

Self Regulation Strategies

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There are a range of behavioral responses to sensory input that reflect the child's self regulation strategies. At one end of this continuum are passive self regulation strategies, in which the person lets sensory events occur. Passive self regulation can mean that persons miss things, or feel overtaken by things that are happening around them. For example, a person with passive self regulation might miss the visual input of facial expressions or gestures during socialization. Conversely, a person with passive self regulation might notice everyone fidgeting in a class, and this input could compete with the teacher's lecture.

At the other end of this continuum are active self regulation strategies; people with active strategies select and engage in behaviors to control their own sensory experiences. Active self regulation can yield more or less sensory input. For example, a person might hum or whistle while playing cards to add sensory input to keep attentive to the game. Conversely, a person might move to a quiet room while studying as a means of controlling auditory input to increase concentration.

Both passive and active strategies for self regulation can be useful and helpful to the person, or can interfere with the ability to participate in daily life. [[[link to hyperresponsive and hyporesponsive]]]

References:

Dunn, W. & Daniels, D....

Dunn 1997

Also see bib at www.sensoryprofile.com

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SENSORIMOTOR PLANNING WORKSHEET

Taste/ Smell	Oral Texture	Tactile	Vestibular Movement	Vestibular Gravity	Visual	Auditory
Sweet/ Vanilla	Suck/Blow	Joint and muscle activity Cool to neu- tral warmth	Joint and muscle activity	posture sensory Vertical	Light/ Dark Color	Vibration Sounds Loud/Soft
Salt/Brine	Bite/Crunch	Deep pres- sure Moderate tempera- tures	Oscillation (bouncing)	Horizontal	Form (boundaries)	Rhythm Music Sing-song speech Rhyme
Sour/Citrus Spice	Chew	Touch pressure Moderate tempera- tures	Linear movement (swinging)	Out of straight planes (diagonals)	Place (location)	Vocaliza- tion/ speech sounds
Bitter/ Smoke	Lick	Light touch (may be unexpected) Extreme temperatures	Rotary movement (spinning or partial rotation)	Upside down/ backwards space	Movement through time and space	Language

east

hard

RHYTHMIC INPUT OVER TIME - DEcreases arousal level _____
 ARHYTHMIC INPUT OVER TIME - INcreases arousal level _____

Rhythm of input + _____
 Intensity of input + _____
 Frequency of input + _____
 Duration of input = _____
Optimal Function

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Lucy Miller's "A SECRET"

Dealing with Challenging Situations/Behaviors

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Letter	Strategy
A	Attention. Can I draw my child's attention away from his/her anxiety?
S	Sensation. Is a sensation alarming my child now? If so, what is it? Can it be modified? Can I override the alarming sensation with another one?
E	Emotion Regulation. What emotion is my child experiencing? What techniques do I know work best when (s)he feels this way?
C	Culture. What part of our family's culture can be changed to avoid situations like this in the future?
R	Relationships. Is something in his relationship with me or someone causing him to act this way right now? What can I do about it?
E	Environment. What in the environment is setting my child off? How can I change it?
T	Tasks. What is troubling my child about the task at hand? Can I modify the task so it is not problematic for my child? Can I substitute another task that will provide a calming influence?