**STRATEGIES FOR STUDENTS WHO HAVE DIFFICULTIES WITH SELF REGULATION**

Self-regulation is the ability to attain, maintain and change levels of alertness appropriately for a task or situation (Northern Territory Dept. of Health and Community Services, 2006). Students with Sensory Processing Disorder (SPD) have difficulty reaching their zone of learning, as they are unable to change their degree of alertness(Northern Territory Dept. of Health and Community Services, 2006). For example a typical student may be able to unconsciously increase their level of alertness during a test or at lunchtime and then calm themselves down to sit quietly during story time.

The purpose of this strategy section is to help teachers provide appropriate strategies for their students with SPD to get in the zone for learning. This is known as co-regulation and with practice the aim is for students to be able to take the strategies of co-regulation and use them independently for self-regulation (Northern Territory Dept of Health and Community Services, 2006).

This strategy section has been developed as a tool for teachers and is to be used as a general guide ONLY. Please consult an occupational therapist specialising in sensory processing disorders for assessment and interventions for individual students with complex needs.

When considering which strategies to implement with a student consider:

* Frequency (how often)
* Intensity (how fast)
* Time (when and for how long)
* Type (what activity)

For example; jumping on a trampoline (type) for 5 minutes (time) as high as you can (intensity) before a learning activity (frequency) may help increase the alertness for a student craving vestibular/movement sensory input who may usually be fidgeting and unable to sit still to attend to that task.



***RED ZONE STRATEGIES***

***Strategies that apply to all zones***

A student in this zone is sensitive to or avoids certain sensory input.

They may benefit from:

***GENERAL STRATEGIES***

* Use of visual timetables, schedules and routines; visual stories; finished signs, sheets, boxes and timers to indicate the beginning and end of activities.
* Regular movement breaks incorporating heavy muscle work. This helps release “feel good” hormones such as endorphins, serotonin and dopamine.
* Colour coded work or curriculum activities placed in different coloured boxes.
* Respectful, graded exposure to sensations that the student is sensitive to e.g. watching from a distance, watching a video of the activity sitting beside another student who is engaging in the activity, engaging in the activity for a short period of time at the level that is comfortable (e.g. with protective gear such as ear muffs or gloves) etc.
* Providing the student with their own sensory box/ bag (box or bag can contain such items as chewy tubes, stress balls, fidget toys, liquid timer or other visually motivating item. Items will vary for each student).
* Providing a safe space for the student to retreat to, for example a beanbag, a corner of the room, a quiet room. For some students marking the zone with masking tape can highlight the area.
* Make sure the student has access to and/or a way of requesting his or her regulatory tools and equipment.
* Encourage the student to perform tasks at a suitable pace e.g. using an egg timer??? Does this belong here?



***RED ZONE STRATEGIES***

***Strategies that apply to all zones***

A student in this zone is sensitive to or avoids certain sensory input.

They may benefit from:

***PROPRIOCEPTION (HEAVY MUSCLE WORK)***

* Incorporate whole body heavy muscle work activities:
  + Walking especially upstairs or up hills or while carrying an object
  + Running
  + Swimming.
* Incorporate pushing and pulling activities:
  + Pushing hands together
  + Standing and pushing against a wall (‘wall push up’)
  + The ‘chair push up’ (lifting one’s body off the chair with their hands on the sides of the seat and straight elbows)
  + Pushing a trolley of books to the library
  + Pushing a shopping trolley on a school trip to the shops.
* Give the student jobs that require the student to lift and carry heavy objects:
  + Taking out the garbage or recycling
  + Raking leaves, sweeping leaves
  + Watering herbs and plants with a watering can
  + Holding the door open
  + During cooking stirring big pots and kneading dough
  + Kneading and moulding clay or play dough in a craft activity.
* Incorporate thera-putty into class activities such as moulding the putty into shapes.
* Incorporate heavy or weighted toys/ pillows/ blankets.
* Use large, weighted academic tools such as floor puzzles, weighted counting tools, large lego for building.
* Check that the student is in the right position for learning, e.g. is their chair and desk the correct height (we can attend longer to taks if seated in a supported posture).

