

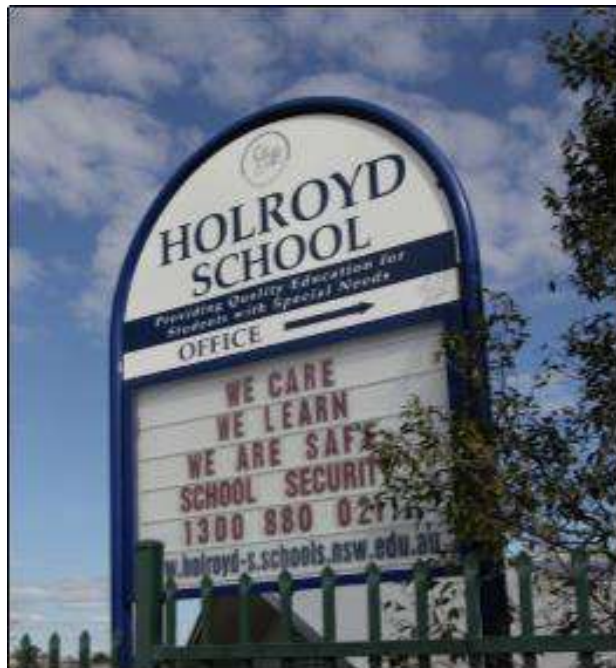
Dynamic Zones

A creative approach to
classroom design



Amy Parks & Jessica Noun
Holroyd School





- Merrylands, NSW
- K-12
- 30 classes
- Approximately 187 students
- Moderate or severe intellectual disability usually accompanied with additional conditions.
- Community of diverse language, cultural and socio-economic backgrounds.

Combined
Schools ESES
Projects



2013

2014

2015

2016

2017

2018

2019

ITZ trialed with
group of classes



ITZ implemented
in all classes



Visited to
Clarke Road
School



*In The Zone for
Learning (ITZ)*
Professional Learning



Kathryn Berkett
*'Working with
Over-Sensitised
Children'*
Professional
learning

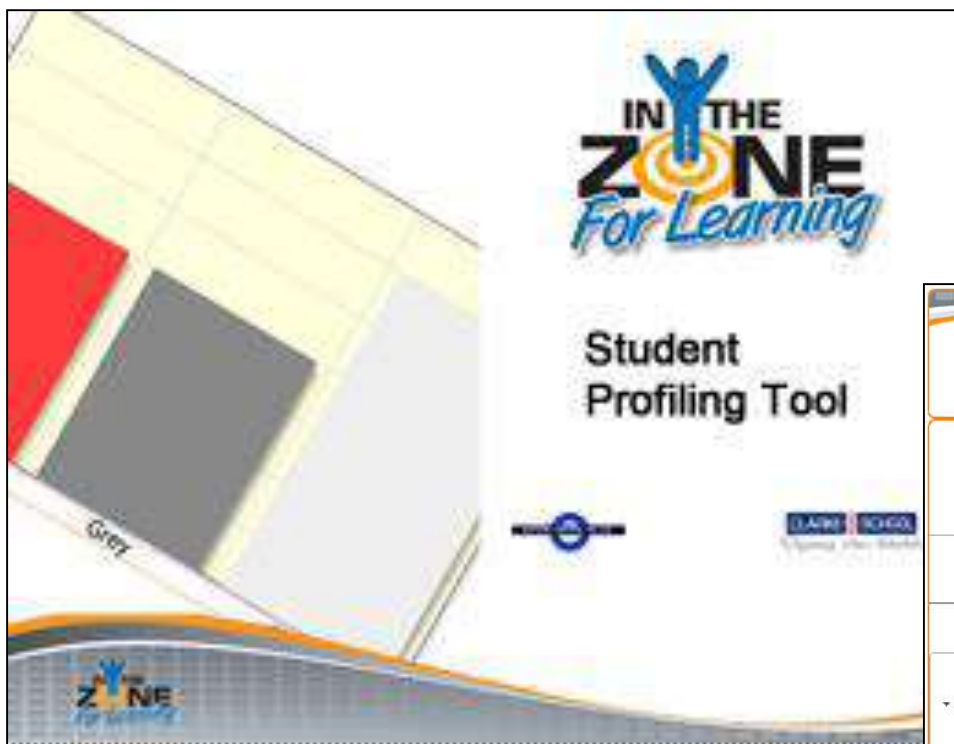


TEACCH
Professional
learning,
trialing with a group
of classes



Khyber's story





IN THE ZONE For Learning

Are my students IN THE ZONE for learning?

A TOOL for profiling our students' levels of alertness and sensory needs.

Name of Student

PROCESSING OF PROPRIOCEPTION

Red zone - Sensitive: avoiding: defensive: fright/flight/fight

Note: It is rare to find a person with sensitivity to proprioceptive input. Most people seek it out as a feel-good sensation and regulating tool. Proprioceptive input through heavy muscle work is the most powerful strategy for most students with sensory processing challenges.

This student may:

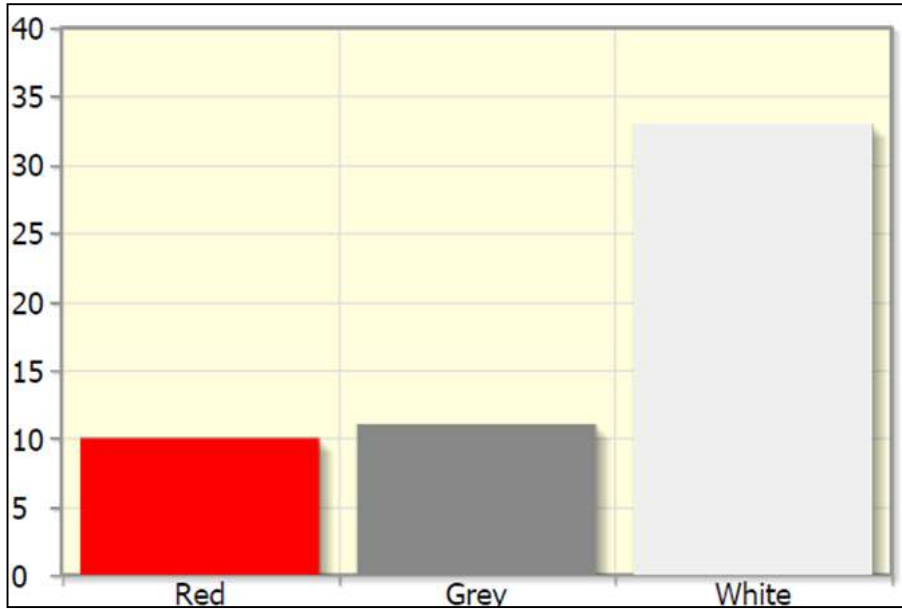
- Avoid deep pressure or hugs (this could be a tactile/touch issue rather than a proprioceptive issue).
- Avoid activities that involve heavy muscle work (this could be due to poor strength or motor planning rather than sensitivity to proprioceptive input).
- Pull away if joints are squeezed together or compressed.

Grey zone - low registration of sensory input

This student may:

- Apply light pressure on pencil, be aimless when drawing, make light, unidentifiable marks on page.
- Let the pencil or object fall out of his or her hand and not notice.
- Have difficulty imitating or copying body positions or actions.

CLARKE ROAD SCHOOL
Opening New Worlds



PROCESSING OF PROPRIOCEPTION



VESTIBULAR (MOVEMENT) PROCESSING



Are my students IN THE ZONE for learning?

WRITE ZONE STRATEGIES to address levels of alertness and sensory needs

Self-regulation is the ability to attain, maintain and change levels of alertness appropriately for a task or situation. Students with Sensory Processing Disorder (SPD) have difficulty reaching their zone of learning, as they are unable to change their degree of alertness. For example a typical student may be able to unconsciously increase their level of alertness during a test or at lunchtime and then calm themselves down to sit quietly during story time.

The purpose of this strategy section is to help teachers provide appropriate strategies for their students with SPD to get in the zone for learning. This is known as co-regulation and with practice the aim is for students to be able to take the strategies of co-regulation and use them independently for self-regulation.

This strategy section has been developed as a tool for teachers and is to be used as a general guide ONLY. Please consult an occupational therapist specialising in sensory processing disorders for assessment and interventions for individual students with complex needs.

When considering which strategies to implement with a student consider:

- Frequency (how often)
- Intensity (how fast)
- Time (when and for how long)
- Type (what activity)

For example: jumping on a trampoline (type) for 3 minutes (time) as high as you can (intensity) before a learning activity (frequency) may help increase the alertness for a student craving vestibular/movement sensory input who may usually be fidgeting and unable to sit still to attend to that task.

Adapted from Northern Territory Dept. of Health and Community Services (2006)








This strategy section is a **GUIDE** for teachers.
Please consult an Occupational Therapist specialising in
Sensory Processing Disorders for formal assessment and interventions.



