



SELF-REGULATION

Presentation



Welcome!



About Occupational Therapy



What is self-regulation?

It is a person's ability to adjust their level of alertness and how they display their emotions through their behavior to attain their goals.

It is the ability to do what needs to be done to be in the optimal state for the given situation.



What self-regulation looks like....

A person who can self-regulate will be able to remain calm and organized in order to successfully negotiate an stressful or frustrating experience.

A person who struggles to self-regulate will display less adaptive behaviors in the situation and will have difficulty coping.

The three critical neurological components of self-regulation

Sensory Processing

This is the process by which we integrate and organize the information received by our sensory receptors.

Our sensory receptors are visual, auditory, tactile (touch), olfactory (smell), taste, vestibular (movement), and proprioception (body awareness).

Executive Functioning

This is the cognitive process by which we have control of our thoughts and actions.

This includes attention shifting, working memory, internalization of speech (self-talk), flexible thinking (considering multiple options), planning, and inhibition (impulse control).

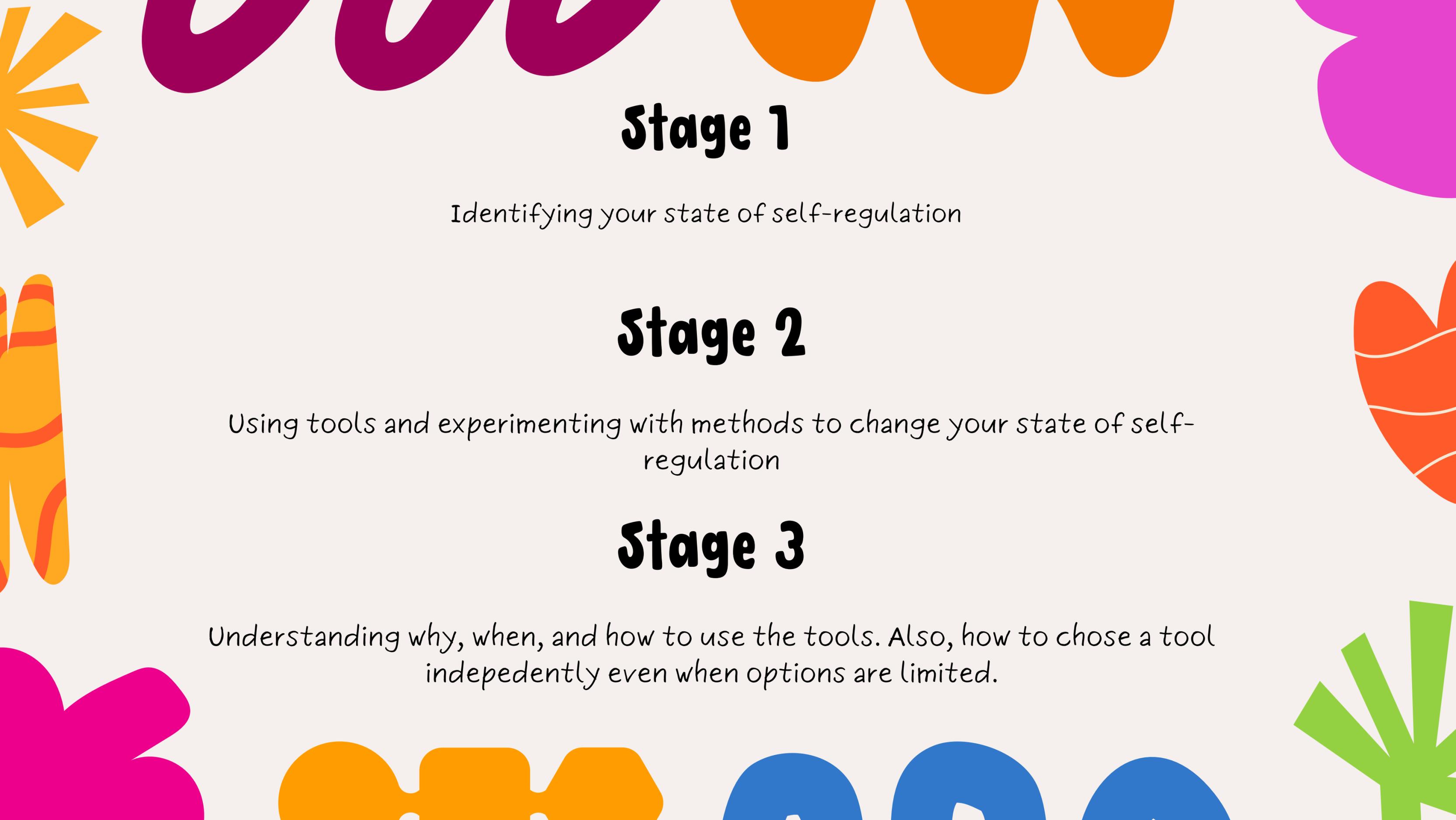
Emotional Regulation

This is the process by which we control our emotions by monitoring, evaluating, and modifying the intensity and timing of our emotional responses.

This is done by having objectivity (determining the size of the problem), motivation, and understanding others' perspectives.



Stages of Self- Regulation



Stage 1

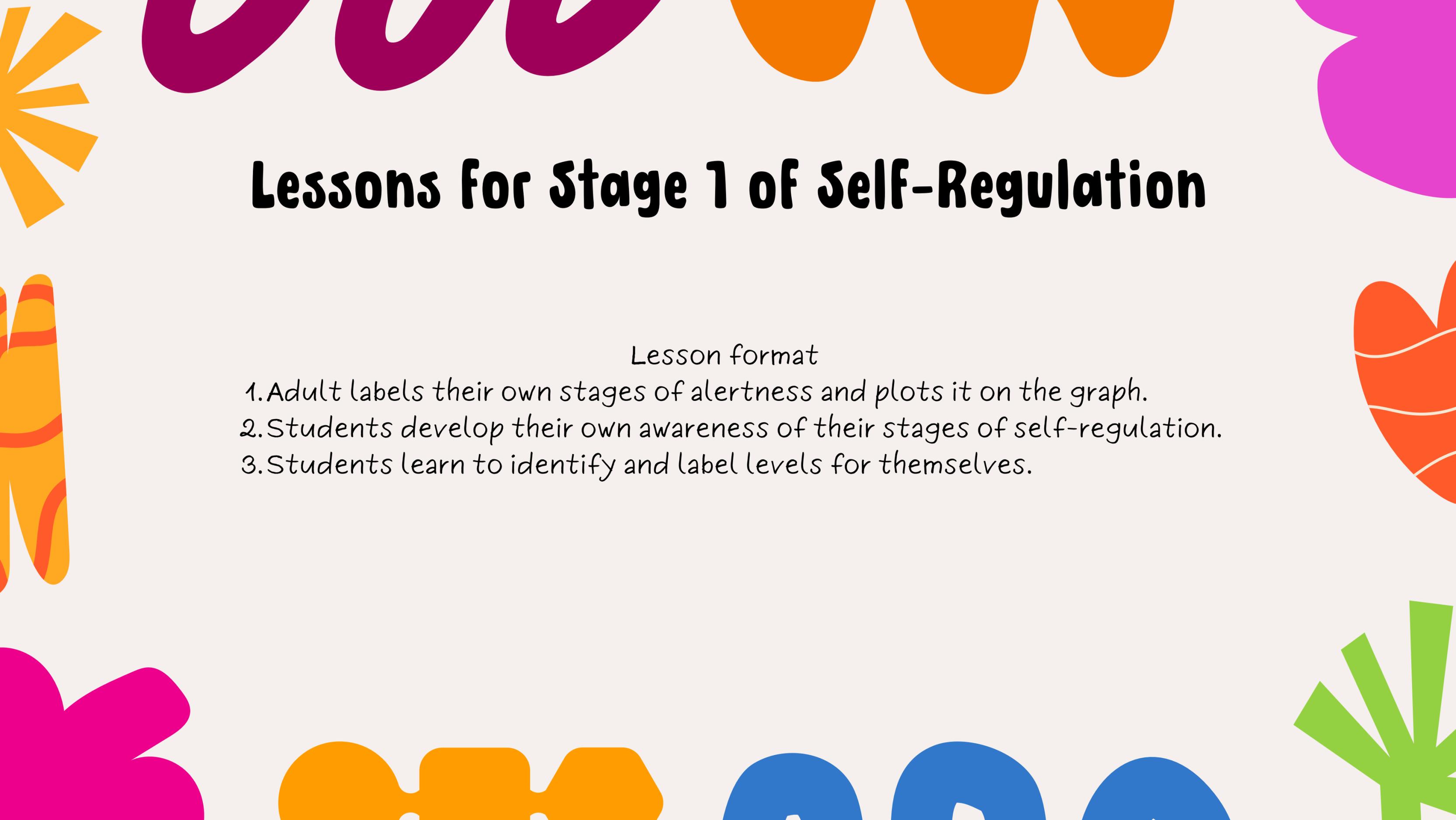
Identifying your state of self-regulation

Stage 2

Using tools and experimenting with methods to change your state of self-regulation

Stage 3

Understanding why, when, and how to use the tools. Also, how to choose a tool independently even when options are limited.

