

Self Regulation and Social Behavior: Implications for School-Based Multi-Tiered Supports

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Objectives

- Review research findings that examine the relationship between social-emotional competence and self-regulation in school-age children.
 - Discuss evidence-based strategies to support children's social-emotional competence and self-regulation.
 - Engage in case-based problem-solving to identify strategies to enhance self-regulation based on a multi-tiered system of supports.
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Social Behavior

- Social behavior can broadly be defined as interactions between individuals, groups, and in community contexts
- Social behaviors are “observable” and associated with developmental expectations (e.g., sharing toys)
- Social behaviors are sometimes described in terms of positive and negative or “undesirable” social behaviors and can be exhibited in social actions such helping others and cooperation, to negative behaviors, such as aggression and bullying.

• Tatum, C. (2023, October 24). *Social Behavior Definition, Types & Examples*.

Example of social behavior

- *What internal factors such as skills and abilities, shape social behaviors?*
- *What external factors may influence social behaviors?*



Social behaviors: Example

- Social behaviors are, in part, a manifestation of social-emotional competence.
- Social behaviors can also be influenced by context including environmental influences and cultural norms.

Social-Emotional Competence, (Schoon, I., 2021)

- Known as more soft skills “non-cognitive”, “character” or “soft skills”, contrasting them to more directly assessable cognitive competences
- Enable individuals to express, regulate, understand thoughts, emotions and behaviors in everyday situations & interactions with others and to adjust to changing conditions.
- Research has found that an antecedent of social emotional competence is self-regulation (Ben-Asher et al., 2023).

Social-Emotional Competence

- Social-emotional competence has been linked with better peer relationships and academic success (Romero-Ayuso, et al., 2022).
- However, many students do not enter school with requisite self-regulation abilities, and some do not develop these skills without support (Webb et al., 2017).
- Evidence shows that early and appropriate **interventions** that focus on **social-emotional development** can help to mitigate the effects of negative experiences in ways that lead to improved cognitive and social-emotional outcomes.
- “In recent years a growing body of research has demonstrated the strong **link** between young children’s social-emotional competence and their cognitive development, language skills, *mental health* and school success”

The dimensions of social-emotional competence in early childhood include

- self-esteem
 - self-confidence
 - self-efficacy
 - *self-regulation/self-control*
 - personal agency
 - executive functioning - staying focused on a task and avoiding distractions
 - patience - learning to wait
 - persistence – ability to stick with a task in face of opposition
 - conflict resolution - resolving disagreements in a peaceful way
 - communication skills - understanding and expressing a range of positive and negative emotions
 - empathy - understanding and responding to the emotions and rights of others
 - *social skills* - making friends and getting along with others
 - morality - learning a sense of right and wrong
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- <https://doorcountyparents.com/protective-factor-5-social-emotional-competence-of-children/>

Self-Regulation

- Self Regulation: The process of applying strategies with the end goal of recognizing physical sensations related to different activity levels or emotions and to respond using preselected strategies to help modify management of emotions and behavior (Dunn, 2014; Martini et al., 2016).



Tenets of Self- Regulation

The processes involved
in self-regulation can be
divided into three broad
areas:

By organizing sensations,
the child gains control
over his emotions. A.
Jean Ayres, 1979

sensory regulation

emotional regulation

cognitive regulation.

Leah Kuypers
(2013) Defined
Self Regulation
as:

Kuypers outlined four components of self-regulation:

emotional
regulation

cognitive
regulation

sensory
processing

*social
perspective
taking*

Social perspective taking is the ability to understand that other people's thoughts, feelings, and experiences are different from one's own and that one's behavior affects others

Examples:

- Sensory Regulation: A person moves to a quiet room while reading a book as a means of reducing auditory input to increase concentration.
- Emotional Regulation: A toddler who is able to suppress the emotion of wanting to scream when told that it is time to leave a preferred activity such as playing at the park
- Cognitive Regulation: A child who realizes the need to stop playing in order to take time needed to study for tomorrow's test (being thoughtful and planning)
- Social perspective taking: A child completing a group Lego building activity, is unable to share the large foundation building blocks. Child does not understand how this impacts other group members.

Current Research



Our Research: Can Sensory Processing and Executive Function predict Social Participation?

- The purpose of this study was to investigate if sensory processing and executive function can predict social participation, including social competency and antisocial behaviors.
- Participants of this study included 27 parents or caregivers of children 5–12 years old recruited from a local school, occupational therapy clinics, and a convenience sample.

- The Sensory Processing Measure (SPM-2), the Behavior Rating Inventory of Executive Function (BRIEF-2), and the Home and Community Social Behaviors Scale (HCSBS) were used to measure the variables under investigation.



The results of a multiple linear regression revealed that sensory processing and executive function together are strong positive predictors of social competence ($R = 0.851$) and antisocial behaviors ($R = 0.8$).



In addition, 72% ($R^2 = 0.724$) of the variance in social competence and 64% ($R^2 = 0.640$) of the variance in antisocial behaviors can be predicted by the two variables together.

- When analyzing the variables independently, executive function was found to be statistically significant while sensory processing was not.
- Plausible explanation: Sensory processing may be measuring very similar aspects as executive function (self-regulation) and is not “adding” anything additional to the predictive ability.
- A larger sample is needed (underway)

**Social Participation: Sensory
Processing & Executive
Functioning**



The image features a stack of three books on a wooden desk in the foreground. The top book is open, showing its pages. In the background, a blurred library with bookshelves is visible. Overlaid on the scene are various white mathematical symbols and icons, including plus signs, zeros, question marks, infinity symbols, and a hand holding a pencil, suggesting a focus on education and mathematics.

What is currently happening in your school?

