



Sensory Bins
 Pretzels
 Mints
 Lollipops
 Sour candies
 Chewy candies

Fidgets
 Pull and stretch bounce balls
 Fidget cube
 Liquid motion bubbler
 Fidget friend
 Flippy chain fidget
 Stress ball

Classroom Sensory Strategies
 Chair push-ups
 Arm hook-ups
 Wall push-ups
 Finger taps
 Finger bends
 Namaste hand push
 Deep Breathing (breath in 10, breath out 10)
 Close eyes and count to 10
 Hand pull
 Bear hug
 Brain Buttons
 Ear tugs
 Ground touch

SELF-REGULATION

Self-regulation is the ability to adjust one's own level of alertness so that he or she is able to display emotions appropriately and organize thoughts to obtain goals in a socially adaptive way. The process of controlling one's emotions and behavior (self-regulation), is critical for school success (Eisber, Valiente, & Eggum 2010).

Poor self-regulation can lead not only to frequent off-task behavior, but also aggression, poor academic outcomes, and restricted social participation (Konrad, Fowler, Walker, Test, & Wood, 2007). Students who have difficulty regulating their emotions are missing out on vital learning opportunities.

Most general education teaching curriculums do not include information about self-regulation. This 2-part in-service was developed for middle and high school teachers to provide:

- A general overview on the topic of self-regulation
- A basic understanding of how it affects their students during the school day
- Strategies to improve alertness & attention in the learning environment

PROCESS

METHOD: Prior to giving Part 1 of the Self-Regulation in-service, an 8-question pre-survey was given via SurveyMonkey to the teaching staff at Great Hearts Scottsdale Preparatory Academy.

PRE-SURVEY: Teachers were asked to:

- Identify their gender, number of years teaching, and grades currently teaching
- Rank their knowledge on self-regulation and familiarity with using strategies in regards to students who have become dysregulated

FIRST IN-SERVICE: Activities completed during the first in-service included:

- Sensory bins for hands-on exploration with fidgets and different food textures
- Participation in an interactive demonstration of the various classroom sensory strategies

The staff was asked to try these strategies with their students over the next week.

SECOND IN-SERVICE: The second in-service served as a review of self-regulation as well as the classroom sensory strategies. Staff was asked to:

- Demonstrate one sensory strategy of their choice
- Engage in an open discussion of their experiences over the past week with using the strategies in the classroom

POST SURVEY: After both the 1st in-service and 2nd in-service had been given, the staff was sent the same post survey via SurveyMonkey to complete.

Survey Questions

- > I understand self-regulation and how it affects my students.
- > I feel confident in my ability to recognize when a student is dysregulated.
- > I feel that I have strategies to help my students with self-regulation.
- > I feel confident in using strategies to help my students with self-regulation.