***TOUCH***

* Offer the students touch (tactile) input that is comforting and soothing, e.g. deep pressure touch through massage or constant deep pressure touch through a weighted cushion or blanket.
* Use different textures such as wool, silk or felt to give the student opportunities to explore these materials in a safe and predictable way, e.g. during art and craft times.
* Try reading the student books that involve tactile involvement (such as touch and feel books). For older students, develop book boxes which incorporate different textures as part of the story.
* Offer the student time away from others, away from physical touching, e.g. safe area such as the computer room.
* During activities such as craft, cooking, gardening, offer the student the choice of wearing gloves or an apron, using cutlery, using tools, watching from a distance, watching peers/teachers completing the activity before their turn. Provide easy access to be able to wash or wipe their hands when needed, practice and reinforce the routine of washing hands immediately after messy activities.
* Consult with an Occupational Therapist in regards to using garments/deep pressure, e.g. calming clothing, weighted vest.



***RED ZONE STRATEGIES***

***Strategies that apply to all zones***

A student in this zone is sensitive to or avoids certain sensory input.

They may benefit from:

***VESTIBULAR (MOVEMENT)***

* Encourage linear (e.g. up and down or forward and back) predictable movements (which provides a steady rhythm and can be calming), e.g.:
  + Swinging,
  + Jumping on a trampoline,
  + Bouncing or rolling on a fitball.
* Regular movement breaks will help to release “happy/ feel good hormones” and maintain a regulated state (In the zone for learning).
  + Plan for whole class movement breaks, e.g. thera-band exercises, dancing, finger push ups.
  + If possible, have a dedicated space for individual movement breaks for the student, e.g. If your classroom has a withdrawal room it can be set up with an exercise bike, mini tramp, boxing bag , so they do not distract other students.
* Involve the student in classroom jobs that involve movement:
  + Wipe the board or desk,
  + Carry the drink bottles to the sports field,
  + Take the lunch orders/messages to the office
* Allow regulating and organising movement (some students require constant movement in order to tolerate other sensations such as sound):
  + Allow the student to pace,
  + Give them access to a move and sit cushion, a ball chair or a vibrating seat/cushion whilst seating,
  + Give them access to a swivel chair, rocker chair – seating that provides non-disruptive movement in a safe way,
  + Elastic around chair or table legs the student.



***RED ZONE STRATEGIES***

***Strategies that apply to all zones***

A student in this zone is sensitive to or avoids certain sensory input.

They may benefit from:

***AUDITORY (SOUND)***

* Provide earmuffs or a beanie to block out sounds and to control the volume of sounds.
* Offer the student access to their own music using headphones and their own music device.
* Reduce background noise or find a quiet time or space to teach this student.
* When a student is noticing sounds and getting distracted it sometimes helps to name the sound and then move them back onto the task at hand.
* Dampen sound in the classroom:
* Carpeting/rug on hard flooring,
* Room dividers,
* Closing windows that open onto busy roads.
* Use visual cues and prompts and physically model actions to reinforce auditory instructions.
* Allow extra time to process instructions and information rather than repeating the verbal input several times and potentially overwhelming the student who is trying to process the information.
* Background music with a steady beat of 50 to 70 beats per minute can help to create a calming and organising atmosphere.
* Use appropriate visual (i.e. real object, photograph or pictograph) to prepare/support student for certain sounds/noises.
* Use respectful, graded exposure to the sounds/noises they are sensitive to.



***RED ZONE STRATEGIES***

***Strategies that apply to all zones***

A student in this zone is sensitive to or avoids certain sensory input.

They may benefit from:

***VISUAL***

* Reduce glare and bright lights that could be visually painful or distracting, e.g. offer hats and sunglasses when student is outside (providing there are no tactile sensitivities towards wearing these).
* Visual borders/physical barriers, e.g. masking tape on table, dividers between tables, room partitions/dividers, can be helpful.
* Some students with visual sensitivities may focus on the glare and shine of laminated pictures rather than the picture itself.
* Seat the student in the least visually distracting position, for example away from the window where they may be distracted by leaves on trees or people moving outside.
* Natural light is preferable to fluorescent light.
  + Using natural light as much as possible has known positive effects,
  + Light filters can be fitted onto fluorescent lights or replaced with full spectrum globes to dampen the glare/reduce the flicker,
  + Be aware of glare/sun - knowing where the sun/light/glare is coming from/relocating to another space if appropriate.
* Introduce something calming to look at such as a bubble column.
* Use a timer (gel timers and sand timers) instead of auditory instructions to indicate time required for classroom tasks.
* Present routine activities in the same place every time.
* Reduce the amount of visual stimuli on a worksheet, e.g. spreading a one page worksheet across two pages.
* Reduce visually distracting elements in the classroom
  + Remove posters and pictures on the wall that are in the line of sight of the student, e.g. display work in the hallway on display boards you can turn around instead of using classroom walls.
  + Reduce clutter on the student’s desk, e.g. use organisation systems such as cubby/tub spaces to declutter work areas/reduce visual distraction. Curtains can be placed over cubby spaces, you can turn cubby’s around.
* To reduce eye strain and encourage focus: use a feature wall, frame the area you want students to focus on.
* Have different colour walls for different focus areas. Use colour coding within a classroom/school, e.g. reading/quiet area- colour coded green. Coloured mat for group time.
* A student may find making eye contact less intense/ awkward after a movement activity which has released feel good hormones.