Social participation in Schools: A survey (Leigers, K., et, al; 2016)



112 surveys in 36 states (500 sent), early intervention & school-based OT's



Fewer than half (46.5 %) of OT's indicated they “understood their role” in addressing social participation



57.1% desired greater understanding or ability



Differences based on the following:

Years of experience

Service delivery model used

Services provided by diagnosis category



Implication: OT's may need to expand current practice in addressing social participation

What Should OTP Do? Social Participation



BJOT (2016) Bonnard & Anaby, report a discrepancy between is being done and should be done by SB OT



The scarcity of evidence to describe how school participation is enabled by occupational therapy services may be indicative of a gap between what is recommended and actual practice.



Currently: Partnerships with teachers to increase participation in SB activities, including writing, coloring, cutting, using cutlery, and participating in physical activities.



Recommended: Social occupations including classmate interaction and participation in special roles, clubs, and teams. It should consider psychological as well as physical personal factors. Attributing greater importance to features of the social environment as assessment and intervention targets could reveal emerging areas for SB occupational therapy practice.

ESSA and SISP's

- ESSA is general education legislation (2015) representing the sixth reauthorization of the Elementary and Secondary Education Act (ESEA) replacing No Child Left Behind. The focus is on states developing and implementing plans for creating school environments that help *all students succeed* in school.
- Specialized instructional Support Personnel (SISP). SISP's refers to over a million professionals, including school counselors, school nurses, occupational therapy practitioners, physical therapists, school psychologist, speech language pathologists, and other professionals that contribute to student health.
- From https://www.tota.org/assets/FINAL_OT%20ESSA%20Admin_4-25-22.pdf

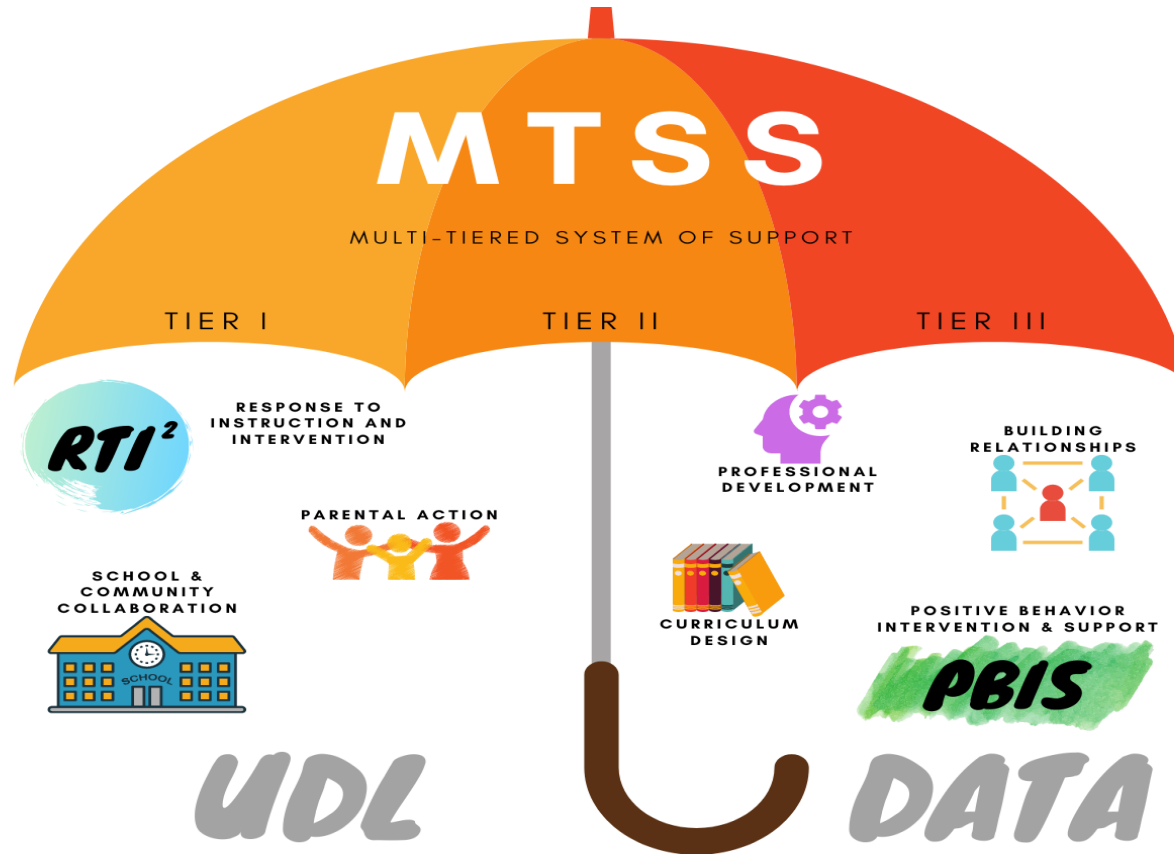
A photograph of a stone path leading through a grassy field towards a green hill under a cloudy sky. The path is made of large, flat, grey stones set in a line, leading from the foreground into the distance. The field is lush green with tall grasses and some small white flowers. In the background, there are rolling green hills under a sky with scattered white clouds. The overall scene is peaceful and natural.

A Tiered Approach

Multi-Tiered System of Supports

MTSS includes academic, complex social, Social-Emotional Learning (SEL), and behavior support for all students that improve school culture and the learning outcomes for all students.

MTSS can help enable schools provide the least restrictive environment (LRE) for students receiving special education services within a general education classroom.



https://www.lchsspartans.net/apps/pages/index.jsp?uREC_ID=2839925&type=d&pREC_ID=2322292

Occupational Therapy Role: Image From Frolek-Clark, G. 2010

General Education Role

Tier 3 (1-5%)

General Education staff provides intensive strategies to children who do not respond to Tier 1 and Tier 2 assistance. In some states, this could be SE.

Tier 2 (10-15%)

General Education staff provides targeted intervention to children who are found to be at-risk in academic or behavior areas and uses progress monitoring to determine the effectiveness of intervention.