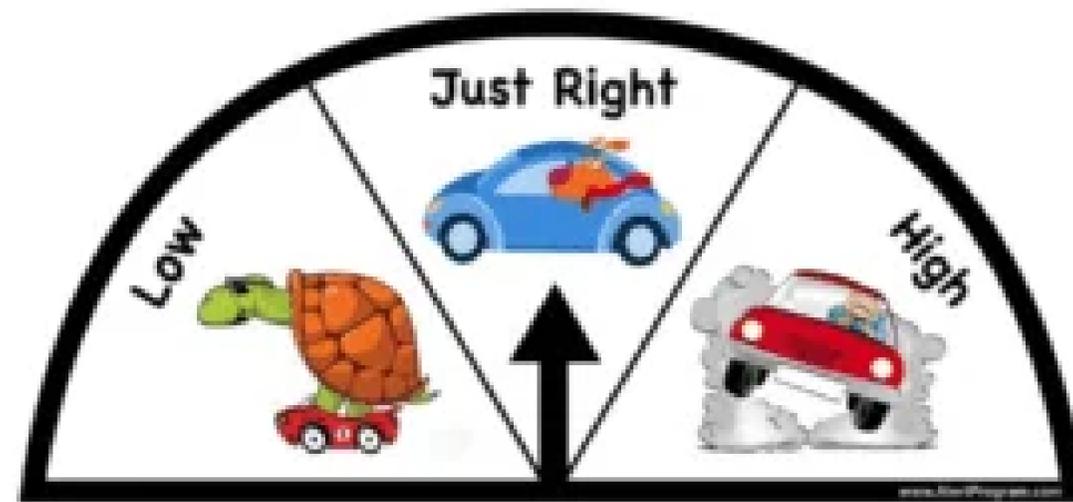


Lessons for Stage 1 of Self-Regulation

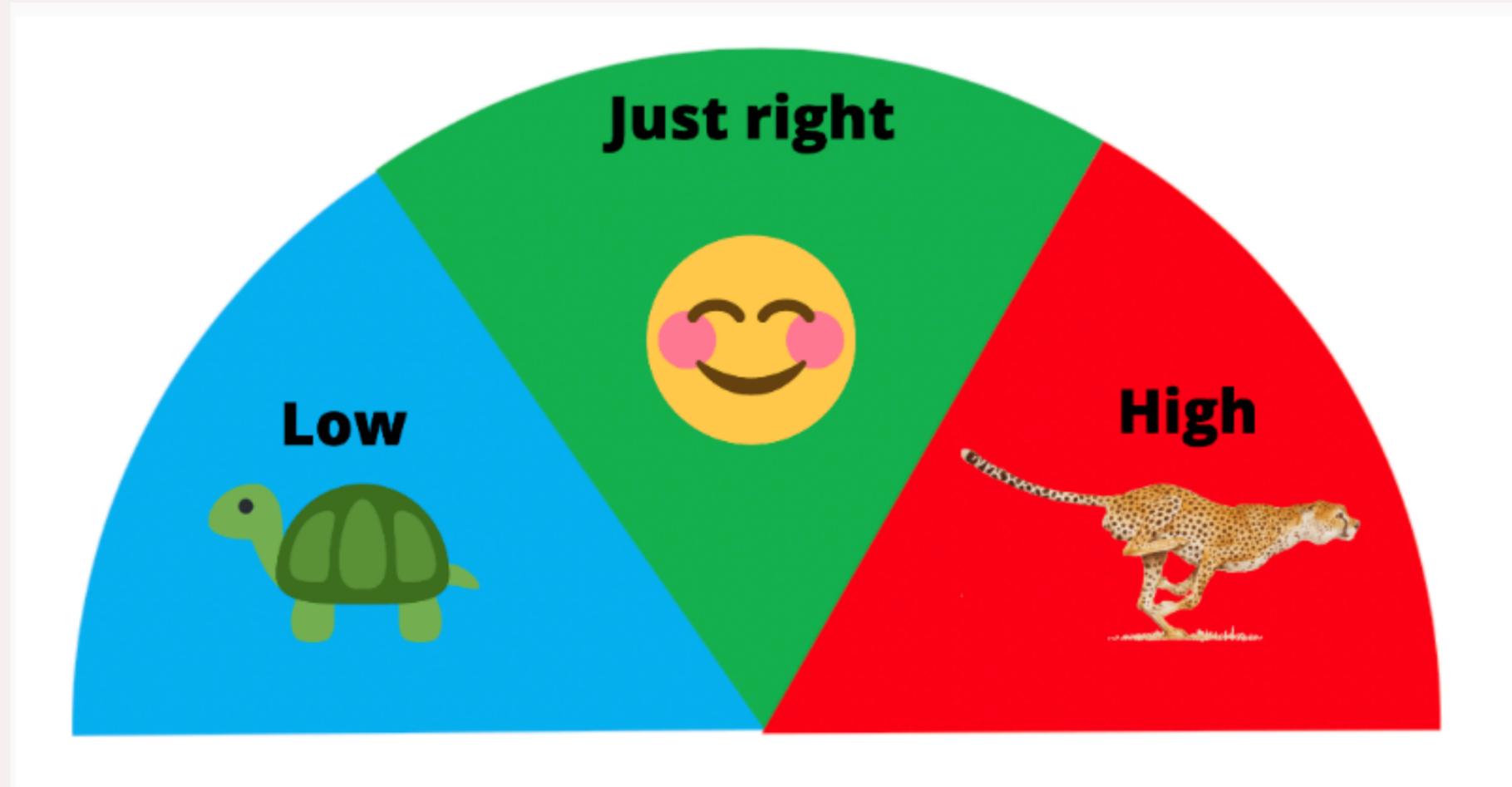
Lesson format

1. Adult labels their own stages of alertness and plots it on the graph.
2. Students develop their own awareness of their stages of self-regulation.
3. Students learn to identify and label levels for themselves.

