



# West Virginia ECPBIS

## Day 2

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WV Behavior/Mental Health TA Center at the WV  
Autism Training Center at Marshall University



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## Agenda - Day 2



West Virginia DEPARTMENT OF  
EDUCATION

- Reflections from Day 1
- Using Positive Feedback & Encouragement
- Overview of Self-Regulation and Social Emotional Teaching
- Teaching Social Emotional Skills: Why, When, What, and How
- Developing Friendship Skills
- Enhancing Emotional Literacy
- Controlling Anger and Impulse
- Problem Solving
- Pulling It All Together



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## Reflections from Day 1



- Questions?
- Comments?
- New Ideas?



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## EXPECTATIONS

Let's talk about your classroom expectations.

Show and Tell 😊



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## Shifting our Focus and Reframing our own Behavior

Let's watch 2 videos



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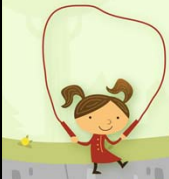
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## Shifting our Focus

Stress behavior vs. misbehavior



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### Shifting Focus: Behavior(s) are the way young children communicate stress

What we have to do:

- 1.) Identify stressors
- 2.) Signs of stress
- 3.) Identify calming and restoring strategies for children and for staff/ourselves




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### Shifting Our Focus

We...

- label the behavior as manipulative or defiant.
- label self-stimulation behavior as disruptive, odd, or distracting.
- label a student as unmotivated or apathetic.

When it could be...

- a student trying to create some control in a life of chaos.
- a student who is trying to regulate stress.
- a student who is exhausted from raising him/herself and/or his/her siblings.




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### Self-Regulation and Co-Regulation

- Students who are having difficulty with self-regulation, first need **co-regulation**.
- Co-regulation is when two people are in sync, allowing each person to up or down regulate the other person to become calm and engaged.
- Remember = Self control is different from self-regulation. "Self-reg" comes FIRST.




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## Self-regulation vs. Self-control

- Self-Control = The ability to inhibit impulses in a moment.
- Self-Regulation = Identifying the causes and reducing the intensity of impulses.
- Take away = "By teaching self-regulation, through co-regulation, kids are learning what it FEELS like to be calm, not told to "calm down."




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## Self-regulate to Co-regulate

- In order to respond in the most appropriate and effective manner we must be self-regulated.
- Self-regulation is knowing your stressors and signs of stress; how to reduce stress, how to calm, and how to restore.
- Kids can rarely self-regulate and they will never develop the skill unless they are co-regulated.
- Co-regulation is when a person is supported through the stress response in order to help restore a sense of calm and comfort.




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## Time to NOT Panic... Connection

- HALT: Connect with the student before correction, redirection, or lecture.
  - Is the student Hungry – Angry – Frustrated – Lonely – Tired?
- Focus on calming, be in the moment, not 10 steps away...
- Use nonverbal communication to communicate safety and calm.
- Know your and your students' signs of stress and stressors. (remember your HOT Buttons)
- Know your students' strengths and supports.




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## Validate and Listen

- Validate the feelings; no matter how irrational
- Listen reflectively; let them know what you hear
- Suggest something that helps the student calm and restore (preferably involving movement)
- Cautiously use a reminder of the expectation, student's strength, and/or past positive behavior that contrast current behavior
- Space and time, but don't ignore
- Why and Why Now?

\*\*\* We are going to talk about more specific strategies for co-reg and self-reg this afternoon\*\*\*




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## Using Positive Feedback and Encouragement: 4 Principles

- Contingent on appropriate behavior
- Descriptive
- Conveyed with enthusiasm
- Contingent on effort




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## Teach Me What to Do....




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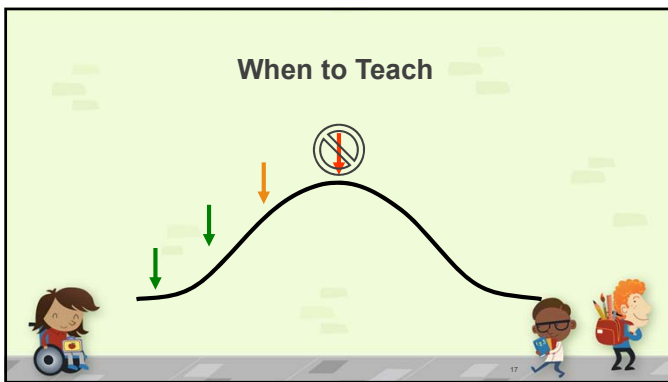
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Key Social and Emotional Skills We are Going to Target Today:  
Teach Me What to Do Instead

- Friendship skills
- Following rules, routines, and directions
- Identifying feelings in self and others
- Self-regulation
- Controlling anger and impulse
- Problem solving


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Targeted Social Emotional Skill

1.) Friendship Skills




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Friendship Skills



Think about children who are well liked and friendly...

