

**ALL THAT &
A BAG OF TRICKS:
OLDIE BUT GOODIE STRATEGIES
WITH A TWIST**



LINK TO PRESENTATION



Scan me

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SESSION OBJECTIVES

- × Participants will be able to apply principles of **thinking socially to social learning challenges** in an engaging way
- × Participants will be able to apply **strategies and intervention** based on the function of a student's behavior
- × Participants will recognize the importance of **teaching intervention strategies** for diverse student populations
- × You get FREE stuff to use with your students!

WHY IS SOCIAL AND EMOTIONAL LEARNING INSTRUCTION SO IMPORTANT?

- ❑ **All environments are social**
- ❑ If a student learns **incidentally**, he/she would have learned these skills
- ❑ It provides strategies to **prevent** and **replace** problem behaviors
- ❑ Social & emotional learning instruction teaches students **appropriate** interpersonal communication skills, self-discipline, and problem-solving skills
- ❑ Poor social and emotional skills **correlate** highly with low academic achievement

At least 12% of students in K-12 classrooms have a relatively serious behavioral and emotional disorder (Forness, Kim, & Walker, 2012).

38% of all students will, during their K-12 school years, experience severe or moderate emotional and behavior problems (Forness, Kim, & Walker, 2012).

55% of students with an eligibility of EBD drop out of school (Gage, et al., 2010).

Research also suggests that in EBD classrooms, teachers infrequently implement structured positive incentive programs and almost never include any type of social skills program or intervention (Kern, Hilt-Panahon, & Sokol, 2009, p.22).

**"Sadly, these findings are quite similar to those reported over 25 years ago"
(Knitzer, Steinberg, Fleisch, 1990).**


SOBERING FACTS

IMPLICATIONS...

- ❑ Improved school climate
- ❑ Increased attendance and graduation rates
- ❑ Improved college and career readiness (e.g., problem-solving skills, frustration tolerance)
- ❑ Increased ability to manage depression
- ❑ Decreased likelihood of receiving public assistance, having involvement with police before adulthood and spending time in a detention facility

(Durak, et al., 2011)

(Barbarin et al., 2006; Yoder, 2014; Zins, Weissberg, Wang, & Walberg, 2004)



***IF YOUR EMOTIONAL ABILITIES AREN'T
IN HAND, IF YOU DON'T HAVE
SELF-AWARENESS, IF YOU ARE NOT
ABLE TO MANAGE YOUR DISTRESSING
EMOTIONS, IF YOU CAN'T HAVE
EMPATHY AND HAVE EFFECTIVE
RELATIONSHIPS, THEN NO MATTER
HOW SMART YOU ARE, YOU ARE NOT
GOING TO GET VERY FAR.***

-DANIEL GOLEMAN

FBA

Pepto Bismol for a headache?



FUNCTION OF BEHAVIOR

S ensory	Looks good, sounds good, smells good, feels good, tastes good
E scape/Avoidance	From certain people, demands, settings, noises and aversive stimuli
A ttention	Peer attention, negative attention, positive attention
T angible	Access to an item or an activity



SEL Core Competencies

Self-Management

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Setting and achieving goals

Social Awareness

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help



Self-Awareness

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Responsible Decision-Making

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Sources: CASEL, Acknowledge Alliance



SELF MANAGEMENT

The ability to successfully **regulate** one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

Impulse control

Stress management

Self-discipline

Self-motivation

Goal-setting

Organizational skills

CASEL



Behavior Coupons



Sand Timers/Timers



Token Towers



Terrific Tickets



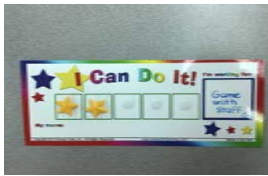
Terrific Ticket Envelope



Un-POP-able!