Identifying Stages of Self-Regulation

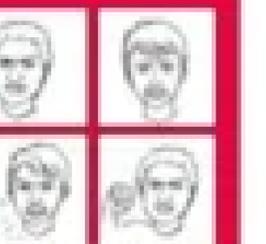


Identifying Stages of Self-Regulation



Identifying Stages of Self-Regulation

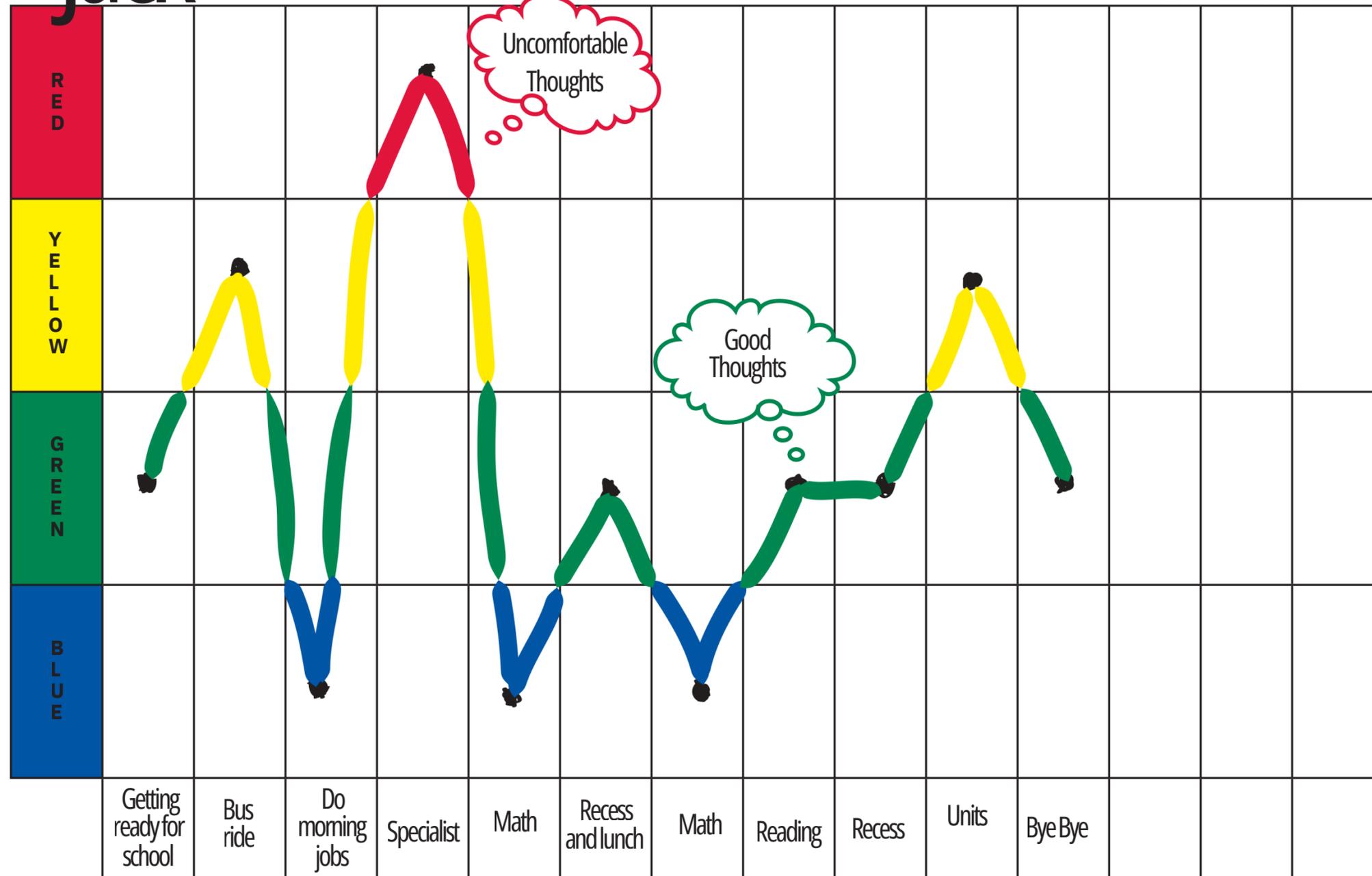
The **ZONES** of Regulation®

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

's ZONES Across the Day: _____

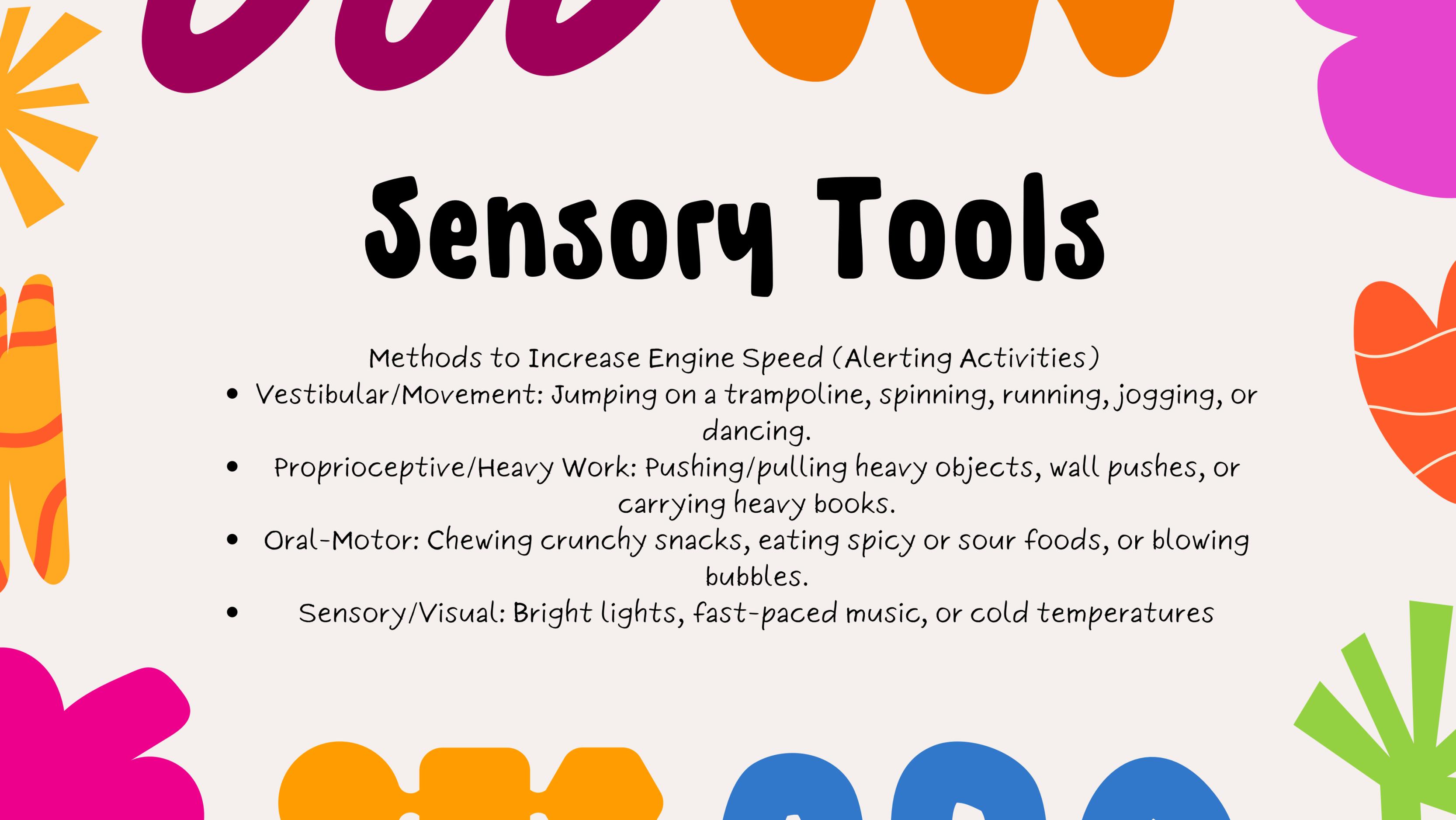
R E D														
Y E L L O W														
G R E E N														
B L U E														

Jack's ZONES Across the Day: 5/25/2011



Stage 2:

**Experimenting with
tools to change your
state of self-regulation**



Sensory Tools

Methods to Increase Engine Speed (Alerting Activities)

- Vestibular/Movement: Jumping on a trampoline, spinning, running, jogging, or dancing.
- Proprioceptive/Heavy Work: Pushing/pulling heavy objects, wall pushes, or carrying heavy books.
- Oral-Motor: Chewing crunchy snacks, eating spicy or sour foods, or blowing bubbles.
- Sensory/Visual: Bright lights, fast-paced music, or cold temperatures

Sensory Tools

Methods to Decrease Engine Speed (Calming Activities)

- Deep Pressure: Weighted vests or blankets, bear hugs, or getting sandwiched between cushions.
- Oral-Motor: Sucking through a straw, drinking a thick smoothie, chewing beef jerky, or chewing gum.
- Rhythmic Movement: Slow, gentle rocking, or swinging.
- Sensory/Visual: Dim lighting, quiet, calming music, or focusing on visual tools like sensory bottles

CHANGING HOW ALERT YOU FEEL

1. PUT SOMETHING IN YOUR MOUTH:

- eat hard candy (sugarless if you want)
- eat crunchy food: pretzels, popcorn, nuts, apples
- eat chewy food: gum (1 or more pieces), raisins, bagels, chunks of cheese
- eat sour food: pickles, sour candy
- eat sweet food: fruit or candy
- drink from a straw: use an "exercise bottle" to drink liquids such as a milkshake, a "Slurpee" (partially thaw a frozen drink), or other drinks
- try a combination such as trail mix (crunchy, chewy, sweet), Starburst (chewy, sweet, and tart), or chips dipped into salsa (crunchy and spicy)
- use green rubber tubing
- take slow deep breaths

2. MOVE: (try moving before you need to concentrate - ex: homework)

- do isometrics (push on a wall with arms straight or push hands together)
- walk quickly (in school or take the dog for a walk)
- run up and down steps
- do an errand for a teacher
- shake head quickly
- roll neck slowly in circular motion
- jump up and down or try to jump to touch a door frame
- play sports - basketball, swimming, baseball, frisbee, etc.
- do aerobics with a group or at home to music
- dance
- use a therapy ball

3. TOUCH

- try holding and "fidgeting" with a Koosh Ball, paper clips, rubber bands, straw, jewelry, or clay
- rub gently or vigorously on your skin or clothing
- take a cool shower or warm bath
- wash your face with a cold or hot washcloth
- pet an animal
- hold or lean up against stuffed animal or large pillows

4. LOOK

- put bright lights on in the room if you are in low speed
- dim the lights if you are in high speed
- clear off the table you are working on if it distracts you
- watch fish in an aquarium
- read a book or look at magazine

5. LISTEN:

- listen to classical type music (even, slow beat)
- listen to hard rock type music (loud bass, uneven beat)
- use a personal audio player (with headphones if the music bothers someone else)
- avoid loud, noisy places if you are in high speed or if it bothers you when you are trying to concentrate

Sensory-Motor Preference Checklist (For Adults)

What does it take for you to be alert, energized, productive, and balanced? What do you do to calm or alert yourself throughout your day? For most of us, we don't give our daily routines a second thought, yet, we all do things to self-regulate (change how alert we feel). Do you wake up raring to go as soon as the sun comes streaming through your bedroom window? Or, are you slow to awaken and need a cup of coffee first thing to start your day? When you feel your energy dip in your day, do you take a stretch break? As you get ready for bed, do you prefer a cup of tea while you read a book?

By filling out the checklist below, you'll discover more about what you currently are doing to self-regulate. The better you observe your self-regulation, the better you can observe others' self-regulation, and the easier it is to cooperate and work/live together. We encourage you to learn more about how to expand your own self-regulation strategies through the Alert Program®.

Directions: Make a checkmark next to the strategies you use below.

