How can we help kids to manage their emotions, behavior and body movement when faced with tough situations?
*Covid 19 is tough for many people for many different reasons.*
How we can support parents in implementing self regulation strategies at home

Think about how the student learns best at school

1st - Check in with family

2nd - Make a list of the successful strategies and adaptations in place at school

3rd -- Prioritize what is most important for the student to be successful

- Pick 1 or 2 strategies to adapt for remote learning with student and parents/caregivers
  - Can you send them copies to print off at home?
  - If not, think about how can these be adapted with supplies at home? Be creative!
  - Are resources, such as favourite movement break videos available online?
- Reconnect with parents / caregivers to offer a ‘show and tell’ approach?
- Check-in regularly with students and families. Ask open ended questions to see how things are going.
Some guiding questions to ask parents/caregivers to help recognize and reduce stressors at home.

- Who else is at home? (parents working from home, siblings also needing support?)
- What is the family routine? (family time, meals, physical activity, connection time with others)
- What access is there for remote learning? supplies?
- What are the self regulation strategies that your child is already doing to successfully rev up or rev down his or her energy levels at home?
Help parents determine what is the child needing?
Recognize Stressors

When our energy is depleted, stress becomes unmanageable more quickly.

A "perceived" threat is just as much a stressor as a "real" threat (sometimes even more so because others ignore the stressor or belittle it).

Stressors can be hidden or overt.

The effects of more stressors don't simply "add up"...they "multiply".

When there is troubling behavior, ask: why? Why now?

Remember: good stress uses energy too.

Stressors differ from person to person.

Stressors can be different day to day (or from one minute to the next).

Each of the five domains influences the others.
Strategies that can support stressors:

- Using visuals, schedules and timers
- Movement opportunities and frequent breaks
- Providing sensory feedback to body
- Calm down corners, kits and sensory areas

...to help kids regulate and adjust their energy level, emotions, behaviours and attention.
Choice and Motivating Boards

“I am working for computer

“What I’m Working For” Token Economy

What I’m Working For

Free Time

When I am tired, I can...

- trampoline
- bounce on ball
- wash the chalkboard
- scooterboard
- play hopsotch
- find hidden toys
- pull the theraband
- play catch
- jump rope
- jump as far as you can
- shredder
- write with wiggle pen

FIRST THEN

Get Dressed

Outside
### Movement

#### Spell Your Name!

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jumping jacks</td>
<td>Wiggle your whole body for a count of 10</td>
<td>Bring it down to knees 5 times</td>
<td>Jump in place 10 times</td>
<td>Rule your entire body with your hand</td>
</tr>
<tr>
<td>2 Squatting</td>
<td>Squat down with your hand</td>
<td>Move your upper half of your body</td>
<td>Spin in a circle 5 times to the right</td>
<td>Touch the left side of your body</td>
</tr>
<tr>
<td>3 Move the right side of your body</td>
<td>Squeeze your right hand with your L hand</td>
<td>Make 10 small circles with your arms</td>
<td>Jump over a pencil on floor</td>
<td>Give yourself a big hug for 15 seconds</td>
</tr>
<tr>
<td>4 Rub your right arm with your L hand</td>
<td>Touch R hand to L shoulder and repeat</td>
<td>Twist at the waist 10 times</td>
<td>Spin in a circle 5 times to the left</td>
<td>Make 10 large circles with your arms</td>
</tr>
<tr>
<td>5 March in place with knees high to the count of 10</td>
<td>Squeeze your L hand firmly and repeat</td>
<td>Touch the left side of your body</td>
<td>Touch R hand out in front and then L hand at floor 5 times</td>
<td>Touch L hand at floor and then R hand at floor 5 times</td>
</tr>
<tr>
<td>6 Run in place for a count of 15</td>
<td>Move the right side of your body</td>
<td>Touch hands on floor, repeat 5 times</td>
<td>Yell out for 10 seconds</td>
<td>Take 10 deep breaths</td>
</tr>
</tbody>
</table>