Tier 1 (80-90%)

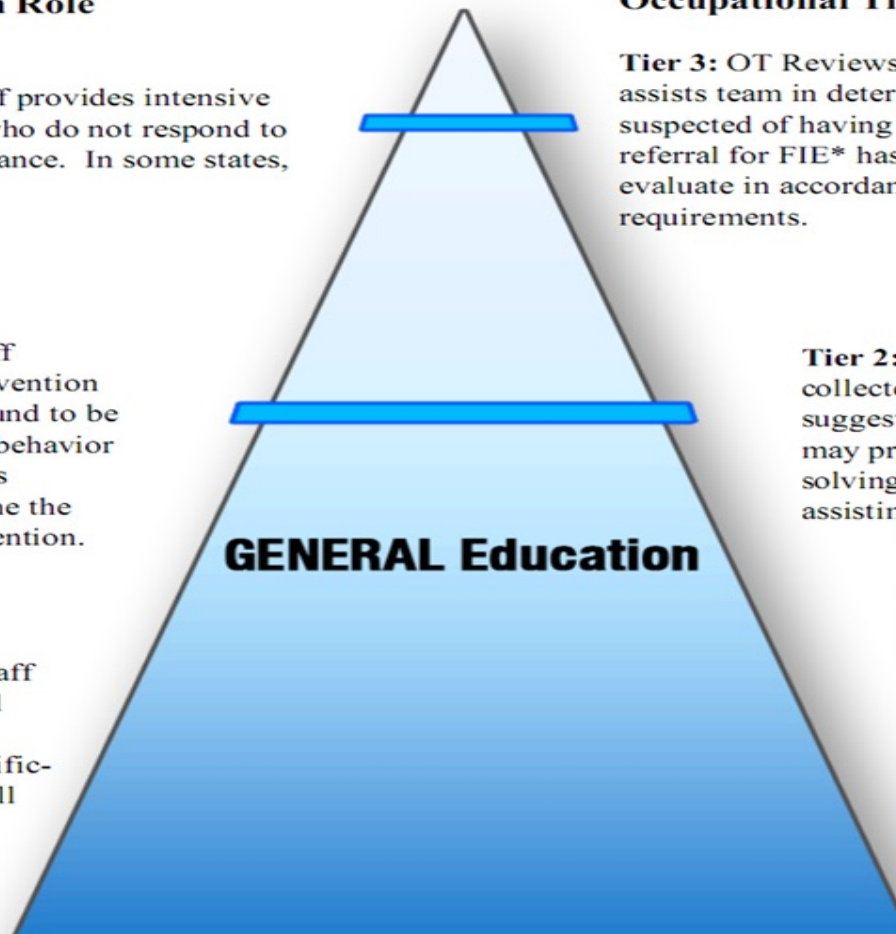
General Education Staff provides the universal screening. Core instruction and scientific-based curriculum to all students.

Occupational Therapy Role

Tier 3: OT Reviews data collected by GE, assists team in determining if this is a child suspected of having a disability, and, if a referral for FIE* has been made, the OT will evaluate in accordance with their state requirements.

Tier 2: OT reviews data collected by GE, provides suggestions for GE staff, and may provide episodic problem solving for the purpose of assisting GE staff.

Tier 1: OT provides education and training to teachers, assists with universal screenings for instructional purposes, and may use population-based approach for GE students.



Multi-Tiered System of Supports (MTSS) Umbrella

Tier 1: Universal screening

Population-based supports for whole school or whole classroom

- *Professional development
- Positive Behavioral Interventions and Supports ([PBIS](#))
- Collaborative teamwork among all stakeholders
- Thoughtful curriculum design
- Data-driven decision making
- *Parental/family/community involvement

Case Study 1

Bodie is a 10 years old.

He is in the 5th grade at a small neighborhood-based school.

Diagnosed with Attention Deficit Hyperactivity Disorder.

Teacher Observations Include:

- Blurts out during Instruction time
- Does not listen during instruction time
- Roams in the classroom
- Gets into peer's space
- Takes Other's Items
- Taps and Thumps on Desks
- Impulsive-refuses to show work during math, finished a test in 7 mins (peers 45 mins), made a 40%
- Aggressive and confrontational
- Engages peers in a negative manner "pokes the bear", disrupts peers
- Play is aggressive
- If corrected child complains of being mistreated or treated differently

Home Life:

- Biological dad passed away recently
- Stepfather involved
- Mom does not report for parent teacher meetings
- Child plays football but short in stature
- Mom leaves up to child if he wants to take medication or not

Current Classroom Interventions:

- Teacher allows him to walk unable to keep hands to himself
- Walks repeatedly around the classroom during instruction
- Unlimited access to calming corner-does not use
- Unlimited access to fidgets-he misuses and damages
- Uses positive behavioral referral in the morning then child got into a fight at recess

What are your thoughts?

- What are your thoughts in the area of self regulation--including cognitive regulation, emotional regulation, social perspective taking?
- What are your thoughts in the area of social participation?
- What are your thoughts in the area of sensory processing?
- https://jamboard.google.com/d/1CptpktKSY7uAqgdOAo-bLtBH0PF_TyVL_yIBXK1HBxQ/edit?usp=sharing



