

# Regulation at Tier 2/3

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## Learning Targets

- To understand the hierarchy of needs for student learning
- To understand sensory seeking and avoiding behaviors, as well as strategies to support students
- To identify patterns of stress response and dysregulation and determine additional Tier two and three supports for students
- To provide tools for collaboration with students and parents and other caregivers to increase regulation

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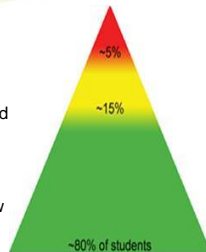
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## Considerations



- What are we doing for all students?
- What needs can be met in the universal environment?
- Review of Module #3 ([Neuroscience](#)) and Module #9 ([Emotional and Physical Regulation](#))
- Moving to Tier 2 and 3 Supports - Review Module #16 ([Readiness for Tier II/III](#))



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### The Brain

**Thinking Brain** (learning, planning, remembering)

**Emotional Brain** (emotional regulation and relationships)

**Survival Brain** (sensory processing and regulation)

*Saint A*

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### Brain Hierarchy

**Thinking Brain:**  
Operant strategies; cognitive skill building

**Emotional Brain:** Nurturing, connection, control, emotional safety

**Survival Brain:**  
Strategies: Sensory processing/ integration, regulation and calming, physical safety

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### Adaptations

**Compassion and Nurturing** →

- People help
- Share resources
- Reach out
- Primary driver is connection

**Neglect** →

- People don't help
- Hoard resources
- Withdraw
- Primary driver is survival

**Danger and Harm** →

- People hurt
- Protect resources
- Fight/ Flee
- Primary driver is safety

**Experience Expectant Brain**

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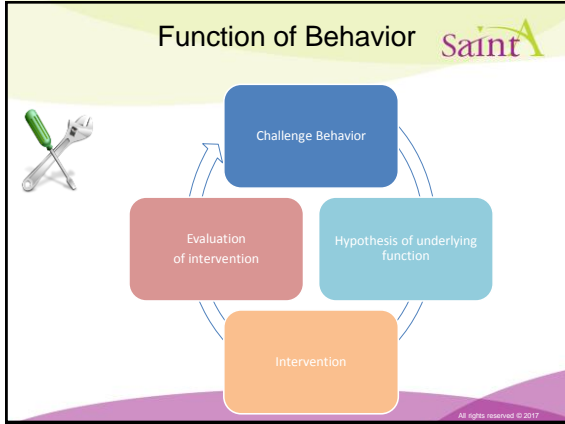
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**Function of Behavior** Saint A

**Adaptive pattern** – Utilizing an adaptive pattern of behavioral response that has developed as a result of prior experiences but is problematic in current setting

- Could include pessimistic world view (No one will like me, I will fail, I have no control, I must fight to stay safe)

**Skill deficit** – Student does not have the skill needed to perform desired task or behavior, or performance of skill requires executive functioning capacities not available under stress

**Performance deficit** – Has demonstrated the skill but is unable/unwilling to demonstrate consistently

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**Function of Behavior** Saint A

**Seeking**

- Regulation – emotional system is overloaded
- Relationship – with adults or peers; acceptance or affiliation/belonging
- Sensory seeking
- Power, control, expression of self, independence or individuality
- Access to rewards or attention

**Escape or Avoidance**

- Avoiding a particular activity due to fear (failure, perceived threat)
- Triggers for painful emotions or memories
- Seeking safety or reduction of threat or stimuli
- Sensory avoidance

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## Sensory Processing Saint A

1. Gustatory
2. Olfactory
3. Auditory
4. Visual
5. Tactile
6. Vestibular
7. Proprioceptive/Movement
8. Interoceptive



Retrieved from: <https://www.sense-ableconnections.com/8senses>  
12/14/2017

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## Sensory Preferences Saint A

Seeking and Avoiding

1. Gustatory
2. Olfactory
3. Auditory
4. Visual
5. Tactile
6. Vestibular
7. Interoceptive
8. Proprioceptive/Movement




[OT Innovations - Sensory Diet Checklist](#)



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## Detectives Saint A

- Behavior as communication
- Detecting sensory seeking and avoiding
- Meeting student needs
- Sensory Seeking /Avoiding Examples