In the Zone Exercises- Khyber

Program to be completed in the morning before Morning circle and before any lesson that requires extended period of sitting and concentration E.g. Desk work.



Order	Equipment	Instructions
1		Vigorously jump on trampoline (10-20 jumps). Use animated voice and expression while counting jumps to engage Khyber. Khyber may need his hands held for support while jumping.
2		Bounce on gym ball vigorously to gently for 10-20sec if Khyber will allow.
3		Step up foam step providing support by holding Khyber's hand. Encourage Khyber to jump up high and land on the mat with 2 feet. Repeat 3-5 times.
4		Lie on gym ball and vigorously rock back and forth (Row, row, row your boat).
5		Roll on ball while shifting weight from hands to feet and side to side 10 times.
6		Roll forward on foam roller slowly into push up position to weight bare on arms 3-5 times. Khyber may want to sit on or lay on his side and roll.
8		Give fidget/Chew toy before returning to activity.
Other possible exercise	Crawl through tunnel Lift weights over head Move weights from one location to another Tug a war with lycra band Wrap in lycra band Walk up and down stairs Swing on hammock	





Was my student
In The Zone?

Different for each student

Calm does not =
Alert

**How do you know
your student are
In The Zone?**

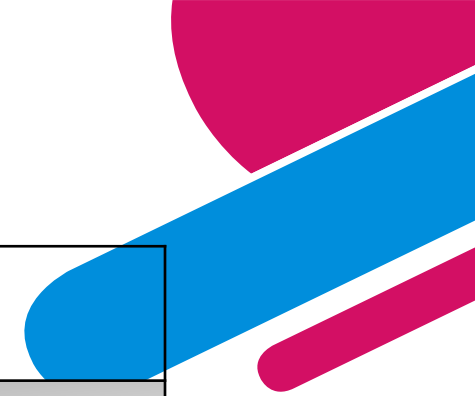
Observable

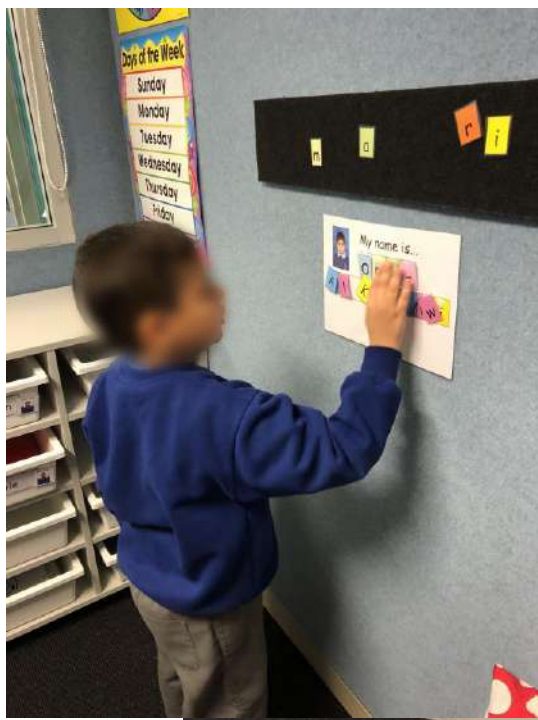
Compliance is **not**
learning

What did it look like?

Khyber- Levels of Alertness Profile

Levels of Alertness	What does this look like? (Observable behaviours)	ITZ Strategies
Shutdown		
High	<ul style="list-style-type: none"> Aggressive towards others Screaming Crying Abscond Putting fingers in ears 	<ul style="list-style-type: none"> Stamping feet Biting tongue Dropping Forcibly hitting elbows and hands on hard surfaces
In the Zone for Learning	<ul style="list-style-type: none"> Relaxed mouth Tolerate joint attention and space Tolerate physical touch Smile Relaxed shoulders and body language Follow instructions with minimal prompts 	<ul style="list-style-type: none"> Provide a calm down space Using calm voice Decrease prompts- Keep it simple! Gross motor program Reduce sound and bright lights
Low	<ul style="list-style-type: none"> Laying on the floor Sleeping 	<ul style="list-style-type: none"> Use calm voice Positive reinforcement and rewards Room with minimal distractions to engage in tasks Allow movement Fidget/sensory toys Consistent routine
		<ul style="list-style-type: none"> Provide food Go for a walk





What did it look like?

Example Profile

Levels of Alertness	What does this look like? (Observable behaviours)	ITZ Strategies
Shutdown	<ul style="list-style-type: none">• Sleeping	<ul style="list-style-type: none">• Allow time and space
High	<ul style="list-style-type: none">• Aggressive towards others• Crying• Swearing• Stripping clothes	<ul style="list-style-type: none">• Provide a calm down space• Using calm voice• Gross motor program• Reduce sound
In the Zone for Learning	<ul style="list-style-type: none">• Eye contact• Smile• Relaxed body language• Response to name	<ul style="list-style-type: none">• Allow movement• Fidget/sensory toys• Consistent routine
Low	<ul style="list-style-type: none">• Laying on the floor• Head down• Little or no response to name• Sleeping	<ul style="list-style-type: none">• Play music• Go for a walk



Kathryn Berkett- Red brain/Green brain

Safe & Happy



CINC



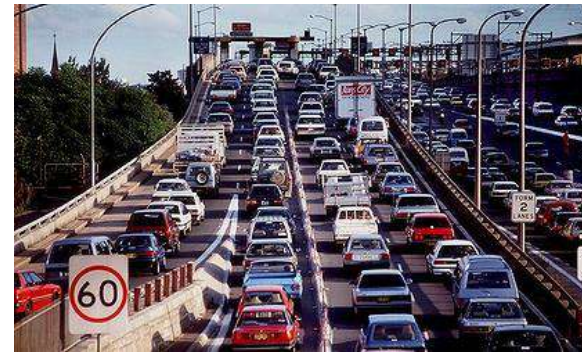
Fight



Freeze

Flight





Signals to the Green Brain



Relationships:

- Knowing your students
- Building a repour of trust and respect
- Letting them know you care

Status:

- Don't have favoritism.
- Work as a team.
- Acknowledge their achievements and reward their success.

Distraction:

- Redirecting the student to a preferred activity
- Giving the student a break

Sensory activity:

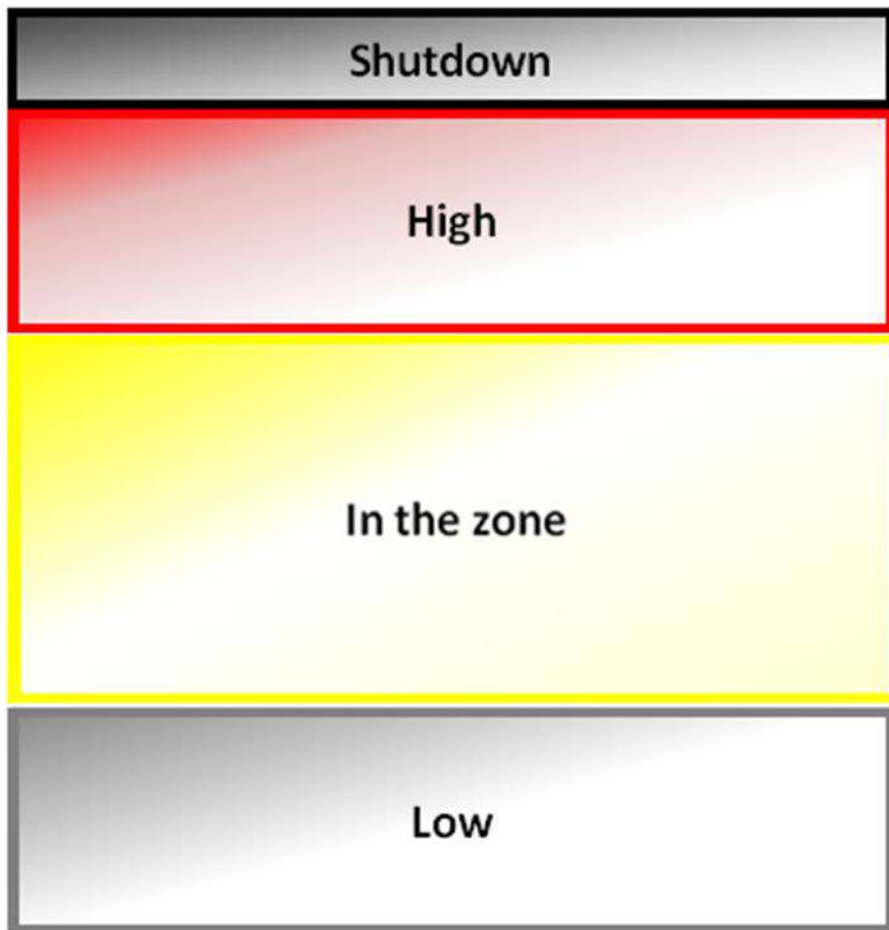
- Using ITZ strategies

‘Don't join their chaos, bring them into your calm’