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#### Activities

- Jumping jacks 10 times
- Jiggle like a jellyfish for 10 seconds

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#### GoNoodle

- 3 things that are yellow
- A stuffed animal
- A picture of people you love
- Something that makes you happy
- Something that starts with the first letter of your name

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#### Scavenger Hunt

Gather up these items from around the house:

- a book that has numbers
- something round
- something that makes bubbles
- a picture of people you love
- something that has a map
- a stuffed animal
- something with wheels
- a book that has numbers
- something round
- something that makes bubbles
- a picture of people you love
- something that has a map

Don’t forget to put them all away after the hunt is over!
Breathing

**Balloon Breathing**

- Sitting in a comfortable position, place your hands around your mouth, and your nose around your belly. Close your eyes and take a deep breath in through your nose. Hold your breath for a count of five, and then release your breath slowly through your mouth.

**Shoulder Roll Breathing**

- Choose a comfortable sitting position, and gently roll your shoulders forward and backward. Inhale through your nose and exhale through your mouth, focusing on the movement of your shoulders.

**Back to Back Breathing**

- Choose a comfortable sitting position, and lean forward with your arms extended outward. Breathe in deeply for a count of five, and then exhale slowly, feeling your body relax.

**Tummy Breathing**

- Sit on the floor with your legs extended in front of you. Place your hands on your stomach and feel the gentle rise and fall during each breath. Inhale deeply through your nose, filling your tummy, and then exhale slowly, emptying your lungs.

**Take 2 Breathing**

- Sit comfortably, with your hands in front of your face. Breathe in deeply through your nose, and then exhale slowly through your mouth. Repeat this process for two minutes.

**Bumblebee Breathing**

- Close your eyes and imagine you are a bumblebee. Breathe in deeply through your nose, and then exhale slowly through your mouth, feeling your body relax.

**Elephant Breathing**

- Sit on the floor with your legs extended in front of you. Breathe in deeply through your nose, filling your lungs, and then exhale slowly, feeling your body relax.

**Bubble Breathing**

- Sit comfortably, with your eyes closed. Breathe in deeply through your nose, and then exhale slowly through your mouth, feeling your body relax.
Calm Down Tools

CALM DOWN KIT

SENSE OF SMELL
- Essential Oils
- Cranky Cream
- Aromatherapy stuffed animal
- Scented play-dough
- Bubble gum
- Scratch and sniff stickers

SENSE OF SIGHT
- Sensory bottles
- Snow globe
- Books
- Calm down or yoga cards
- Eye mask
- Kaleidoscope
- Bubbles

SENSE OF TOUCH
- Weighted blanket/vest/stuffed animal
- Rubber squeezes, stress ball
- Fidgets, stretchy string
- Putty or playdough
- Runik’s cube
- Pinwheel
- Spinning top
- Expanding ball
- Sensory sox

SENSE OF SOUND
- Noise cancelling headphones
- Harmonica
- Calming music
- Audiobook
- White noise
- Nature sounds
- Book with personalized recording

SENSE OF TASTE
- Chew necklace
- Rescue remedy
- Bubble gum
- Hard candy/lollipop
Scenario #1

While checking in with parents during weekly phone call, mom has identified one of the biggest obstacles is that they don’t have a sensory room like the school does and child is saying “I need to go so I can ‘check in, watch the lava lamp and do breathing right’!!”

Possible solutions:

- Share resources that family can ‘recreate’ at home. A sensory room can be adapted: corner of the room or made into a backpack filled with necessary supplies. Remember to also share with parents/ remind students how they will know they are ready to come back to their learning space or activity. How will their body feel?
- Connect with child on zoom and walk them through making a calm down bottle to use in place of lava lamp
- During check-ins, start with breathing activities that can be emailed and printed out at home
- Praise the child for self advocating what they need to regulate and help child and family create a special sensory space/ kit at home
Scenario # 2

Mom is trying to host a zoom meeting with clients from work. Child is melting down, unable to respect boundaries, screaming, banging on home office door and wanting mom.

