



Autism and Tertiary Behavior Supports  
[www.ksdetasn.org](http://www.ksdetasn.org)

# Teaching Self Regulation

## Early Childhood Case Study Snap Shot 2

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# TASN Autism and Tertiary Behavior Supports

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## After completing this webinar. . .

- Participants will be able to describe at least one way they can teach one of their students how to self-regulate and actively calm.



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## Meet the Student

- Lane started attending the ECSE classroom at age 3 and continued services until 5 years.
- He lives with his mother and father and they are expecting a baby boy.
- He has a diagnosis of Autism.
- When he started preschool he had a lot of sensory needs and high anxiety, however he was a very bright young man.
- His language wasn't always functional but he had a lot to say about the environment and what he was experiencing through his senses.



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## Lane's Goals

GOAL 1- In 36 instructional weeks, Lane will be able to attend to small or large group instruction for at least 10 minutes with one or fewer individualized adult prompts on 4 out of 5 opportunities.



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## Lane's Goals

GOAL 2- In 36 instructional weeks, when anxious, upset, or over-stimulated, Lane will notice his feelings and use self-regulating techniques such as taking a deep breath, chewing on his chewy, requesting a break, etc. on 4 out of 5 opportunities.



## A Brief Video of What Lane Looks Like?



### Learning to Learn Skills:

- In seat behavior
- Time on task
- Being a part of a group
- Following directions
- Communicating Appropriately
- Managing emotions and self-regulation
- Delaying gratification

## Asking the Right Questions

How can we help the child more likely choose to . . .

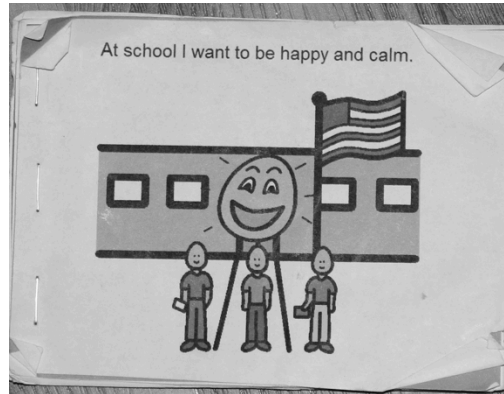
- How can we help Lane be less anxious and stressed?
- What can we do to support him in understanding his emotions and expressing them appropriately?



- What is Lane good at?
- What can he attend to?
- When is he less anxious and more calm?



## The Intervention. . .



## The Intervention. . .



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Why Did the Intervention Work?

It spoke to  
the student  
using it!

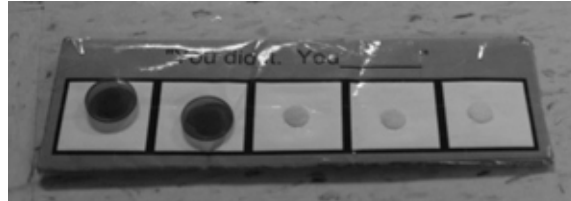


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There is not one right way  
to teach self-regulation!  
It should meet the needs  
of the student, setting  
and situation.



## Why Did the Intervention Work?



Concrete Way to Notice Calm and the Act of Re-gaining Calm



Visual cues to build awareness



The Break he Needed in a Reinforcing and Intentional Way

Connections  
equal  
Cooperation!

-Dr. Becky Bailey, 1999



**Key: 0- not calm, 1- calm 25%,  
2- calm 50%, 3- calm 75%,  
4- calm 100% of the time**

Date: \_\_\_\_\_

1. arrival/bathroom/puzzles					
2. breakfast					
3. transition breakfast					
4. toothbrushing					
5. large group					
6. small group					
7. worktime					
8. clean up					
9. small group reading					
10. bathroom/snack transition					
11. snack					
12. outdoor/gym/technology					
13. dismissal/bus					
Number of Safe Place Breaks:					
Number of Book Bag Breaks:					
Other Comments:					

Your body  
is at a 3,  
let's take  
a break.

The team developed a  
system that worked FOR  
THEM and was used  
CONSISTENTLY.

What I have to do to earn bookbag time...

calm down

2

be calm

1

"Yeah, You did it, You \_\_\_\_\_."

## It Should Speak to the Student!

<p>My body is at a three</p> <p style="font-size: 2em; font-weight: bold;">3</p>	<p>loud voice</p>
<p>My body is at a two</p> <p style="font-size: 2em; font-weight: bold;">2</p>	<p>medium voice</p>
<p>My body is at a one.</p> <p style="font-size: 2em; font-weight: bold;">1</p>	<p>quiet voice</p>

Work as a team, observe student strengths, interests and what you need to teach each individual child.



## Give Students Some Options



Courtesy of Ann Schmidt

When used correctly a safe place or break area is not a time out or a place kids go to get out of work!



It's all about how you teach it. . .

At the SAFE PLACE:

-  Sit or Lay on the Rug
-  Speak Quietly
-  Breath and Calm
-  Go Back to Class

-considerateclassroom.blogspot.com



\*On Considerate Classroom Blog- under center rules



## How Can I Help the Student More Likely Choose to Take a Break?



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Think About What Is  
Developmentally  
Appropriate. . .



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What that Might Look Like. . .



Downloading Calm




Provide a way for all students to communicate their need for a BREAK!



A closer look

I, me	you	am	not ready	ready	this is hard	too loud
like this	don't like this	need	help	don't like this	take a break	



How Does this Case Study Apply to You, Your Classroom, Your Students and Your Setting?



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## Resources

- [AFIRM: Autism Focused Intervention Resources and Modules. \(2015\) Social Narratives.](#)
- [Bailey, B. \(2015\) Conscious Discipline](#)
- [Buron, K. \(2012\) The Incredible 5 Point Scale.](#)
- [National Professional Development Center on Autism Spectrum Disorders. \(2010\) Self Management](#)



### Supporting the Whole Child



Join Us for the Next Case Study  
on Friday, January 9th  
at Noon!



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Do you have a strategy  
or student that you  
would like to do  
a case study on?

CONTACT ME:  
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