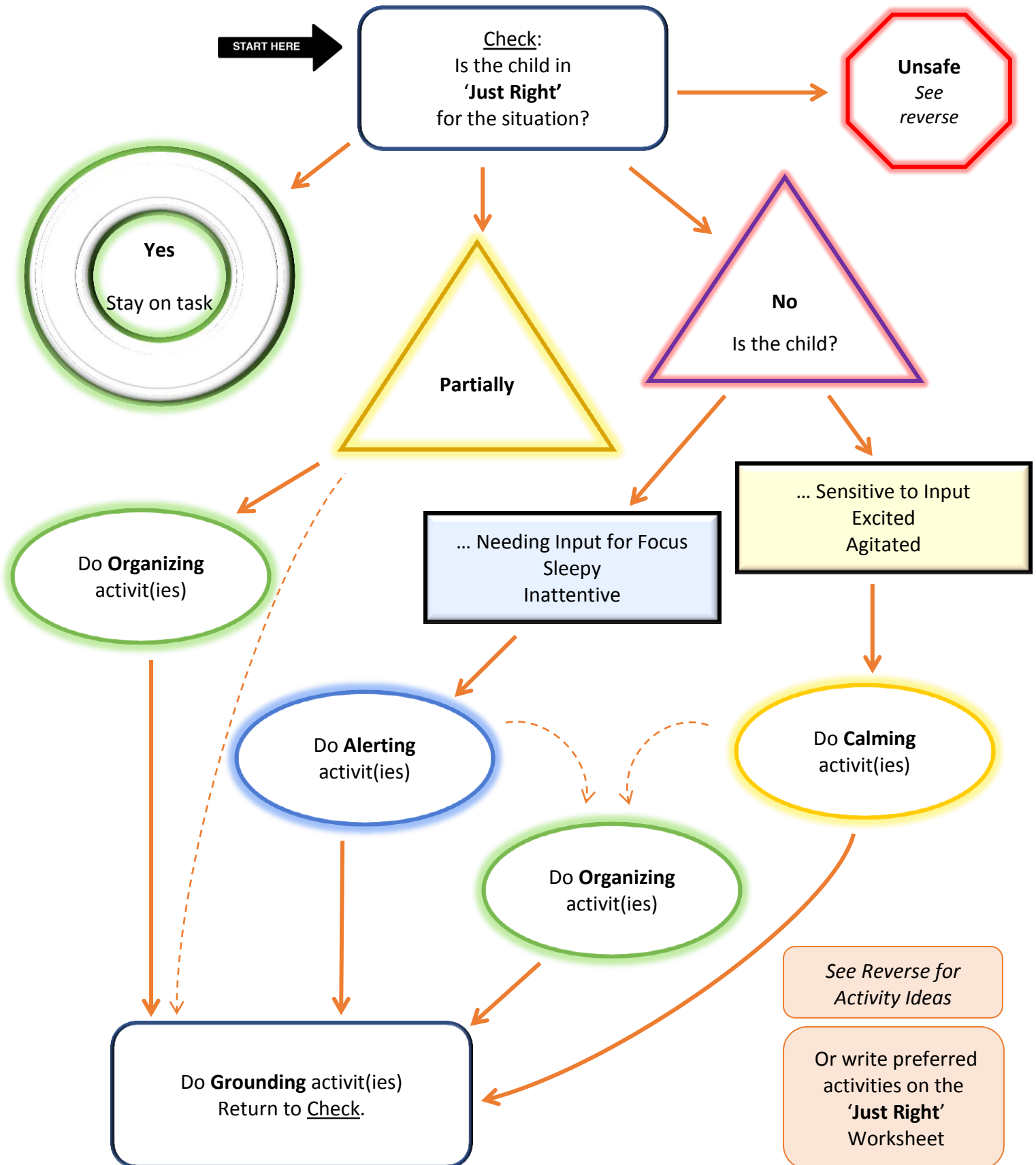


The 'Just Right' Pathway





Unsafe

- Is 'out of control' or in 'fight, flight or freeze' mode
- Follow safety plan to create a safe environment to calm down



'Just Right'

- Is calm and focused
- Is flexible and adjusts to be in 'learning' mode
- Stays on task for the situation



Organizing

- Push, lift, carry, pull heavy loads
- Hanging from hands or hang/be upside down
- Heavy chewing (gum, fruit leather, licorice)
- Weight-bearing with arms, wheelbarrow walking
- Rhythmic movement
- High impact through arms, legs and body such as jumping on rebounder or into cushions



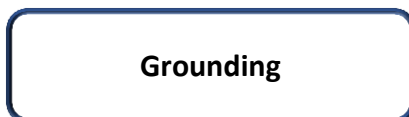
Alerting

- Bouncing on a therapy ball
- Jumping on rebounder
- Crunchy chewing
- Cold water play or cool mist from a spray bottle
- Fast, unpredictable movement
- Follow the lead of the child



Calming

- Deep pressure to head, trunk, shoulders or hands
- Drag, push or carry a weighed backpack
- Press hands together; press body into a mat or in a bean bag
- Backrubs with firm pressure
- Slow, controlled rotation
- Slow, gentle linear swinging or rocking rhythmically



