

### Creating Emotional and Physically Safe Environments



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### Identify Environmental Opportunities



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### Device Free Zones and Creating White Space



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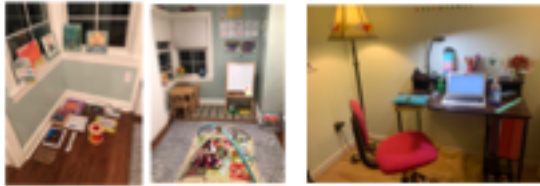
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### Prepare the play or homework environment

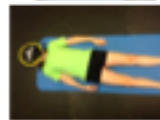


### The Basics: Eating, Sleeping, Activity Level, Routines



### Now You Know all the Parts of a "Sensory Diet"

- Sensory Snacks (quick supports)
- Sensory Breaks (3-4 longer movement breaks)
- Supportive Leisure (Daily/Weekly)
- Environmental Modifications: Time, tolerance, safe spaces, toolbox



### Recap: Parent Regulation Toolbox

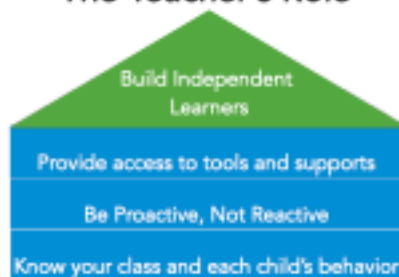
- Save Yourself First
- Home Environment
- "On the Go" bag (Home Thinking Box)
- Embedding Optimizing (Energize/Restore) activities into daily routines
- My Sensational Self Journal
- Connect and Collaborate
- Optimize Routines, Chores and Leisure Activities



*What if I am not a parent or caregiver?*



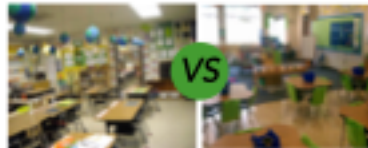
### The Teacher's Role



## Enhance the Environment



## Decrease Visual Distractions and Overload



## Energize Corner

- Envisionment
- Noise/ Sound
- Color (Bright)
- Lighting
- Materials



- How would you structure your energize corner??





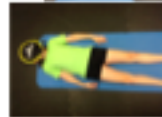
## Restore Corner

- Low Noise Level
- No clutter/clean
- Cozy corner/Defined space
- Lighting
- What items would you put there?



## The Classroom Sensory Diet

- Regularly scheduled activities (1-4 times per day)
- Sensory snacks/boosts (as needed)
- Supportive leisure activities/play
- Environmental supports/accommodations
- Accommodations: Changes others make to the environment, materials, activity to support participation
- NEVER make it contingent on behavior



## Self Awareness of Your Arousal Throughout your Day

- Regulate your arousal first, then you can regulate the children
- Set the tone and energy for the room
- Keep emotions positive
- Your Voice: Quality, Intonation, Speaking Volume
- Your Body: Rhythm/Pressure



## Effective Communication and Collaboration

- Remember children are listening: Focus on Solutions not Problems
- "Alright - that was a little tricky, that's okay - we may need to take a step back and try XXXX first so we can figure that part out" (see: scalar skills)
- Tell stories that have already done what you are asking them to do "My friend tried it and it was tricky for him to, so don't worry. He did...and it got so much easier!"
- I know when I get upset, xxxxx helps me to calm down



## Ways to Energize

- Add movement into group activities - If a child spins or jumps a lot, purposely make it part of music/ dance time but encourage variation
- Give opportunities to push and pull heavy things (wagons, carts, ride on toys) or "help" the teacher



## Ways to Calm: Rhythm

- Metronome games/ apps (Practice+)
- Performing body movements while clapping in rhythm or rocking motion
- Talking in rhythm - monitor voice volume and pacing
- Music (Music for Babies, Sound Health, Genevieve Jereb, Sacred Earth Drums)





## Ways to Calm: Breath

- Pom pom/feather blow
- Smelling game
- Snack clean up blows
- Hot breath/cold breath
- Yoga breaths
- Animal breaths



## Ways to Calm: Pressure

- Weighted objects/ vests/ snake sock (Pass and sing)
- Yoga mat tacos
- Bean bag/pillow squish on the cots
- Stomping, jumping, marching
- Putting hands on head and pressing down/ head in a bean bag chair
- Giving yourself a hug, give your stuffed animal a hug, squeeze



## Activate To Build Skills



Activate: Develop skills in the context of goal directed behavior



Activate Exercises and Task-Oriented Activities: Cognitively engaging exercise has a stronger effect on executive functions of adaptability and goal directed behavior (Best, 2015)




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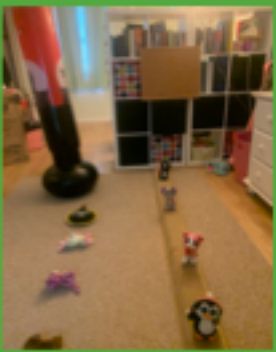
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*Make it fun!!*

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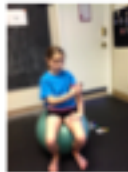


