

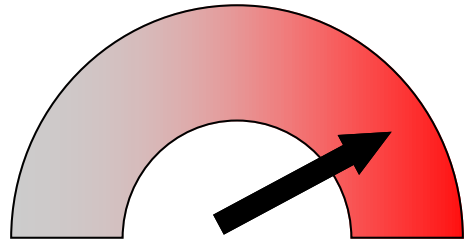
My engine



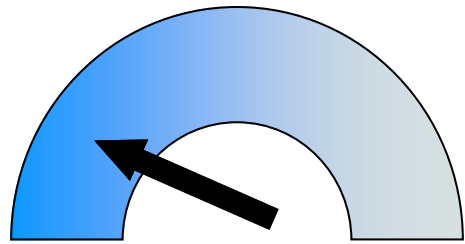
A story about energy regulation
Based on concepts from the Alert Program

Cars and trucks have engines
which make them run

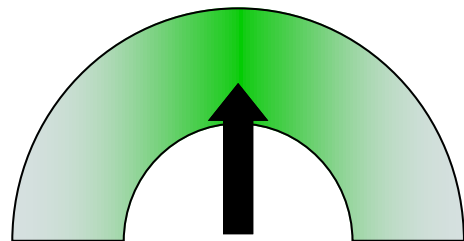
Sometimes they run on high



Sometimes they run on low



And sometimes they run just right



I can think of myself as being like a car

I have an engine which makes me run

I actually have several engines....

My heart

My brain

My muscles

My breathing

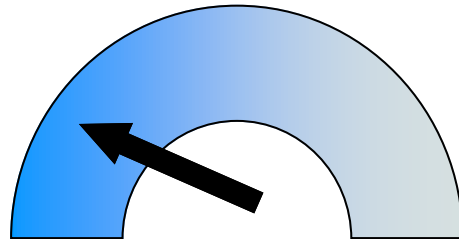


All these different parts of me
Work together throughout the day

To help me feel

Just Right

When my engine is running low



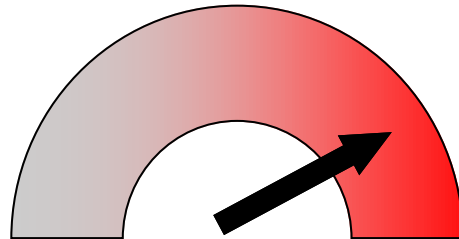
I might feel



Bored or tired or sad.

It can be difficult to sit up tall and listen to my teacher and do my work

When my engine is running high

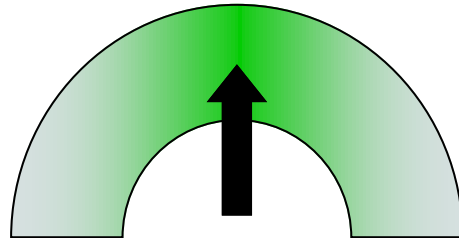


I might feel



Angry....silly....frustrated....
or like I have too much energy
It can be hard to sit still, to do my work
and keep my hands to myself.

When my engine is running just right



*I might feel happy and calm.
I can sit still, listen to my teacher
and do my work.
I can be a good friend*



Just as cars and trucks need care and attention
To help them run properly



Sometimes I need to do things
to help my engine run "just right"



When my engine is running **high** I can try...



Listening to music



Using my muscles in play



*Taking a deep breath
/ blowing bubbles*



Stretching



Finding a quiet place

When my engine is running **low** I can try...



Going for a walk



Having a drink of water



Stretching



Taking a deep breath

When my engine is running **just right** I will feel great and I will be able to do what I need to do



Everyone will be so proud of me
They might say
“You are running **just right**...well done”



Note to parents and teachers



The concepts for movement and activities listed for **high** and **low** engines are examples of strategies which may be put into place for your child.

There are many different options and each should be tailored to the child in question

A selection of other tools may include:

- Sitting on an air cushion / gym ball
 - Using a weighted lap bag
 - Using fidgets
 - Using chewing gum
 - Having a munch and crunch break
 - with crunchy healthy foods
 - Taking a whole class yoga break
- Positioning in the classroom away from distractions
- Placing a stretchy band around the chair leg to allow for resistive exercises while seated

Of course this is not a comprehensive list

Further resources:

How Does Your Engine Run?[®]

A Leader's Guide to the Alert Program[®] for Self-Regulation
by Williams & Shellenberger (1996)

The Zones of Regulation[®],

by Leah Kuypers

(2011, Social Thinking Publishing)



The Incredible 5 Point Scale

By Kari Dunn Buron and Mitzi Curtis

(2nd edition 2012)

Can't You See I'm Sensational

Kate Pascale - Knox Community Health Service (2010)

The Out of Sync Child

Recognising and Coping with Sensory Processing Disorder

By Carol Stock Kranowitz (2006)