PUT SOMETHING IN YOUR MOUTH (ORAL MOTOR INPUT):

- chew gum (pop, snap, or blow bubbles)
- crunch on nuts / pretzels / chips
- eat popcorn / cut-up vegetables
- eat chips with a spicy dip
- "chew" on pencil / pen / toothpick / straw
- bite on nails / cuticle
- chew on sweatshirt strings or collars
- move tongue against teeth or cheek
- smoke cigarettes (obviously, not recommended)
- take slow deep breaths
- whistle while you work (or hum)
- eat a cold popsicle or ice cream
- eat a pickle
- suck on hard candy or a lozenge
- suck, lick, bite on your lips or inside of cheeks
- sip on hot cocoa / warm milk or tea
- drink carbonated drink
- crunch or suck on ice pieces
- chew on beef jerky / raisins / bagels
- drink coffee / tea
- drink a cold milkshake or smoothie
- other:

MOVE (VESTIBULAR / PROPRIOCEPTIVE INPUT):

- rock in a rocking chair or glider
- shift or "squirm" in a chair
- push chair back on two legs
- do aerobic exercise
- do isometrics / lift weights
- rock own body slightly
- dig or plant in garden
- roll neck and head slowly
- run / jog / bike / swim
- cross one leg over the other and bounce it slightly
- tap toe, heel, or foot
- dance
- walk outside or up flight of stairs
- do yard work / rake / sweep
- stretch / yoga
- other:

TOUCH (TACTILE INPUT):

- touch, twist, or twirl own hair
- move keys or coins in pocket with your hand
- take a cool shower
- take a warm bath
- receive a massage
- pet a dog or cat
- drum fingers or tap pen on table
- rub gently on skin / clothes
- * Fidget with the following:
 - straw
 - paper clips
 - cuticle / nails
 - pencil / pen
 - earring or necklace
 - labels on a bottle (pick at or peel off)
 - put fingers near mouth, eye, or nose
 - other:

LOOK (VISUAL INPUT):

- open window shades
- close window shades
- watch a fireplace
- watch sunset / sunrise
- play video game
- sit and watch ocean waves
- "doodle" while listening
- * How do you react to:
 - dim lighting
 - fluorescent lighting
 - early AM sunlight through bedroom window
 - a room with blackout curtains
 - a smart phone lighting up with a notification
 - TV on with volume turned down (in background)
 - other:

LISTEN (AUDITORY INPUT):

- listen to Classical Music
- listen to "pump you up" music
- listen to others "hum"
- listen to nature sounds
- work in "quiet" room
- work in "noisy" room
- sing or talk to self

*** How do you react to:**

- "squeak" of a dry erase marker on a whiteboard
- TV on (in background)
- fire siren
- sounds of power tools (leaf blower, drills, etc.)
- waking to an unusual noise
- dog barking (constantly)
- other:

QUESTIONS TO PONDER:

1. Look again at the checklist. And now mark the items that you use to increase (↑) or to decrease (↓) how alert you feel. You might mark both (↑↓) on some items. Others you might not use at all.
2. Notice which types of sensory input are comforting to your nervous system and which types of sensory input bother your nervous system. Are your items clustered in a certain category of sensory input? (For example, do you have more in the Touch or Move Category?)
3. Consider how often (frequency), how long (duration), how much (intensity), and with what rhythm (fast, slow, uneven, or even) you use these inputs to change your state of alertness.
4. As you review the checklist, think about what you do in a subtle manner to be alert that children, with less mature nervous systems, need to do in a larger more intense way (often labeled a problem).
5. When you need to concentrate, what sensory input do you prefer to work most efficiently?
 - a) What do you put in or around your mouth to calm or alert? (Do you eat crunchy food to alert, drink warm tea to calm, or chew gum when you need to alert or calm?)
 - b) What do you prefer to touch? Do you prefer to wear certain types or textures of clothing, to fidget with a stress ball or other objects to help you concentrate?
 - c) What types of movement do you use? Like to rock in a chair to calm or take a brisk walk to alert? Like to exercise before you start your day, at lunch, or after work?
 - d) What are your visual preferences? Prefer to work in a room with bright or dim lighting? Do you work best with a cleared off work space? Or are you OK with clutter in your work space?
 - e) What auditory input do you use? Do you listen to music while you work? If so, what type of beat? Do you like to talk to yourself or others and work at the same time? Do you like background noise (TV or white noise?) Or do you prefer a quiet environment?

USAGE NOTES:

This checklist is a powerful tool for you to understand yourself and your own self-regulation. It is not meant to be used as an assessment or as a "stand alone" checklist.

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For OTs or other professionals trained in sensory processing and self-regulation, if you would like to use this checklist to help others better understand self-regulation through a training or publication, you will need to contact TherapyWorks, Inc. to obtain copyright permission at www.AlertProgram.com.

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Attention

Task chunking
External cues for directing attention

Working Memory

Visual Organizers
Brain Breaks
Simplifying
External organization of materials

Flexible thinking

Superflex vs Rockbrain

Executive functioning tools

Self-talk

Inner coach vs. inner critic

Planning

Size of the Problem
Externalize problem solving by making problem solving manual, not mental
Externalized Information
Time management strategies

Motivation

Internal vs External Motivation

Impulse Control

Sensory Regulation
Size of the Problem
Breathing strategies
Emotional Regulation Strategies



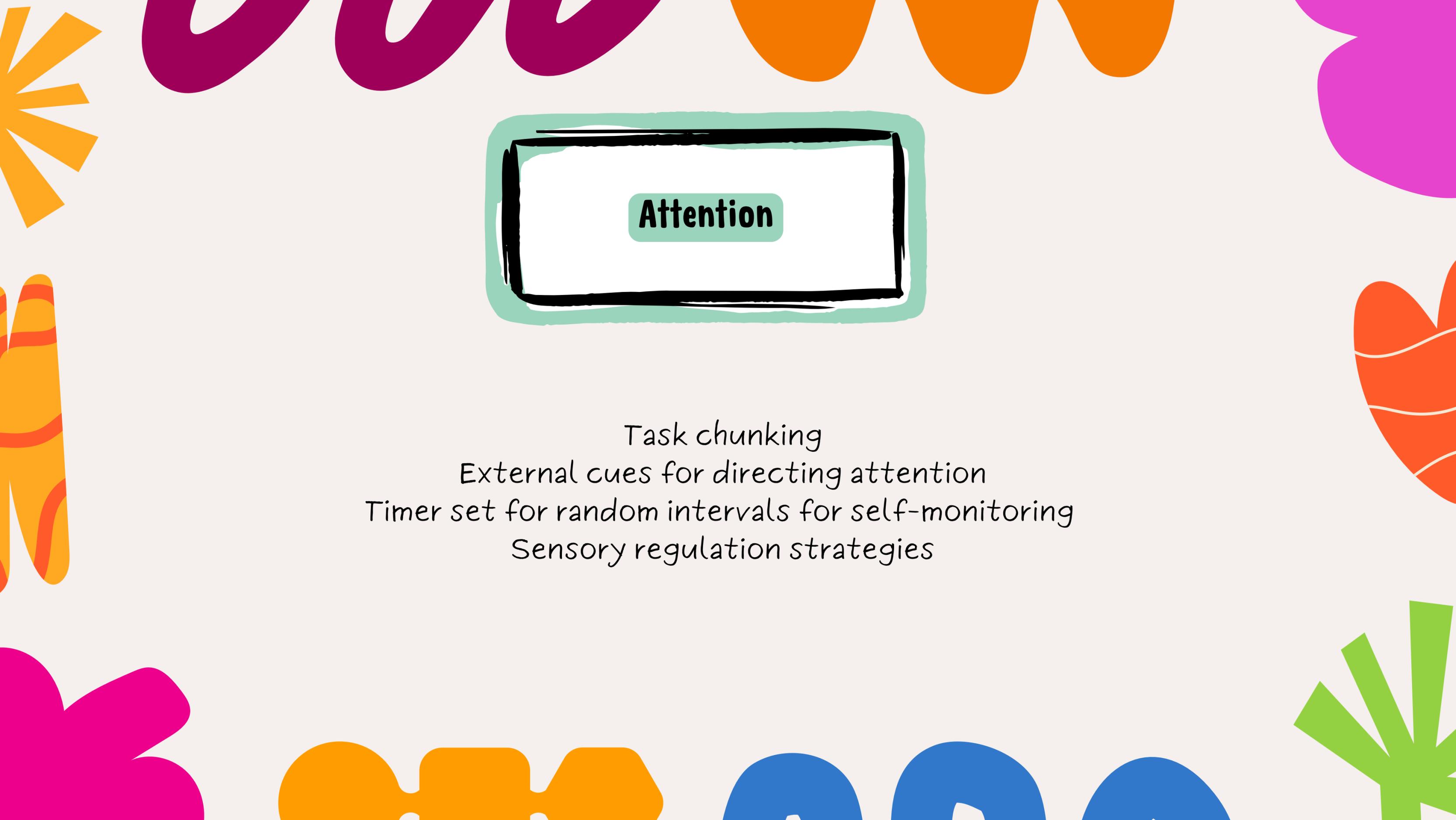
Planning

Externalize problem solving by making problem solving manual, not a mental task
(index card method)

Externalize Information (chart method, agenda, bullet journal)

Time management strategies (externalize time/ timer/ pause time - do not give
unlimited time)

Starting task strategies (peer and first step only)



