsy, playing too rough, always moving, etc.
- *Nose to fingertip activity*



PROPRIOCEPTION

The sense that helps a child with body awareness is known as proprioception.



VESTIBULAR PROCESSING

“BALANCE AND MOTION”

- Our body's ability to sense speed and direction of movement with respect to gravity
 - Detected through the inner ear
- Difficulty manifests as:
 - Uncoordinated movements, appears weak or clumsy, fear of feet off the ground, rocks back and forth, avoids movement, etc.



VESTIBULAR

The sense that detects movement through sensory receptors in the inner ear.



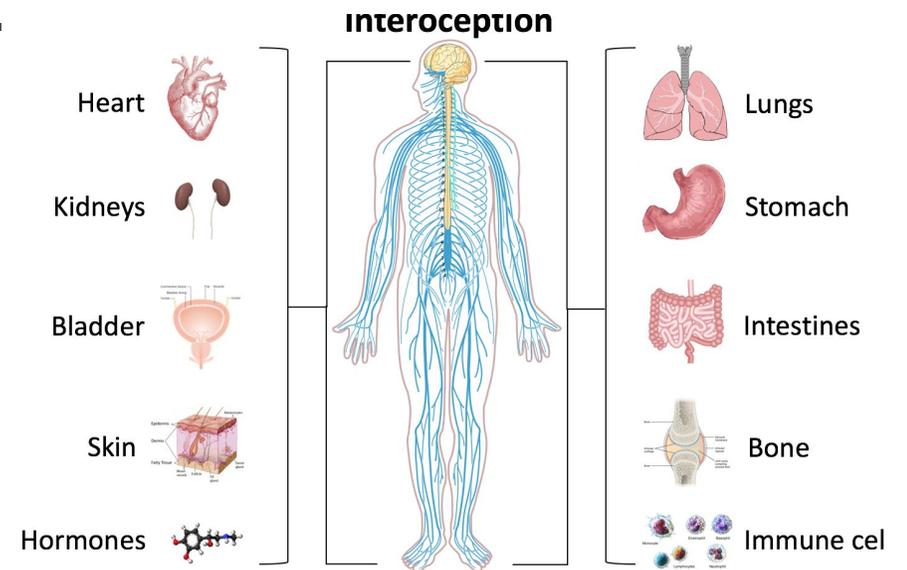
Interoception

Internal state of your body

Our body's ability to take messages from the inside of our body and the brain interprets it. We feel hunger, thirst, nausea, the need to go the bathroom, sexual arousal, etc.

We feel our emotions through our body and it helps us to know what "zone" we are in. Ex: sweaty hands and fast heart beat when we are nervous, knot in our stomach if we are anxious, etc.

We can learn to listen to our body cues and take action. Ex: Take deep breaths and do muscle relaxation if we are anxious or get a drink when we are thirsty.



WHAT DOES SENSORY SELF-REGULATION DO?

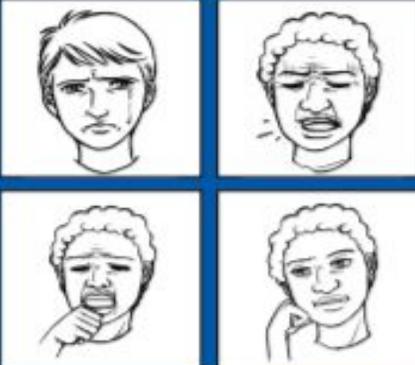
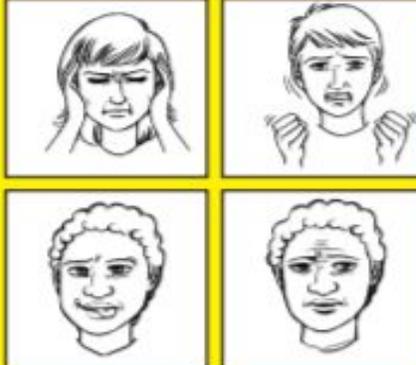


- Organizes our body systems
- Helps us learn by paying attention (brain can focus if body is organized)
- Interact with the environment
- Act “appropriately” in social settings (frustration tolerance and balance of emotional reactions)

SELF REGULATION IS THE GOAL

- “Self Regulation is the nervous system’s ability to attain, maintain and change levels of arousal or alertness” (Williams and Shellenberger, 1994)
-
- Process of recognizing and filling needs. Unable to truly self regulate until age 8
- We can provide opportunities and ideas that are acceptable
- We model it! Use yourself to show them what it looks like and how to change it
- Different ways to teach it (Zones of Regulation, social stories, break books, etc.)