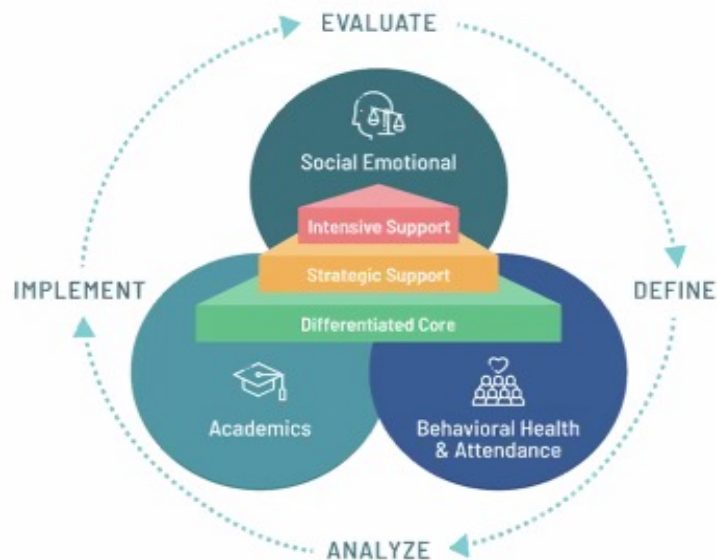


Tier 1 Strategies

Tier 1

- Population level assessments and interventions (whole school or whole class)
- OT provides consultation to teacher, system, etc.. rather than direct service
- Organized for wellness and prevention
 - Assessing the environment for strategies that support learning
 - Sensory suggestions that support learning
 - Social-emotions strategies
 - Positive behavioral supports
- Universal screenings
- Interventions that consider the optimal time and context for the service or intervention

The MTSS framework, when applied to behavior, is called Positive Behavior Interventions and Supports (PBIS)



School-wide **positive climate** and relationship building



Clear structure and expectations for behavior

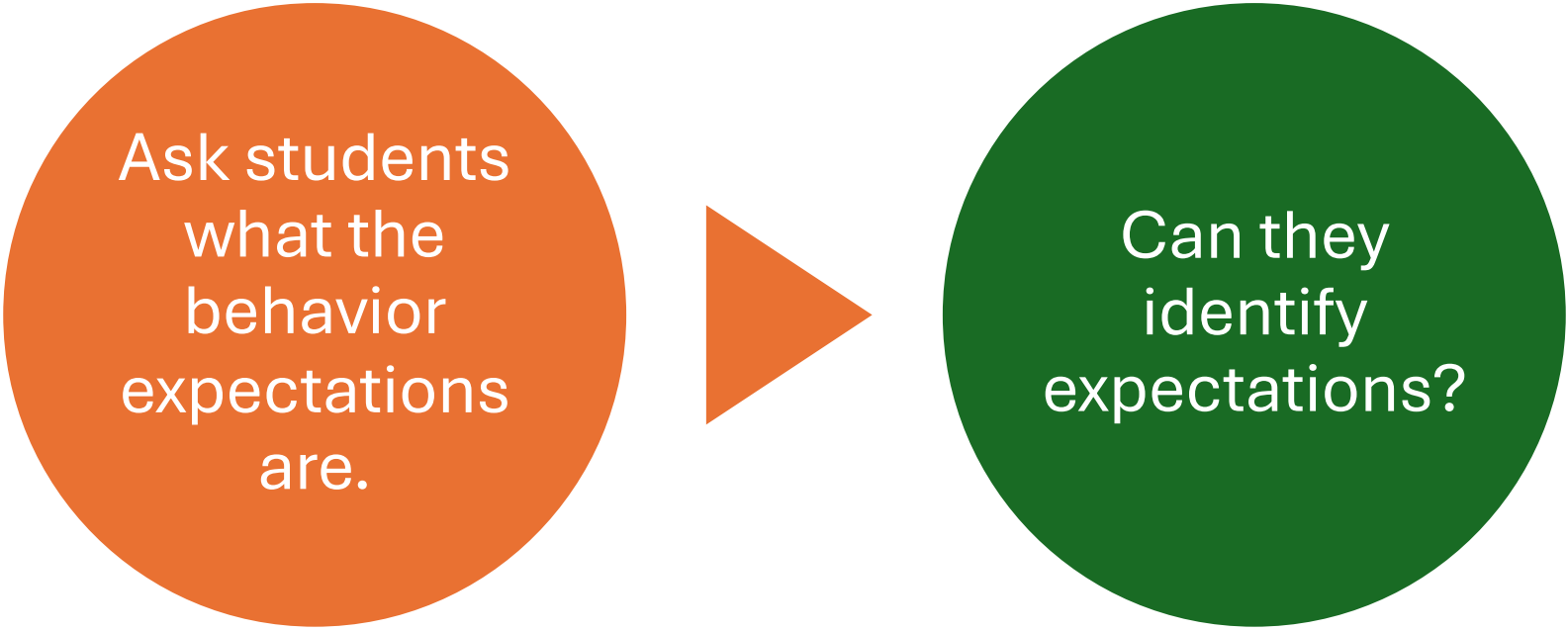


A **continuum of interventions** for behavior and SEL



Data-driven decision-making

Set Clear Expectations



Ask students
what the
behavior
expectations
are.

Can they
identify
expectations?

Self-Monitoring strategies

- Visual rubrics—display the steps of a process or depict appropriate behaviors or actions as a guide for student

Bathroom Expectations		
Respectful	Responsible	Caring
<p>Give people privacy</p> 	<p>Wash your hands</p> 	<p>Put trash into the garbage can</p> 
<p>Use level 1 voices</p> 	<p>Flush toilets</p> 	<p>Keep water off the floor</p> 
<p>Wait for your turn</p> 	<p>Follow the Rule of 1: 1 flush 1 pump 1 rinse 1 dry</p> 	<p>Report problems: sink or toilet</p> 

- Goal setting—a meta-cognitive strategy that helps students identify and reflection on target performances or behaviors
 - Image from https://miller.sandiegounified.org/students/miller_expectations/bathroom_expectations

Self-Regulation

- Research is accumulating that movement, and breathing strategies can positively impact specific executive functions.
- Self-regulation strategies have been found to be beneficial in inhibiting thoughts and behaviors that can interfere with learning, and promote greater flexibility ([Barenberg, Berse, & Dutke, 2011](#); [Kraag, Zeegers, Kok, Hosman, & Abu-Saad, 2006](#))



Self Regulation

Zones of Regulation (Kuyper's, 2011)

- Teaches self-regulation by categorizing ways one “feels” and states of alertness into four concrete zones
- School wide implementation of programming

Effects Tier 1 and 2 OT Intervention (Boitano, et, al, 2024)