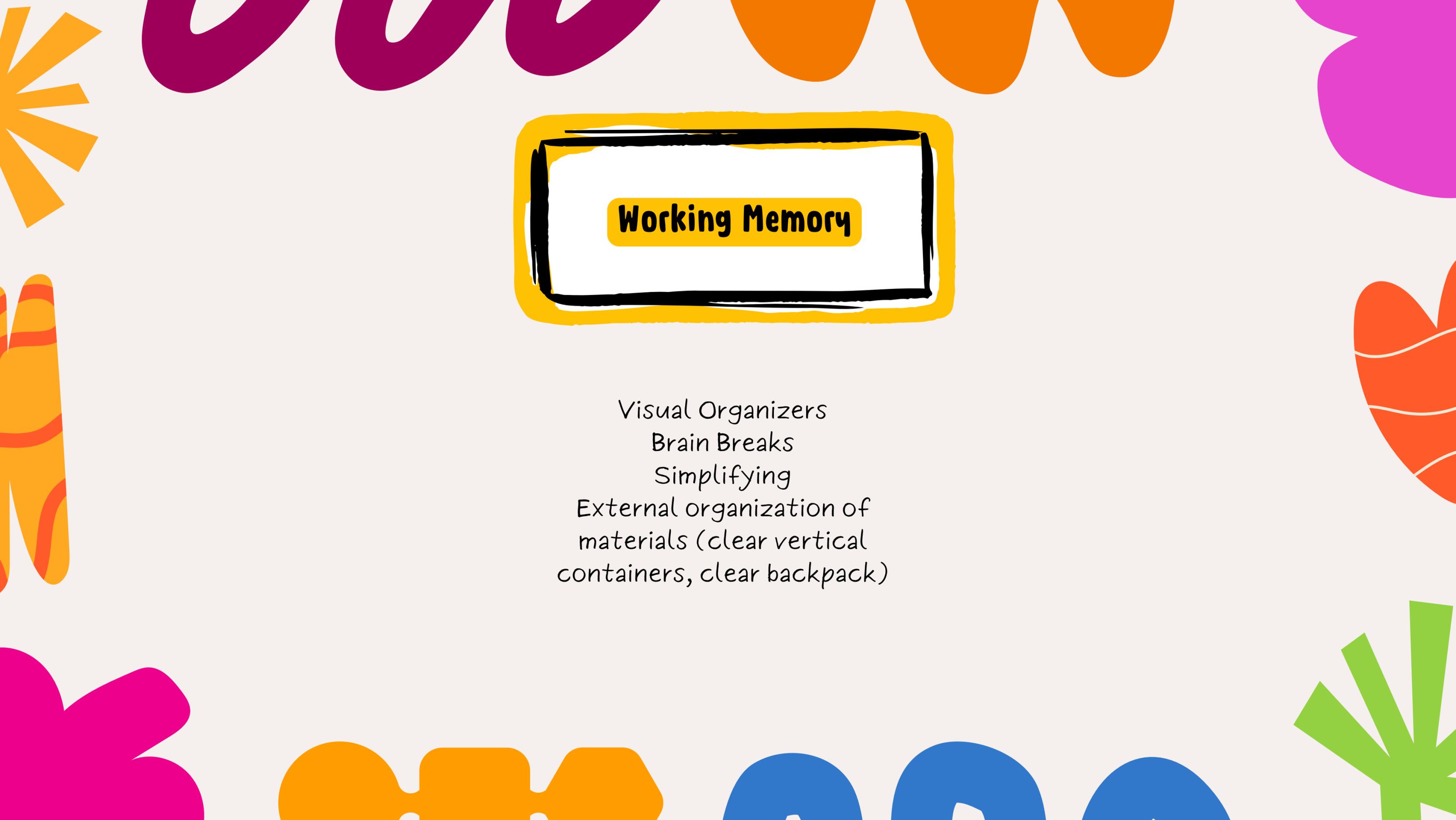
Attention

Task chunking

External cues for directing attention

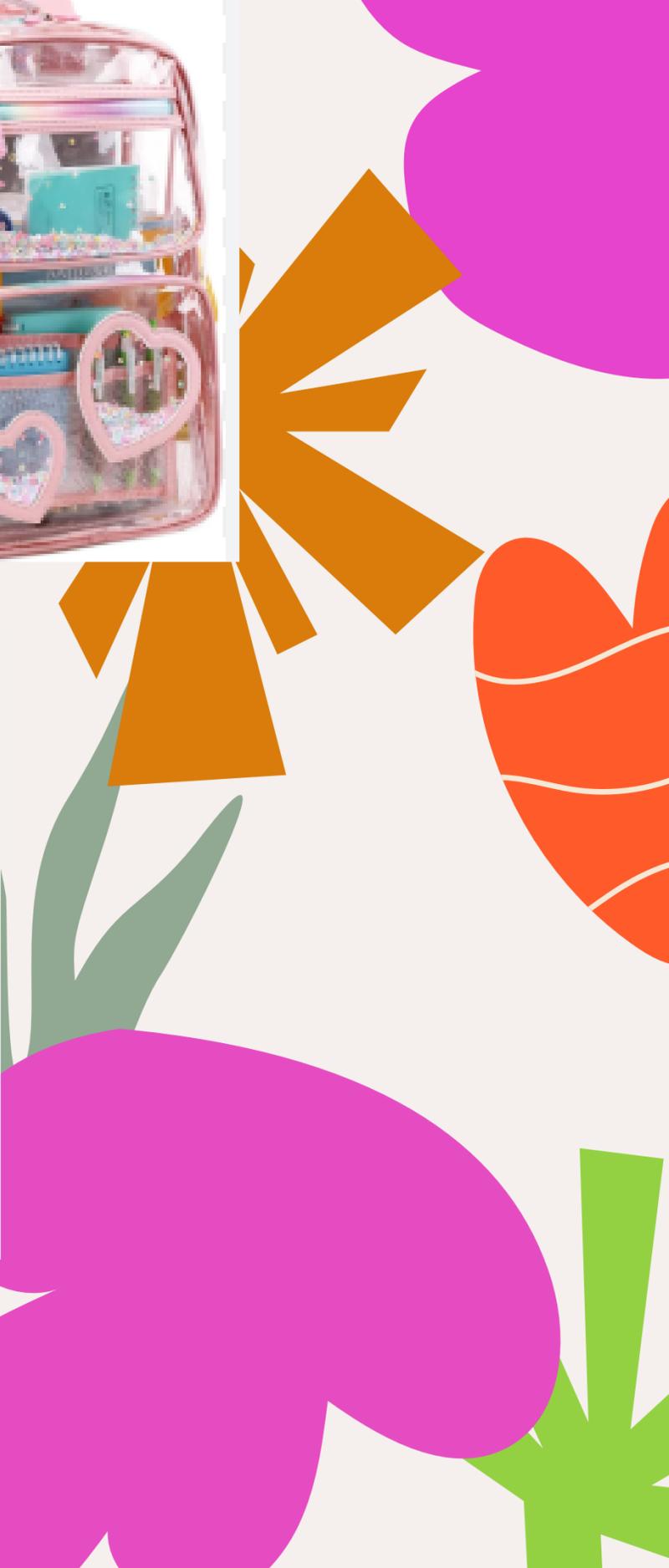
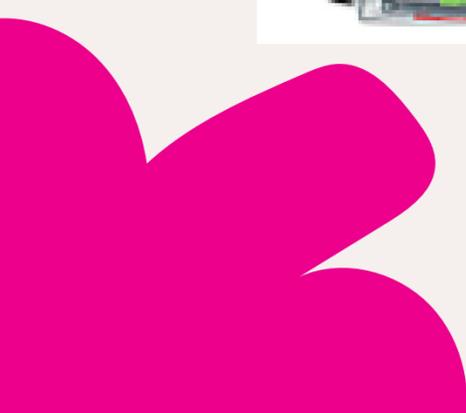
Timer set for random intervals for self-monitoring

Sensory regulation strategies

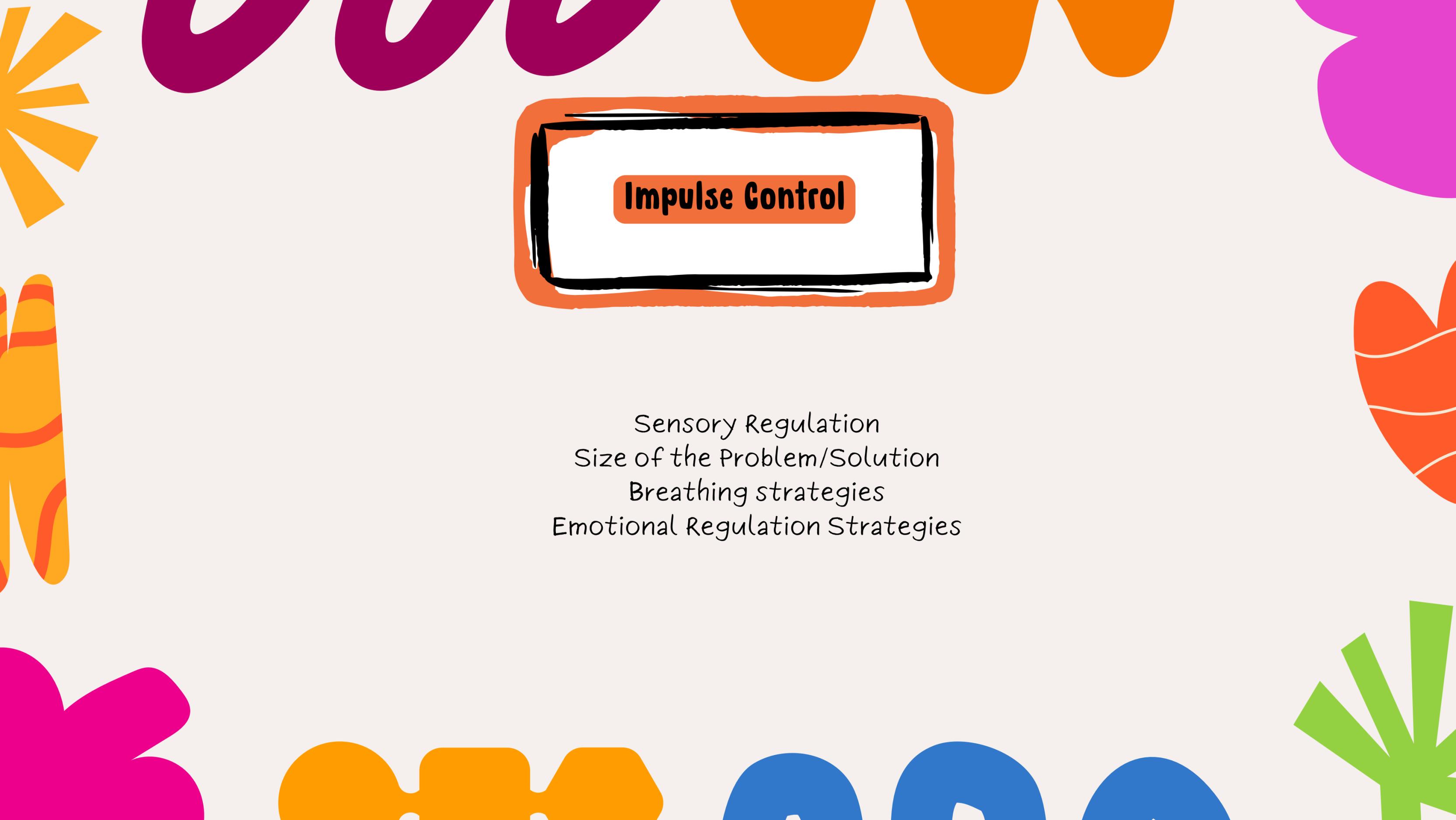


Working Memory

Visual Organizers
Brain Breaks
Simplifying
External organization of
materials (clear vertical
containers, clear backpack)