What do they do? What skills do they have?




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### Friendship Skills



- Gives suggestions (play organizers)
- Shares toys and other materials
- Takes turns (reciprocity)
- Helpful
- Gives compliments
- Begins to empathize



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### Play Organizing Skills Video



clip 2.2



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### Play Organizers will...

1. Get a friend's attention
2. Give a friend a toy
3. Offer suggestions of what to do with toys/materials
4. Share
5. Demonstrate play and action





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### Sample Lessons to Teach and Support Opportunities for INTENTIONAL Teaching Social Skills



- Put names in can, children draw name, make something special for a "friend"
- Plant seeds of friendship
- Friendship "hands" tree
- Books about friendships
- My friend autograph book
- "My friend" art (it takes two)
- Music/songs about friends ([www.songsforteaching.com](http://www.songsforteaching.com))
- Center partners/Buddy Play



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### Super Friends



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### I Can Be a SUPER FRIEND!



Created for Tab by Lisa Grant & Rochelle Lentini



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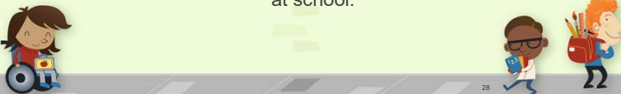
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I like talking and playing with my friends at school.




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Sometimes, I want to play with what my friends are playing with.

When I play, I sometimes feel like taking toys, using mean words, or hitting and kicking.



My Friends get sad or mad when I hit, kick, use mean words, or take toys.


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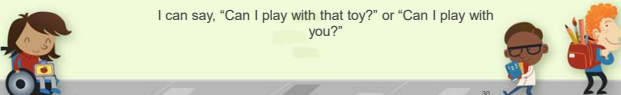
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If I want to join in play, I need to join nicely or ask to play with my friends' toys.



Can I play with you?

I can say, "Can I play with that toy?" or "Can I play with you?"




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 **First** I stop, **then** I think about what a Super Friend would do.

 Use nice talking,

 Gentle hands and feet, 

 Look with their eyes,

 Listen with their ears, &

 Take turns with toys, &

 Go with the flow.

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I can try to be a SUPER FRIEND.

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**Taking turns can be fun!**




My friends and I get to play with toys we like.



My friend can take a turn, then I can take a turn.



If I want to play with my friend's toy, I can say:  
"Can I please play with that toy?"

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After I ask my friend for a turn,



Can I play with that Toy?

sometimes I might have to wait for my turn,  
but I will get a turn soon.





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My friends and I like playing together.



Sometimes when my friends play, I get upset. I may want them to play with the toys my way.



But my friends can play with toys their way and I can play my way, as long as we all play nicely together.


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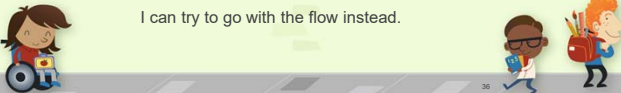
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My friends get sad when I use mean talking, when I hit, or when I kick.



I can try to go with the flow instead.




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I can stop, take 2 deep breaths, and say  
To myself: "I can go with the flow."



I can go with the flow!



I can go with the flow.



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I like going to school and playing with my friends and teachers. I  
also like playing with friends at home.



But sometimes I have a hard time and feel  
frustrated or angry. If I feel this way,



I need to STOP, THINK, and DO.



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


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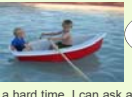
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I can also remember that a Super Friend can




stop, take 2 deep breaths, and say: "I can go with the flow."






I can go with the flow.

If I am still having a hard time, I can ask an adult  
for help. I can go to the adult and  
say: "Can you please help me?"



Can you please help me?