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Spin, Bounce, Hop, Target


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## MOVE, LEARN, CONNECT

- **Visual - Vestibular - Somatosensory Integration:**
- Teaches vision to guide body
- Supports development of body coordination and midline crossing
- Promotes awareness of body in space



## MOVE, LEARN, CONNECT

- Frog jump high fives
- Shoulder taps in circle time
- Partner passing or in circle time- side to side, overhead (weighted snake or ball)
- Place materials on the floor, hold them up, hide them around the room to encourage LOOKING and REACHING
- Ball rolling to peer in circle
- Arc movements/ table walking (floor or standing)
- Spin / body moves to calendar



## GET READY, GET SET, GO

- **Visual-Vestibular -Auditory-Somatosensory Integration:**
- Support standing in line while waiting
- Maintain active listening
- Keep body engaged and ready to GO



## GET READY, GET SET, GO

- Body telephone
- Over/Under or side to side partner pass
- Spinning/Rolling/Tipping
- Animal walks/Body move to the line
- Mix and match from "Move, Learn, Connect"



## SIT UP, LISTEN, ENGAGE

- **Vestibular - Somatosensory - Auditory Integration;**
- Supports an "active listening posture"
- Increases orienting and attending to peers and teachers
- Fosters listening for details in information



## SIT UP, LISTEN, ENGAGE

- Musical chairs/Circle time (Orienting to start/stop)
- Hide and seek games with sounds (Sound localization)
- While moving, listen for key word and FREEZE! (Active listening and response)
- Body posture when you hear key word (Sound details with body response)
- Musical instrument results: imitating sounds and rhythms (Intermediate details of sound and demonstrating understanding)
- Hand clapping in rhythm patterns



## SIT UP, DRAW, CREATE

- Motor components and concepts for prewriting are built during active movement and play:
- Body Schema/ Laterality/ Midline crossing
- Proximal stability for distal motor control
- Hand eye coordination
- **Somatosensory-Vision Integration:** Activities to provide pressure and feedback to hands in addition to our vision-body activities to prepare prewriting.



## SIT UP, DRAW, CREATE

- Hand clapping
- Table pounds/ Slapping with targets (knees, table, etc)
- Open hands wide/ Close hands tight
- Table/Chair push ups
- Thumbkin-wag
- Use of tactile mediums to write/ draw, sand trays, draw cream, foam paint
- Pinks/ push in playdoh, pop beads, clothes pins, tie knots, spray bottles
- Color on paper placed over tactile mediums such as sandpaper to provide resistance



## PREWRITING MODIFICATIONS

- Use small broken crayons, crayon rocks, and triangle crayons to facilitate correct finger placement during writing.
- Facilitate "belly work" on elbows or floor, or working on an easel/ vertical surface to increase wrist extension allowing for more finger control of pencil.
- Outline the edges of coloring or lines with glue or puff paint (and allow to dry). Wink! Stix, Benderoot to provide a visual boundary and tactile feedback to stay with in the lines.
- Start and stop dots
- Regression of prewriting



## SUPPORTING VISUAL SKILL DEVELOPMENT

- Use high contrast/colors - books, toys, crafts
- Use larger objects and encourage reaching with preferred food/toys
- Play in a corner of the room with less space and visual stimulation
- Purposefully position items to the side, high, low so the child needs to "look" for them to reach/grab



## Body Activated Learning Red Flags

Where, Learn, CONNECT	Get Ready, Get Set, GO	Be up, LISTEN, Engage	Be Up, Down, CREATE	NEEDN' BODIES
difficulty moving body coordination	difficulty with transitions	difficulty paying attention	poor posture or slouch time	difficulty using vision in play, scanning the room
slipping, coming in clumsy, bumps into self	difficulty with words, like	cannot run, "like chicken"	difficulty with group activities, are and ends	difficulty focusing with crafts and drawing
unable to cross midline	awareness of the personal space of others	inconsistently responding to name, teacher, peers	difficulty with left/right/top/bottom orientation	difficulty naming the body



Regroup



## Regrouping Activities



## Vision Breaks with Pressure

- Hiding under cushions
- Blindfolds vs Eye Cupping
- Quiet Spaces, Reduced Stimulation



## Visual Accommodations

- Blink more often so you don't get dry eye
- Clean your screen to reduce glare
- Change the background color to reduce light emission (Dark Mode)
- 20-20-20 Rule (Am. Optometric Assoc. Recommendation)
- Blue light filters: ex: f.lux, f.lux

aboutvision.com



## Stretching and Breathing

- Chair stretches
- Yoga Moves
- Rhythmic movement w/
- Traditional Stretching exercises



## Facilitate Participation in Learning with Motor Skill Development



"One fact remains, motor activity is essential in order to learn. The child must stabilize his body and govern its movements in order to obtain real learning."

- deQuiroz (1979)



## Recap: Scaffolding for Success



1. **Prepare** the Sensory Environment
2. **Optimize Arousal** for attention and focus
3. **Activate** to increase connection, preparing the body and the senses to engage in specific skills
4. **Regroup** throughout the day as needed
5. **Learn** by scaffolding skills for independence and problem-solving

Adapted from: <https://www.movementmatters.org/>



## Getting Started