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 Terrified Yelling/Hitting Elated Out of Control</p>

Permission to Feel

by Marc Brackett, Ph.D.

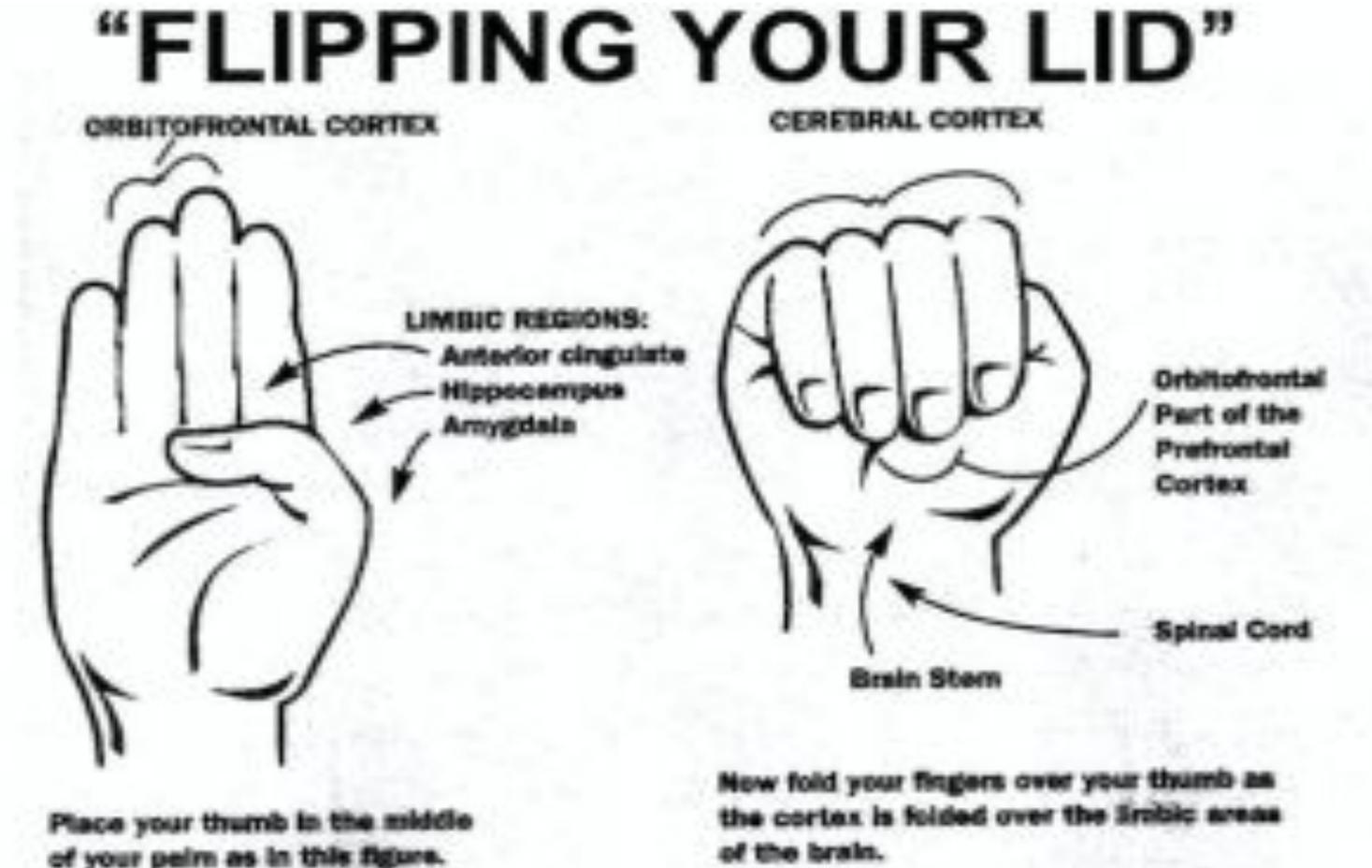


APPLICATION

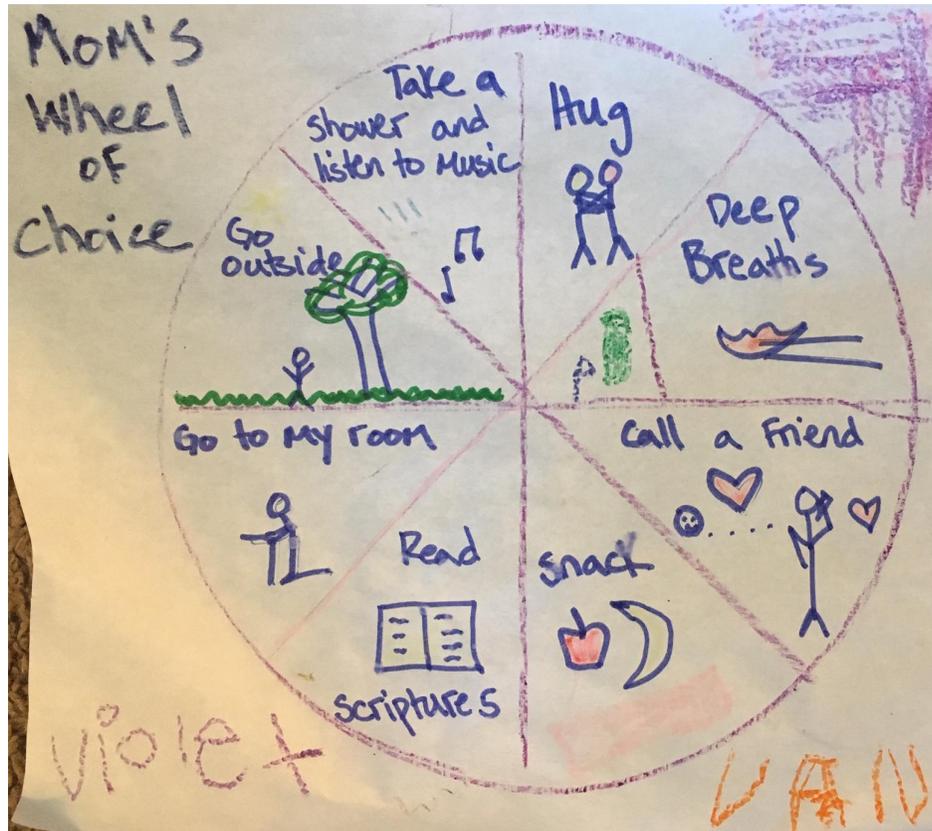
- Use a visual- or have them draw their own.
- Play games where you act out the different levels with your facial expressions
- Use the language often of labeling what zone you are in.
- Remember to be an example and say what you did to change it! *“I was in the red zone because I was so angry! Now that I have stepped out to get a drink and take deep breaths I am back in the green zone”*.
- Encourage them when you see them in the green zone. *“I can see Andy that your green zone because you are looking up at me and you are in control of your body”*.

Brain in the palm of your hand

Dr. Daniel Siegel