- Pre/Post Test; Quasi Experimental
- Students n=17_{experimental group}; Teachers n=27
- SPM2 School Form
- 8-week intervention (self-regulation intervention)
 - What are the zones
 - Calming Corner/Expected Behaviors
 - Identify the Zones in Others
 - Recognizing the Zones in You
 - Understanding perspectives
 - Understanding How Our Bodies Feel in the Zones
 - Zones Across the Day
 - Exploring Sensory Supports
- Planning and Balance approaching significance
- Teachers better understanding of sensory processing, breathing techniques, calming corners, movement breaks, overall improvement of sensory strategies
- Increase n and duration of intervention



The process of being aware



Awareness of what is happening in the moment



Noticing and paying attention to thoughts, feelings, behaviors, and movements

Mindfulness and Self-Regulation

(Harper, 2014)



Benefits of Mindfulness (Harper, 2014)

- **Better focus & concentration**
- **Increased sense of calm**
- **Skillful responses to difficult emotions**
- **Enhanced health**
- **Increased self-awareness**
- **Increased empathy and understanding of others**
- **Improved impulse control**
- **Decreased stress and anxiety**
- **Development of natural conflict resolutions skills**

6 Simple MINDFULNESS Activities for your Classroom



BELLY BREATHING

Centervention has a complete lesson plan you can use on belly breathing. You will find everything from pre and post discussion questions to step-by-step directions. It is a wonderful activity for when students need to cool down and self-regulate.



CALMING CORNER

Calming corners can help reduce students' stress and provide calming visual, auditory, and tactile experiences for de-stressing. A calming corner can be a physical corner in your classroom or a virtual space.



BRAIN BREAKS

Brain breaks are activities, or short breaks, that promote learning and focus for students. These types of breaks involve students participating in activities like mindful breathing, mindful movements, and mindful yoga.



MINDFUL JOURNALING

Three Good Things: A Happiness Journal is a free app that can help students with mindful journaling by having students write down three good things that happen to them each day. As a result, their happiness and positivity increase.



BREATH, THINK, DO

The free **Breath, Think, Do** app through Sesame Street is great for introducing young children to calm through breathing. Children help an animated monster facing a frustrating situation calm down by taking long, deep breaths.



SMILING MIND

Smiling Mind is a free app that offers hundreds of mindfulness activities. In addition to breathing meditations, the app has sensory exercises, like listening to music. There are programs for kids in different age groups, as well as for schools, workplaces, and sports.

The School Yoga Project

- [The School Yoga Project](#)
- Let's Practice a Simple Mindfulness Activity
 - [Walk Stop Wiggle Sit](#)
- What are your thoughts?
- How are you feeling?

Elements of effective behavior support: Make it “easier” to promote positive behavior

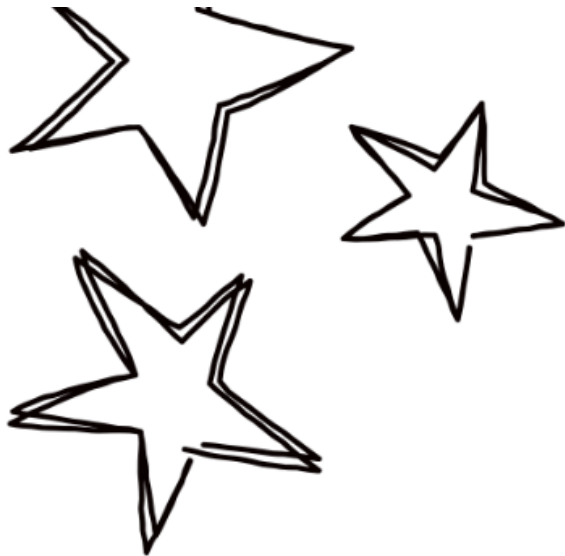
- Environment--lighting, seating, movement
- Positive experiences and relationships (reinforce positive behavior)

**The #1 Factor
for a Positive
School Climate?**

3:1

At a ratio of at least 3:1 positive to negative interactions, the learning environment feels safe, positive, and supportive

CHING



POSITIVE OFFICE RECOGNITION

Student Recognized

Teacher

Positive Behavior Exhibited

- Respect
- Attitude
- Responsibility
- Hard Work
- Honest

Teacher Comments:

Environmental Modifications



Classroom Sensory Environment Assessment (CSEA) (Kuhaneck & Kellenher, 2015)



Created to promote collaboration teacher/OT



Checklist created by OT for teacher use, 161 item



Sensory elements in classroom-vision, hearing, touch, vestibular, proprioceptive, smell, and taste elements



Meant to bring awareness not rate “good or bad”

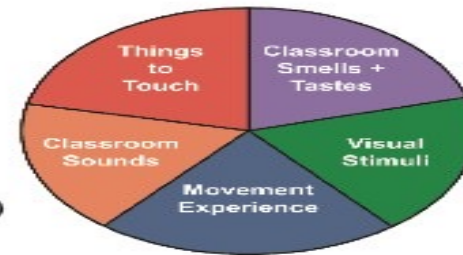


Following completion teacher/OT can discuss possible modifications to mitigate negative influences on learning and behavior

The C-SEA will ask you to examine your classroom environment in relation to five categories of sensory experiences. However, these are not the same traditional five senses taught in kindergarten.