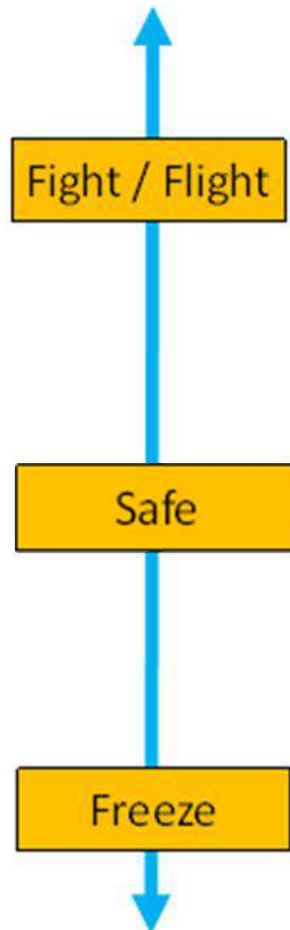


Comparative Scales of Wellbeing

In The Zone Levels of Alertness



Survival Responses

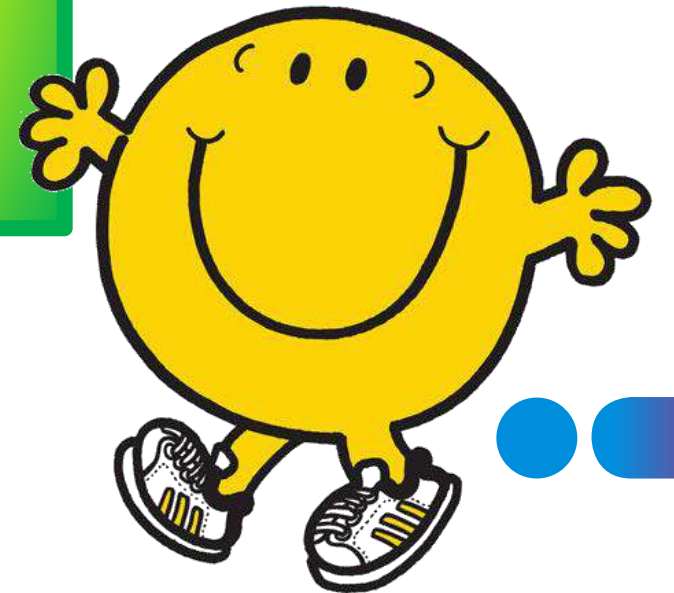
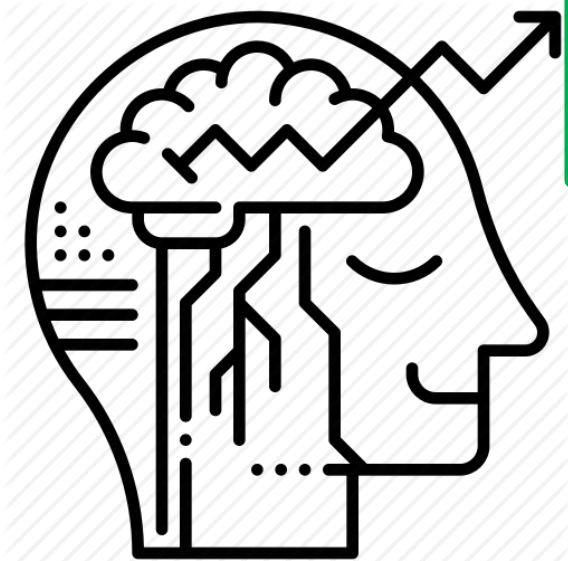


Red/Green Brain *(Kathryn Berkett)*





Optimal Mindset for Engagement







Think of a student/s in your class.

Think of a trigger that caused the student/s to activate the red brain, that puts them into a state of increasing stress.

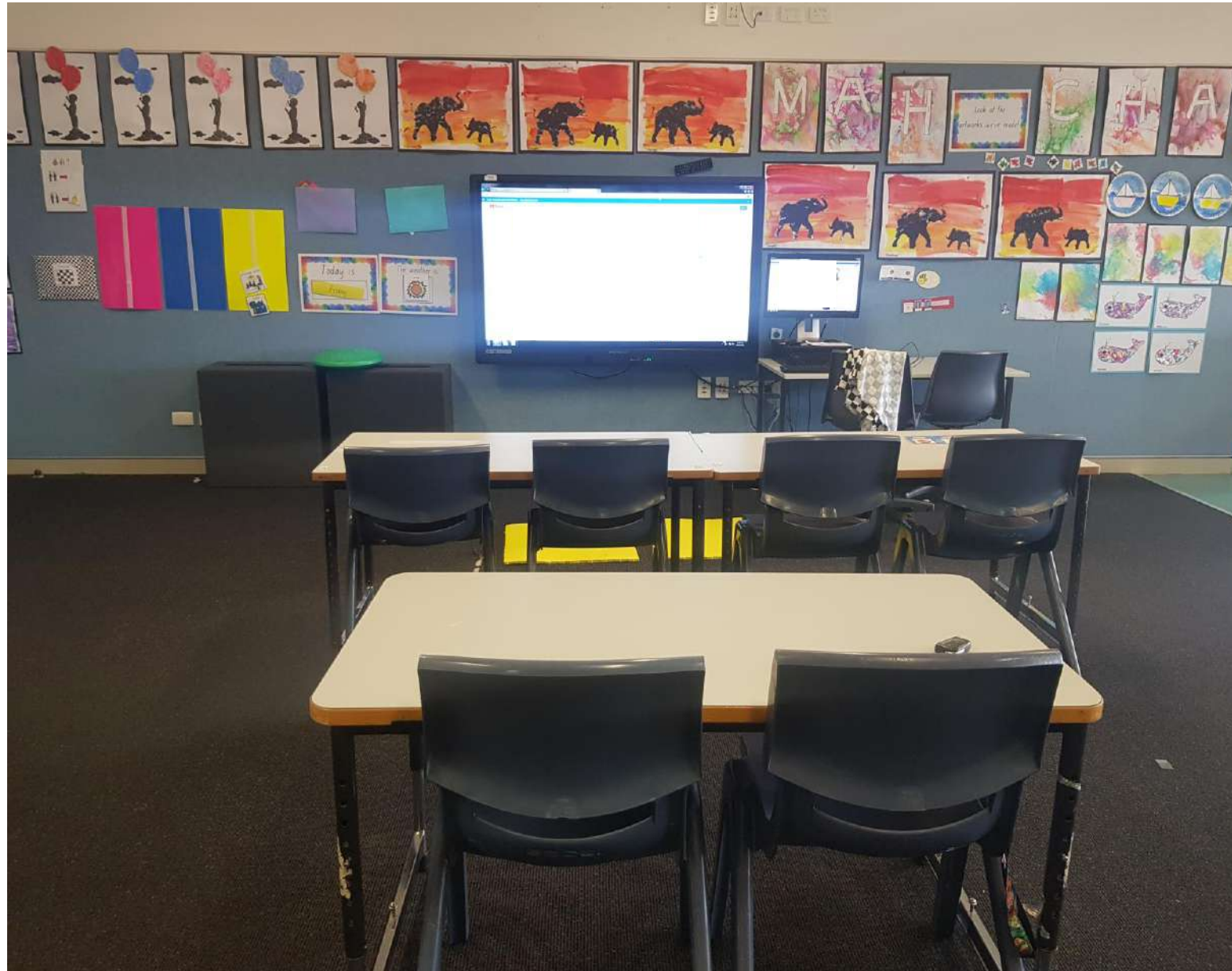
What manageable strategies could you potentially implement and use to bring them into the optimal mindset for engagement?

J8 Class Profile

- Total of 6 students ranging from years Kindergarten to Year 2.
- Four boys and two girls with mixed disabilities – 1 with Down Syndrome, 4 with Autism, 1 with mental health diagnosis and another with an Intellectual Disability.
- There is an SLSO who works on the class full time.