Chit Chat Mats



I Can Do It Charts



Chatter Chips



Fidget Cubes



Cotton Ball Slam



Blurt Cubes



Mystery or Secret Student



Bubble Wrap



No Thanks Stickers



Blurt Alert Cards



Individualized Calming Card



Portable 5 Point Scale Badge



Individualized Student 5 Point Scale Badge

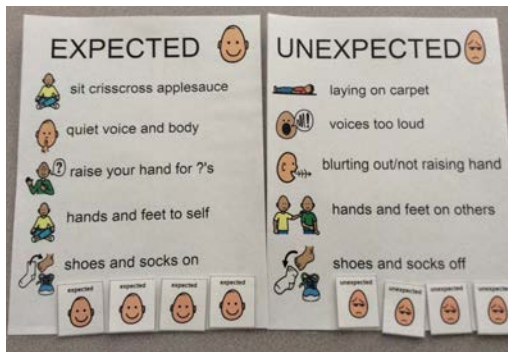


I've Got it --- I Need Help!
Self-Advocacy Cards

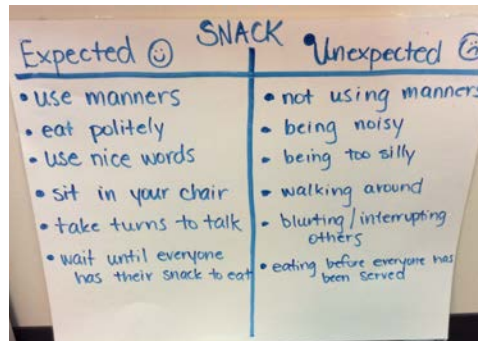


Break Cards

(5 point scale- Concept Source: Kari Dunn Buron & Mitzi Curtis)



Expected and Unexpected Visual
with removable icons



Concept Source: Michelle Garcia Winner

Things I can do
when I am at a 4 or 5

- take deep breaths
- count to 10 slowly
- ask to get a drink
- sit in a quiet place
- read a book
- listen to music
- think of something peaceful and positive

	Feeling words for this...	Looks/Feels Like...	I can...
5	Furious or I Shutdown	I feel very angry and stop talking. I choose not to follow directions.	Show the adult my 5 point scale. Take a self control break, or take deep breaths.
4	Frustrated or Confused	I feel mad or upset. I feel like I might shutdown. I need to take a break for 3-5 minutes.	Show the adult my 5 point scale. Take deep breaths. "What feel more calm? I can use my words, "I feel... because..."
3	Angry, Mad, or Upset	I feel stuck. I don't know what I am supposed to do, or the job is really hard for me.	Show the adult my 5 point scale. Take deep breaths and/or push my hands and/or feet together. Use my words to tell the adult how I feel OR ask the adult a question.
2	OK	I feel OK. I am doing work that is kind of hard for me, or I am doing work that I don't really want to do.	Show the adult my 5 point scale. Take a deep breath and tell myself, "This is hard, but I can do it." "Oh, I don't want to do this, but I will."
1	Happy or Comfortable	I feel happy and ready to do work. I follow the directions.	Stay this way. I am making great choices!

Concept Source: Kari Dunn Buron & Mitzi Curtis

CHAMPS

Classroom Management for Little Champions

Conversation
How We Will Talk

Movement
How We Can Move

Participation
How We Can Participate

Help
How We Can Get Help

Ask
How We Can Ask

Champion
I'm a class CHAMP! presented to Super

Champion Tracker
When I fill 10 spaces, I will

Champion Tracker
When I fill 20 spaces, I will

Teachers Pay Teachers



Free CHAMPS signs on Teachers Pay Teachers!
Above from: CHAMPS Bulletin Board Cards by Kerry Antilla

OUR TOP 10 (OK, 11) RESOURCES FOR SELF-MANAGEMENT

1. **MY BOOK FULL OF FEELINGS -- JAFFE & GARDNER**
2. **THE INCREDIBLE 5-POINT SCALE -- BURON & CURTIS**
3. **THE ZONES OF REGULATION -- KUYPERS**
4. **SUPERFLEX -- WINNER**
5. **IMPULSE CONTROL -- CASELMAN**
6. **HELPING KIDS HANDLE CONFLICT (TEACHING SELF-CONTROL) -- SHAKARIAN & HUGGINS**
7. **HELPING KIDS HANDLE ANGER (TEACHING SELF-CONTROL) -- HUGGINS**
8. **HOW TO BE ANGRY -- WHITSON**
9. **WHAT TO DO WHEN YOUR TEMPER FLARES -- HUEBNER**
10. **EVERYBODY GETS ANGRY -- PILL**
11. **TOTALLY CHILL: MY COMPLETE GUIDE TO STAYING COOL -- LYNCH**

