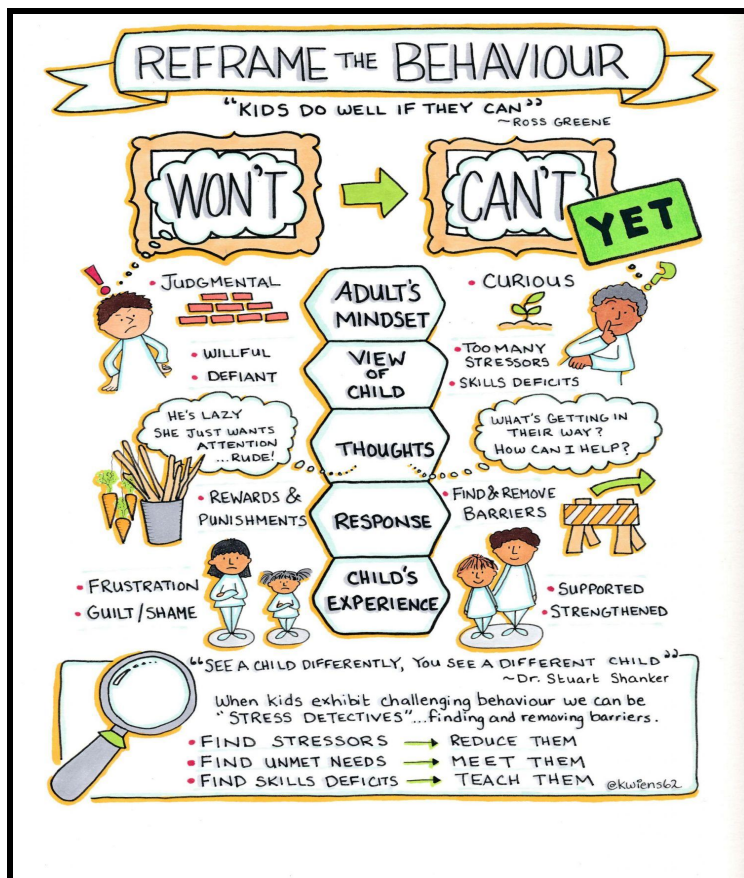


Inclusive Strategies

Support Children’s Self-Regulation and Early Literacy Capabilities

—A Resource for Families and Educators—

Dr. Stuart Shanker’s 5 Strategies for Self-Regulation:



A Tool for Educators and Families

1. **REFRAME** the behavior (see it in a different way).
2. **RECOGNIZE** the stressors across five domains of development.
3. **REDUCE** the stress.
4. **REFLECT**: enhance stress awareness (learn to recognize when we are truly calm and when we are becoming overstressed).
5. **RESPOND**: develop personalized strategies to replenish lost energy and reduce tension in order to recover from stress and get back to normal).



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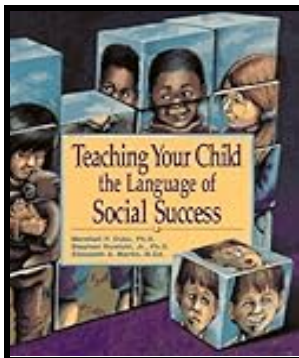
ELQI Library Book Recommendations

The following books are accessible for free from Early Learning Quality Initiative Travelling Tales Library. Please visit, <https://elqi.librarika.com> or 205 McLaughlin Rd Unit 200, Lindsay, ON K9V 0K7



“Little Kids Big Worries: Stress-Busting Tips for Early Childhood Classrooms”, by Alice Sterling Honig. This book provides educators and families with relief strategies for supporting children’s emotional development. As well as greater understanding about the impact separation anxiety, bullying, and family circumstances can have.

Link to borrow book: <https://elqi.librarika.com/search/detail/6243952>.



“Teaching Your Child the Language of Social Success”, by Marshall P. Duke, Stephen Nowicki, and Elisabeth A. Martin”. Written by credible authors with a Ph.D. in clinical psychology, who combined have published over two hundred scholarly articles and coauthored *“Helping the Child Who Doesn’t Fit In”*. It’s an easy-to-use guide providing definitions and techniques for assessing a child’s social, emotional and communicative strengths and goals to work on, as well as exercises for teaching or improving nonverbal skills at home or in the classroom.

Link to borrow book: <https://elqi.librarika.com/search/detail/6243914>.



“Sensory Processing 101” by Dayna Abraham, Claire Heffron, Pamela Braley, Lauren Drobnyak. This book provides an easy-to-read knowledgeable overview of the human body’s sensory systems. If you are a parent or educator, here you will find helpful strategies and activity ideas you can use to support all children’s health and well-being.

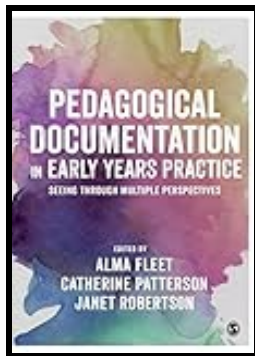
Link to borrow book: <https://elqi.librarika.com/search/detail/7048367>.