Before In The Zone – Classroom Design

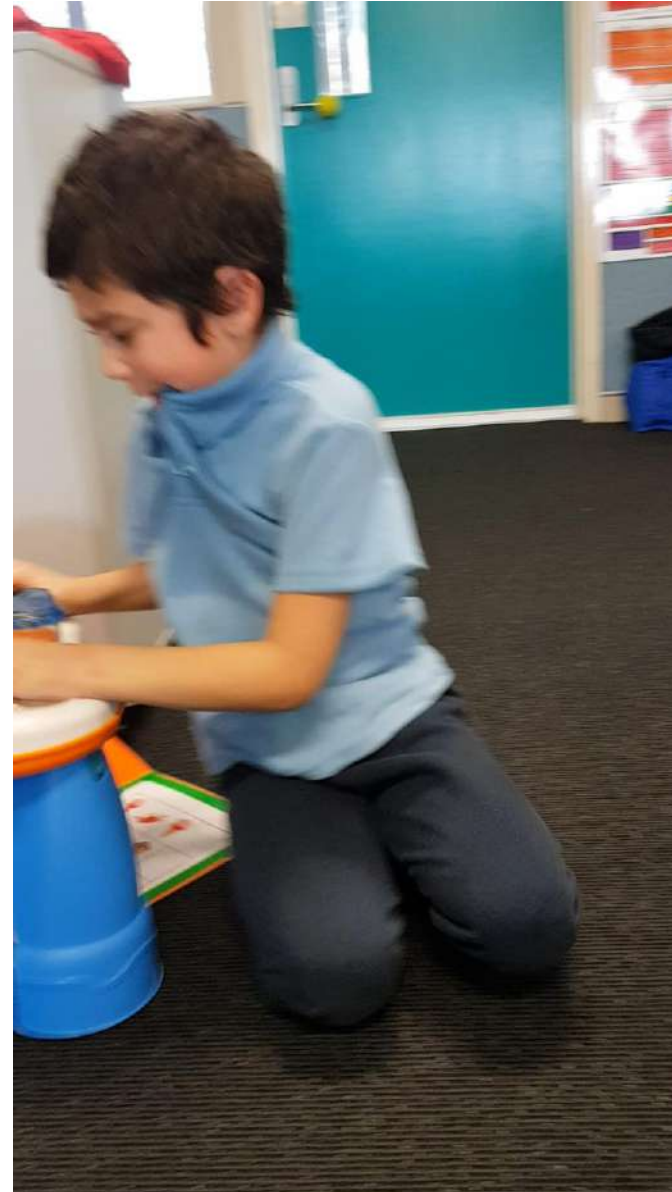


Before In the Zone - Behavior

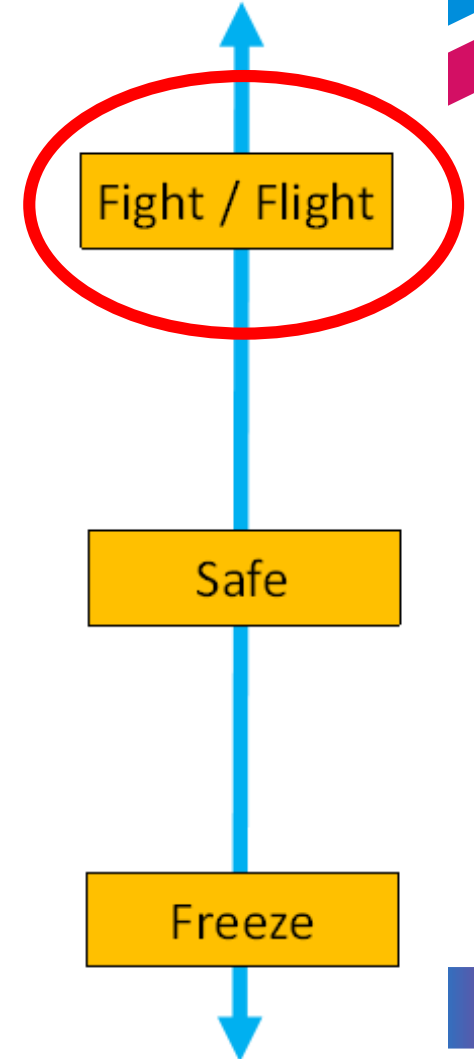
In The Zone Levels of Alertness

High

- “Survival mode” = meltdowns/aggressive behavior
- “Work got done, does not matter how”
- “Work can’t be done, let’s go outside”



Survival Responses





Taking mental health breaks

Planning = mapping out information

Collegial Support with experienced teachers

Speak up

Work as a team

Trial and error

Engaging in research

Reflect and reset

Turning to a mentor

Understanding the needs of students



Class Profile – Assessment/profiling

Are my students IN THE ZONE for learning?

A TOOL for profiling our students' levels of alertness and sensory needs.

Name of Student

This teacher tool
is a Guide only.
Please consult an
Occupational
Therapist.

PROCESSING OF PROPRIOCEPTION



Red zone - Sensitive; avoiding; defensive; fright/flight/fight

Note: It is rare to find a person with sensitivity to proprioceptive input. Most people seek it out as a feel-good sensation and regulating tool. Proprioceptive input through heavy muscle work is the most powerful strategy for most students with sensory processing challenges.

This student may:

- Avoid deep pressure or hugs (this could be a tactile/touch issue rather than a proprioceptive issue).
- Avoid activities that involve heavy muscle work (this could be due to poor strength or motor planning rather than sensitivity to proprioceptive input).
- Pull away if joints are squeezed together or compressed.

Grey zone ♦ low registration of sensory input

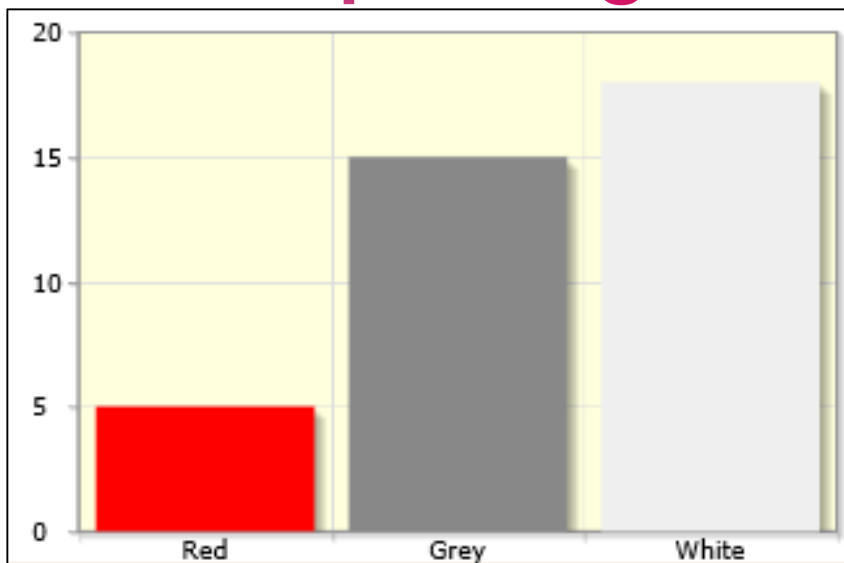
This student may:

- Apply light pressure on pencil, be aimless when drawing, make light, unidentifiable marks on page.
- Let the pencil or object fall out of his or her hand and not notice.
- Have difficulty imitating or copying body positions or actions.
- Lean on people or furniture.
- Slump when sitting / have poor posture and low muscle tone.
- Sit on floor with knees bent and legs in a W-position.
- Trip or fall frequently or bump into objects or people.
- Fail to catch himself or stop himself from falling.
- Show poor coordination and appear to be clumsy.
- Seem unaware of his own actions or impact on the environment, e.g. didn't notice that he knocked over an object.

White zone ♦ seeking, craving sensory input

This student may:

- Seek out heavy muscle work (climb, push, pull, lift, drag etc.)
- Craves movement and input to muscles and joints (e.g. stomp, walk heavily, run, bounce, jump)
- Crave deep pressure touch, squeeze, squash (calming and organising input)
- Seek out tight, squashed space



RED ZONE STRATEGIES

GREY ZONE STRATEGIES

WHITE ZONE STRATEGIES

Class Profile – Assessment/profiling

VESTIBULAR (MOVEMENT) PROCESSING



VISUAL PROCESSING



PROCESSING OF PROPRIOCEPTION



TOUCH (TACTILE) PROCESSING



AUDITORY (SOUND) PROCESSING



GUSTATORY (TASTE) AND OLFACTORY (SMELL) PROCESSING



Jessica Noun 2019

In the Zone Program:

For more information refer to students In the Zone profile report. This is a brief snapshot/overview of each area.

Red Zone: Sensitive, avoiding, defensive, fright/flight/fight.

Grey Zone: Low registration of sensory input.

White Zone: Seeking, craving sensory input.

