

Reading, Writing, and Self-Regulation:

The Importance of Touch, Movement, and Relationships

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Goals for Our Session

- 1. identify factors that are commonly associated with emotional/attentional dysregulation**
- 2. perform and teach at least three self-regulation activities with embedded literacy activities**
- 3. access a variety of resources to support teaching self-regulation**

Agenda

(Parker) Serve and Return: What does it mean? Example, Orion

(Parker) Affective Attunement- Example (C in transition)

(Hagood)Co-Regulation to Self-Regulation- Examples (Noelle, hand brain)

(Hagood/ Parker) Ideas for Activities for Your Students Today- A Forest Meditation

Ideas and Resources for the Future: Interdependence, Person-Centered Planning



Red Flags for the Need for Instruction in Self-Regulation

1. **Eye conditions**--Optic Nerve Hypoplasia, Leber Congenital Amaurosis, Cerebral Visual Impairment
2. **Co-occurring conditions**--Autism, ADHD, Deafblindness, Communication Disorder.
3. **Behaviors** affecting learning/ social interaction (e.g., lengthy tantrums, poor attention, difficulty in transitions.

Serve and Return

[harvard center on the developing child serve and return](#)

A metaphor for responsive interactions between children and adults.

”Brains are built through back and forth interaction, much like a game of tennis...Healthy development occurs when young children ‘serve’ through babbling, gestures or words, and adults ‘return’ by getting in sync with the child.”



Orion and Dad—Tickle Tap Play



Affective Attunement

(Stern, Hofer, Haft, & Dore, 1987)

A phenomenon in which caregivers intuitively respond to a child's affective state, using vocalizations, touch, movement, facial expressions or gestures.



Emotional/Affective Support Through Routines



A High Interest Becoming A Simple Story

What kids want to talk about is worth writing about and can support co-regulation.



Co-regulation: The interactive dance

“a form of coordinated action between participants that involves continuous mutual adjustment of actions and intentions” (Fogel & Garvey, 2007)



Noelle- Countdown activity with movement /touch



Noelle: Waiting for the Bus



From co-regulation to self-regulation: The Hand Brain (based on Dan Siegel's model)



“Every now and then, I flip my lid

I didn't mean to, but I just did.

But it's OK, I can tuck my feelings in,

After all, flipping my lid's no sin!” A.J. & K.M.

Katrina: Forest Meditation



<http://www.pathstoliteracy.org/playing-words/yoga-stories/forest-walk-meditation>

Closing Thoughts

If you think of this, as a continuum of co-regulation to self-regulation, it is in the relationships that we have built that we learn to regulate.

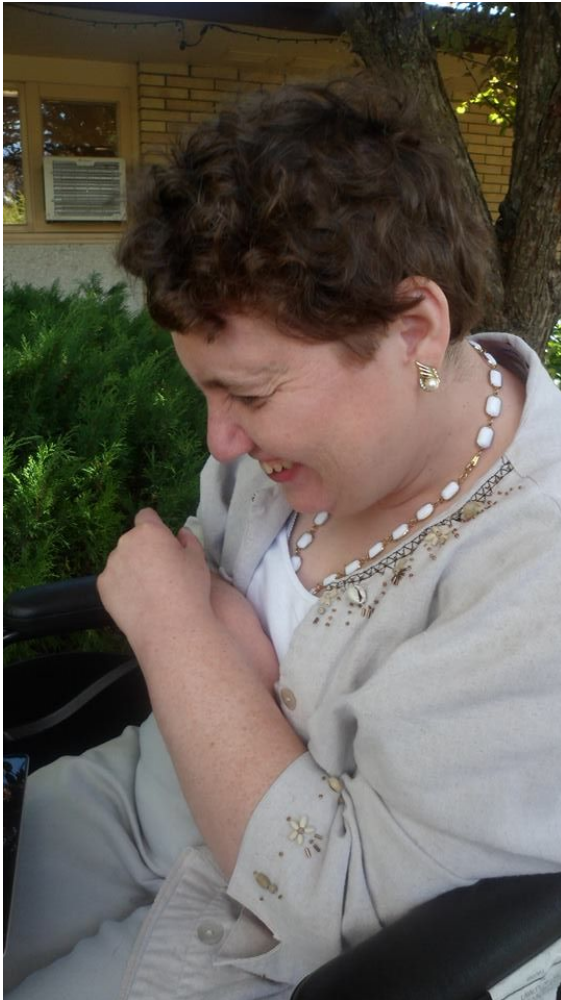
Sometimes we lose hope about young adults having a future where their stories are recognized and celebrated. Person-centered planning is an approach with teams and families for “writing a new story” of a person’s life with a group that is invested in the person’s right to be.

Person-Centered Planning

Person-centered planning and personal futures planning are tools that help families develop a long-term vision and long-term goals for their child based on the child's or young adult's preferences.

There are many popular approaches to person-centered planning.

- Essential Lifestyle Planning
- MAPS
- Personal Futures Planning
- PATH
- Circles of Support



A life with joy may be measured
along the same lines for all people.

Full of purpose

Full of dignity and respect

Preferences

Relationships & Connections

Pursuit of Dreams

Health

Places One Enjoys

Materials and Resources

Axelrod, C.- Harmonious Interactions with students who are deafblind

<https://www.tsbvi.edu/materials-on-deafblindness/2125-supporting-high-quality-interactions-with-students-who-are-deafblind>

Fogel, A. & Garvey, A. (2007). Alive communications. *Infant Behavior & Development*, 30, 251-257. Sbarra, D. A. & Hazan, C. (2008). Coregulation, dysregulation, self-regulation: An integrative analysis

Gillen, L. & Gillen J. (2008). *Yoga calm: Educating Heart, Mind, and Body*. Portland, OR: Three Pebble Press.

Hagood, L. (2008) *Better together: Building relationships with people who have visual impairment & autism spectrum disorder*. Austin, TX: TSBVI.

Materials and Resources, cont'd.

Harvard Center for the Developing Child, Serve and Return

<https://developingchild.harvard.edu/science/key-concepts/serve-and-return/>

Khalsa, S. Radiant Child Yoga. childrensyoga.com

National ELF Service.

<https://www.nationalelfservice.net/learning-disabilities/profound-and-multiple-learning-disability/affect-attunement-adding-to-practice/>

Roberts, L. (2014) *Breathe, Chill: A handy book of games and techniques introducing breathing, meditation and relaxation to kids and teens.*

Siegel, D.J. (2010) *Mindsight: The new science of personal transformation.* New York: Bantam Books.

Materials and Resources, cont'd

Stern D. N., Hofer L., Haft W. & Dore J. (1985) Affect attunement: the sharing of feeling states between mother and infant by means of inter-modal fluency. In: Social Perceptions in Infants (eds T. M. Field & N. A. Fox), pp. 249–68. Ablex, Norwood, NJ.

Resources on person-centered planning

There are many good resources that explain the process:

PACER, Person Centered Planning

<http://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp>

There are places where you can take free courses on the topic:

<http://www.personcenteredplanning.org/>

Here is another helpful and free tip sheet for families:

<http://www.ncset.org/publications/viewdesc.asp?id=962>

guiding principle to designing services:

<https://www.mcass.gov.on.ca/documents/en/mcass/publications/developmental/GuideonPersondirectedPlanningFinal.pdf>