Grounding

- Umbrella Breathing or other breathing activity
- Blowing a pinwheel or cotton ball (with a straw)
- 5-4-3-2-1 (see, feel, hear, smell, taste)

'Just Right' Worksheet

What works to be more alert?	What works to be calm and organized?	What bothers me?
In the mouth	In the mouth	In the mouth
Move	Move	Move
Touch	Touch	Touch
Look	Look	Look
Listen	Listen	Listen
Combinations	Combinations	Combinations

Sensory Regulation Activities by Desired Response

Calming Activities help to decrease hyper-responsiveness to sensory stimulation. With many children, over-arousal is the most frequent factor which interferes with behavior and attention. Examples:

- Deep pressure to head, trunk, shoulders; backrubs with firm pressure
- Deep pressure to hands
- Heavy work as in dragging and pushing or carrying a weighted backpack
- Linear swinging slowly, gently and rhythmically
- Slow controlled rocking
- Mat sandwich or bean bag press
- Pressure and brushing with a soft brush on the skin
- Firm gentle ‘pull and press’ at different joints

Consider a calming activity when:

1. A child demonstrates signs of agitation, aggression, or high arousal/high anxiety
2. Before an anticipated difficult or stressful task/situation: gentle swinging, rocking or bouncing, or heavy pushing or pulling
3. After becoming upset or out of control, applying deep pressure, at least until the child achieves some initial calming since active involvement cannot always be expected.
 - With the agreement of the child, help the child hug themselves with firm pressure over their arms. Adding gentle rocking with deep pressure may help the child achieve greater control over self. Follow with other calming activities.
 - Joint compression or ‘pressing’ by pushing toward body midline applies compression through shoulder girdle or while pushing down on shoulders to influences trunk and spine as well
 - Self-calming activities should be encouraged and preferred. For example, the child can choose and use a quiet area effectively.

Self-Calming Activities can be initiated by the child or done independently. Examples:

- Specifically asking for or initiating any of the above Calming Activities
- Deep breathing techniques
- Rubbing hands together, brushing own hands, sitting on hands
- Using palms to press on the sides of head
- Wrapping oneself in a rug or blanket
- Using a rocking chair or swing
- Going to a quiet area and hugging a blanket or stuffed animal
- Hugging self (around knees and trunk)
- Snuggling into a beanbag chair
- Sucking on a frozen fruit bar or spoon of peanut butter

Organizing Activities help to attend and regulate responses. Often, they are most helpful when the child is under control, but needs to improve attention and visual regard while remaining calm. This would be done before an activity that demands the child to be still, before a difficult activity or done after a calming (or alerting) activity. Examples:

- Push, lift, carry, drag, or pull heavy loads, wagon, boxes or furniture
- Heavy chewing (gum, fruit roll up, licorice)
- Blow bubbles, candles, wind toys or sucking through a straw or on a hard candy, straw
- Throw a heavy ball, weight-bearing through arms or hang and be upside down
- High impact through arms, legs and body such as jumping: on trampoline or into cushions

Classroom carpet activities for organizing can include:

- Push up planks
- Animal or wheelbarrow walks
- Lying on back curl ups
- Lying on tummy extensions

Alerting Activities help the child to focus longer and be more alert. Use sparingly and follow always with an organization or calming activity. When going outside to play, an initial alerting activity might be helpful and appropriate. If a child has difficulty staying awake and alert, an alerting activity would be appropriate. Examples:

- Bouncing on the therapy ball
- Jumping on a trampoline
- Crunchy chewing

Scooter board activities are excellent alerting activities for the classroom or hallway:

- *Lying prone (on tummy)*. Push self between cones, or along a path.
- *Lying prone, knees bent, feet against a wall*. Raise arms and push-off from the wall to see how far child can glide.
- *Prone - in airplane position*. Helper gives a push to help child glide
- *Prone or sit cross-legged*. Hold on to a rope, hula hoop or hockey stick between child and helper. Use strong arm action to push back and forward or side to side while child maintains balance on the scooter. Or, child can pull hand-over-hand along the rope until they reach the helper. Or, helper can move around the room towing the child (turn slowly around obstacles and corners) and then trade places.
- *Prone – spin*. Hands on the floor, self-propel around. Try using just one hand and reaching across the body.

Grounding Activities help the child focus on the present moment before transitioning back to school tasks. They can also help with managing overwhelming feelings, anxiety or unhelpful thoughts. Grounding often includes breathing techniques and can be practiced often briefly, like three big breaths, or longer, like guided relaxation techniques. Grounding can include use of the senses to be more aware of the ‘here and now’, such as saying: *5 things you can see, 4 things you can feel, 3 things you can hear, 2 things you can smell and 1 thing you can taste*. Different strategies work for different people. The aim is to keep your mind and body connected and working together.

Examples of Equipment for the Classroom

Exercise ball, colored tape, scooter board, stretchy bands, loop-handled hop ball, trampoline, and crawling tunnel.