Likert Scale Ranking

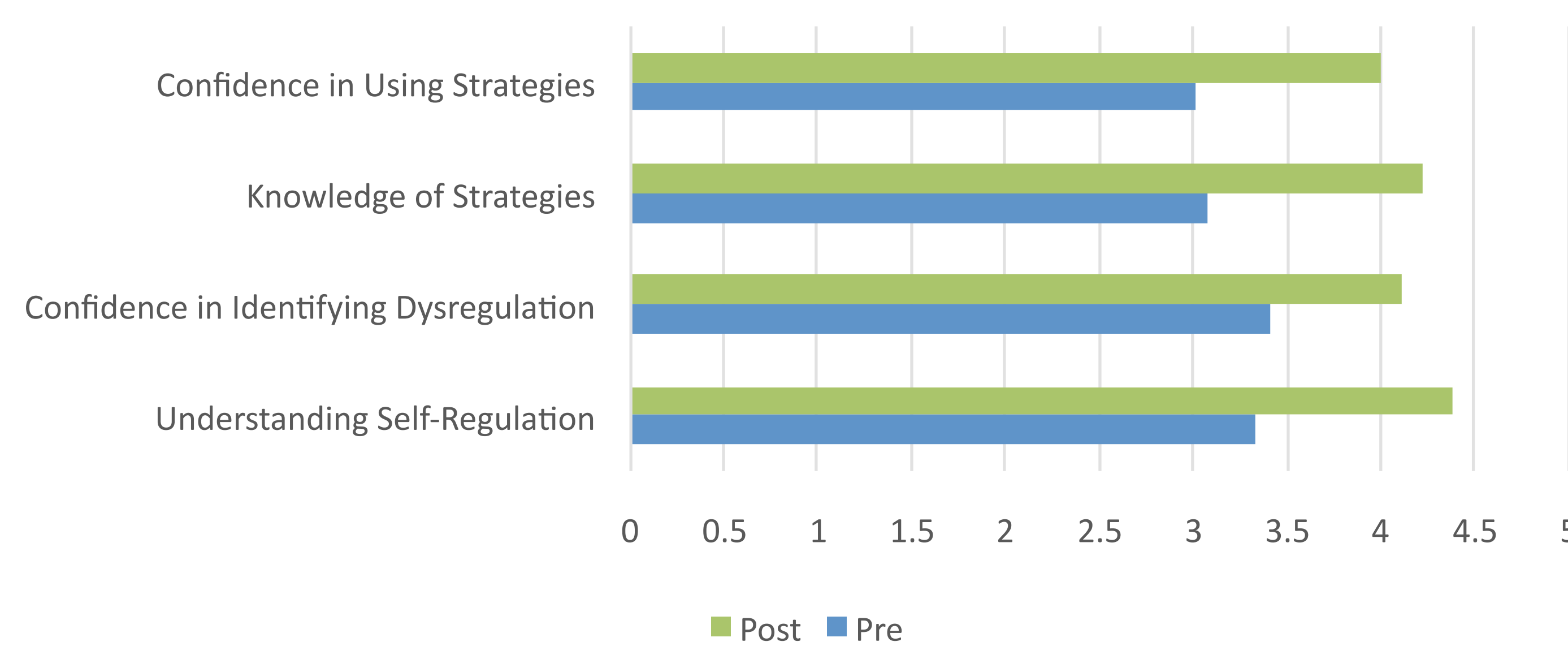
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree

RESULTS

Summary:

- When compared to females, fewer males completed the post survey.
- There was a bigger decrease in survey completion for participants with degrees than participants without degrees.
- In general, survey participation was higher in females than males both for pre and post-survey.

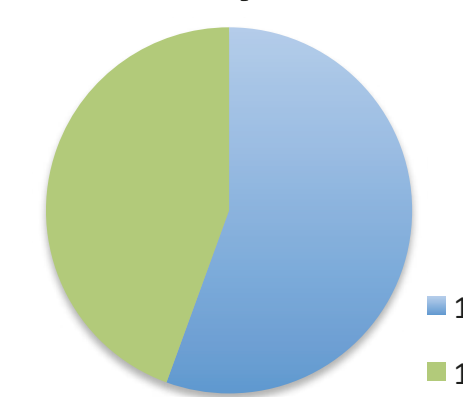
Pre and Post Survey Results - Average Scores



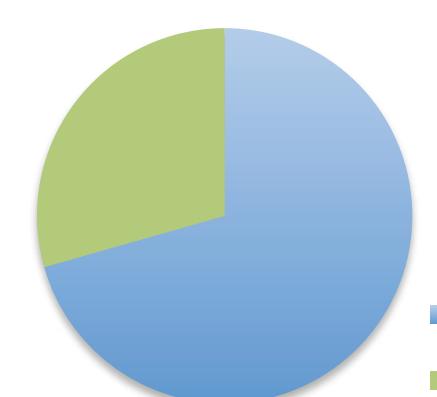
PARTICIPANTS

Participants included male and female teaching staff at Great Hearts Scottsdale Preparatory Academy with teaching experience ranging from less than one year to over 28 years. Grades taught ranged from 5th grade up to 12th grade.