Class Profile:

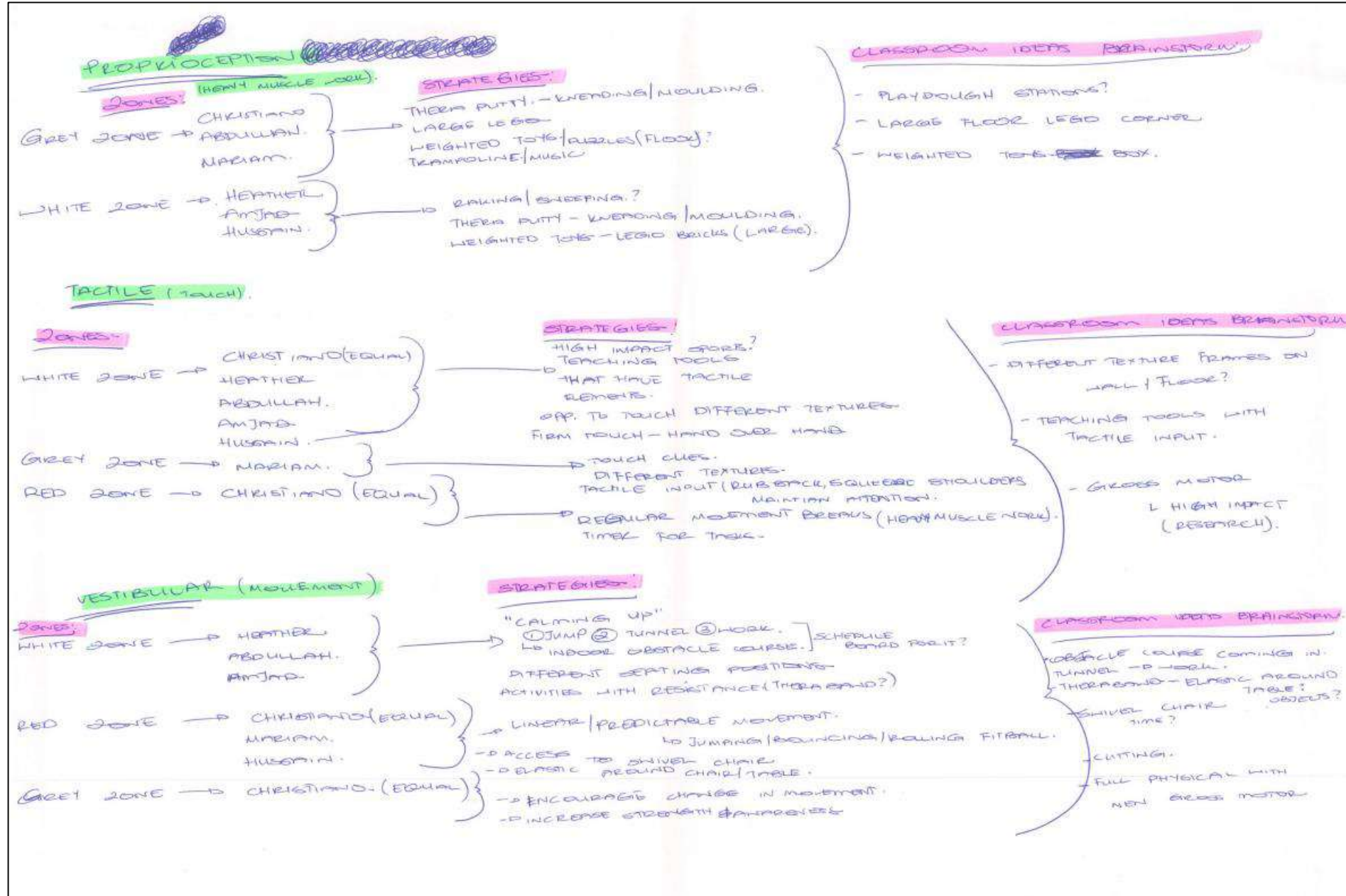
Processing of proprioception:

Student:	Dominant colour/s:	Less dominant colour/s (in order):
Christiano Chehine-Karam	Grey Zone	White Zone Red Zone
Heather Brannon	White Zone	Grey Zone
Abdullah Ghazzaoui	Grey Zone	White Zone
Mariam Khan	Grey Zone	Red Zone
Amjad Kabout	White Zone	Grey Zone
Hussain Almansoori	White Zone	Grey Zone Red Zone

Touch (Tactile) processing:

Student:	Dominant colour/s:	Less dominant colour/s (in order):
Christiano Chehine-Karam	Red Zone White Zone (equal)	Grey Zone
Heather Brannon	White Zone	Grey Zone Red Zone
Abdullah Ghazzaoui	White Zone	Grey Zone Red Zone
Mariam Khan	Grey Zone	White Zone Red Zone (equal)
Amjad Kabout	White Zone	Grey Zone Red Zone
Hussain Almansoori	White Zone	Grey Zone Red Zone

In The Zone brainstorm



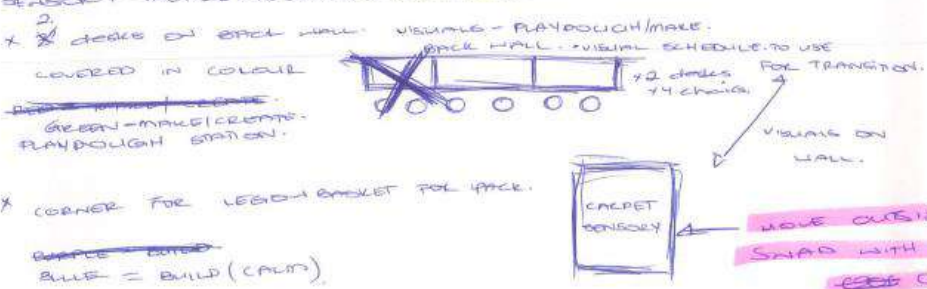
In The Zone brainstorm

CLASSROOM LAYOUT IDEAS

ROOM ONE: (WITH STORAGE) BUILD ROOM

SENSORY: TACTILE + PROPRIOCEPTION + VISUAL.

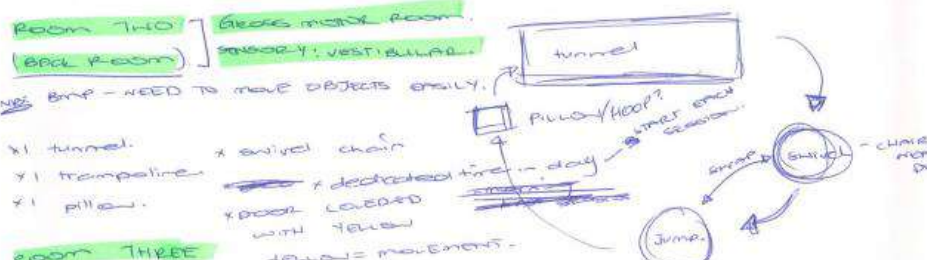
- * 2 decks of brick wall - VISUALS - PLAYDOUGH/MAKE.
- PACK WALL - VISUAL SCHEDULE TO USE FOR TRANSITION.
- COVERED IN COLOUR
- GREEN - MAKE/CREATE - PLAYDOUGH STATION.
- * CORNER FOR LEGS + SHOULDER FOR SPACE.
- BLUE = BUILD (CALM)



ROOM TWO: GREEN MOUNTAIN ROOM. BRICK ROOM. SENSORY, VESTIBULAR.

NEED BRP - NEED TO MOVE OBJECTS EASILY.

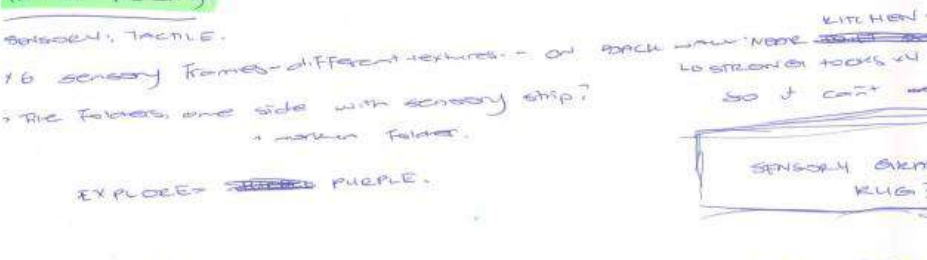
- * 1 tunnel
- * 1 trampoline
- * 1 pillow
- * 1 swivel chair
- * 1 decorated tire - day
- * 1 pool covered with yellow
- yellow = movement



ROOM THREE (MAIN ROOM)

SENSORY: TACTILE.

- * 6 sensory frames - different textures - on BRICK WALL: NEED MORE SPACE TO STRETCH TOOKS IN EACH FRAME SO IT CAN BE PULLED OFF
- * 1 tactile folders, one side with sensory strip? + work folder.
- EXPLORE = PURPLE.




KITCHEN:

- * SMALL TABLE - FOR LAD/LAPTOPS
- * 1 HEMOPHONES.

TEACHING RESOURCES:

- * BASIC AROUND TABLES - HULSPIN: - MORNING CIRCLE
- * MORNING CIRCLE ORANGE - INB
- * PEGS = CARDBOARD - COLOURS = FOR WALLS.
- * PLAY DESIGN PEGS
- * COLOURED CARDBOARD.
- * TABLES COVERED IN APPROP COLOUR
- * POOL (QUIDIS) - (YELLOW)
- * SENSORY/TALK - RED TIPACT
- * LEGS WITH NO. + LETTERS

TABLES * 4 - MORNING CIRCLE.