The C-SEA categories focus on:

1. things to see
2. things to hear
3. things to taste and/or smell (combined),
4. things to touch, and
5. ways to move (combining proprioception and vestibular system)



Sense	Examples	Official Term
Sight	lighting, decorations	Vision or Visual system
Hearing	music, announcements	Audition or Auditory system
Touch	chalkdust, glue	Tactile or Tactile system
Taste	foods from class or home	Gustation or Gustatory system
Smell	pen markers, perfume	Olfaction or Olfactory system

Three additional senses:

Body awareness movement of the joints and the force of the muscles- how is my body positioned and how am I moving?	dancing, jumping	Proprioception
Balance and posture movement through space and the pull of gravity- where is up and down? How do I stay upright?	rocking chair, swinging	Vestibular system
Internal sense How do I know I am hungry? Need to eliminate? Feel nauseous?	hunger, thirst	Interoception

Comfortable Cafeteria

(Bazyk et al, 2018)

- “Nonacademic parts of the school day (lunch, recess, and extracurricular activities) can significantly contribute to student mental health”
- Cafeteria time to connect, relax, socialize with peers, eat a healthy meal, recharge for return to class, being a good friend, mealtime conversations
- Vision statement: “Our school will provide pleasant and positive mealtimes so that students will enjoy eating food and socializing with peers and adults.”
- Education to supervisors, weekly activities, mentoring/coaching of supervisors



Comfortable Cafeteria Continued

- Weekly Themes Include:
 - how to create a comfortable cafeteria, be a good friend, have a mealtime conversation, include others, appreciate sensory differences, and make healthy food choices
- Student's perception of mealtime was measured pre/post significant improvements in participation and enjoyment, learned prosocial behaviors being kind/helping others
- Supervisors statistically improved in their ability to encourage positive social interaction and perceptions of knowledge and skills to supervise and to encourage healthy eating
- Positive changes noted for OT's, cafeteria supervisors and students

Refreshing Recess

<https://everymomentcounts.org/>

- Embedding strategies to help ALL children engage in playing and socializing with friends and adults during recess
- 6-week program is to create a positive school recess experience for *all* students (with and without disabilities)
- Designed to support school personnel to give them strategies for fostering play and friendships, resolving conflicts, and promoting positive behavior
- Outcome studies note improvement in:
 - enjoying school recess
 - making friends
 - having fun play activities
 - positive & knowledgeable supervisors



Weekly Themes

Week #1: Kickoff: Let's get started! Orientation: How to refresh recess. Students receive Refreshing Recess bookmark. OT provides PPT orientation to recess supervisors; explores challenges and needs.

Week #2: Let's make friends and have fun together. Children participate in a friendship scavenger hunt. Supervisors learn about fostering friendships.

Week #3: Let's play and work together. Children create something together with a variety of art materials. Supervisors learn about teamwork and conflict resolution.

Week #4: Let's get fit and get along. Children engage in Fitness Trail. Supervisors learn about Positive behavioral Interventions & Supports (PBIS)

Week #5: Let's respect differences and include everybody. Children engage in Magic Tag. Supervisors learn how to promote inclusion.

Week #6: Let's make sure everyone has fun. Children engage in Untying Knots game. Supervisors learn about bully prevention

Multi-Tiered Framework Guiding Leisure Participation

<https://everymomentcounts.org/>

Tier 3: Individual Leisure Coaching for children and youth who have no leisure interests or who are deprived of opportunities to participate in leisure. Individualized intervention focuses on leisure coaching with the young person and family in order to foster successful leisure participation.

Tier 2: Targeted Prevention efforts focus on reducing the occurrence of leisure deprivation by providing services such as small group interventions for youth at-risk (e.g. children with disabilities, social challenges, or those living in poverty).

Tier 1: Universal Whole School or Community-Based Strategies for promoting healthy leisure participation in *all* children and youth with and without leisure deficits. Leisure promotion emphasizes competence enhancement as well as environmental modifications to support leisure participation.

Why address leisure participation in school? It's the LAW

The Individuals With Disabilities Education Act (IDEA) (Pub. L. 108–446) supports services that promote play and leisure in natural contexts throughout the day. IDEA mandates that schools must provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities (See Section 300. Nonacademic Services).

Tiered Approach to Leisure <https://everymomentcounts.org/>

- Tier 3
 - Leisure evaluation and interest checklist
 - Leisure coach
- Tier 2
 - Target leisure groups-after school, recess groups, clubs
 - There is evidence to support activity-based groups for enhancing children's social participation and mental health.
 - By 'doing' together, activity-based groups help youth work together in a cooperative manner, experience group cohesion, and build friendships.
- Tier 1
 - Consider completing a Leisure Environmental Scan.
 - Identify where youth with and without disabilities can participate in a range of leisure activities including sports, arts, theatre, music, and outdoor nature.
 - Try and find out whether the program is open to including children and youth with special needs.
 - Compile the information and sharing it with parents and youth at school or community events.

Other Tier 1 Interventions

Flexible Seating for All Learners

Varying the Lighting Across the Classroom for All Learners

Providing group movement opportunities across the day & curriculum

Providing bins of sensory tools available to ALL learners as needed, with rules for their use to provide structure, while allowing personal choice

Tier 1 Behavior Challenges

1. What are your biggest Tier 1 Behavior Challenges right now?
(Multiple Choice)

- Common areas like hallways, cafeteria
- Negative environment, punitive mindset
- Classroom management
- Inconsistent discipline/consequences
- Behavior data and problem solving
- OTHER - add to chat



Tier 2 Strategies

Tier 2

OT reviews data collected in general education and provides episodic problem solving with staff.

More intensive strategies aimed at small group support or strategies for a child “at risk”

Differentiated instruction

The OT may use strategies such as [Social Thinking](#), social stories, handwriting/literacy support groups, sensory supports during small reading group

Interventions



Identify a group of students who need additional movement throughout the day & invite them to attend to use alternative seating options, ball or rocking chair during seating activities.



Small group performing seat yoga exercises to support self regulation



Small group instruction on a self regulation program



Adapting classrooms, such as adding a calming corner for sensory break to enhance focus & attention



Provide training for specific support personnel on the sensory needs of identified groups of students, those who struggle in over stimulating situation (café, transitions, etc)

Self-Regulation

- There is moderate-level evidence to support the use of cognitive strategies such as the Alert Program and Social Stories to improve self-regulation skills in children and adolescents with sensory symptoms (Pfeiffer, Clark, & Arbesman, 2017)
- Can be implemented with a targeted group of students who need support with self regulation to perform at optimal levels in the classroom.