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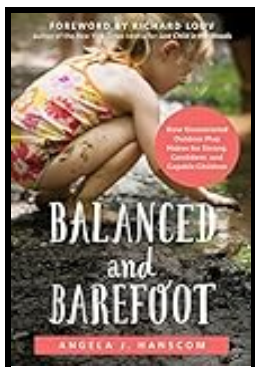
ELQI Library Book Recommendations

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“Pedagogical Documentation in Early Years Practice: Seeing Through Multiple Perspectives”. This book offers guidance, support and inspiration to educators and researchers on how to implement meaningful and sustainable child-focused observation in early years contexts.

Link to borrow book: <https://elqi.librarika.com/search/detail/8358792>.



The author Angela Hanscom offers several strategies for educators and families to support children having access to daily opportunities for expressing the unstructured movement they need for their physical and emotional development, even if one lives in an urban environment.

Link to borrow book: <https://elqi.librarika.com/search/detail/6568728>.



“Don't Look Away: Embracing Anti-Bias Classrooms” leads educators to challenge their perceptions and thought processes, and identify their own unconscious biases. This is a great resource for learning strategies to recognize and minimize bias in the classroom, school, and community.

Link to borrow book: <https://elqi.librarika.com/search/detail/656874>.

Strategies to Support Children's Re-framed Aggressive Behavior

1. Observe the child's behavior

What do you see or hear?

- Hits self and others
- Trying to bite others, pull others hair
- Kicks people or things, throws objects at people
 - Crashes into objects, becomes angry at sudden noises
- Often uses extreme force during movement activities, has high pain tolerance
- Invades others personal space, makes loud, disruptive noises in quiet settings



All these sensory signals mentioned above have three commonalities:

1. An exploration in *movement*
2. An exploration in *body position*
3. An exploration in *touch*

2. Gather Ideas

How can I support this child's sensory needs?



Quick & Simple Vestibular Movement Activities:

- Sensory motor scavenger hunt where children find something soft to touch, something to balance on, something to crawl under (Abraham, 2015, p.129).
- Incorporating more naturally sourced loose parts such as logs and wooden stumps for children to engage in balancing, turning, climbing and jumping



- Use rocking bowls, where children sit in the bowl, grab the edge and use their torso and arms to rock in circles or to-and-fro. They can also keep their balance while standing up in the bowl, on it or turn it upside down and lie on the bowl fully extended.

2. Gather Ideas



How can I support this child's sensory needs?

Quick & Simple Tactile & Movement Activities:

-Work together with children to prop pillows or nugget mats against each other or on to other furniture to create a tunnel or a bridge for children to crawl through

Link to Learn more about Nugget mats:

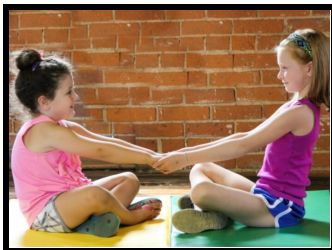
<https://nuggetcomfort.com/pages/the-nugget-history>.



-Implement a sensory dough making station in your classroom or at home always ensuring that children have access to at least one sensory activity during their day

-Sensory doughs can offer up a variety of different textures such as, gooey, soft, squishy, firm, slimy, scented, edible, moldable.

-This activity will provide children with the opportunity to explore and express their hand strength safely



- Ask children to pair up, facing one another, reaching out to hold hands and alternatively push and pull so their upper bodies rock back and forth with each motion

-Sing Row Row Row Your Boat or any other favorite children's song while children are engaging in this movement activity (Abraham, 2015, p.131).

-Educators can experiment with singing the rhythm of songs fast and slow



-Include sensory stepping stones as an indoor movement activity

-Children can explore their motor and sensory integration skills by walking, jumping, or tiptoeing

-Can be set up in a linear line, then gradually as children's motor skills increase in a curvy line.

Strategies to Support Children's Re-framed Behavior and Meet Everyone's Sensory Processing Needs



1. Observe the child's behavior

What do you see or hear?

-Biting, Chewing, Chomping, Licking, Sucking on "non-food objects, including clothing, hands, fingers, pencils and toys"

-"Trying to bite others"

-"Overstuffing their mouth with food at mealtimes"

-"Makes frequent sounds with their mouths, such as clicking, humming, and buzzing, which may annoy or distract people around them" (Abraham, 2015, p.163).

All these sensory signals mentioned above have two commonalities:

4. An exploration in *taste*
5. An exploration in *texture*

2. Gather Ideas

How can I support this child's sensory needs?



Quick & Simple Oral Motor Activities:

- "Blow bubbles
- Singing, humming, taking deep breaths in and out slowly
- Blow whistles and other musical instruments
- Play taste guessing games

-Try one new food before a meal

-Make an edible necklace

-Playing with making faces in a mirror

-Trying snacks with sour or sweet tastes and varying temperatures

-Drink from a water bottle with a bite valve

-Eat applesauce through a straw

-Use alternative chewy toys" (Abraham, 2015, p.150).

References

Abraham, D. Heffron, C. Braley, P. Drobnjak, L. (2015). Sensory processing 101. First Printing.

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