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Occupational Therapist Consultation 

School Age Checklist for Occupational Therapy



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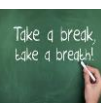
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Strategies 

Avoiding

- Avoid / Take a Break – before, during or after activity
- Minimize
  - Provide strategies to reduce sensory input
- Routine and schedule
  - Create predictability and routine to sensory input
  - Create schedule and allow for mental preparation
  - Balance/sequence breaks, heavy work, and thinking tasks
- Tolerate
  - Identify and name sensory trigger with student
  - Teach self talk – "That is just a fire alarm, you can handle this"
  - Develop a plan
  - Provide opportunities to build tolerance in small doses



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Strategies 

Seeking

- Identify and name sensory need with student
- Provide strategies to access this sensory input
- Provide opportunities to practice containment and tolerance for delay in meeting sensory need

Low Registration

- Identify and name sensory needs with student
- Set timers and reminders for using the bathroom, eating, etc.
- Cue a periodic body scan - pay attention to each part of body; head to toe to look for pain, discomfort or unmet need
  - May be difficult for student at first
- Utilize highlighting, texture, cues to capture attention
- Create variability in routine to create interest and attention
- Cue attention – *We are on page... Do you see... Listen for... There it is, etc.*

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## Sensory Patterns

<p><b>Low Registration</b>  <b>High Threshold/Passive Self Regulation Strategy</b>                      Individual may miss or take longer to respond to stimuli</p>	<p><b>Sensory Seeking</b>  <b>High Threshold/Active Self Regulation Strategy</b>                      Individual seeks sensory experiences that are pleasurable; looks for "more" to meet neurological thresholds</p>
<p><b>Sensory Sensitivity</b>  <b>Low threshold/Passive Self Regulation Strategy</b>                      Individual notices everything – responds readily to stimuli</p>	<p><b>Sensory Avoiding</b>  <b>Low threshold/Active Self Regulation Strategy</b>                      Individual actively works to reduce sensory stimuli as person is frequently "OVERWHELMED"</p>

OPTIONAL READING: [https://depts.washington.edu/sei/fyc/20.2\\_dunn.pdf](https://depts.washington.edu/sei/fyc/20.2_dunn.pdf) Wingle Dunn, OTR, FAOTA, 2017

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## Stress Response: Hyperarousal

**Hyperarousal/Hypervigilance – Physiological Response**

- Release of stress hormones
- Increased heart rate
- Rapid breathing
- Release of glucose
- Pupils dilate
- Non-critical functions shut down



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## Stress Response: Hyperarousal

**Hyperarousal/Hypervigilance – Behaviors**

- Attention issues
- Lack of academic focus
- Increased startle response
- Impulsivity
- Running/hiding
- Aggression
- Sleep issues



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## Stress Response: Hypoarousal

**Dissociation**

- Slowed heart rate
- Slowed breathing
- Blood flow to essential organs
- Body preparing for injury
- Internal mental focus



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Dissociative Adaptation			
Typical	Mild	Moderate	Severe
Absorbed in a video game, reading or other activity	Spacing / zoning out	Depersonalization	Separate parts of self hold thoughts, feelings and memories
Daydreaming	Caused by a cue or trigger	Blocking of pain / may hurt body deliberately (cutting, burning)	Hearing voices of parts of self yelling, criticizing or helping
Make believe world, but knows what is real	Did not chose this state	Feelings of re-experiencing traumatic event	Reenacting traumatic experiences
Blocking out something unpleasant	Attention is not simply shifted - it is "blanked out"	Blocking sensory input	Dissociative rage
	May temporarily lose sense of time	Loss of time /events (can't remember what happened)	Hearing abuser's voice
	Avoidance	Feels far away / unaware of surroundings	Imaginary world, difficulty knowing what is real
		Repetitive compliance	Fainting