Wheel of Choice



Wheel of Choice

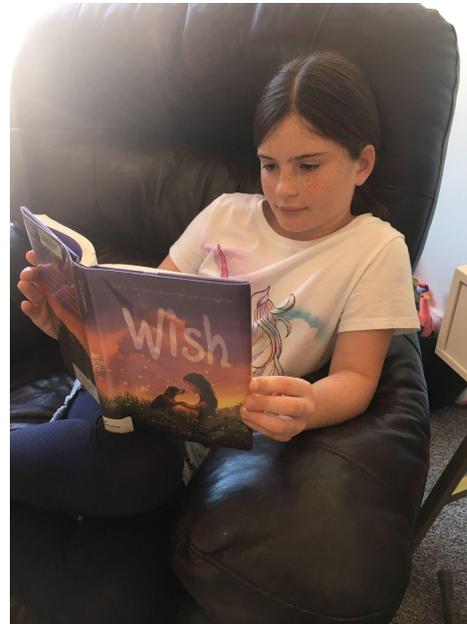


Using the Wheel of Choice is one way to teach problem solving.

- 1) Brainstorm (with your children) a list of possible solutions to everyday conflicts or problems.
- 2) On a pie shaped chart write one solution in each section and let children draw illustrations or symbols.
- 3) When there is a conflict, suggest the children use the wheel of choice to find a solution that will solve the problem.

“My book of choices”

Create a visual of choices WITH your child. They are the authors of it! You direct them to it and say “you choose!” Or model using your own if they choose not to.



Cool Down Spot (Positive time-out)

Provide a quiet safe place (not a reward or punishment)



"Where did we ever get the crazy idea that to make children do better, we must first make them feel worse?"