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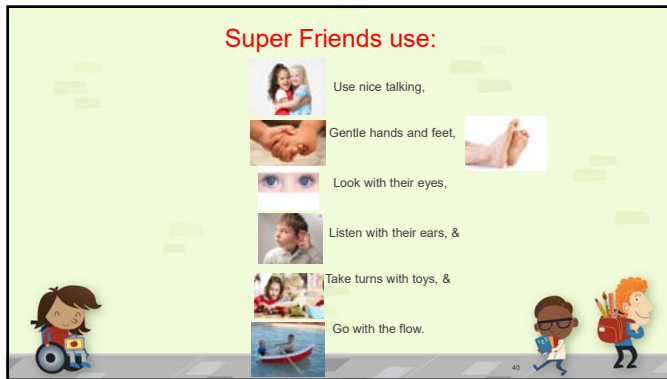
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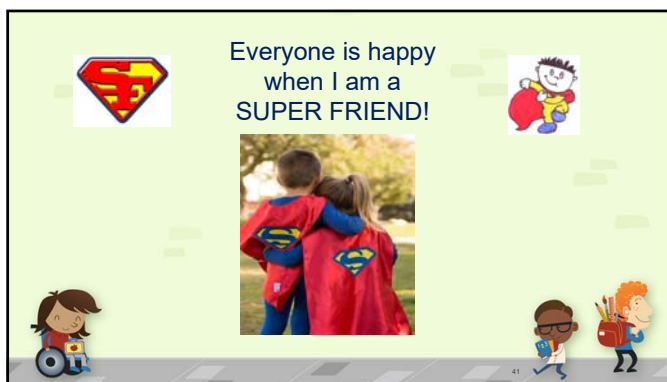
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## Emotional Literacy

### What is emotional literacy?

Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.




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### Children with a Strong Foundation in Emotional Literacy:



- tolerate frustration better
- get into fewer fights
- engage in less destructive behavior
- are healthier
- are less lonely
- are less impulsive
- are more focused
- have greater academic achievement




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### Learning About Our Feelings

- Recognizing and relating with others' feelings
- Recognizing anger can interfere with problem solving
- Recognize anger in oneself and others
- Understanding appropriate ways to express anger
- Learning how to calm down
- Recognizing our feelings and using self-regulation
- Understanding appropriate ways to problem-solve




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### Enhancing Emotional Literacy...

- Direct Teaching
- Indirect Teaching
- Use of Songs and Games
- How would you feel if...?
- Checking In
- Feeling Dice and Feeling Wheel
- Use of Children's Literature



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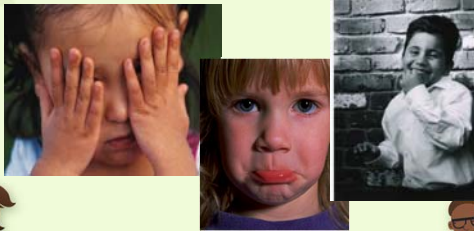
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### Direct Teaching of Feeling Vocabulary



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### Feelings Poster and Mirror



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### Feeling Bulletin Board




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### Sample Game

- How does your face look when you feel proud?
- What makes you feel proud?




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### Checking In

Teachers and children can "check in" each morning by choosing a feeling face that best describes their affective state and putting it next to their name. Children can be encouraged to change their feeling faces throughout the day as their feelings change.




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### Feeling Wheels & Feeling Dice




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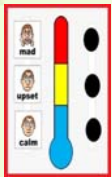
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### Feelings Thermometer/ Emotion Chart




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### Characteristics of Classrooms that Foster Emotional Literacy

- Books about feelings are read and in the story center
- Photos of people with various emotional expressions are available
- Children are reinforced for using feeling words
- Teachers notice and label children's feelings
- Activities are planned to teach and reinforce emotional literacy
- Teachers label own feelings
- Efforts occur daily




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## Using Children's Literature to Teach Social Emotional Skills




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## Book Nooks

[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)

On Monday  
When It Rained

Glad Monster  
Sad Monster

Hands Are Not  
for Hitting




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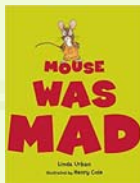
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## Book Activity

*Mouse Was Mad*  
by Linda Urban



Disappointed  
Embarrassed  
Proud  
Scared  
Angry  
Excited  
Lonely




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## Using Books to Emotional Literacy

- What emotions/feelings does this book teach?
- How might you use this book during story time to support emotional literacy?
- What other activities related to this book could you do throughout the day to teach or reinforce the content of the book?




