

BRAINCALM™ SENSORY BREAKS FOR SNAS & CLASSROOM ASSISTANTS.

The Braincalm™ Ladder:

Blues & Reds at the 'top' of the ladder

Black Cloud (sad) & Yellows at the bottom of the ladder

Halfway down the ladder: GREEN LINE= 'Calm, focused, attentive, able to learn'

1. **Red behaviours (Seeking/hugger/chronic fidgeter) - settle these down to the green line**
 2. **Blue HYPER/OVER SENSITIVE behaviours – 'calm down' to the green line**
 3. **Yellow 'sloth like' behaviours: bring UP to the green line (need to awaken/alert)**
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The angry child/ class clown may present as poor behaviour in the classroom.



This may be how the child really feels inside - scared, low self-esteem, 'I don't want to look stupid in front of my friends', I don't feel good in myself'



PLEASE BE A CHAMPION FOR THE CHILD WITH 'SGO' SOMETHING GOING ON! YOU MAY BE THE SAVIOUR OF THAT CHILD'S MENTAL HEALTH IN THE FUTURE!

If a child gains SELF ESTEEM first everything else WILL follow.

What's the difference between a sensory break & a movement break?

A Movement break- needed by all adults & children every 45 mins! Otherwise, the brain is 'overloaded' & cannot pay attention!

A 'sensory break'- a TARGETED break for a child (or adult) with sensory issues- the activities or exercises will help regulate the senses.

**** You MUST give the CORRECT SENSORY BREAK to the child otherwise he/she will go back into the classroom without gaining the relief they need!**

- 1) Red activities/exercises- will 'settle' red seeking/chronic fidgeting behaviours
FEED THE CRAVING to settle the child
 - 2) Blue activities/exercises- will 'calm' blue hyper/over sensitive behaviours
REMOVE THE CHILD FROM OVERWHELMING SENSATIONS IN THE CLASSROOM & CALM DOWN ALL OF THE SENSES
 - 3) Yellow activities/exercises- will 'lift' or awaken' low arousal 'sloth like' behaviours
GIVE A 'WHOOOP WHOOP' BRAIN AWAKENING LIFT to boost attention for learning
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How many sensory breaks will a child with SGO need?

** If a child is taken through the Braincalm™ Intensive Programme (15 minutes a day, 5 days a week) this will dramatically reduce the amount of Sensory Breaks required.

The Braincalm™ Intensive Programme gives long term relief and Sensory Breaks only give temporary relief to the child,

Please consider completing Braincalm™ Intensive Programme training

[Braincalm Institute - enabling children to self-regulate their behaviour](#)

Rule of thumb:

1. **Mildly dysregulated** - a little 'quirky' & a little 'out of synch'

This child will POSSIBLY get their RELIEF from play before school starts, little break & big break.

2. **Moderately dysregulated** - occasionally disruptive (or opposite- often quiet, anxious, maybe 'low' arousal)

Struggles to learn, pay attention at times, this child will need 3 or 4 sensory breaks to 'bring him/her' BACK TO THE GREEN LINE for better learning.

*** Please note: little breaktime & lunchtime DO NOT count as sensory breaks! For a blue or red child- breaktimes may actually make the child's sensory systems worse!*

3. **Severely dysregulated** -

- constantly talking out of turn,
- constantly fidgeting/moving/squirming,
- very disruptive (** please remember- not the child's fault!)
- really struggles to keep attention on a task,
- may be in a mainstream classroom or may be in a small ASD/special education classroom.

*** This child may need a Braincalm™ Sensory Break- EVERY 20 TO 30 MINUTES. If you THINK you are losing the attention/concentration battle with a child- then you are. Take him/her out for a sensory break instead, reset the 'brain button'.



*** Make him/her a little 'green- I'm ok' & red 'I need a break' disc & tape it to the top of the child's desk so they can quietly point to let you know how they are.

*** Please don't forget to **ASK THE CHILD...**'what do you feel will help you?'

Think about **SCHEDULING** sensory breaks through the day for the very dysregulated child- to catch them **BEFORE THEY GO 'OFF THE CLIFF EDGE'**.

Example: Take a known 'red' behaviour dominant child for a red exercise

1. Before lessons start to 'settle him down'
2. At 9.45am
3. Just before or just after little break (to reset his brain button)- do it before break if the child has a tendency to get into trouble or tends to 'bang crash' in the yard.
4. Just after lunch break (or before - see above reason!)
5. 30 to 40 mins into class after lunch break.

Consider taking more than one child out for a break - give a 'sloth like child awakening activities- while the red child does wall press ups & a wall sit!

Or take a 'blue anxious hypersensitive' child for a 'shutting down the senses' break while setting up the red exercises for the red behaviour child.

How LONG should a sensory break be?

Generally, 5 minutes to 10 minutes. But ask the child 'how do you feel now?'

Does a child need to have a diagnosis?

No. Many of our SGO children don't – they may never have one. But they still need breaks! Just like you or I do when WE are tired or overwhelmed.

What is the difference between Braincalm™ Intensive & the 'Braincalm™ Sensory Breaks'?

Braincalm™ Intensive (some of you know the original Braincalm™ Program) where children are taken

- In groups of 3 to a separate room
- Taken through a series of A, B & C Braincalm™ exercises
- 5 days a week for 15 mins
- The exercises target specific areas of the brain
- Braincalm™ Intensive- 4 terms- 1 year program- 'rewires the brain'
- Goes "3 levels" deep into the brain
- Teaches the child HOW TO SELF REGULATE HIM/HERSELF
- Boosts attention, happiness, writing, sitting, decreases fidgeting

Braincalm™ Sensory Breaks:

- Can be done in the hallway- just outside the classroom door- usually done 1 to 1 with the child
 - Possibly at the back of the classroom if enough room
 - Only go "1 level" deep into the brain & relief is only TEMPORARY
 - The child will need 3, 4 or more sensory breaks throughout the day to keep him 'in the learning zone'.
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What equipment do I need to do Braincalm™ Sensory Breaks?

1. Yoga mat
2. Yoga/large therapy ball
3. Round wobble cushion (put one down at the back of every classroom along with a ball to 'throw & catch' to create a "Braincalm™" corner!
4. Selection of balls (soccer ball or beach ball for younger/tennis ball for older children)

Other useful items

Stretchy rubber therapy band (can buy in sports shops)- older (red) children LOVE this

Buckets & big paint brushes- for outdoor 'red' activities

Chunky chalk- younger children love these

Tent/makeshift tent using sheets & a bookcase, child's own pillow/eye mask/fleece blanket/old soft earphones (over the ear ones) for 'blue' sad/anxious/overloaded/hyper sensitive children.....

A huge nylon 'crash pad' for your sensory room.