SELF-AWARENESS

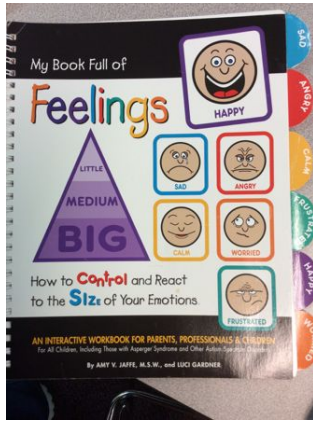
The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

Identifying Emotions
Accurate Self-Perception
Recognizing Strengths

Self-Confidence
Self-Efficacy

CASEL

Size of Feelings



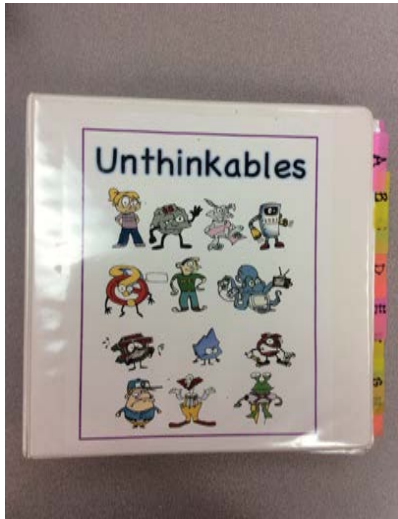
My Full Book of Feelings. Jaffe, Amy V. & Gardner, Luci. (2006)



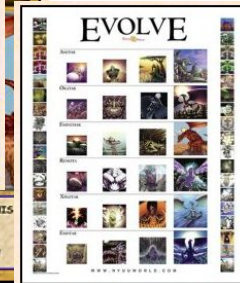
SUPERFLEX



Our Superflex Library: Each tub contains books related to specific Unthinkables.



RYUU CARDS



Identifying Emotions



Feelings Check-In

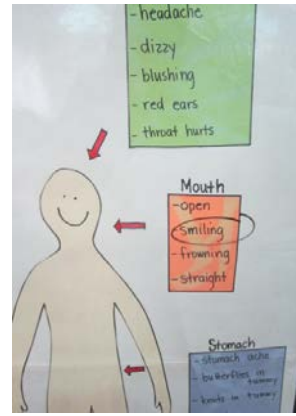
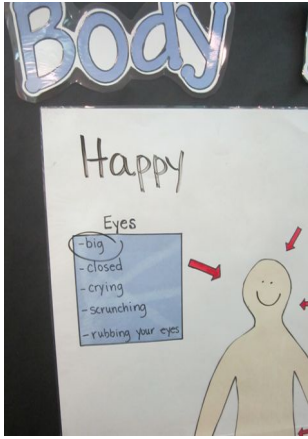


Feelings Check-In Cups

Identifying Facial Expressions



Identifying Emotions - whole body



Whole Body Listening!

Larry wants to remind you to listen with your entire body



Is your BODY in the group?



Ask yourself, are you...

- Sitting or standing in the group's circle or space? 🧑🏻🧑🏻🧑🏻
- Turning your body toward the group and speaker? 🧑🏻🧑🏻🧑🏻
- Looking with your eyes at the speaker(s)? 👁️👁️👁️
- Using your body to show you are interested? (eye contact, nodding, "uh-huh", smiling) 🧑🏻🧑🏻🧑🏻

Is your BRAIN in the group?



Ask yourself, are you...

- Looking with your eyes at the speaker? 👁️👁️👁️
- Aware of the topic? 🧑🏻🧑🏻🧑🏻
- Saying questions or comments about the topic? 🧑🏻🧑🏻🧑🏻
- Thinking about other people in the group?
 - What are the other people feeling?
 - What are the other people thinking?
 - What is the other person saying with their face and body?
 - Are other people interested?

(Whole Body Listening! <http://www.socialthinking.com>)

Concept created by: Michelle Garcia Winner
Visual tool created by: Jill Kuzma, (2008)

ONE-PAGERS AND GOOD DAY PLANS

Name: Gie
DOB: July 19, 2001
Date: August 21, 2018

My Strengths

- Animal Knowledge
- Video Games (CIV)
- Working with my hands
- Building things
- Mental Math
- Logic Smarts

My Preferences

- I prefer using the stability ball.
- I prefer to be alone when I am mad.
- I prefer to work with a partner
- I like written directions
- I prefer to take tests in Mrs. Fairbairn's room.