Tier 3: Individualized:

- Assistive technology
 - Environmental modifications
 - Sensory supports
 - Strategies for self-regulation
 - Individualized visual schedules
 - A student in Tier 3 *may* participate in a comprehensive evaluation to determine eligibility for special education and related services (BrownChidsey & Steege, 2005)
 - OT's must consider need for parental consent if individualized assessment is indicated, and, possibly, physical referral depending on the state (is an individual child being assessed, etc.._
-



Assessments and Data Points

OT's may review aggregate data at Tier 1 and collaborate in data-based decision making

REQUEST FOR OCCUPATIOAL THERAPIST CLASSROOM OBSERVATION

School: _____ **Grade/Program:** _____
Teacher: _____ **Date:** _____ **Room Number:** _____
Type of classroom: **General Education** **SAI/RSP** **SAI/Mild-Severe**

The purpose of an Occupational Therapy classroom observation is to explore concerns regarding a group of students' ability to access the curriculum in the classroom. This observation is a function of RTI as a tier 1 and tier 2 interventions and can be requested by both general and special education teachers to look at either an entire classroom or a group of students. Upon request, the school occupational therapist will schedule a time with the teacher to observe the classroom. Based on the teacher's potential concerns, the therapist will analyze the classroom environment, tasks, and routines. The therapist and teacher will then meet at a scheduled time to review observation notes and potential accommodations, strategies, and tools that may facilitate student involvement and access to curriculum. This classroom observation is not meant to evaluate any single person, student nor staff. Please do not identify any specific student in completing this request. If you would like to refer a single child, please meet as an IEP team to make an OT referral. If the therapist sees a child that may require further testing, the therapist will discuss this with the teacher in the post observation meeting.

Specify concerns you believe are inhibiting the students' ability to access their curriculum. (Cutting skills, handwriting, time management/following routines, organizational skills, posture, fatigue/attention, etc.)

What strategies have you attempted to use to improve or accommodate for these concerns? What strategies worked and what didn't? _____

Classroom Environment Assessment


 National Center on Safe Supportive Learning Environments
 Safe Supportive Learning
 Engagement | Safety | Environment

Handout 4: Classroom Environment Assessment

Element	Yes	No	Notes
Outdoor clothing storage			
1. Is storage adequate and clearly labelled for students' outdoor clothing, backpacks, and lunch bags?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do students have adequate space to remove or put on outer clothes without crowding?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the coat area easy to supervise and located close to the teaching area?	<input type="checkbox"/>	<input type="checkbox"/>	
Student seating			
4. Is student seating assigned?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Can all students see the teaching area from their seats?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Can all students participate in classroom discussions?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Do all students have adequate space for independent work?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Do particular seating locations accommodate students with major attention difficulties without their feeling singled out?	<input type="checkbox"/>	<input type="checkbox"/>	
9. Are students' desks and tables appropriately sized and in good condition?	<input type="checkbox"/>	<input type="checkbox"/>	
Storage			

CEA at <https://safesupportivelearning.ed.gov/sites/default/files/Mod-1-Handout-4-508.pdf>

Module 1: Building Resilience in the Face of Stress

Element	Yes	No	Notes
13. Are books displayed invitingly in such a way that students can see the covers?	<input type="checkbox"/>	<input type="checkbox"/>	
Work areas			
14. Are specific areas in the classroom clearly delineated?	<input type="checkbox"/>	<input type="checkbox"/>	
15. Is a private, secluded space available for students to work alone or use as a safe place to calm down?	<input type="checkbox"/>	<input type="checkbox"/>	
16. Are sensory materials—such as squeezable balls, stuffed animals, or art supplies—available for students?	<input type="checkbox"/>	<input type="checkbox"/>	
Physical setup			
17. Are the colors of the classroom calming and harmonious?	<input type="checkbox"/>	<input type="checkbox"/>	
18. Does the furniture arrangement facilitate traffic flow?	<input type="checkbox"/>	<input type="checkbox"/>	
19. Are high-traffic areas away from the main work area?	<input type="checkbox"/>	<input type="checkbox"/>	
20. Do wall displays contribute to a sense of order?	<input type="checkbox"/>	<input type="checkbox"/>	
21. Are all areas of the classroom visible so the teacher can monitor and supervise students throughout the day?	<input type="checkbox"/>	<input type="checkbox"/>	
Sound			
22. Do the acoustics allow teachers and students to clearly and easily hear each other when speaking at a normal conversational volume?	<input type="checkbox"/>	<input type="checkbox"/>	
23. Is the noise of moving chairs and desks muffled by carpeting or floor protectors on chair legs?	<input type="checkbox"/>	<input type="checkbox"/>	
24. Does music cue transitions and provide a calming background to enhance student focus?	<input type="checkbox"/>	<input type="checkbox"/>	
25. Are external sounds sufficiently muffled?	<input type="checkbox"/>	<input type="checkbox"/>	

What is the district using to assess SEL?



Devereux Student Strengths Assessment-mini (DESSA-mini)

FORM 1

Jack A. Naglieri, Paul A. LeBuffe, and Valerie B. Shapiro

Child's Name _____ Gender _____ DOB _____ Grade _____
 Person Completing this Form _____ Relationship to Child _____
 Date of Rating _____ School/Organization _____ Classroom/Program _____

This form describes a number of behaviors seen in some children. Read the statements that follow the phrase: ***During the past 4 weeks, how often did the child...*** and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