***RED ZONE STRATEGIES***

***Strategies that apply to all zones***

A student in this zone is sensitive to or avoids certain sensory input.

They may benefit from:

***TASTE/SMELL***

* Be aware of the odours and fragrances and try to avoid smells that are noxious to the student, e.g. garbage bin, use of chemical sprays.
* Ensure good ventilation in the classroom.
* Trial using calming fragrances such as strawberry or lavender to create a relaxing atmosphere, e.g. scented playdough, herb garden
* Crunchy and chewy foods can help this student (Please follow any diet student is already following).
* Sucking through a straw or sports bottle can be helpful to regulate breathing and give strong input to the muscles of the jaw.
* Chewable jewellery or a chewy tubes can be calming through the provision of deep pressure through the jaw and by regulating the breath.
* Separate lunch boxes for different foods or lunchbox that is divided into sections.
* Incorporate cooking lessons when possible to encourage new food and taste opportunities.
* Encourage parents to send in a variety of foods.

***WHITE ZONE STRATEGIES***

***Strategies that apply to all zones***

* + A student in the ***WHITE*** zone is seeking or craving sensory input to regulate their alertness levels.
* These students often give clues as to what sensory input they require for regulating their alertness levels, by their actions and the type of sensory input they seek, for example students who are rocking, spinning or seeking a lot of moving is giving us a clue that they require vestibular movement breaks to regulate their alertness levels.

A student in the WHITE zone is seeking or craving sensory input to regulate their alertness levels.

They may benefit from:

***ACROSS THE ZONE STRATEGIES AND GENERAL STRATEGIES***

* Organising input (i.e. regulating sensory input) that fulfils their sensory cravings and enables them to get in the zone for learning.
* Provide the student with appropriate and safe ways to meet their sensory needs that are not disruptive to the other students, for example access to a chill-out room, regular opportunities to go for a run outside or jump on the trampoline, run an errand, pack away classroom tools etc.

***PROPRIOCEPTION (HEAVY MUSCLE WORK)***

* Incorporate whole body heavy muscle work activities:
  + Walking especially upstairs or up hills or while carrying an object
  + Running
  + Swimming.
* Incorporate pushing and pulling activities:
  + Pushing hands together
  + Standing and pushing against a wall (‘wall push up’)
  + The ‘chair push up’ (lifting one’s body off the chair with their hands on the sides of the seat and straight elbows)
  + Pushing a trolley of books to the library
  + Pushing a shopping trolley on a school trip to the shops.
* Give the student jobs that require the student to lift and carry heavy objects:
  + Taking out the garbage or recycling
  + Raking leaves, sweeping leaves
  + Watering herbs and plants with a watering can
  + Holding the door open
  + During cooking stirring big pots and kneading dough
  + Kneading and moulding clay or play dough in a craft activity.
* Incorporate thera-putty into class activities such as moulding the putty into shapes.
* Incorporate heavy or weighted toys/ pillows/ blankets.
* Use large, weighted academic tools such as floor puzzles, weighted counting tools, large lego for building.
* Check that the student is in the right position for learning, e.g. is their chair and desk the correct height (we can attend longer to taks if seated in a supported posture).

***WHITE ZONE STRATEGIES***

***Strategies that apply to all zones***

A student in the WHITE zone is seeking or craving sensory input to regulate their alertness levels.