My Interests

- Fishing
- Wakfu (Netflix)
- Being a Scientist when I grow up.
- Pangolins
- Engineering (micro-machines)
- Village Inn Pancakes

My Needs

- I need good sleep!
- I need help with accepting feedback and understanding that I don't have to be perfect at everything.
- I need checklists
- I need challenging work!
- I need to take tests in Mrs. Fairbairn's room.

My Good Day Plan

Success Day **Now** **Action** **Support!**

What happens on a Good Day? **Does it happen now?** **What needs to happen to make it a Good Day?** **Who can help me?**

1. I get up and...
2. I go to school...
3. I get home...
4. I eat lunch...
5. I go to bed...

1. I get up and...
2. I go to school...
3. I get home...
4. I eat lunch...
5. I go to bed...

1. I get up and...
2. I go to school...
3. I get home...
4. I eat lunch...
5. I go to bed...

1. Mrs. S.
2. Mrs. T.
3. Mrs. U.
4. Mrs. V.
5. Mrs. W.

One-Pagers: A way to clarify your needs and goals based on your strengths and interest

Good Day Plans: A simple tool used to help you identify the factors that play a role in whether or not you have a good day.

THE ZONES OF REGULATION

BLUE ZONE **GREEN ZONE** **YELLOW ZONE** **RED ZONE**

Blue Zone Tools
Stretch

Green Zone Tools
Drink water

Yellow Zone Tools
Deep breath

Red Zone Tools
Take a break

STOP, OPT AND GO
Finding solutions to control my zones

My trigger word for this situation: _____

My regulation strategy: _____

STOP (red light)
OPT (yellow light)
GO (green light)

1. Use STOP, OPT and GO to regulate your zone when a trigger word is used. Use the STOP, OPT and GO cards to help you.

STOP: Take a breath and think.

OPT: Remember your strategy. Breathe and drink your water. Stop if you feel bad.

GO: Check with your teacher, parent, or friend if you need help.

Write your strategy on the back of the card. Use it to help you regulate your zone when you feel bad.

(Kuypers, Leah. <http://www.zonesofregulation.com/the-zones-posters.html>)

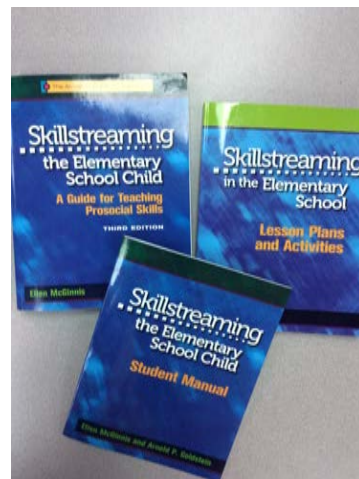
ZONES CHECK-IN



SKILLSTREAMING

One of the very first social skills training approaches.

“It is an evidence-based strategy designed to systematically teach social skills to address the needs of students who display aggression, immaturity, withdrawal, or other problem behaviors” (McGinnis, 2012)



SKILLSTREAMING: TEACHING REPLACEMENT BEHAVIORS!

1. Modeling (Shows you what to do)
2. Role-Playing (Helps you try it)
3. Feedback (Helps you do better)
4. Transfer (Helps you know when, where, and with whom to use the skill)



SELF-AWARENESS CHECKLISTS

[Character Traits Checklist #1](#)

[Character Traits Checklist #2](#)

["My Skills" Checklist](#)

OUR TOP RESOURCES FOR SELF-AWARENESS

1. ***MY BOOK FULL OF FEELINGS -- JAFFE & GARDNER***
2. ***THE INCREDIBLE 5-POINT SCALE -- BURON & CURTIS***
3. ***THE ZONES OF REGULATION -- KUYPERS***
4. ***SUPERFLEX -- WINNER***
5. ***STICK UP FOR YOURSELF! (A 10-PART COURSE IN SELF-ESTEEM AND ASSERTIVENESS FOR KIDS, 2 BOOKS): KAUFMAN, RAPHAEL & ESPELAND***
6. ***THE CAT(COGNITIVE AFFECTIVE TRAINING)-KIT -- ATTWOOD, CALLESEN, & NIELSEN***
7. ***WHOLE BODY LISTENING LARRY AT SCHOOL -- WILSON & SAUTTER***
8. ***WHOLE BODY LISTENING LARRY AT HOME -- WILSON & SAUTTER***
9. ***SKILLSTREAMING -- GOLDSTEIN & MCGINNIS***

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Perspective-taking

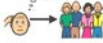
Empathy

Appreciating diversity

Respect for others

Use your Social Sense

 You are THINKING about what

OTHER people  are Thinking and Feeling!