Impulse Control

Sensory Regulation
Size of the Problem/Solution
Breathing strategies
Emotional Regulation Strategies

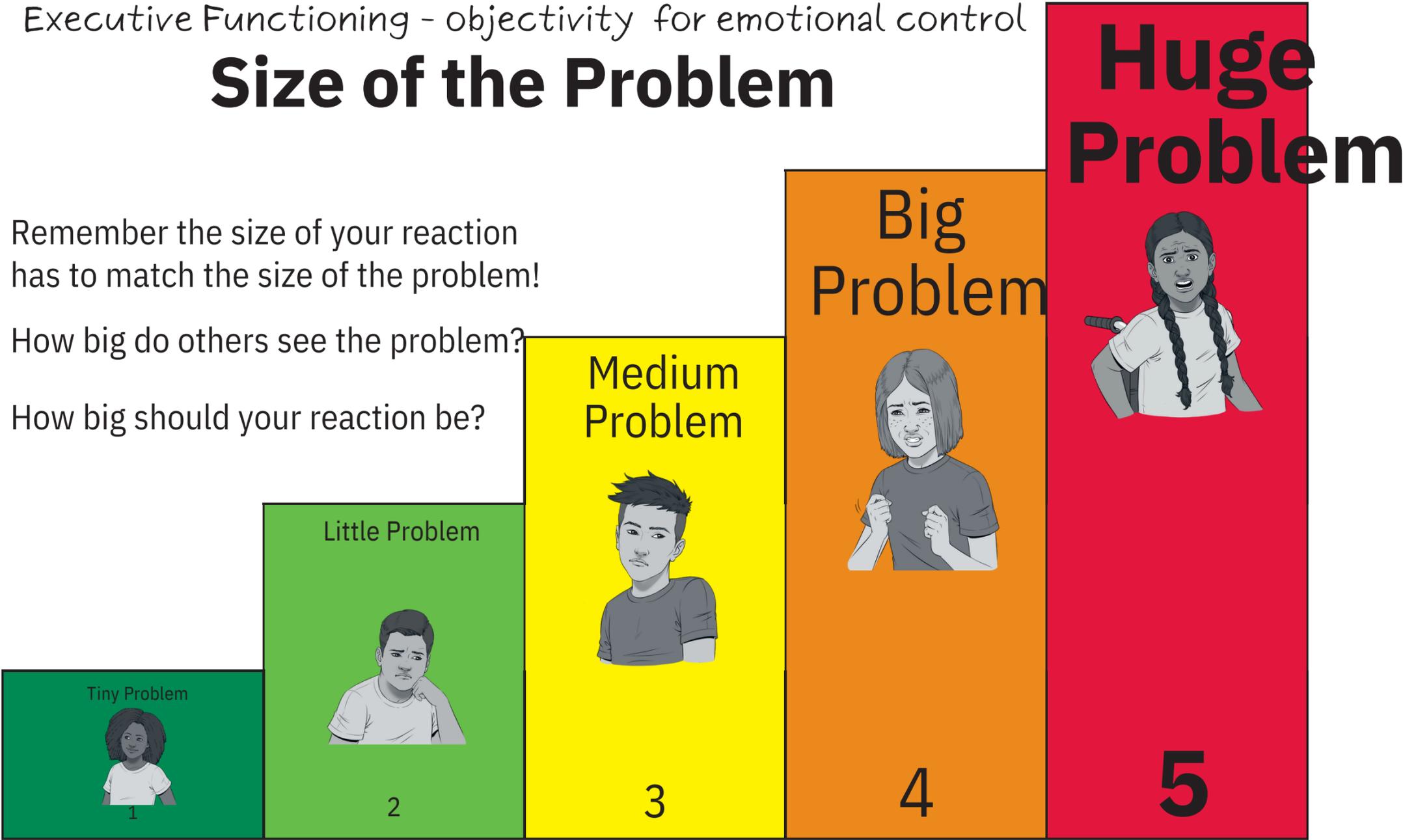
Executive Functioning - objectivity for emotional control

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



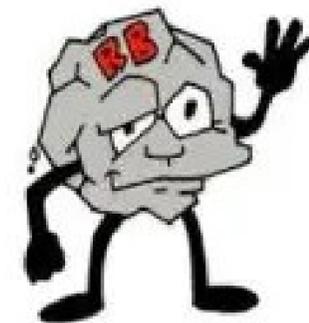
Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation™ from the original work of Winner's *Think Social!* (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' *The Incredible 5-Point Scale* (2003), www.5pointscale.com

Executive Functioning (Flexible thinking)

Superflex vs. Rockbrain

Flexible thinking

SUPERFLEX



ROCK BRAIN



_____ 's Inner Coach

Inner coaches help us use positive self-talk to give us the courage and strength to get through stressful situations.

Difficult times I may need my inner coach are:

Three horizontal lines for writing.

My inner coach reminds me to use strategies to keep myself calm.

To help me manage my Zone, my inner coach reminds me to:

Three horizontal lines for writing.

My inner coach also helps to keep positive thoughts in my head so I can be successful.

My inner coach might say to me:

Three horizontal lines for writing.

Executive Functioning (Self-talk)

(Our habits are what we practice)





_____ 's **Inner Critic**

Inner critics use negative self-talk that gets us nowhere. It puts defeating thoughts in my head.

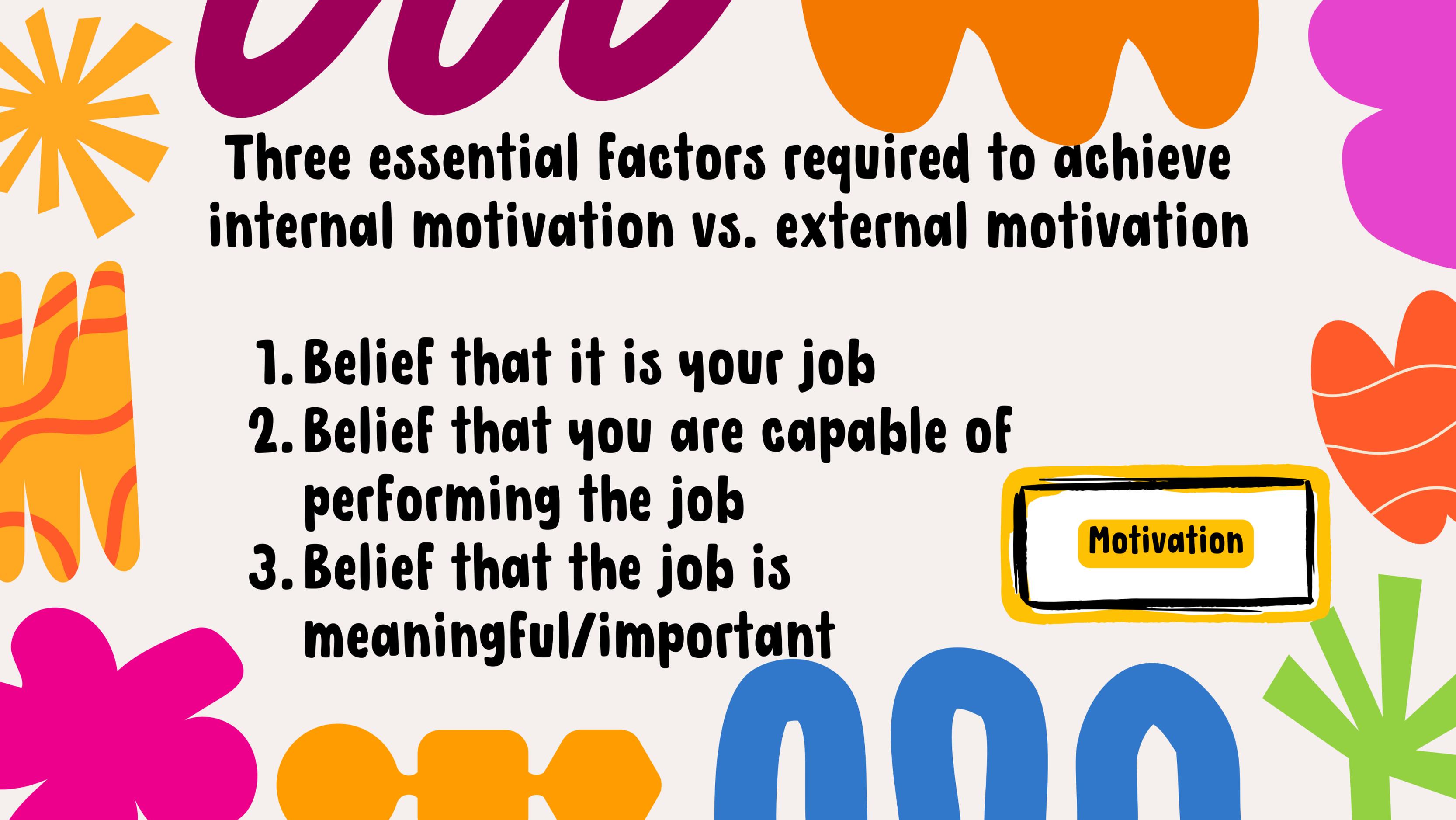
Times my inner critic gets to me:

My inner critic does not help and instead ends up making a situation worse.