Strategies from the ***RED*** zone can also be applied to students in the ***WHITE*** zone, as well as the following additional strategies:

***TOUCH***

* Teaching tools that have tactile elements, e.g. felt or sandpaper letters, counters that are textured etc.
* Provide the student with opportunities to touch different textures during cooking, gardening, car washing, bushwalking and other curriculum activities.
* Firm touch when giving hand-over hand or physical guidance and high impact sports may support the student’s need for tactile input.
* Access to a ‘fidget’ toy at appropriate times if they assist the student to focus.
* Visual stories, explanation charts about appropriate interactions, e.g. at school we give each other space
* Schedule certain times into their day where physical touch is appropriate, e.g. hand shake on greeting, high fives as rewards.
* Schedule certain times into their day when it is appropriate to have their shoe and socks off, e.g. rest time, gym class, sand pit.

***VESTIBULAR MOVEMENT***

* These students often crave sensory input to their vestibular system (inner-ear) and therefore seek to move or watch moving objects/people.
* They may require “calming up” with alerting input before “calming down” with organising input e.g. jumping vigorously on the trampoline then crawling through a long tunnel before sitting to a task.
* Complete an indoor obstacle course that may involve crawling and balancing, do an activity that involves heavy muscle work (pushing, pulling, carrying, lifting), do an activity that involves resistance e.g. stretchy theraband, stress balls etc.
* Some students require constant movement in order to tolerate other sensations such as sound, therefore allowing them to pace or giving them access to a move and sit cushion, a ball chair or a vibrating seat/cushion can help.
* Allow access to different seating positions for different activities throughout the day to provide opportunities for movement and to assist with alertness, e.g. floor time, bench chair, swivel chair.
* Provide movement within activities, e.g. active participation in the lesson - coming up to the whiteboard, giving out worksheets etc

***AUDITORY (SOUND)***

* This student may benefit from opportunities to listen to high impact music with a full sound and strong beat however they can also experience heightened levels of alertness if music or sounds are high pitched and/or variable in rhythms. Therefore, the effects of the auditory input need to be monitored carefully and music chosen carefully to suit the needs of the student.
* Opportunities in the class program to incorporate sound and music, e.g. participating in a drumming group.

***WHITE ZONE STRATEGIES***

***Strategies that apply to all zones***

A student in the WHITE zone is seeking or craving sensory input to regulate their alertness levels.

Strategies from the ***RED*** zone can also be applied to students in the ***WHITE*** zone, as well as the following additional strategies:

***TASTE/SMELL***

* This student may be seeking strong odours (sometimes inappropriate smells such as dirty nappies or sweaty armpits).
* They may benefit from strong fragrances that are appropriate for the setting, e.g. deodorant for their body, smelling herbs and plants when gardening, smelling soap or detergent when washing up or carrying out personal hygiene routines, adding essential oils to play dough, paint or other non-edible mediums. Closely monitor how these fragrances affect students.
* Opportunities to chew on chewy tubes, chewelery etc
* Opportunities to drink from a straw
* Opportunities to eat crunchy, salty snacks
* Opportunities to chew on ice

**RESPIRATION**

* Blowing with force and singing with expression and actions may help to fulfil a student’s need for high impact.
* Encourage deep breathing through extended exhalations which then encourage deep inhalations
  + Hissing sound
  + Humming competition
  + Songs with long vowels
  + Resistance whistles and breathing exercises
  + Heavy muscle work that increase heart rate and encourages deep breathing (e.g. chair push ups, jumping on the spot, bouncing on the gym ball)

**The GREY Zone:**

* Students in the Grey zone are in a low state of alertness and require alerting and organising sensation at regular intervals throughout the day.
* Some students would benefit from short bursts of activity or input and others will require longer and more intensive workouts.

Strategies for the **Grey** Zone

**A student in this zone benefits from:**

**Touch**:

* Provide alerting tactile input (e.g. cool face washer, ice pack, deep pressure, fanning at the beginning or during activities and use different textures such as sand paper, silk, wool, soft/hard, hot/cold during learning activities)
* Introduce games with a strong tactile focus such as patting rhythms on each other’s backs, clapping and body slapping songs.
* Use touch cues to get your student’s attention and use and provide tactile input such as rubbing their back, squeezing their shoulders or touching their hand to maintain their attention.
* Encourage use of mirrors to check face and clothing.

**Vestibular Movement** **):**

* Alert the student through movement
* Encourage changes in direction and pace when walking to the library or music class
* Perform activities to increase strength and awareness in arms and hands e.g. pre-writing warm-up, cutting, finger exercises, the handwriting song.
* Physically guide the student when introducing new gross motor skills.
* Introduce clear boundaries as these students may have reduced awareness of their bodies in space. For example use masking tape to indicate where they sit.
* Trial use of assistive equipment if the student has reduced endurance e.g. slope board, pencil grip, and ensure appropriate seating/posture
* Allow access to different seating for different activities throughout the day to provide opportunities for movement and to assist with alertness eg floor time, bench chair, swivel chair.
* Provide movement within learning activities eg active participation in the lesson - coming up to the whiteboard, giving out worksheets etc,
* .

