

If I Could...I would Give You Wings

De-Escalating Behavior in the Classroom

Intervention Strategies for After the Meltdown



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Morris

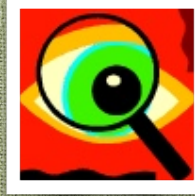
WELCOME AND OVERVIEW



Agenda



Research on autism:

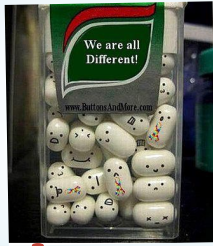


Studies have documented that schedules and routines influence children's emotional, cognitive, and social development.

- Predictable and consistent schedules in classrooms help students feel secure and comfortable.
- Schedules and routines help children understand the expectations of the environment and reduce the frequency of behavior problems, such as tantrums and acts of aggression.

-Ostrosky, Jung, Hemmeter,
Thomas

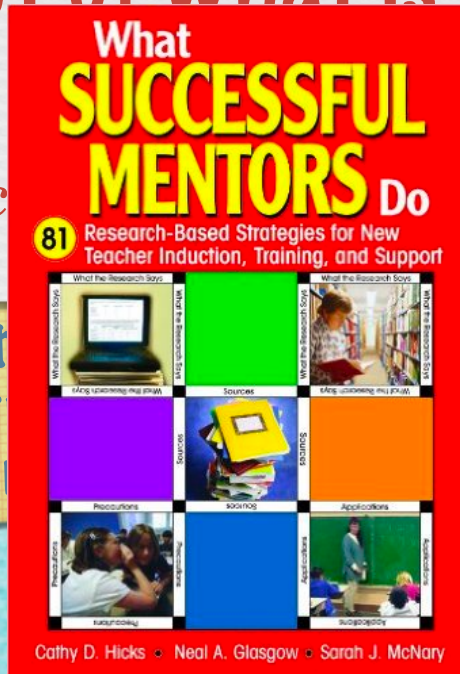
What does research say?



Using an agenda of the day's lesson makes learning more relevant to students and takes the mystery out of what is going to happen

NOTE: This research is based on the experiences of atypical individuals.

★ What Successful Mentors Do
81 Research-Based Strategies for New Teacher Induction, Training, and Support



Teacher Induction

Schedule & Transition Marker



A Transition Marker

- Provides a visual support to the verbal request “check your schedule”
- Facilitates the transition back to the schedule from highly desired activities
- Helps to disengage from one activity to focus on a new activity
- Leads to independence

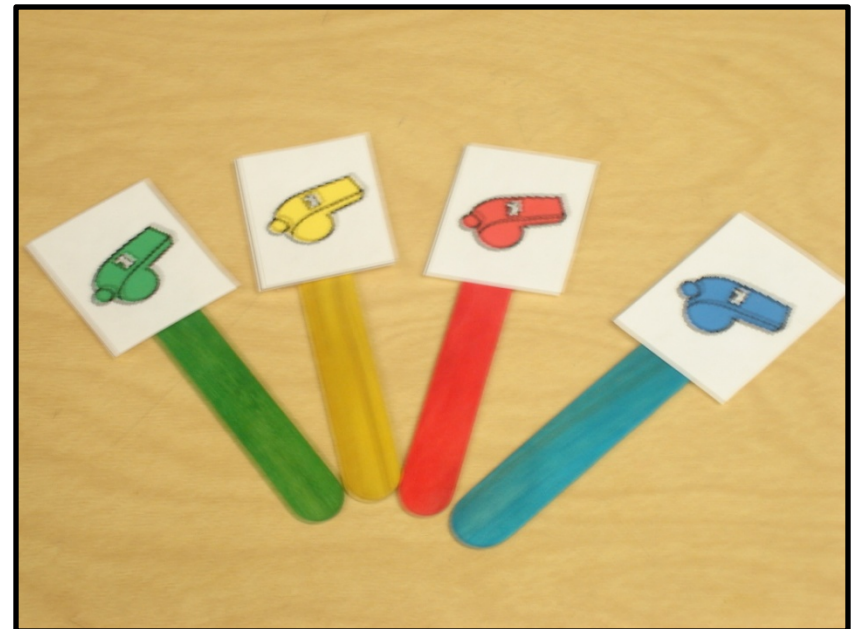


Transition Marker & Student Interests

“I love motorcycles.”



“I love whistles.”