Current Classroom – In The Zone



Sensory Corner



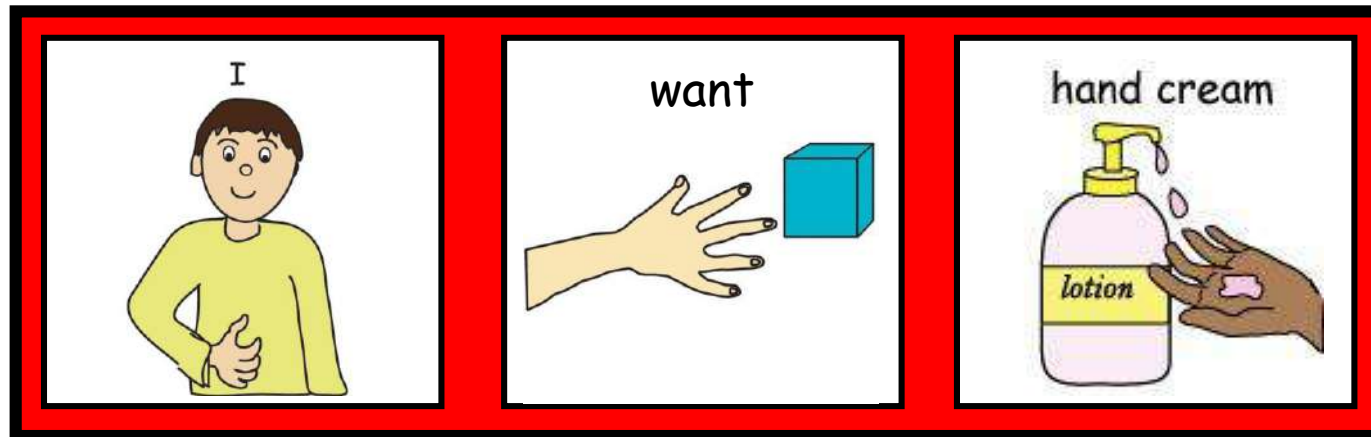
Movement Corner



Current Classroom – In The Zone



Fine motor/weighted toys area



Sentence Strip



Over a term data sheet.

Student: _____				
Date / Staff	Trigger known?	What was the trigger?	Back room? (how long)	Take clothes off and soil self?
15/2 Jnl	Yes/No	(Hit) 1111-4 WOODY - assembly.	NO self-regulated.	Yes/No
18/2 Jnl	Yes/No	taken at pad not wearing safety coverings, uniform	no extra support	Yes/No
20/2 Jnl	Yes/No	Talking toys from peers	Yes.	Yes/No
22/2 Jnl	Yes/No	Being rude to self & students told to stop	Yes	Yes/No
22/2 Rt	Yes/No	Wanted a toy (munchy) staff continued to have unnecessary conversations with him.	←	Yes/No
26/2	Yes/No	WANTED TO TAKE BOOK HOME - I SPD.	YES	Yes/No
6/3	Yes/No	WANTED TOY	YES	Yes/No
6/3	Yes/No	INCIDENT AT LUNCH WITH TOY HIT ANOTHER STUDENT.	YES	Yes/No semi- only from
10/3	Yes/No	WANTED SCOOTER (REWARD) WHEN NO MORE HAS DONE - TOLD NO. HITTING STAFF.	YES	Yes/No
28/3 Rt	Yes/No	IPads not available... was upset from the morning, being told of this info.		Yes/No
29/3	Yes/No	Messed out on reward choice		Yes/No
1/4	Yes/No	Messed out on reward choice was attacking other student!		Yes/No

Was it working?

Moderate Intellectual Disability, Autism and Mental Health Diagnosis.

- 4 out of 5 days on average – (what we managed to record).
- The term data sheet turned into a fortnightly sheet.
- What did it look like? – **Red Brain**
 - **Starting** – Swearing, threatening staff and other students both physically and verbally.
 - **Middle** – On the floor, still swearing, shoes coming off followed by pants.
 - **End** – Begin screaming, swearing, threatening and then physically hurting staff, 2 person escort. Followed by stripping, soiling himself, the back room and his clothes, banging on doors, kicking.

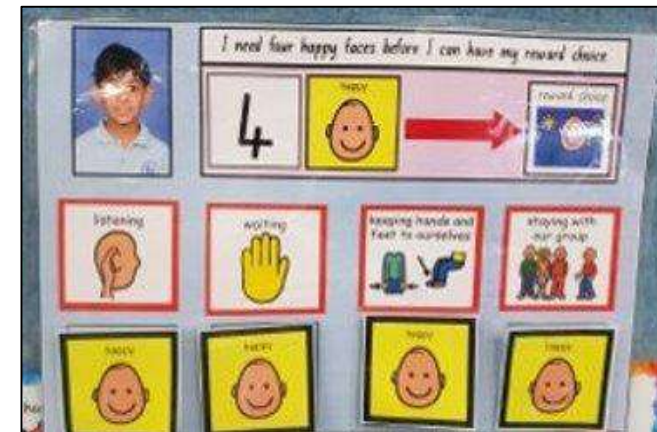
Over a term data sheet.

Student: _____

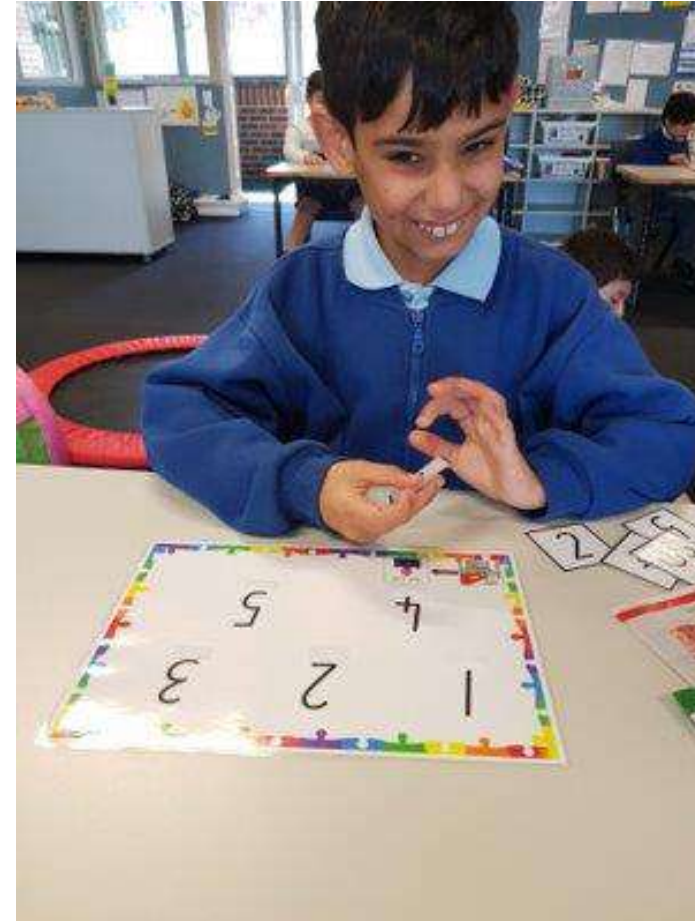
Date / Staff	Trigger known?	What was the trigger?	Back room? (how long)	Take clothes off and soil self?
1/17	Yes/No	Being told no to going outside	5 minutes + offered 1/2 mile to join class - returned (both times)	Yes/No
	Yes/No			Yes/No
	Yes/No			Yes/No
	Yes/No			Yes/No
	Yes/No			Yes/No
	Yes/No			Yes/No
	Yes/No			Yes/No
	Yes/No			Yes/No
	Yes/No			Yes/No
	Yes/No			Yes/No
	Yes/No			Yes/No
	Yes/No			Yes/No
	Yes/No			Yes/No
	Yes/No			Yes/No

Where are we now?

- We had more **green brain** time which equalled to more work time with him.
- These instances became a rare occasion with him.
- We were acknowledging his achievements (status).



How did it look in the classroom?



How did it look in the classroom?