Possible Solutions:

- Pre-teach and practice using a wait card
- Timer: set timer for a few minutes longer than meeting is scheduled, to give parent needed transition time themselves
- Have a special activity basket with preferred choices. Only to be used during mom’s meetings
- Pre teach and practice using coloured symbols to practice when it is acceptable to interrupt (Use coloured plastic cups hung on den door, buttons, paper, or whatever materials already in the house.

<table>
<thead>
<tr>
<th>Green</th>
<th>Yellow</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am free</td>
<td>I can pause if important</td>
<td>DO NOT Interrupt</td>
</tr>
</tbody>
</table>
Scenario # 3

Family lives in a condo on 3rd floor. With a change in the weather over the last few days, park adventure time has become less frequent. Child, as well as parents and older siblings, who are working from home, are all becoming frustrated.

Possible Solutions:

Check out the Canuck’s Autism’s At Home Activity link

Indoor movement activities: sensory hallways and obstacle courses
Scenario # 4

Parents frustrated because it seems that the fidgets sent home from school don’t do anything, are just a distraction and now younger siblings want to use.

Possible Solutions:

- Introduce fidgets with a social story
- Just like at school, kids need to be taught to use fidgets. Set clear expectations, review daily, and give praise when being used appropriately
- Provide a basket of fidgets that all family members can access.
- Think about what else this behaviour may be trying to tell: activity time block too long? Needs a break?
Scenario #5
Parents are at their wits end with lack of BI working in the home.

Possible Solutions
- Upcoming free online workshop hosted by Autism BC
- Canucks Autism Network hosts daily Team Meetings (movement, mindfulness activities, incorporating visuals) on Instagram and Facetime
- Brain 1st session for online mindfulness sessions-good for whole family
- Increase check ins with family

BI Basics For Parents at Home Workshop

https://autismbc.z2systems.com/event.jsp?event=52018
Scenario #6
Parents are concerned with change child’s behaviour, (15 years old, asd, He is upset he can’t see his friends.

Possible Solutions:

- Check out CAN’s Youth ages 13-17 Online Meet Ups:
  - Netflix Party every Tuesday evening
  - Zoom Hang Outs every Thursday afternoon
    Visit: https://www.canucksautism.ca/online-resources/

- Use the 1 second everyday video app (free)
- Bullet Journal writing to share during
- Adult monitored Zoom Hangouts to chat, play board games
Brain 1st: Stay Grounded in times of high Emotion

https://www.youtube.com/watch?v=SfILvVwFoe4&feature=youtu.be
Take Away Resources:

Movement:
- Alphabet movement cards
- Indoor obstacle courses to make at home
- Scavenger Hunt Ideas

Calming:
- Brain 1st Video
- Take 5 breathing
- Calming strategies
- Calm down bottle video:
  https://www.youtube.com/watch?v=MHIsbq-z_hE
  https://www.youtube.com/watch?v=LVQSE82-c3Q

Fidgets:
- Fidget Social Story
Take-away Resources:

Routines and Visuals
- Creating Routines for ‘Now Normal’
- Using Choice boards and templates:
  - Choice Boards
  - First/then card
  - I’m working for board and visuals
  - Timer Apps

Community Connections:
- 1 Second Everyday App
- Can Social Stories

Motor Skills:
- 30 days of fine motor skills activities
Websites:
- https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times
- https://autismbc.z2systems.com/event.jsp?event=5201& (Gives details for upcoming BI workshop)
- https://www.canucksautism.ca/online-resources/ (outlines and directs to online resources)
- https://www.actcommunity.ca/covid-19-resources
- https://www.dsrf.org/programs-&-resources/learn-at-home-5196/ (ready to go resources and activities from the Down Syndrome Research Foundation Centre in Vancouver)
- https://self-reg.ca/infographics/
- https://www.youtube.com/channel/UC-nPM1_kSZf91ZGkcgY_95Q