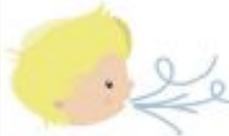
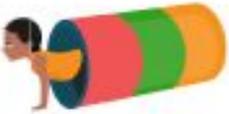
"People do better when they feel better. Positive time-out helps us cool off and feel better" - Dr. Jane Nelson

FIVE WAYS TO CHANGE WHAT ZONE YOU ARE IN

- 1. Put Something in the Mouth** (Oral Motor Input)
 - “Chew” on chewlery, eat popcorn, suck a drink through a straw, etc.
- 2. Move** (Vestibular and Proprioceptive Input)
 - Heavy work, chair push-ups, kick-band on chair, guided dance, etc.
- 3. Touch** (Tactile Input)
 - Hold a fidget, Velcro under desk, spinning ring, etc.
- 4. Look** (Visual Input)
 - Watch through window, go to a de-cluttered space, watch oil and water toy, etc.
- 5. Listen** (Auditory Input)
 - Listen to music, noise reducing headphones, work in a quiet room, etc.

“Tools to Grow OT- Sensory Diet”

www.ToolsToGrowOT.com

 <p>GENTLY PRESS HANDS ON HEAD</p>	 <p>GIVE YOURSELF A HUG</p>	 <p>SQUEEZE A BALL</p>	 <p>CHAIR PUSH-UPS</p>
 <p>TAKE A BREATH</p>	 <p>CHEW GUM</p>	 <p>SQUEEZE A BALL</p>	 <p>CRAWL</p>
 <p>CRAB WALKS</p>	 <p>CRAB WALKS</p>	 <p>ANIMAL WALKS</p>	 <p>WALL PUSH-UPS</p>
 <p>SEATED PUSH-UPS</p>	 <p>WEIGHTED BALL</p>	 <p>MONKEY BARS</p>	 <p>PUT AWAY HEAVY GROCERIES</p>

 <p>GO FOR A WALK</p>	 <p>ROCKING CHAIR</p>	 <p>SKIP</p>	 <p>TAKE A BREAK</p>
 <p>RIDE A BIKE</p>	 <p>SWING</p>	 <p>JUMP</p>	 <p>BOUNCE ON BALL</p>
 <p>BALL WALK-UPS</p>	 <p>SCOOTER BOARD</p>	 <p>PUSH UPS</p>	 <p>BOUNCE ON BALL</p>
 <p>JUMPING JACKS</p>	 <p>HOPPY BALL</p>	 <p>DANCE</p>	 <p>SIT AND SPIN TOY</p>

“Tools to Grow OT- Sensory Diet”

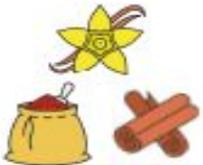
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 <p>PLAY IN SAND</p>	 <p>FIGDETS</p>	 <p>LOTION</p>	 <p>FINGER PAINT</p>
 <p>VIBRATION TOY</p>	 <p>VIBRATION</p>	 <p>WATER TABLE</p>	 <p>DOUGH/PUTTY</p>
 <p>WEAR SUNGLASSES</p>	 <p>LOOK AT FISH TANK</p>	 <p>OIL TIMER</p>	 <p>LAVA LAMP</p>
 <p>KALEIDOSCOPE</p>	 <p>VISUAL TIMER</p>	 <p>LOOK AT WATER FOUNTAIN</p>	

 <p>LISTEN TO MUSIC</p>	 <p>NOISE MINIMIZERS / HEADPHONES</p>	 <p>MUSICAL INSTRUMENTS</p>	 <p>WHITE NOISE MACHINE</p>
 <p>RAIN MAKER TOY</p>	 <p>LISTEN TO MUSIC</p>	 <p>SNAP FINGERS</p>	
 <p>CRUNCH / SUCK ICE</p>	 <p>CRUNCHY SNACK</p>	 <p>CHEW GUM</p>	 <p>CHEW NECKLACE OR TOY</p>
 <p>MOUTH VIBRATION</p>	 <p>BLOW BUBBLES</p>	 <p>BLOW BUBBLES</p>	 <p>SMELL SPICES/HERBS</p>

THE NEED FOR MOVEMENT

- The areas of the brain in charge of movement are also in charge of cognition and attention span. So we need to move to learn!
- Movement breaks improves mood and cognitive performance because it triggers the brain to release our “happy mood” neurotransmitters dopamine and serotonin.
- When in doubt, prop it out! (do heavy work) EG: pushing, pulling, carrying, etc.