**Proprioception (Heavy Muscle Work): the student in the grey zone may require extra encouragement, a lively tone of voice, exaggerated facial expression and body language, vestibular movement and/or multi-sensory input to alert before doing the heavy muscle work (e.g. jump on trampoline while listening to lively music and smelling peppermint followed by pushing the trolley of books to the library):**

* Incorporate whole body heavy muscle work activities
  + Walking (especially upstairs or up hills, or while carrying an object e.g. heavy back pack?,
  + Running
  + Swimming
* Incorporate pushing and pulling activities:
  + Pushing hands together
  + Standing and pushing against a wall (‘wall push up’)
  + The ‘chair push up’ (lifting one’s body off the chair with their hands on the sides of the seat and straight elbows)
  + Pushing a trolley of books to the library
  + Pushing a shopping trolley on a school trip to the shops?
* Give the student jobs that require the student to lift and carry heavy objects:
  + Taking out the garbage or recycling
  + Raking leaves, sweeping leaves
  + Watering herbs and plants with a watering can
  + Holding the door open
  + During cooking stirring big pots and kneading dough
  + Kneading and moulding clay or play dough in a craft activity
* Incorporate thera-putty into class activities such as moulding the putty into shapes
* Incorporate heavy or weighted toys/ pillows/ blankets
* Use large, weighted academic tools such as floor puzzles, weighted counting tools, large lego for building
* Check that the student is in the right position for learning eg is their chair and desk the correct height (we can attend longer if seated in a supported posture).

**Sound:**

* Alerting rhythms and beats e.g. dance music, exciting orchestral music, clapping rhythm to get the student’s attention
* Incorporate a listening chart into the classroom which encourages good listening behaviours e.g. to look, listen and think.
* Changing beats, pitch, volume to attract and maintain the student’t attention and keep them alert
* Emphasise key words
* Use visual cues and prompts and physically model actions to reinforce auditory instructions.
* Allow extra time to process instructions and information rather than repeating the verbal input several times and potentially overwhelming the student who is trying to process the information.
* Rhythm and music in daily routines- sing your instructions!
* Alerting,lively background music during activity. Monitor closely to ensure student does not disengage in noisy environment.
* Music or sounds that signal a transition or a new activity

**Visual:**

* Increase visual stimulation for this student e.g. seating the student near the window or bright lights, position the student at the front of the classroom, use contrasting colours, highlighting, stickers and bright arrows to direct attention,
* Overhead lighting eg lamp to help them focus on task in front of them.
* Use auditory input and sounds with a visual cue to catch the student’s visual attention e.g. clapping
* Be expressive in your face and body language.
* Encourage students to touchlearning materials to support visual processing/learning eg ‘this is a circle’ - give them the feeling first.
* Using borders/frames around things you want the student to focus on.
* Have their worksheet in a contrasting colour to their desk.

**Taste/smell:**

* Encourage student to explore tastes and smells. Less familiar, distinct tastes and smells stimulate students who are less alert, e.g. can use scented markers or scented stickers.
* Add a fragrance such as mint to craft items and playdough
* Use a fragrance to signal a transition or new activity
* In music lessons, encourage the student to play an instrument that uses their mouth e.g. harmonica or recorder
* Chewing on chewy tube
* Drinking from a straw
* Tasting sour or salty flavours
* Drinking a cold fizzy drink
* Encourage respiration activities:

**Respiration:**

* Encourage deep breathing through extended exhalations which then encourage deep inhalations
  + Hissing sound
  + Humming competition
  + Songs with long vowels
  + Resistance whistles and breathing exercises
  + Heavy muscle work that increases heart rate and encourages deep breathing

Feedback:

Can we list 5 activities that are alerting?

Cath, have you got any that the teachers particularly liked?

1. Dancing to lively music

2. Bouncing on the gym ball (can be calming for some students)

3. Jumping on the trampoline

4. Going for a walk to the office and back

Watering the garden

Sharpening pencils?

Running an errand

Can we list 5 activities that are calming? Or will these be different for each student.

