NOSE BREATHE, BIRD, MINDFUL CLOCK

SITTING UPRIGHT IN SEAT DO 3 REPETITIONS
★ Zip FRONT & BACK OF, NOT TOUCHING BODY
ZIPPING YOUR TRUNK UPRIGHT AND YOUR LIPS
★ SIGN LANGUAGE CHEER DO SIGN LANGUAGE CHEER
★ BOTH HANDS TOUCH HEAD, SHOULDERS, STOMACH (OR SUBSTITUTE)
★ NOSE BREATHE: TAKE 3 DEEP BREATHS
IN STOMACH GOES OUT, FINGERS OPEN WIDE,
OUT STOMACH GOES IN FIST THUMB, DOUBLY SLOW BREATH
★ BIRD-TAKE 3 DEEP BREATHS
WINGS UP BREATHE IN
WINGS DOWN BREATHE OUT
MINDFUL CLOCK SIT
(Greenland, 2010)

★ TIC SWAY FORWARD TOC SWAY BACK
LIKE A SWAY FORWARD CLOCK SWAY BACK
‘TIL WE SWAY FORWARD FIND OUR SWAY BACK
CENTER MOVE CENTER

TIC SWAY LEFT do a righting reaction (head and trunk flex uphill)
TOC SWAY RIGHT do a righting reaction (head and trunk flex uphill)
LIKE A (Sway Left) do a righting reaction (head and trunk flex uphill)
CLOCK (Sway Right) do a righting reaction (head and trunk flex uphill)
‘Till WE (Sway Left) do a righting reaction (head and trunk flex uphill)
FIND OUR (Sway Right) do a righting reaction (head and trunk flex uphill)
CENTER (Center)
The Devereux Early Childhood Assessment
(for children ages 2 through 5 years)
Paul A. LeBuffe ■ Jack A. Naglieri

<table>
<thead>
<tr>
<th>Item #</th>
<th>During the past 4 weeks, how often did the child...</th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Very Frequently</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>act in a way that made adults smile or show interest in her/him?</td>
<td>✓</td>
<td>❋</td>
<td>❋</td>
<td>✓</td>
<td></td>
<td>Attachment</td>
</tr>
<tr>
<td>2</td>
<td>do things for himself/herself?</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>3</td>
<td>choose to do a task that was challenging for her/him?</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>Initiative</td>
</tr>
<tr>
<td>4</td>
<td>listen to or respect others?</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>control her/his anger?</td>
<td></td>
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<tr>
<td>6</td>
<td>respond positively to adult comforting when upset?</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>participate actively in make-believe play with others (dress-up, etc.)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>fail to show joy or gladness at a happy occasion?</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>Internalizing BC</td>
</tr>
<tr>
<td>9</td>
<td>touch children/adults inappropriately?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Externalizing BC</td>
</tr>
<tr>
<td>10</td>
<td>show affection for familiar adults?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>have temper tantrums?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>keep trying when unsuccessful (act persistent)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Color/Circle Your 3 Major Triggers for Misbehaving

Held/Restrainted  Crowds  Darkness  Told No/Can't

A Fight with a Friend  Miss Someone  Lonely

Getting up  Hungry  Tired  Being Bullied

Sick  Told What to Do  Door Closed/Locked

Reference: Mass. Dept. of Mental Health Safety Tool, 2009
ENVIRONMENTAL TRIGGERS

Scared

Frustrated

Mad

Can't do something I want to

Feelings before act out
Color/Circle 3 Major Body Triggers for Misbehaving

- Crying
- Red/hot face
- Laughing/Silly
- Threatening
- Act mean/rude
- Swearing
- Whining
- Breathe hard
- Clench fists
- Shake/Tics
- Yelling/Screaming
- Rocking
- Acting Hyper
- Scrunch Face
- Run Away

Reference: Mass. Dept. of Mental Health Safety Tool, 2006
When I feel Angry, my face turns red, I make fists before I hit.
### PAGANO FAB TRIGGER & COPING FORMS

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**Color/Circle 3 Best Coping Strategies for Behaving**

<table>
<thead>
<tr>
<th>Writing</th>
<th>Games/Toys</th>
<th>Drawing/Art</th>
<th>Tense &amp; Relax Muscles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Bath</td>
<td>Do Not Disturb</td>
<td>Computer</td>
<td>Slow Deep Breaths</td>
</tr>
<tr>
<td>Reading</td>
<td>Watching TV</td>
<td>Count to 10</td>
<td>Focus bottom of feet</td>
</tr>
<tr>
<td>Rocking chair</td>
<td>Swings</td>
<td>Dancing</td>
<td>Sports</td>
</tr>
</tbody>
</table>
Color/Circle 3 Best Coping Strategies for Behaving

- Talk on Phone
- Listen to Music
- Singing/Humming
- Theraband Exercises
- Hug Stuffed Animal
- Get a Hug
- Pressure Touch
- Fidget
- Wall pushups
- Bean Bag chair
- Weighted Blanket
- Sit Moved on Ball
- Play on Playground
- Theraputty
- Playdoh
- Exercise
- Chewey

Reference: Mass. Dept. of Mental Health Safety Tool, 2006
Color/Circle 3 Best Coping Strategies for Behaving

- Noise Cancelling Headphones
- Mini-trampoline Jumping
- Brushing
- Pressure/Weighted Vest
- Rock over Therapy Ball
- Body Sock
- Quiet Area

Reference: Mass. Dept. of Mental Health Safety Tool, 2006
Body Scheme
SENSORY QUIET AREA
FAB TURTLE STRATEGY

1. **NOTICE** Environmental & Body Triggers

   **STOP!!!!!**

2. **GO TO THE SENSORY CALMING AREA**

3. **DO YOUR COPING STRATEGY**

4. **WHEN NOT AGGRESSIVE, LEAVE THE SENSORY CALMING AREA**

5. **LATER, PROBLEM SOLVING WITH HELP**

*(Domitrovich et al., 2007)*
He was mad at him because he threw the basketball at him.
Coping Skills

- Brushing
- Pressure or Weighted Vest
- Mini-trampoline Jumping
- Rock/Wheelbarrow Walk over Therapy Ball
Keepsafe hands don't hurt myself when I get upset.

Chewey

Weighted Blanket

Spongebob

Listening to music
CALM DOWN BOARD

- angry
- frustrated

- Wall push ups
- Ask to talk with someone
- Ask for OT items

I can spend time with John
ENERGY LEVEL
OK or Bad?

HYPER
High

AVERAGE
Medium

SLEEPY
Low
Move chairs

I'm movin' chair

Throw underhand

I'm under hand

Sitting

Film
Goal 1: Stay at home
I can talk to Mom when upset
Stay in control
Do what Mom asks

To work hard in school

Timothy
FAB Pressure Touch Class Strategies
FAB STRATEGIES

FUNCTIONALLY ALERT BEHAVIOR STRATEGIES

A. ENVIRONMENTAL ADAPTATIONS
B. SENSORY MODULATION
C. POSITIVE BEHAVIORAL SUPPORT
D. PHYSICAL SELF-REGULATION

Consistent rules and strategies used by teachers, parents, OT, PT, ST, MHP