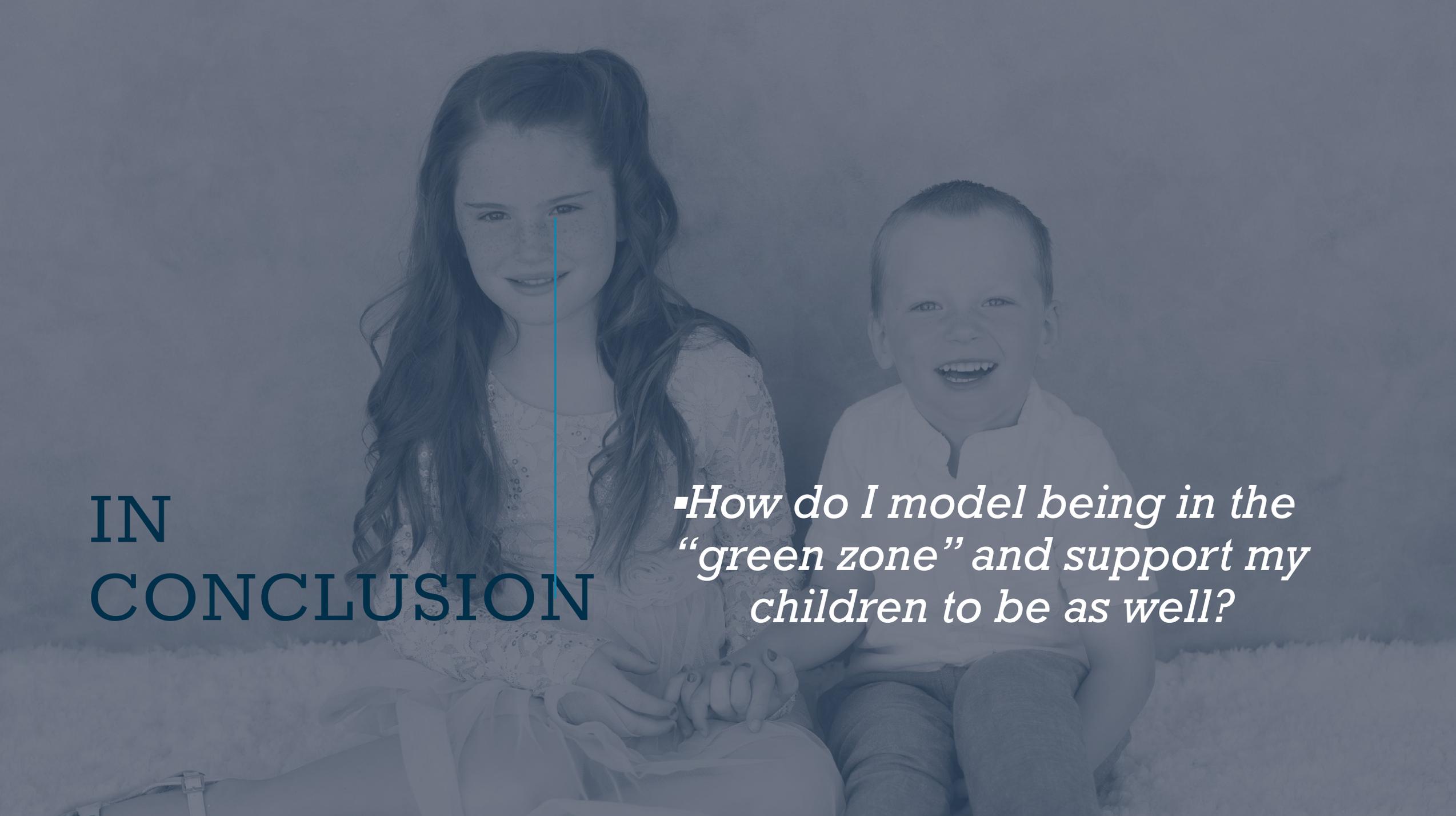
Start with myself



When you as the parent are in the green zone, you can be your best self!

My goal is to recognize which zone I am in , choose and participate in a tool to help me get back into the “green zone”

Then MODEL, ENCOURAGE, AND MODEL AND ENCOURAGE SOME MORE



IN
CONCLUSION

*▪How do I model being in the
“green zone” and support my
children to be as well?*

RESOURCES- WEBSITES

- Ready Body Learning Minds- *Curriculum to implement movement in to learning*
 - <http://www.readybodies.com/>
- Permission to Feel- Marc Brackett, Ph.D.
 - <https://www.marcbrackett.com/about/book-permission-to-feel/>
- Positive Discipline- Creating respectful relationships at school and home
 - www.positivediscipline.com
 - <https://www.positivediscipline.com/blog>
- Sensory Processing Disorder Foundation- *Resources*
 - www.spdfoundation.net
- The Zones of Regulation- A curriculum designed to foster self-regulation and emotional control
 - <https://zonesofregulation.com/index.html>
- Tools to Grow OT- Sensory diet visuals and pediatric therapy resources
 - www.ToolsToGrowOT.com
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