1. Listening to relaxing music

2. Going for a walk to the office and back

3. Going to ‘break out or quiet’ room

4. Rolling on gym ball

5. Deep pressure massage eg using ‘rolling pin’ on back

Providing enough break/meal times to cater for movment needs and ensure the child is not hungry.

Swinging in a hammock or swing

What are the most common heavy muscle work that can be done in a classroom?

1. Stretchy theraband exercises
2. Participating in gym/sport class/program

Stacking chairs

Wiping board

Carrying bag or heavy books

Bouncing or rolling on gym ball

Chair push ups

Heavy muscle work for mouth:

Chewing on chewy tube

Drinking from a straw

**References:**

1. Arwood, E. L., & Kaulitz, C. (2007). *Learning With A Visual Brain In An Auditory World: Visual language strategies for individuals with austism spectrum disorder*. Shawnee Mission, Kansas: Autism Asperger Publishing Co.
2. Dunn, W. (2002). *Sensory Processing in Daily Life: Issues for home and school*, University of Sydney, Faulty of Health Sciences, Lidcombe. Presented on October 12th 2002.
3. Northern Territory Dept of Health and Community Services. (2006). *Learning Through The Senses Resource Manual: The impact of sensory processing in the classroom*. Casuarina, N.T.: Dept. of Health and Community Services.
4. Perry, B.D. (2008). Child Maltreatment: a neurodevelopmental perspective on the role of abuse in psychopathology in Textbook of Child and Adolescent Psychopathology. Theodore P. Beauchaine and Stephen P. Hinshaw, Eds. pp. 93-129. Wiley, New York
5. Williams, S. M., & Shellenberger, S. (2001). *Take Five! Staying Alert at Home and School* Alluquerque, NM.: TherapyWorks Inc.
6. Williams, S. M., & Shellenberger, S. (1996). *How Does Your Engine Run? Leader's Guide to the Alert Program for Self Regulation*: TherapyWorks Inc.
7. **Using Antecedent Exercise to Decrease Challenging Behaviour in Boys with Development Disabilities and an Emotional Disorder. Helen I. Cannella-Malone. Christopher A. Tullis, and Aline R. Kazee. Journal of positive behaviour interventions. 3rd May 2011.**
8. **Oetter, P. Richter, E & Frick S.M. (1993). M.O.R.E : integrating the mouth with sensory and postural functions. PDP Press.**
9. **Wilbarger, J. & Wilbarger, P. Sensory defensiveness: A Comprehensive Treatment approach. Course notes, 2007 and 2009. Avanti Educational Programs.**
10. **Astronaut Training: A Sound Activated Vestibular-Visual Protocol for Moving, Looking & Listening** Handbooks for Innovative Practice, Mary J. Kawar, MS, OTR, Ron Frick and Sheila M. Frick, OTR, Vital Links (2005)
11. **Yack, E. Sutton, S & Aquilla, P. (2003). Building Bridges Through Sensory Integration: Therapy for Children with Autism and Other Pervasive Developmental Disorders. Future Horizons**
12. Ayres, A. J. (1972). *Sensory integration and learning disorders*. Los Angeles: Western Psychological Services

\

1. Miller, L. J. (2006). *Sensational kids: Help and hope for children with sensory processing disorder*. New York: Putnam.
2. Dunn, W. (1999). The Sensory Proﬁle: User’s manual. San Antonio, TX: Psychological Corporation.
3. Sensory processing measure SPM

**Home Form** by Diane Parham, PhD, OTR/L, FAOTA & Cheryl Ecker, MA, OTR/L

**Main Classroom Form & School Environments Forms** by Heather Kuhaneck, MS, OTR/L, Diana Henry, MS, OTR/L & Tara Glennon, EdD, OTR/L

1. Western Psychological Services  
   625 Alaska Avenue. Torrance, CA 90503-5124

www.sensorytools.net

**[www.sensamart.com.au](http://www.sensamart.com.au)**

[www.calmingclothingforkids.com](http://www.calmingclothingforkids.com)

[www.aass.org.au](http://www.aass.org.au)

www.lifeskills4kids.com.au

Pictures in this presentation are taken from Softpics - Innovative Communication Programming - Ylana Bloom.

http://disney-clipart.com, www.jupiterimages.com

http://www.additionalneeds.net/Challenging\_Behaviour/images/attentionlg.jpg

Add: Change numbers through document

SPD foundation and other websites

See Reference list on powerpoint