

Before school:

- Spend time focusing on touch pressure through hugging, squishes etc. This is also a good time for connection, mirroring deep breathing and talking about getting our bodies in the green zone

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8-8:15 Drop off

- Heavy work job when he comes into the classroom
- "Zones" check in and reminders of where we can find the tools

8:15-9:30 Work cycle/ circle

- Use the "Pause" button if needed
- Use "First, Then" language and the visual

9:30-10:15 outside play

- He should be getting input he needs while playing outside, but if we find him dysregulated when coming back into the classroom we can implement a "Missions Jar" where we can structure some of the free play with heavy work focused jobs to help support regulation, especially in the last 5-10 min before coming back into the classroom
- Use a heavy work transition when getting back into the classroom
  - Carry a heavy basket of materials
  - Wipe down tables when coming back into the classroom
  - Pulling a wagon, etc.

10:15-10:30 transition getting ready for snack, washing hands, putting indoor shoes back on, etc.

10:30-10:45 snack

- Use a heavy work transition when leaving snack and going into the next work cycle

10:45-11:45 work cycle

- Use "pause" button if needed

11:45-12:30 outside

12:30-12:45 transition

12:45-1:15 lunch

1:15 to 2:00 quiet time/ nap time

- If we find he benefits, use weighted blanket during nap (no more than 10% of body weight)

2:00-2:30 quiet work for those who do not nap

2:30-3:00 clean up, children who leave at 3 are picked up

- If this time is a little unstructured and unpredictable, use the "First, Then" or visual schedule of expectations for him during that time

3:00-3:30 outside time

3:30-4:00 second snack

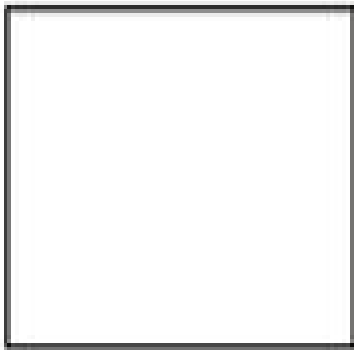
4:00-6:00 craft or work cycle

**\*\*If doing a music lesson (or other high volume activity), use heavy work or touch pressure activities prior to going into that lesson. Also do a Zones check-in before, and a few minutes into the lesson if able to see if there are other tools we can grab to help improve regulation. Follow up with more heavy work or touch pressure when finished, knowing that increased noise might bring him into a heightened state and can make him prone to bigger reactions later.**

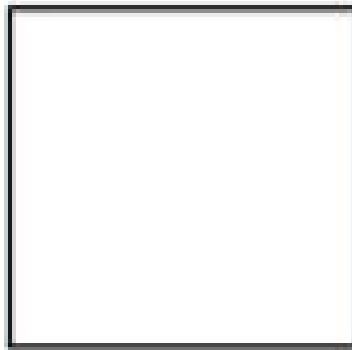
Pause Button



first



then



## Heavy Work Ideas:

- Animals walks
- Pushing and pulling chairs for set up at snack time
- Wiping tables before and after snack time, chalkboard, walls, etc
- Jumping in place
- Digging with sand on the playground
- Squish, knead, roll with Play-Doh
- Pushing, pulling, dragging heavier toys for centers set up and clean up
- Bounce or roll a heavy ball
- Chair push ups
- Pulling up on the chair (while seated)
- Pushing hands together
- Theraband on chair legs

## Touch Pressure

- [This 5 minute video](#) will show a variety of ways to do this. This we recorded by someone else but are all the ones that I usually recommend.

## My Toolbox (will need to be emailed)

- This can be worked on in session to bring into the classroom. Working on this in session will help us to identify the strategies that will be best for him based on his sensory needs.

## Visual Timer

- This strategy was mentioned already as something that is used at school, but can still be something we have in our tool belt to use. [I like this one.](#)