Context:

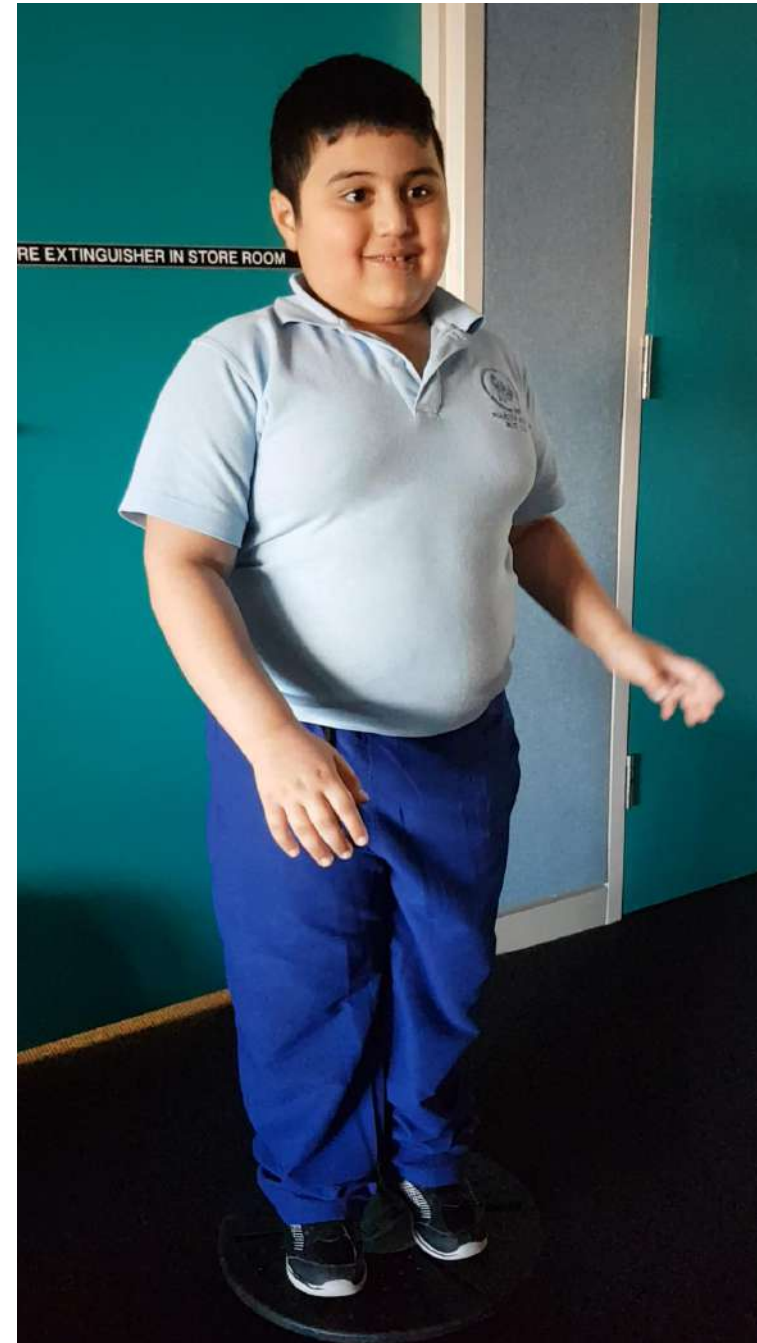
- During afternoon circle.
- Within the movement zone in the back of the classroom.

Zone:

- Vestibular Movement Processing.

Strategy:

- Regular movement breaks will help to release “happy/ feel good hormones” and maintain a regulated state (In the zone for learning).
- Alert the student through movement.



How did it look in the classroom?

Context:

- Before morning circle/desk work.

Zone:

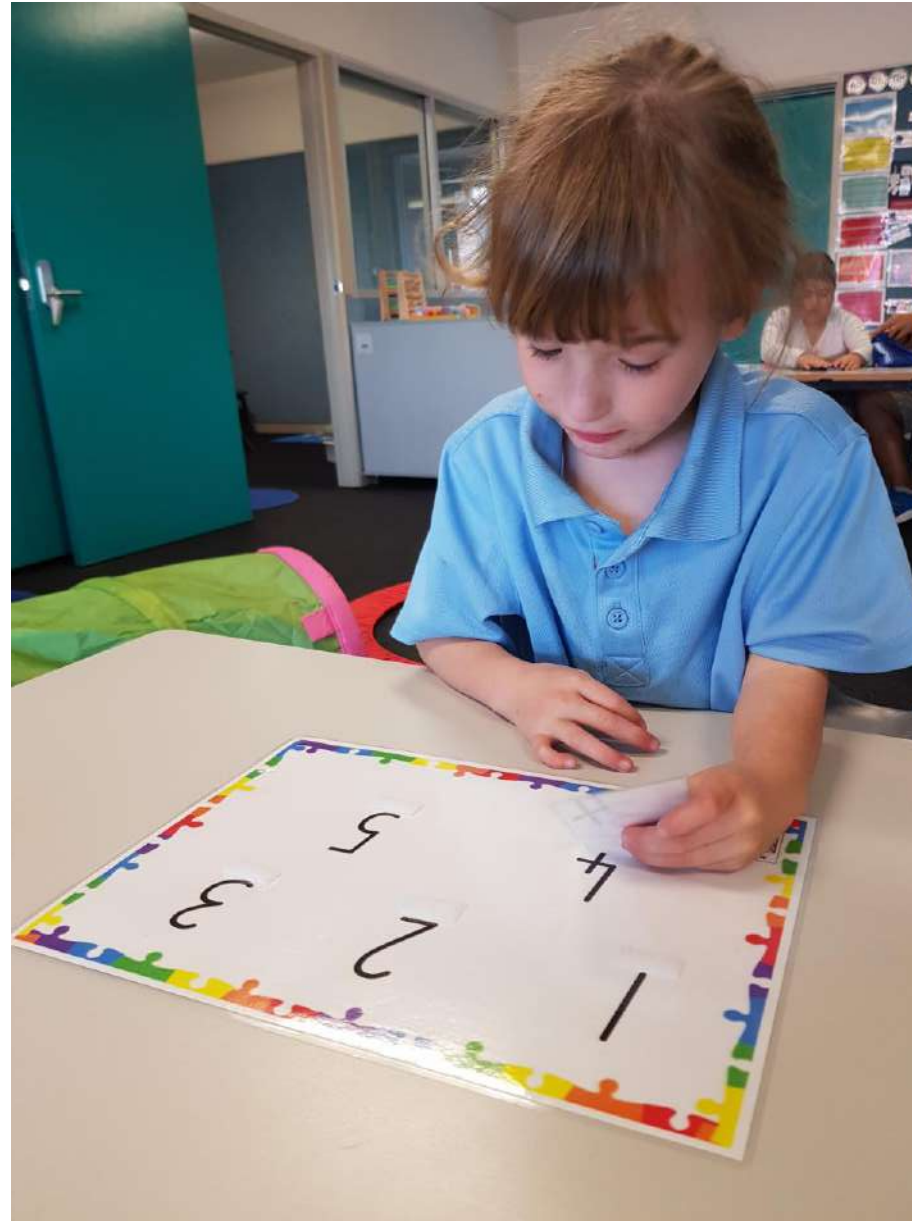
- Touch.

Strategy:

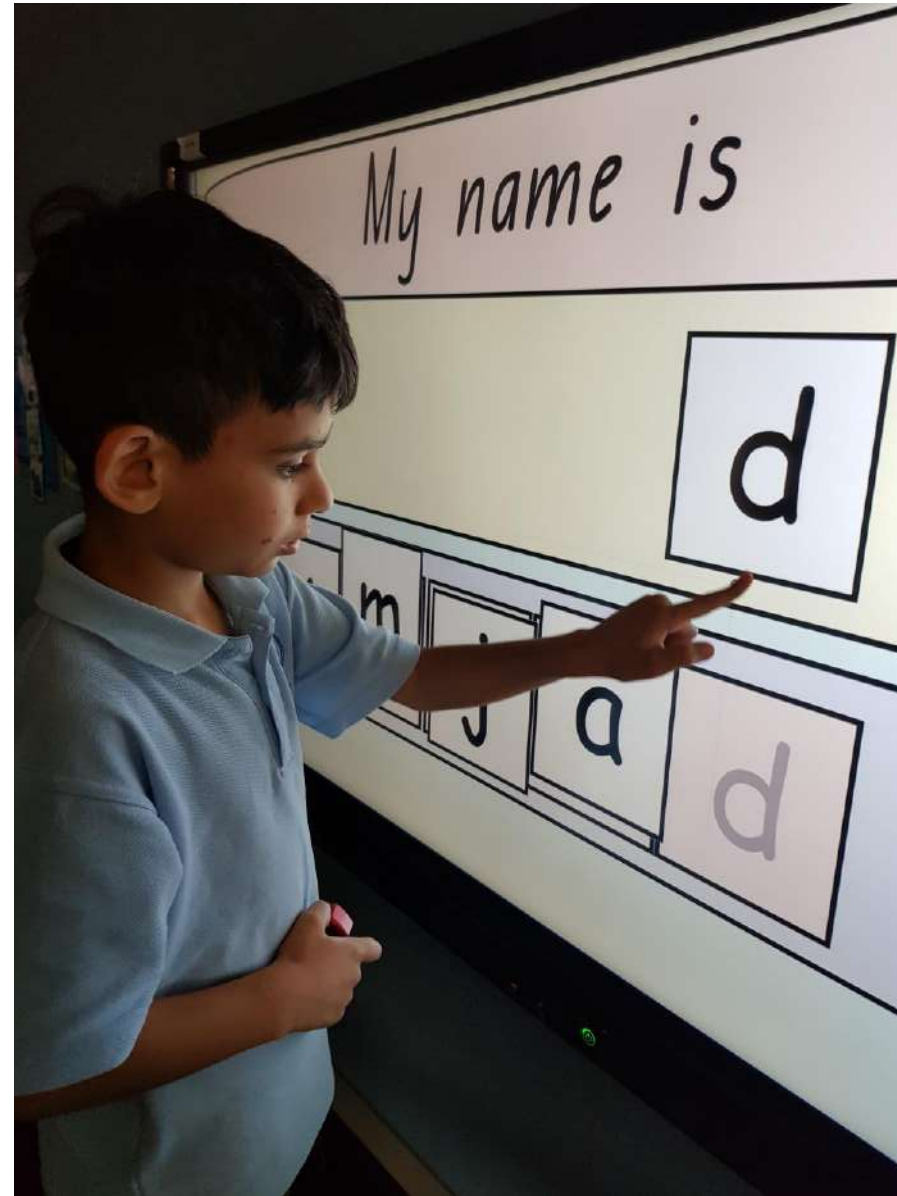
- Use different textures such as wool, silk or felt to give the student opportunities to explore these materials in a safe and predictable way.
- Provide alerting tactile input.