My inner critic might say to me:

I am in control of who I listen to – the inner coach or inner critic.

I can use my inner coach to defeat my inner critic by telling it:



Three essential factors required to achieve internal motivation vs. external motivation

- 1. Belief that it is your job**
- 2. Belief that you are capable of performing the job**
- 3. Belief that the job is meaningful/important**

Motivation

Expected vs Unexpected Behavior

Sensory Regulation Strategies

Flexible thinking

Emotional Regulation tools

Okay thoughts vs confused thoughts
You can change how others feel

Size of the Problem (objectivity)

Social Situation Mapping

Size of the Problem Worksheet

Big vs. Little Problems

these as Big Problems	5	
	4	
these as Medium Problems	3	
	2	
these as Little Problems	1	

Adapted for *The Zones of Regulation™* from the original work of Winner's *Think Social* (2005), pages 44-46, www.socialthinking.com and Buron and Curtis' *The Incredible 5-Point Scale* (2003).

Thinking and Feeling About **EXPECTED** Behaviors

When a child is in the  **ZONE** during (Name a Situation)

Blue, Green, Yellow, Red



and their behavior is EXPECTED, others have thoughts and feelings about the behavior.

(Name a Feeling)

 These others might feel

WORD BANK EXAMPLES	
happy	good
comfortable	OK
proud	calm

 How these others feel might cause them to think

○
○
○

(Name a Thought)

THOUGHT BANK EXAMPLES	
That kid's doing OK.	
That kid's doing well in the group.	
I'd like to work or play with that kid.	

Thinking and Feeling About **UNEXPECTED** Behaviors

When a child is in the  Blue, Green, Yellow, Red
ZONE during (Name a Situation)



and their behavior is UNEXPECTED, others have thoughts and feelings about the behavior.

 These others might feel

(Name a Feeling)

WORD BANK EXAMPLES

frustrated	confused
mad	OK
sad	worried

 How these others feel might cause them to think

(Name a Thought)

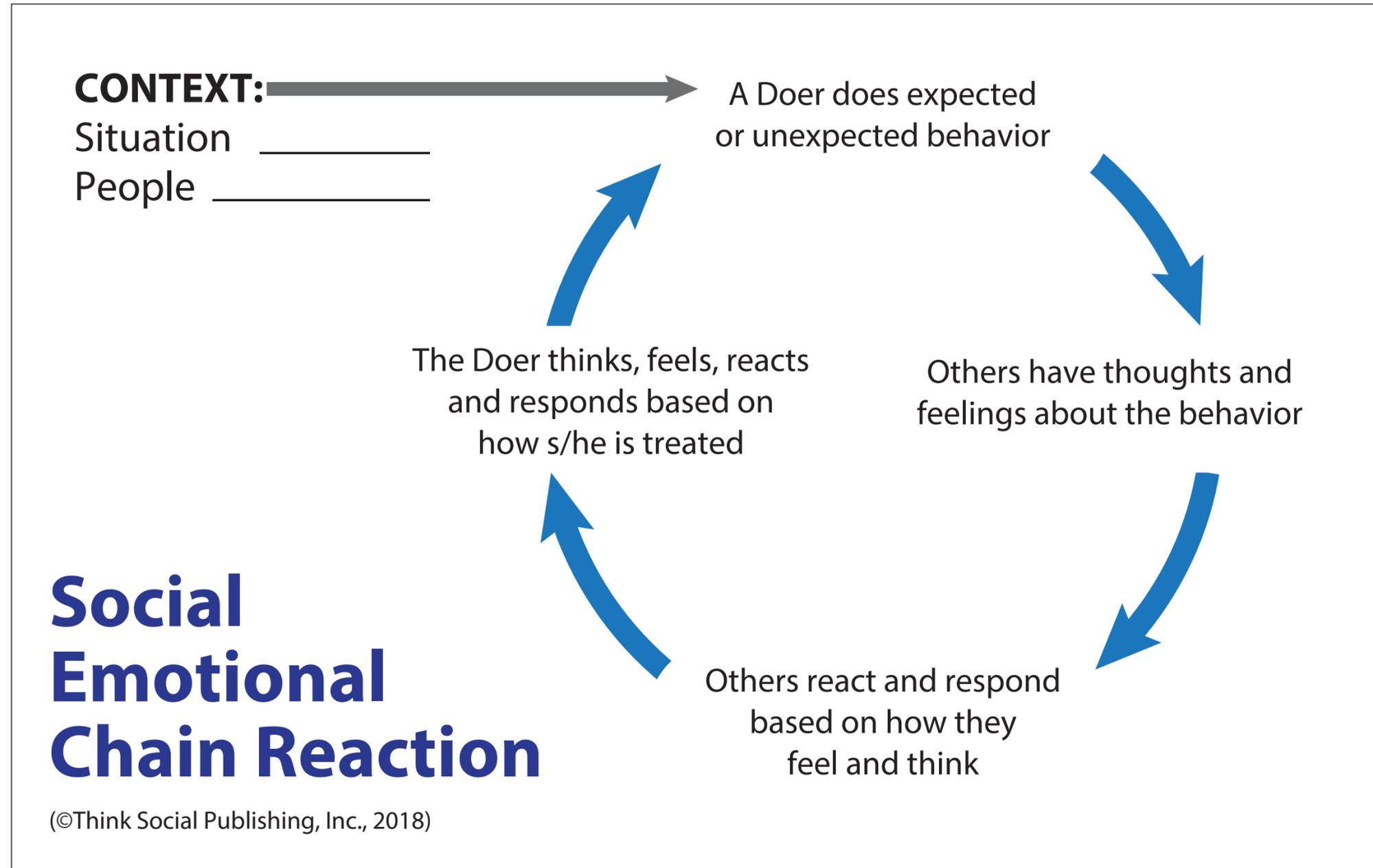
THOUGHT BANK EXAMPLES

I'm confused by what that kid is doing.

That kid isn't following the rules.

That kid is having a hard time.





Social Behavior Mapping

#1: Situation _____

People _____

3.Behavior(s) that are Expected given the situation and people	4.How others might feel about the Doer's behavior(s)	5.How others act or react based on how they feel about the Doer's behavior(s)	6.How the Doer might think or feel based on how others treat him/her
 <hr style="width: 100%; border: 0.5px solid black;"/>			
2.Behavior(s) that are Unexpected given the situation and people	7.How others might feel about the Doer's behavior(s)	8.How others act or react based on how they feel about the Doer's behavior(s)	9.How the Doer might think or feel based on how others treat him/her
 <hr style="width: 100%; border: 0.5px solid black;"/>			

10.Sum it up _____

**Using and Applying
the tools**

_____ 's **Toolbox**

Blue Zone Tools Green Zone Tools Yellow Zone Tools Red Zone Tools

Name: _____

Tracking My Tools

Tools I Can Try:

Did It Work?:

	Yes																
	No																
	Yes																
	No																
	Yes																
	No																
	Yes																
	No																
	Yes																
	No																
	Yes																
	No																
	Yes																
	No																
	Yes																
	No																

Solution Finder Worksheet

Problem: _____



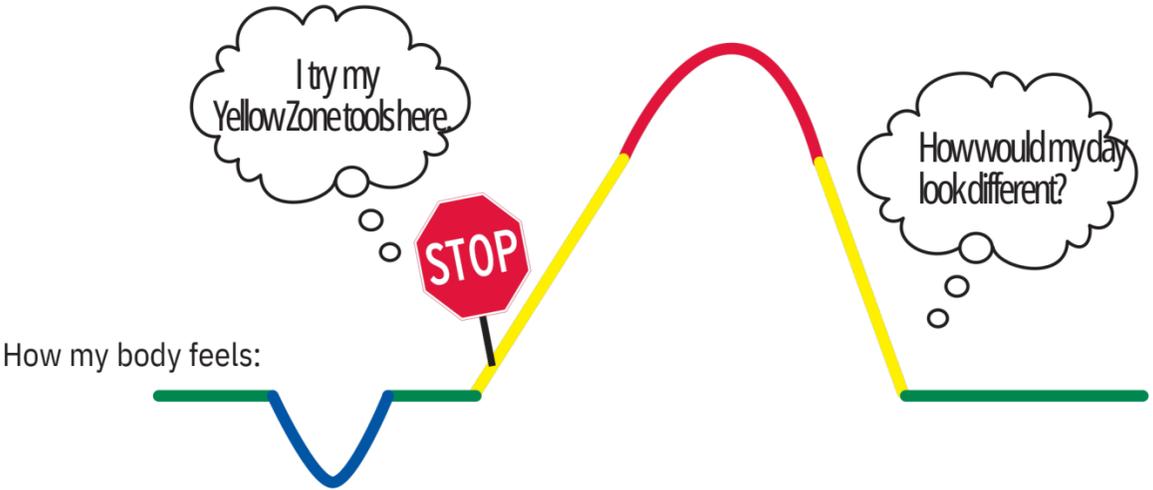
Think about a situation when you had (or anticipate having) a difficult time STOPPING and staying regulated.