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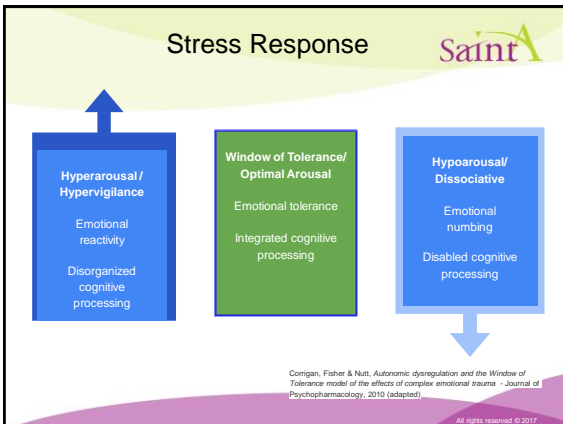
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## Hypoarousal Strategies Saint

- Quiet, gentle approach
- More visual cues than verbal cues
- Invite participation
- Delay discussion of consequences
- Create containment
- Alternative dissociative strategies – book, computer game
- Gentle but large movement such as ME Moves before thinking tasks
- Reassuring statements
  - You are safe
  - That was scary, but it's over now
  - I'm right here



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## Strategies for Hypoarousal Saint

**Grounding strategies – Examples**

- Physical grounding
  - Proprioception such as lifting weighted items
  - Put feet firmly on ground
  - Drum gently on desk
- Cognitive Grounding
  - Play the 54321 "game"
    - Name 5 things you can see in the room with you
    - Name 4 things you can feel ("chair on my back" or "feet on floor")
    - Name 3 things you can hear right now ("fingers tapping on keyboard" or "TV")
    - Name 2 things you can smell right now (or, 2 things you like the smell of)
    - Name 1 good thing about yourself
  - Ground to present time – What day is it? What is my name? What is your name? What season is it?

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## Other Strategies for Regulation Saint

*"Despite the well-documented effects of anger, fear, and anxiety on the ability to reason, many programs continue to ignore the need to engage the safety system of the brain before trying to promote new ways of thinking. The last things that should be cut from school schedules are chorus, physical education, recess, and anything else involving movement, play, and joyful engagement. When children are oppositional, defensive, numbed out, or enraged, it's also important to recognize that such "bad behavior" may repeat action patterns that were established to survive serious threats, even if they are intensely upsetting or off-putting." – Bessel van der Kolk, The Body Keeps the Score (2014)*

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## Other Strategies for Regulation

- Apps
  - Breath to Relax
  - All-in Yoga HD
  - Sleepsoft, LLC – Free white noise App
  - Stress Check
  - Zones of Regulation: Exploring Emotions
  - emWave - Heartmath
- [SMART: Sensory Motor Arousal Treatment M](#)
- Structured movement activities – Brain Gym
- Invited touch – rubbing circles on back
- Sanctuary Rooms – safe spots



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## Collaboration with Students and Caregivers

- My Emotional Regulation Plan (Resources Tab)
- [OT Innovations - Sensory Diet Checklist](#)
- [ALSUP](#)
- *Answers to Questions Teachers Ask about Sensory Integration: Forms, Checklists, and Practical Tools for Teachers and Parents*  
Koomar, Kranowitz and Szklut (2000)



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## Additional Resources

Links

- Bruce Perry [https://childtrauma.org/wp-content/uploads/2014/01/Helping\\_Traumatized\\_Children\\_Caregivers\\_Perry1.pdf](https://childtrauma.org/wp-content/uploads/2014/01/Helping_Traumatized_Children_Caregivers_Perry1.pdf)
- Tina Champagne - OT Innovations <https://www.ot-innovations.com/clinical-practice/sensory-modulation/sensory-modulation-a-review-of-the-literature/>
- Jane Koomar – Information for Teachers <http://www.stawaterstown.com/info-for-teachers/>
- Sharon Kruss – Play to Learn [http://www.sharonkruss.com/workshops/playingtolearn\\_ho.pdf](http://www.sharonkruss.com/workshops/playingtolearn_ho.pdf)

Books

- *The Out-of-Sync Child has Fun* by Carol Stock Kranowitz, MA (2003)
- *Answers to Questions Teachers Ask About Sensory Integration: Forms, Checklists and Practical Tools*, Koomar, Kranowitz and Szklut (2000)
- *Sensory Modulation and Environment: Essential Elements of Occupation* by Tina Champagne (2011)

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