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## Key Concepts with Feelings



- Feelings change
- You can have more than one feeling about something
- You can feel differently than someone else about the same thing
- All feelings are valid – it is what you do with them that counts




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## Targeted Social Emotional Skills

- 3.) Self-regulation/Co-regulation
- 4.) Controlling anger and impulse




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**Teaching Self-Reg Through Co-Reg “SMARTTEST”**

(Dr. Stuart Shanker)



SMARTTEST

- S - SIMPLIFY YOUR LANGUAGE
- M - MOVEMENT - SLOW YOUR ACTIONS
- A - AFFECT - MATCH THE CHILD'S AFFECT
- R - REFLECT THE CHILD'S EMOTIONAL INTENT
- T - TONE OF VOICE - MODULATE FOR SITUATION
- E - EYES AND EARS - LISTEN WITH BOTH
- S - STOP - WAIT FOR THE CHILD TO INITIATE
- T - TOGETHER - JOIN CHILD IN THEIR INTENT

www.self-reg.ca




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**Games and Activities you already know for Self-Reg**

- Red Light/Green Light
- Freeze Tag
- Duck Duck Goose
- Musical chairs
- Simon Says
- Bop-It
- Breathing Techniques
- Mindfulness for Kids/ Yoga





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**Yoga and Mindfulness**




Boat Pose




Extended Mountain Pose

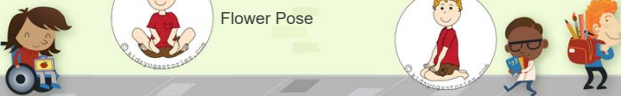
<https://www.kidsyogastories.com/kids-yoga-poses/>



Flower Pose



Hero Pose




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**“Move It or Lose It”**

**The OT Toolbox**

- <https://www.thetoolbox.com/>
- Created originally as a blog by an Occupational Therapist
- Provides information on a variety of areas
  - Sensory, Fine Motor, Functional skills, self-care, executive functioning, and handwriting
  - Offers activity suggestions, free printables, and videos demonstrating some adaptive techniques and activities.
- Weekly Newsletter
- Movement Breaks and Brain Breaks




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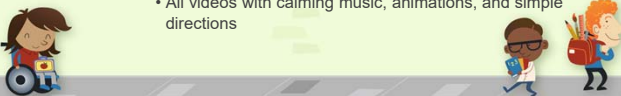
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**GoNoodle**

**“Move It or Lose It”**

- [www.gonoodle.com](http://www.gonoodle.com)
- Online platform and iPad application
- For calming and increasing body awareness
  - Empower Tools Yoga Videos
  - Promotes calming and self-regulation
  - Flow- Unwinding, melting, various breathing exercises
  - All videos with calming music, animations, and simple directions




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**WV Elementary School Example**


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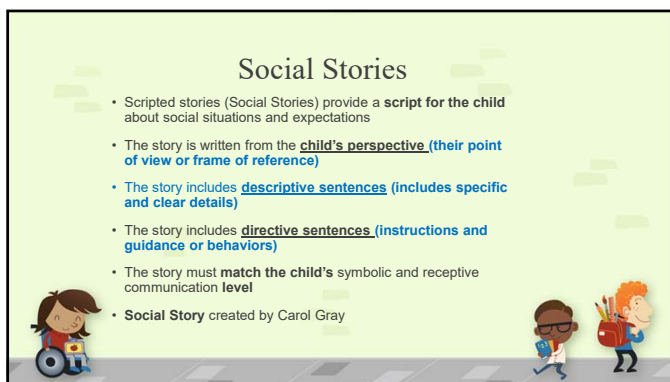
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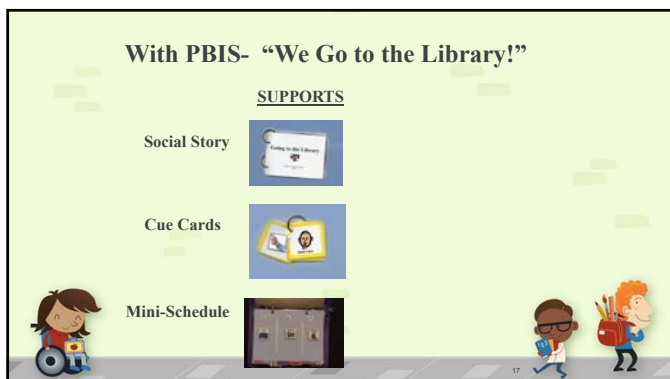
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# Going to the Library



Social Story written by:  
Amy Carlson, 2016




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I can walk to the library.  
No running at the library.  
I hold hands with Mommy or Daddy  
when I walk to the library.




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First, I walk pass the doors. Then, it is time to whisper.  
The library is a quiet place.

Mommy and Daddy are happy when I use my calm, quiet  
voice.

I can whisper and get books at the library.




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I like the library!  
 First, I quietly play with the beads.  
 I can play with the beads for a little while.  
 Then, I stop, and get books. I will know it is almost time to get books when Mommy or Daddy say 2 more minutes.