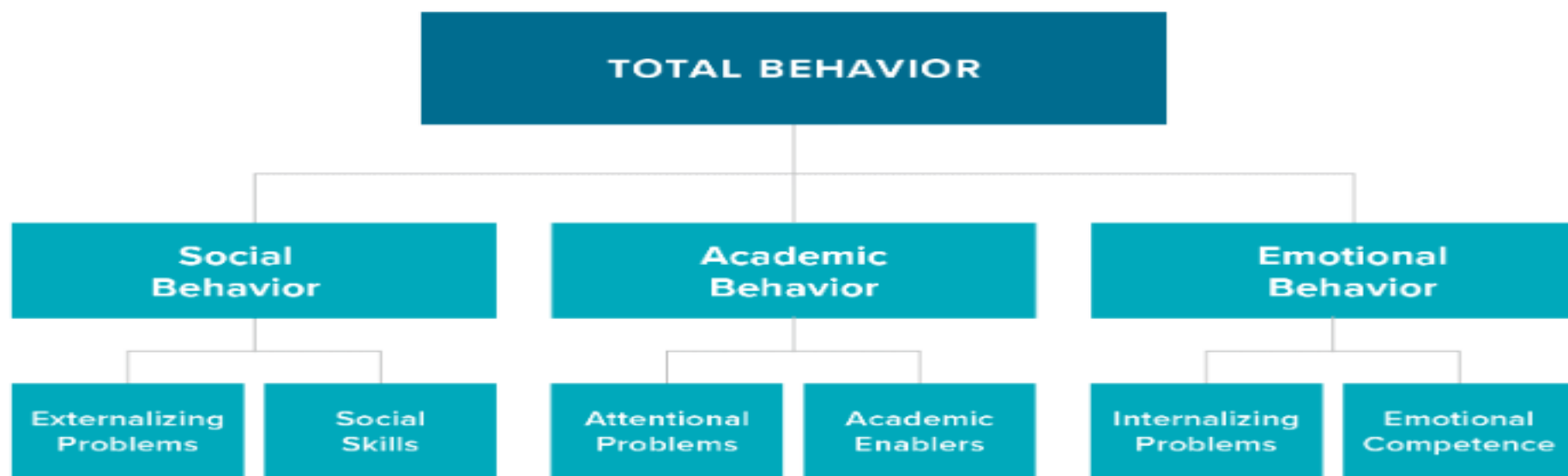
Never	Rarely	Occasionally	Frequently	Very Frequently
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently	Score
1.	accept responsibility for what she/he did?	0	1	2	3	4	_____
2.	do something nice for somebody?	0	1	2	3	4	_____
3.	speak about positive things?	0	1	2	3	4	_____
4.	pay attention?	0	1	2	3	4	_____
5.	contribute to group efforts?	0	1	2	3	4	_____
6.	perform the steps of a task in order?	0	1	2	3	4	_____
7.	show care when doing a project or school work?	0	1	2	3	4	_____
8.	follow the advice of a trusted adult?	0	1	2	3	4	_____

Raw Score Sum _____

SAEBRS

Social, Academic, and Emotional Behavior Risk Screener



19-ITEM SCALE FOR OVERALL BEHAVIOR

- Social Behavior (6 items)
- Academic Behavior (6 items)
- Emotional Behavior (7 items)

Tier 2 Assessments

- Assessments used when Tier 1 strategies alone are not sufficiently meeting students needs in academic and non-academic areas
- Assessments aim at evaluating a “struggling student’s” specific skills in the area of concern:
 - Occupational Therapy Psychosocial Assessment of Learning (OTPAL)
 - Student Engagement in Schools Questionnaire (SESQ)
 - School Motivation and Learning Strategies Inventory (SMLSI)
 - BRIEF
 - Sensory Profile School Companion

Participation Measures for School Setting

Table 2. Examples of participation measures that can be used in the school setting.

Measure	Age range (years)	Description
CASP Children and adolescent scale of participation	3-22	Parent-report questionnaire to measure participation in school, home, and community activities, with 4-point scales for extent of participation
COPM Canadian occupational performance measure	8 or older: child-report Under 8: parent responder	Semi-structured interview with child or caregiver/teacher to identify issues in the areas of self-care, leisure, and productivity, with 10-point scales for client-rated performance and satisfaction
CPQ Children participation questionnaire	4-6	Parent-report questionnaire to measure participation in the home, school, and community, with a 6-point scale for diversity, intensity, independence, enjoyment, and parent satisfaction
LIFE-H Assessment of life habits	5-13	Parent interview to measure the quality of participation at home, school, and community with scales for accomplishment, amount of assistance, and parent satisfaction
PEM-CY Participation and environ- ment measure for children	5-17	Parent-report questionnaire to measure participation in home, school, and community environments with scales for frequency, involvement, desired change, and support and barriers
SFA School function assessment	5-12	Teacher- or therapist-report questionnaire to measure participation, activity performance, and task supports in the school environment with various rating scales
SSI School setting interview (Egilson and Hemmingsson, 2009)	9 and older	Semi-structured interview with students to identify barriers and facilitators to participation in the school environment with 4-point scales for student-environment fit

For further information, including psychometric properties, about each measure, please see Field et al. (2015).

Tier 2 “in-out” example: Delaware


<p>E. Self-Regulation Group (Elementary School)</p>	<p>Teacher, parent, staff referral - based on impulsive behaviors and trouble self-regulating. Group will meet once a week for 8 weeks. Pre-test will be used for baseline data.</p>	<p>Weekly check-ins with teachers to assess self-regulation based on identified behaviors (i.e. staying in designated area, not calling out, etc.). Improved rate of use (at least 70% of the time).</p>	<p>Decrease in impulsive behaviors, increase in using self-regulation strategies.</p>
<p>What info could you add to make this stronger?</p>			
<p>What systems or tools need to be in place to collect/check these criteria?</p>			

Tier 3 Assessments



- Evidenced based OT assessments
- National Center of Intensive Assessments at https://intensiveintervention.org/tools-charts/example-diagnostic-tools?_ga=2.126713101.1290638512.1725599788-1644941160.1725599786



Case Studies



**Case 1: Follow UP
Tier I and Tier II Assessments &
Interventions**



A glowing pink question mark graphic, composed of a thick, curved line that forms the upper part of the question mark and a smaller circle below it. The glow is brightest at the top and fades towards the bottom.

Questions

Selected References

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