Use this STOP, OPT, and GO Solution Finder Worksheet to brainstorm all of the OPTIONS you have – good and bad. This includes using your tools as well as the choices that aren't so good, like losing your cool.

- Consider each option.
- Take a yellow or red marker and cross off each option that would cause feelings in those Zones.
- Take a green marker and circle the best option(s) to go with.

My best option is: _____

When To Use My **Yellow Zone** Tools



In the Yellow Zone, _____

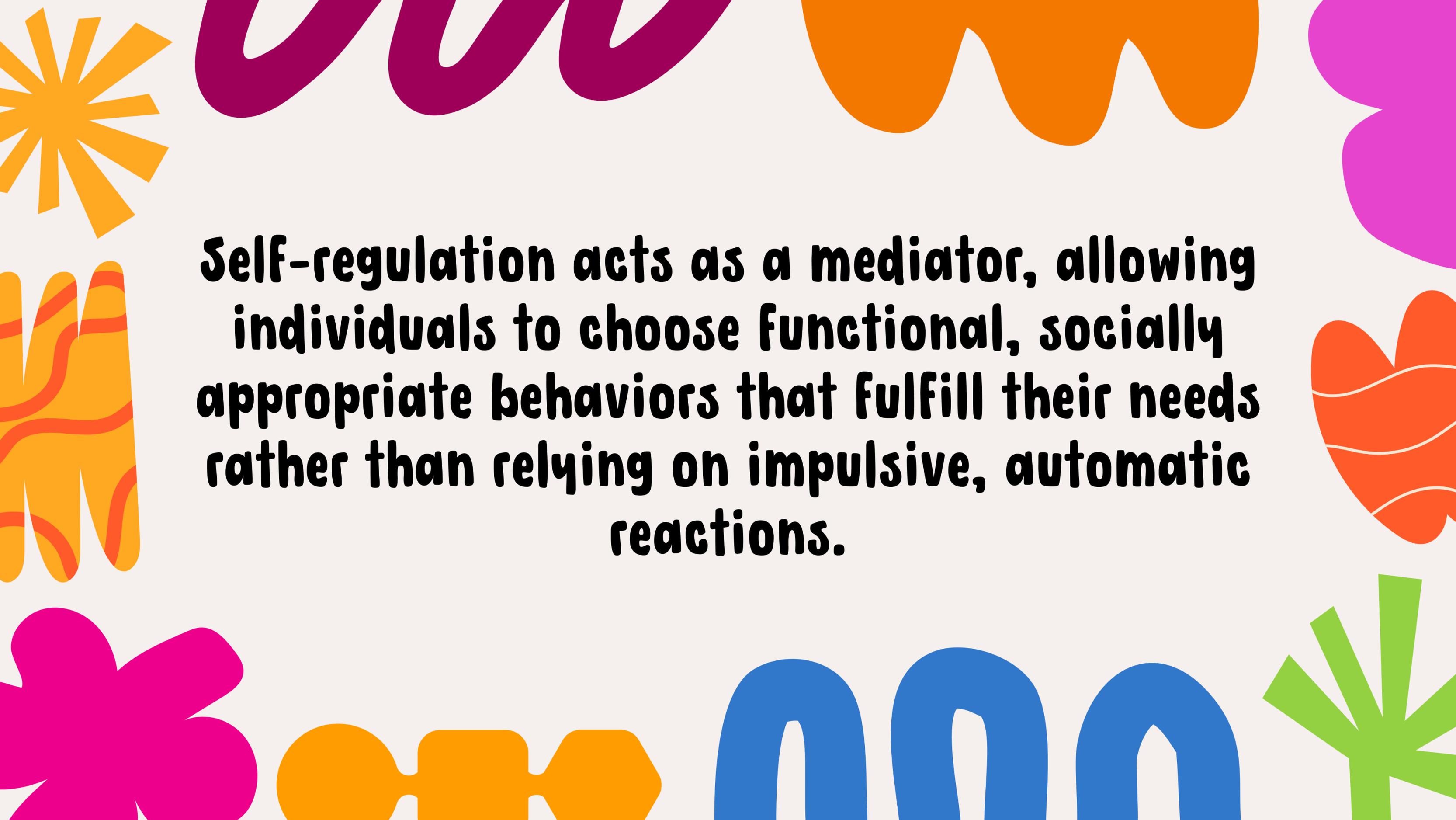
I look: _____

I feel: _____

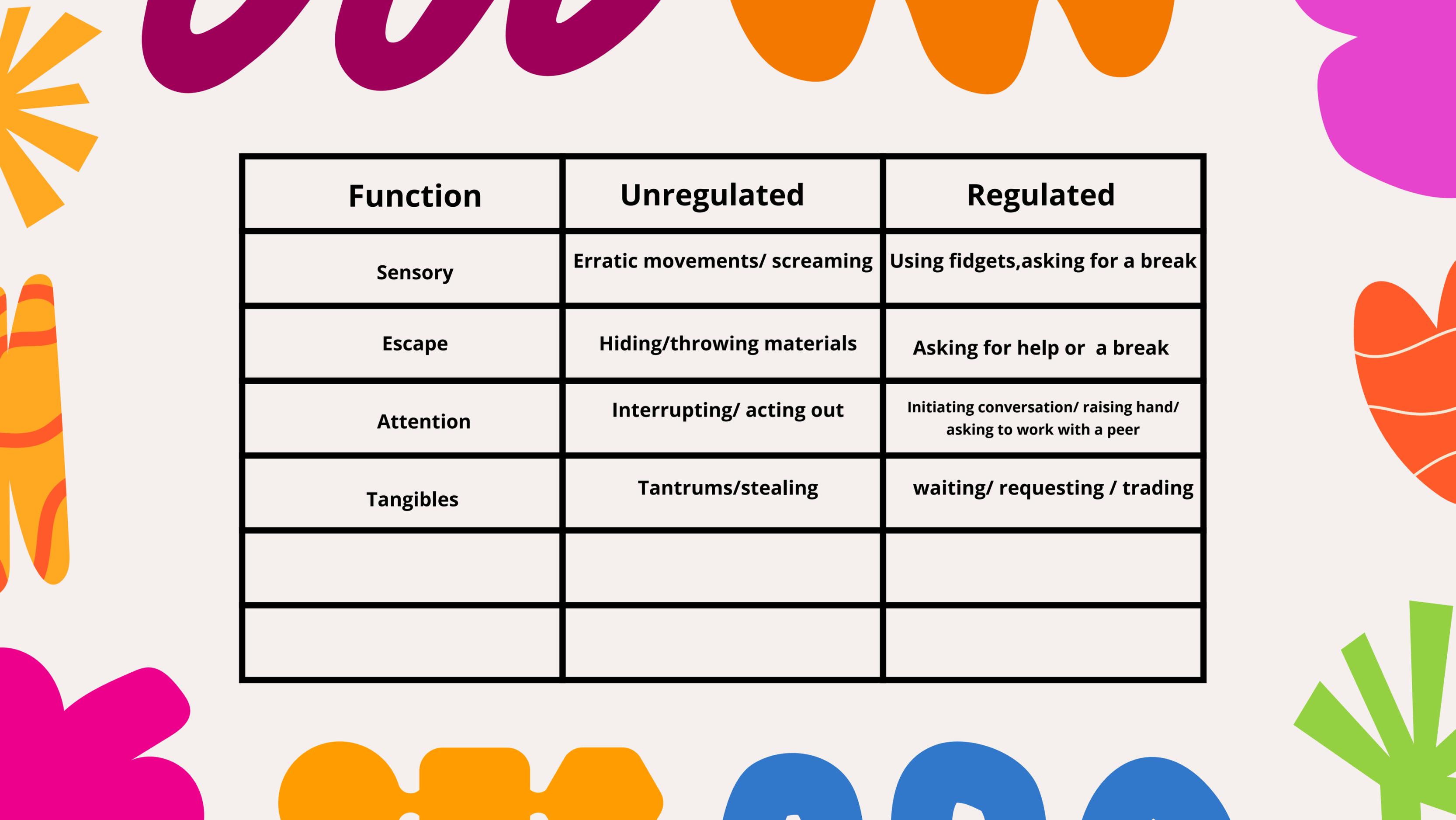
I act: _____

Adapted for The Zones of Regulation™ from the original Anxiety Curve in Buron and Curtis' *The Incredible 5-Point Scale* (2003), www.5pointscale.com.

Functions of Behavior



Self-regulation acts as a mediator, allowing individuals to choose functional, socially appropriate behaviors that fulfill their needs rather than relying on impulsive, automatic reactions.



Function	Unregulated	Regulated
Sensory	Erratic movements/ screaming	Using fidgets,asking for a break
Escape	Hiding/throwing materials	Asking for help or a break
Attention	Interrupting/ acting out	Initiating conversation/ raising hand/ asking to work with a peer
Tangibles	Tantrums/stealing	waiting/ requesting / trading

Contact



**IF YOU HAVE ANY
QUESTIONS, PLEASE
CONTACT ME.**

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Thank you!