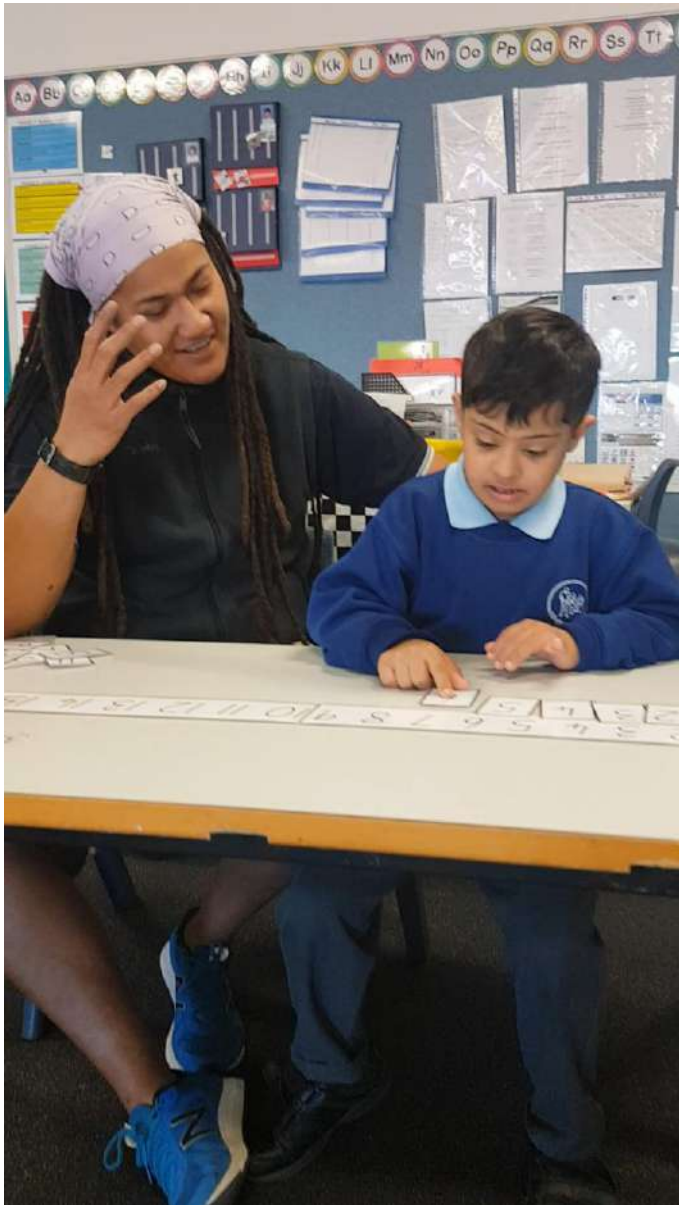
How did our learning look in the classroom?

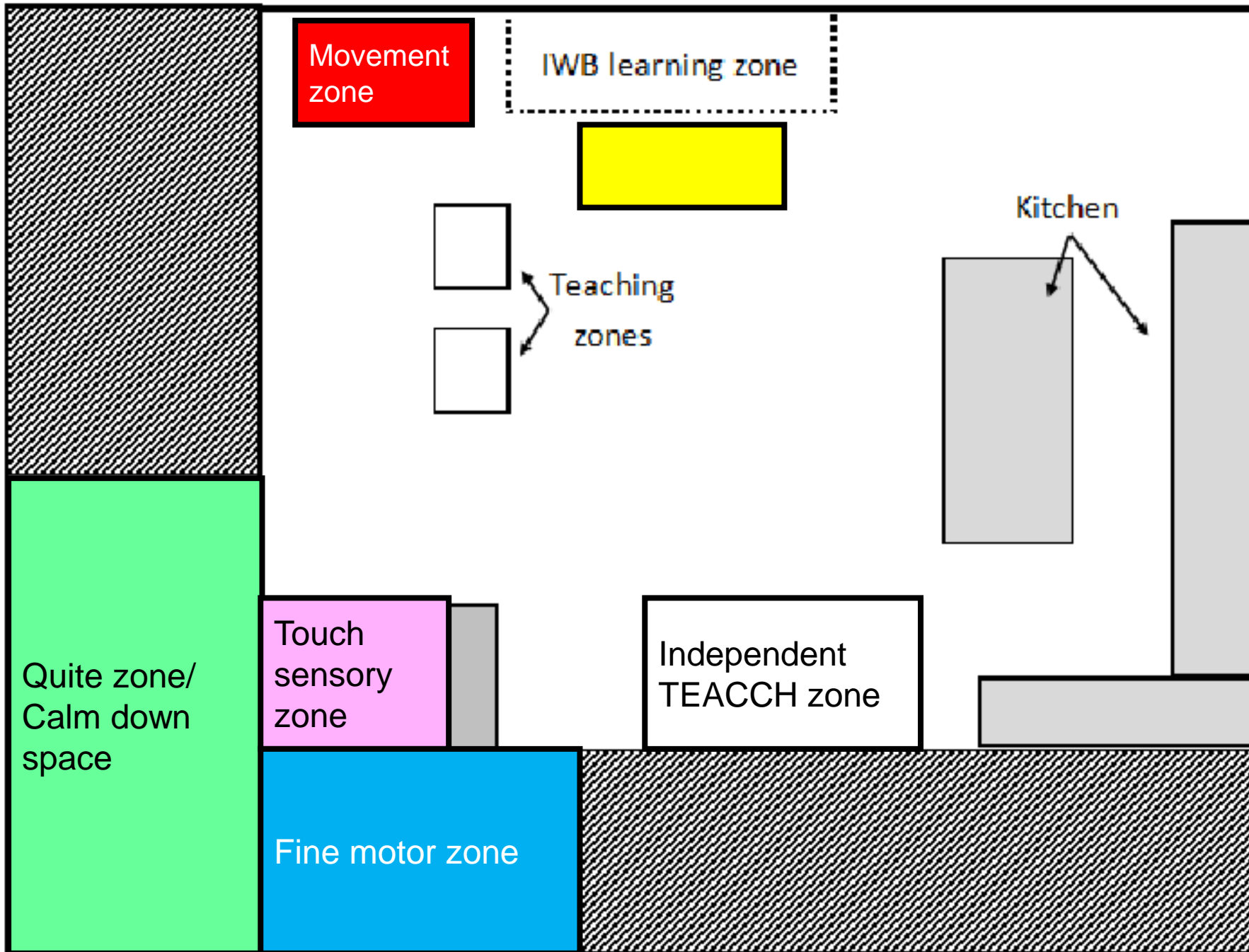


How did our learning look in the classroom?



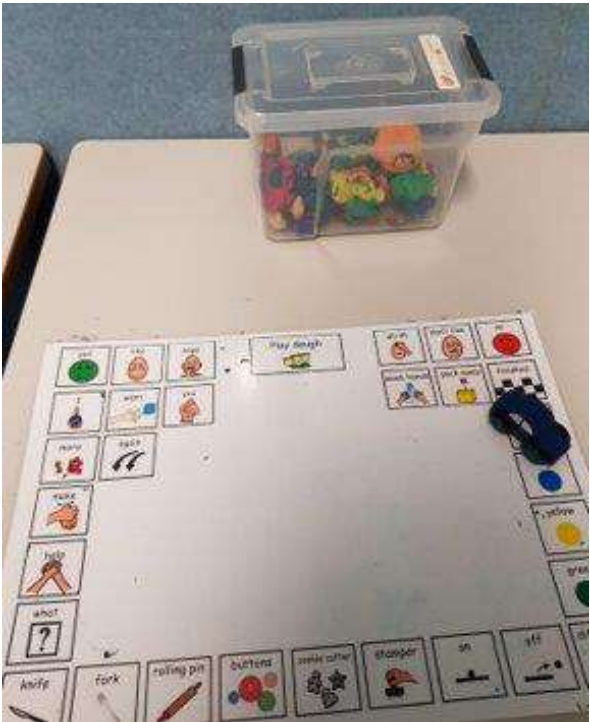
How did our learning look in the classroom?





Resources used.





Thank you for coming!

 Any questions?