.....and guess what?!

Other people are Thinking about you too!


Jill Kuzma

Your Social Sense

has 2 jobs:



(Kuzma, J. (2009) <http://jillkuzma.wordpress.com>)

Adult Assisting: _____
 Name: _____ Journal Date/Time: _____ 

 I am upset because... _____

 Who is involved: _____

Here is a picture:




ME

(other person's name)





 I am feeling:

 They are probably feeling:

 This is what I want:

 This is what they probably want:

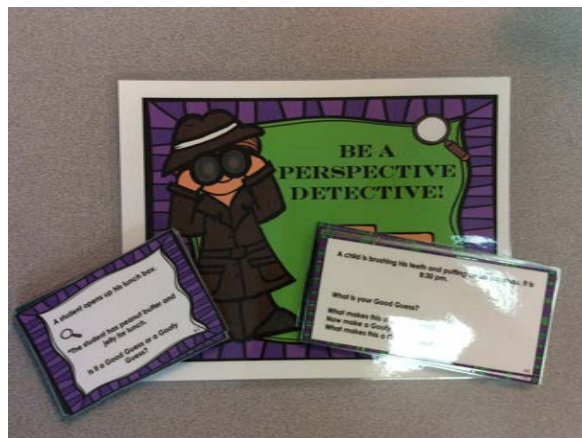
Social Behavior Map for: _____

Expected Behaviors	How they make Others Feel	Positive Outcomes for You	How You feel about Yourself
			
_____	_____	_____	_____

Visual created by: J. Kuzma 2007
 Author: Michelle Garcia Winner, Think Social, 2005, www.socialthinking.com

(Kuzma, J. (2005) <http://jillkuzma.wordpress.com>)

BE A PERSPECTIVE DETECTIVE



A Perspective Detective Activity



Social Language Program

OUR TOP RESOURCES FOR SOCIAL AWARENESS

1. ***SOCIAL RULES FOR KIDS-TOP 100 SOCIAL SKILLS KIDS NEED TO SUCCEED -- DIAMOND & GORDON***
2. ***THINKING ABOUT YOU THINKING ABOUT ME -- WINNER***
3. ***YOU ARE A SOCIAL DETECTIVE -- WINNER***
4. ***BUILDING SOCIAL RELATIONSHIPS -- BELLINI***
5. ***TEACHING CHILDREN EMPATHY, THE SOCIAL EMOTION -- CASELMAN***
6. ***SOCIAL THINKING AND ME (2 BOOKS) -- WINNER & MURPHY***
7. ***ALL OF THE SUPERFLEX BOOKS -- WINNER***
8. ***ROOM 14: SOCIAL LANGUAGE PROGRAM -- WILSON***

OUR TOP RESOURCES FOR SOCIAL AND EMOTIONAL LEARNING

1. **THE EDUCATOR'S GUIDE TO EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT -- ELIAS & ARNOLD**
2. **SOCIAL AND EMOTIONAL LEARNING IN ACTION -- FLIPPO**
3. **PROMOTING SOCIAL AND EMOTIONAL LEARNING -- ELIAS, ZINS, WEISSBERG, FREY, GREENBERG, HAYNES**

"THE **EMOTIONAL
BRAIN** RESPONDS
TO AN EVENT MORE
QUICKLY THAN A
THINKING BRAIN."

-DANIEL GOLEMAN

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<https://www.pinterest.com/cjmagoo1/>

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<https://www.pinterest.com/meganrees85/>

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THE GREAT
FREEBIES AND
LINKS!***



<https://bit.ly/2MXLeIp>

THANKS!

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- mindandbodychiro.com [headache]
- riteaid.com [Pepto Bismol]
- feltmagnet.com [chair]
- reallygoodstuff.com [secret student]
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