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CALM SR: Classroom Activities for Learning and Managing Self-Regulation

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CALM SR: Classroom Activities for Learning and Managing Self-Regulation

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Background

Self-regulation is a process utilized by an individual to promote independence in occupations by **managing behavioral responses** through **executive functioning, sensory processing, and emotional regulation** (Baumeister & Vohs 2007; Liman & Kezban 2019; Kuypers 2011). For children, healthy self-regulation is the **ability** to plan and modulate their behavioral response to a stimulus or situation to an adaptive end (Montroy et al., 2016). Healthy self-regulation facilitates successful completion of a child's desired occupations. Unhealthy self-regulation can limit a child's occupational performance. Occupational therapists have the expertise to help children engage successfully in their desired occupations through facilitation of skill development.

Problem

The problem is that some children ages 3-4 years old have limited healthy self-regulation skills, which hinders their ability to play and engage in other childhood occupations within a preschool environment.

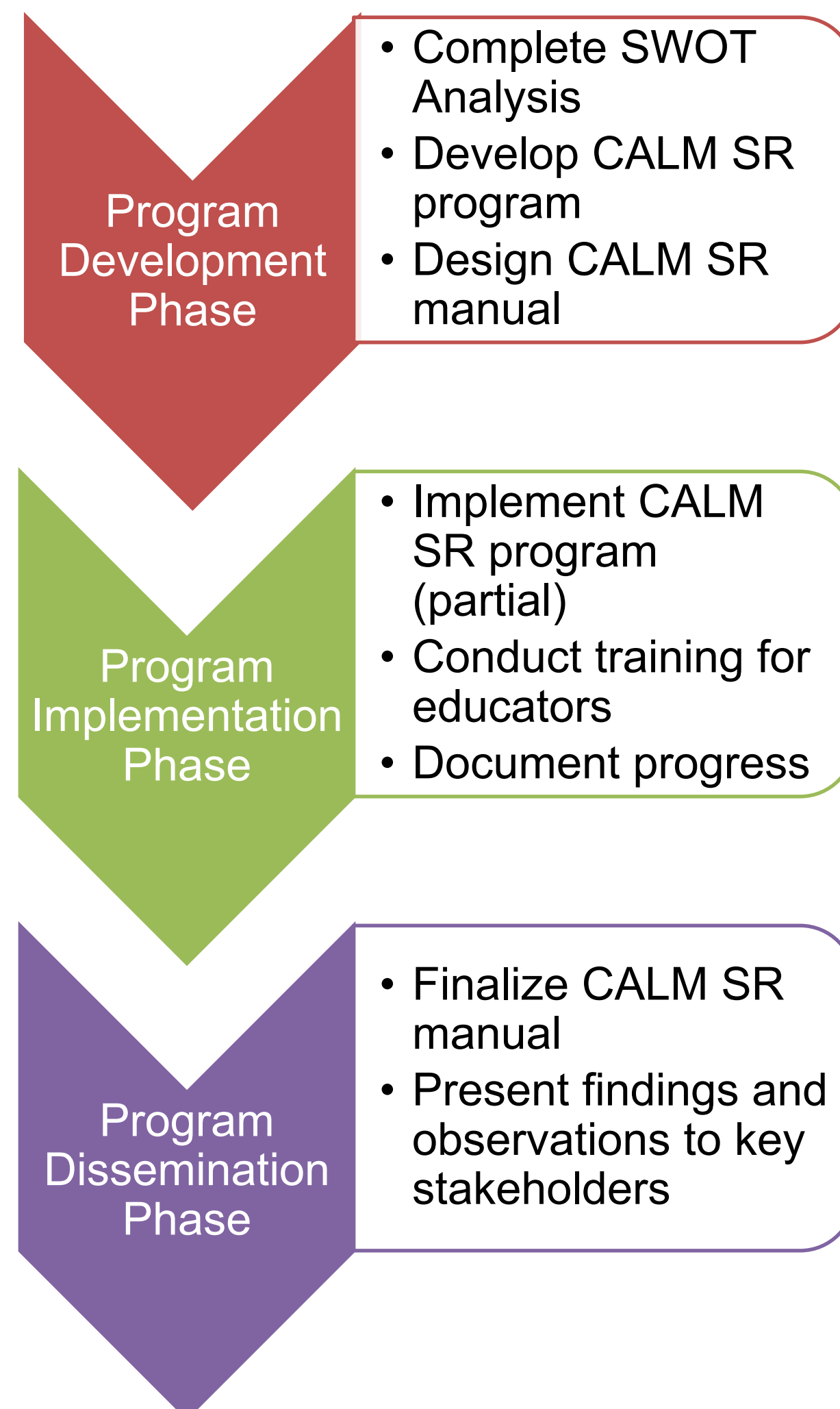
Purpose

The purpose of this capstone is to develop a program for improving self-regulation skills in children ages 3-4 years old to increase successful participation in play and other childhood occupations within a preschool environment.

References



Methods



Program Development Phase

- Complete SWOT Analysis
- Develop CALM SR program
- Design CALM SR manual

Program Implementation Phase

- Implement CALM SR program (partial)
- Conduct training for educators
- Document progress

Program Dissemination Phase

- Finalize CALM SR manual
- Present findings and observations to key stakeholders

Program Overview

Theories/frameworks

- Person-Environment-Occupation-Performance
- Embedded Explicit
- Sensory Processing
- Conscious Discipline
- Social Emotional Learning
- Zones of Regulation®

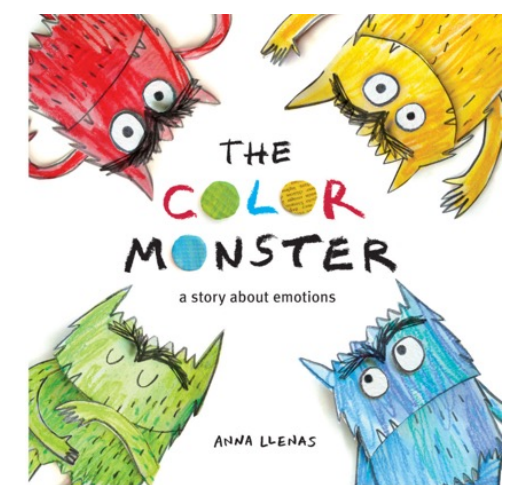
Key Components

- 9-week program
- Educator skill and knowledge acquirement before implementation in classroom
- 5 sections
 - Self-awareness
 - Self-management
 - Social awareness
 - Relationship skills
 - Responsible decision making
- Sensory play
 - Water tubs, different foods, textures, clay, sand, sounds, lights

Monday	Tuesday	Wednesday	Thursday	Friday
Whole group Activity	Small group Activity	Whole Group Activity	Small Group Activity	Embedded
Embedded	Embedded	Embedded	Embedded	

Example

- Whole Group Activity
 - Looked at facial features and imitate for each emotion
 - Discussed how different characters feel when interacting with each other
- Small Group Activity
 - Children utilized pincer grasp to sort ball of yarn and create their own color monster.
- Daily embedded opportunities
 - Implemented morning greetings to foster relationships



Discussion

Strengths

- Evidence-informed
- Theory-based
- User friendly
- Collaborative
- Relevant
- Integrated
- Complimentary

Limitations

- Time constraints
- Severe weather events
- Illness/Pandemic
- Holiday interruptions
- Children's disinterest in activities
- Non-standardized tools

Implications

- Conduct research
- Consider alternative dosage
- Expand teacher training
- Add teacher coaching
- Modify for different settings
- Modify for different age groups