



The ANTS in your PANTS - Personal File Planner

This activity will help you as a teacher work together with families to better address needs and strategies that may work for each student.

What are some things that make your child feel upset?

Touch

- Itchy/scratchy clothes
- Socks and shoes not fitting right?
- Too many people around you
- People bumping me

Hear

- Loud noises
- Noises that keep going and going
- yelling/screaming
- Other kids talking
- Music loud/quiet
- Humming noises (fans, lights)

Other

- Missing someone (mom/dad)
- Being left alone
- Being hungry
- Being tired
- Being surprised
- Being sick
- Morning activities _____
- Afternoon activities _____
- Activities _____
- Someone being mean

Everyone reacts in a different way when they get upset. Some kids become really quiet and want to hide, other children get upset and cry. We all react differently...

What are some ways your child might react:

- Cry
- Clench teeth
- Have a loud voice
- Laughing
- Being mean/rude
- Using bad language
- Sweating
- My face turns hot
- Heart beats fast
- Breathing hard
- Start to move around
- Hide under tables or in the corner
- Stomp my feet
- Shaking and tapping
- Stomach feels bad
- Get really hyper
- Running or pacing
- Rocking my body
- Other _____
- Other _____

Now we can look at what makes the student feel better:

Once you have gone through and discussed the different items that may be triggering or dysregulating now it is time to find some tools that work for the individual student or class wide.

Based on the information provided below you and your student can create a calm down plan that is suitable for that student.

What helps your child feel better?

Movement Ideas - Twice daily is recommended 15 minutes each time for a class wide activity

- Whole body Exercise - (eg. wall push ups, burpees, hula hoop (gym), skipping, different ball sports)
- Jumping and Tag games
- Obstacle courses where there is crawling, walking backwards, rolling and catching a small ball etc.
- Fast Music
- Dancing
- Yoga

- Sitting on a therapy ball
- Whole Body Movements (eg. moving gym equipment, placing chairs for assemblies, climbing on playground, swinging)

Calming Tools

- Have noise reduction headphones or earplugs available to all students
- Music like Mozart or nature sounds (on CD or outside) are calming and regulating
- Small rocking chair or reading rocker
- Warming Pillow - microwave to warm
- Low lighting - darker area with a lamp
- Weighted Lap Pad
- Reading books
- Using computer/Ipad
- Watching TV/Movie
- Looking at pictures (people from home/magazines)
- Chewable items (pencil toppers, chewlery or gum)
- Bean bag chair
- Cozy blankets corner area
- Oversized pillows
- soft items
- Quiet space - little noise
- Drawing/writing
- Games/Puzzles/Toys
- Lego
- Bath/Shower - ?School
- Art Activity
- Getting a hug
- Have a Snack
- Have a Cold Drink
- Have a Warm Drink
- Have something to chew (chewlery, gum, gummies)

Focus Tools

- Pop up partitions for desks (cardboard can be used)
- Place student in low traffic areas (back of classroom not close to hallway or door traffic)
- When giving instruction try to be within arms length of student
- Have noise reduction headphones or earplugs available to all students
- Fidget Tools
- Wiggle Cushions
- Weighted Lap Pad
- Chewable items (pencil toppers, chewlery, or gum)
- Quiet space- little noise

- Drawing/writing
- Games/Puzzles/Toys
- Lego
- Have a Snack
- Have a Cold Drink
- Have a Warm Drink
- Have something to chew (chewlery, gum, gummies)

Other

- Blowing bubbles
- Singing/Humming
- Deep breathing
- Mindfulness activities
- Counting
- Being by myself
- Being with people but not talking
- Talking on the phone

If the child is needing to get their energy out or has the wiggles they may choose a Movement Idea. If the child is overwhelmed or just completed some work that wasn't very easy they may choose a calming tool. Or if the student is having a hard time to focus, perhaps one of the Focus Tools would work. All of these tools were selected based on self-regulation principles and sensory processing needs of students. Some of these tools will be new strategies and some may be used frequently already. The intention is to provide an idea of what may be helpful for different situations.

If you are finding the movement activities are overstimulating and behaviour is harder to manage. Try planning a transition activity - fun brain work (eg. lego, easy puzzle) before classroom activities are expected. If the strategy is not working perhaps some calming time scheduled in is what is in need.

This tool was adapted from the Massachusetts Department of Mental Health Safety Tool - August 2006.