

Early Learning Occupational Therapy Broad-Based Strategies

Increase child's ability to
stay on task, transition
between activities, follow
directions and respond
appropriately to sensations.



Strategy: Responding Appropriately to Situation/Self Regulation

As I visited schools this year, one of my goals was to equip children to handle the challenges of busy classrooms and regulate their emotional and sensory readiness for learning more successfully.

When My Worries Get Too Big: A Relaxation Book for Children Who Live with Anxiety was an excellent resource that was easily adapted with colour coding and pictures to simplify concepts for self-regulation. We talked about what could make us feel “yellow” (a bit off-kilter) or “red” (really off-kilter) – and what strategies we could use to feel “green and ready to learn”. Each month, I introduced another “brain tool” that children could add to their “toolkits”: deep breathing, movement, hand fidgets, heavy work and mouth tools were just some of the options. I encouraged teachers to talk about “feeling green, yellow and red” and begin to describe what they were seeing in behaviours to help children develop more self-awareness.

As the year progressed, students began to spontaneously use the colour words to describe how they were feeling – and teachers could then help children select the “brain tool” that they knew worked best for their own bodies. It was really gratifying to see children take charge of their own readiness for learning!

Margot Byer
Occupational Therapist

Feeling Green...



Feeling Yellow...



Feeling Red!



If you would like to purchase a copy of the *Universal Designs for Learning in the Early Learning Context* book, please contact Genesis at 780-6386810 or genesisearlylearning@ecsd.net