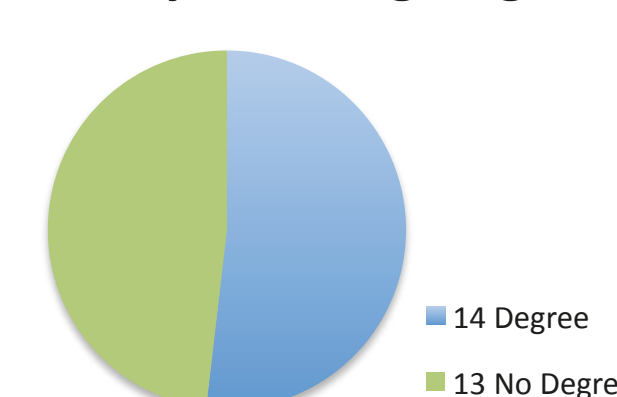
Pre-Survey Gender



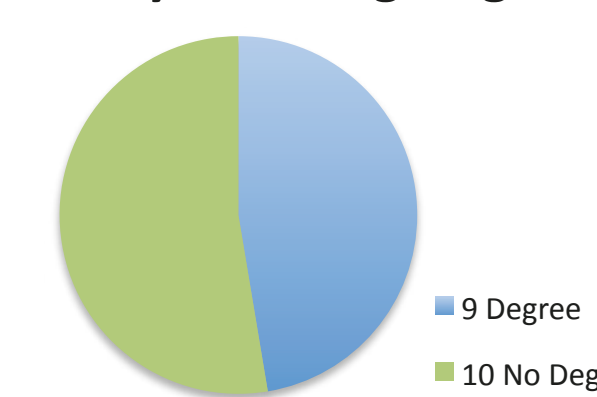
Post-Survey Gender



Pre-Survey Teaching Degree



Post-Survey Teaching Degree



DISCUSSION & CONCLUSION

When self-regulation deficits interfere with a student's daily life activity, it is the OT's role to support him or her in gaining the skills and tools to handle the behaviors that hinder more meaningful participation. This in-service was intended for all students, whether receiving OT services or not, who may have difficulties with self-regulation. Because of the discrepancy in the number of responses in the pre-survey compared to the post-survey, exact knowledge gained cannot be ascertained. However, based on the pre and post-survey results, there was a definite increase with more answers scoring in the agree to strongly agree categories in the post survey compared to the pre-survey. This indicates an upward trend in teacher knowledge related to self-regulation. It appears that this in-service was effective not only in providing information that increased teacher awareness regarding self-regulation and sensory strategies, but that it increased their confidence in identifying a dysregulated student and the sensory strategies to implement to support them.

FUTURE DIRECTIONS

The topic of self-regulation can be difficult to understand. Based on the results from the pre-survey, most teachers were not too familiar with this topic. Based on the results shows, this in-service was beneficial in expanding knowledge related to self-regulation. This in-service serves not only to support teachers but their student's academic success as well. Therefore, providing this in-service in the future to other charter school staff is highly recommended. As Prizant et al. phrases it, "physiological alertness, emotional alertness, and emotional regulatory abilities have a cumulative impact on a child's attention, availability for learning, and ability to engage in social activities" (2006, p. 53). In order for students to be successful in the academic environment, they need the tools and the support to do so. As OT practitioners, we have the ability and the responsibility to educate not only our students, but the teaching staff as well on how important self-regulation is for not only academic success, but day to day life success. Due to the small number of participants, further research with a larger sample size is needed to assess actual knowledge gained within each individual participant.

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A STUDY BY

Rachel Brooke Harkins, OTS & Amy Armstrong-Heimsoth OTD, OTR/L
 Department of Occupational Therapy, Northern Arizona University

NORTHERN ARIZONA UNIVERSITY
 College of Health and Human Services
 Department of Occupational Therapy



OCCUPATIONAL THERAPY & TEACHER EDUCATION

Child Self-Regulation

The Effectiveness of a Two-Part In-Service on the Topic of Self-Regulation

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