1. Play with beads



2. Choose books

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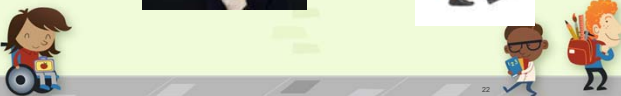
I can try to follow the library rules.

The library rules are:

1. Whisper



2. Walk

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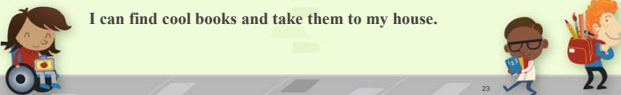
I'm all done with the beads.



Wow, look at all those books!



I can find cool books and take them to my house.



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I wait my turn to show the librarian  
the books that I want to borrow.

When it is my turn, I give the librarian  
my books and my library card.



I can say, "I want to borrow these  
books please."




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I'm all done at the library. That was fun!  
It is time to go.  
Let's go to the van.  
I can hold my books and walk to the van.




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I love my new books!

I can carry my new books to the  
van.



I hold hands with Mommy and  
Daddy and walk.




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## Controlling Anger and Impulse

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger




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## Turtle Technique

- Model remaining calm
- Teach how to control feelings and calm down
- Practice steps frequently
- Prepare for and help child handle possible disappointment and/or change
- Recognize and comment when the child stays calm
- Involve families in using the turtle technique




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## Scripted Story: Turtle Technique




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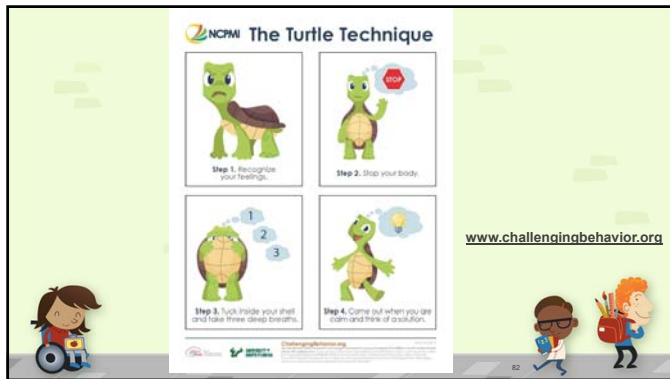
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## Partnering with Families: Tucker Goes Home



Head and tail are on a stick to pull head in and out. Visual cues are on the back of each step.




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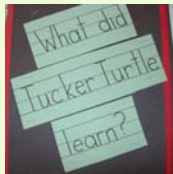
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## Reflecting in Small Group



"Tucker learned to calm down and take turns and find another way."



"Tucker Turtle is tucking in to listen to Star Wars music."

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## Targeted Social Emotional Skill 5.) Problem-Solving




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## Problem Solving

- Learning problem solving steps
- Thinking of alternative solutions
- Learning that solutions have consequences
- Learning to evaluate solutions - *Is it safe? Is it fair? Good feelings?*
- What to do when a solution doesn't work




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## The Solution Kit




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## Using the Solution Kit




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## Problem Solving Activities

- Problematize everything
  - "We have 6 kids at the snack table and only one apple. We have a problem. Does anyone have a solution?"
- Play "What would you do if...?"
- Children make their own "solution kits"
- Children offer solutions to problems that occur in children's stories
- Problem solver puppets




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## Table Activity

- After watching the next series of videos identify a social emotional skill that might be taught to the child.
- Once you identify the skill to teach, discuss how adults can teach the skill systematically and within activities.




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## Activity: Targeting Social Skills Instruction




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**Backpack Connection**  
[www.challengingbehavior.org](http://www.challengingbehavior.org)

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### Super Turtle Letter

Dear Parent,

Billy did a great job today handling frustration and not getting angry when we ran out of his favorite cookie at snack. Instead of getting upset, Billy took three deep breaths and decided he would try one of the other cookies. That was a great solution and he really liked the new cookie too!

You can help Billy at home by: Asking him what he did at school today when we ran out of his favorite cookie. Ask him how he calmed down. Comment on what a great job he did.

Tell him that you hope that he will do that again when he gets frustrated about something.

Thank you so much!  
 Mr. Phil

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### Partnering with Families




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### Today's Takeaways: Intentionally Teach!

- Friendship skills
- Emotion words/feelings
- How to recognize feelings in oneself and others
- How to "calm down"
- How to control anger and impulse
- How to problem solve (solution kit)
- Provide families with information about teaching these skills at home




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THANK YOU!!!

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