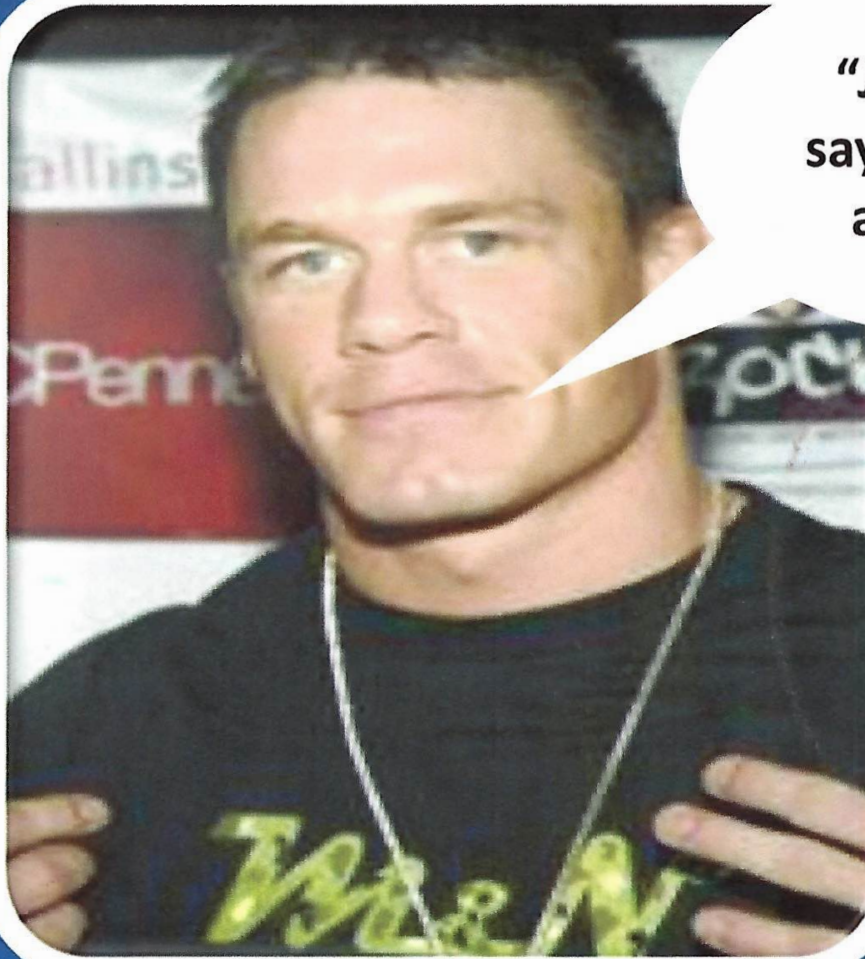


Surprise



**SURPRISES ARE
OK**

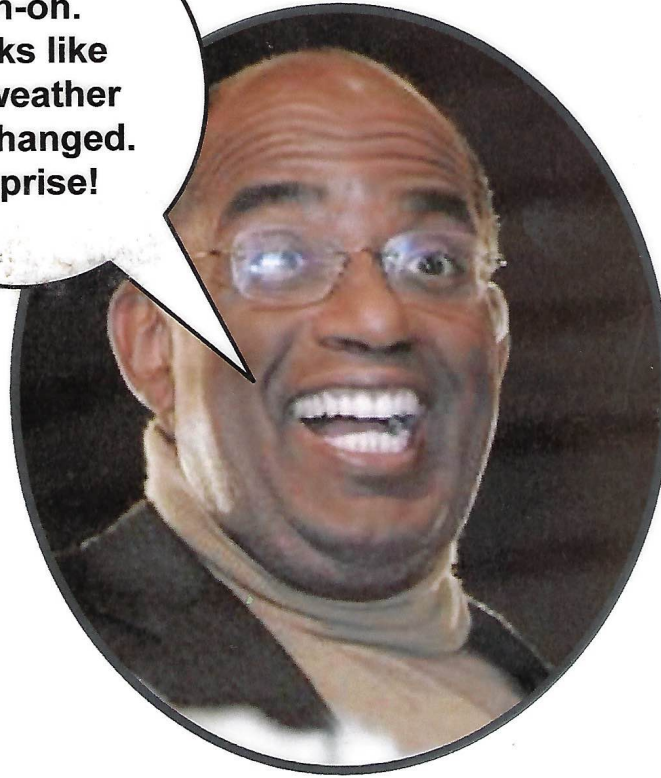
I can handle it.
I'll remember that it
may be a surprise to
others as well.



**“John Cena
says surprises
are O.K.!”**

Surprise

**Uh-oh.
Looks like
the weather
has changed.
Surprise!**



Surprise Card



Schedule
Change



Anticipating change...

Helps to respond to change!

-Lisa Rogers

Visual is a strength



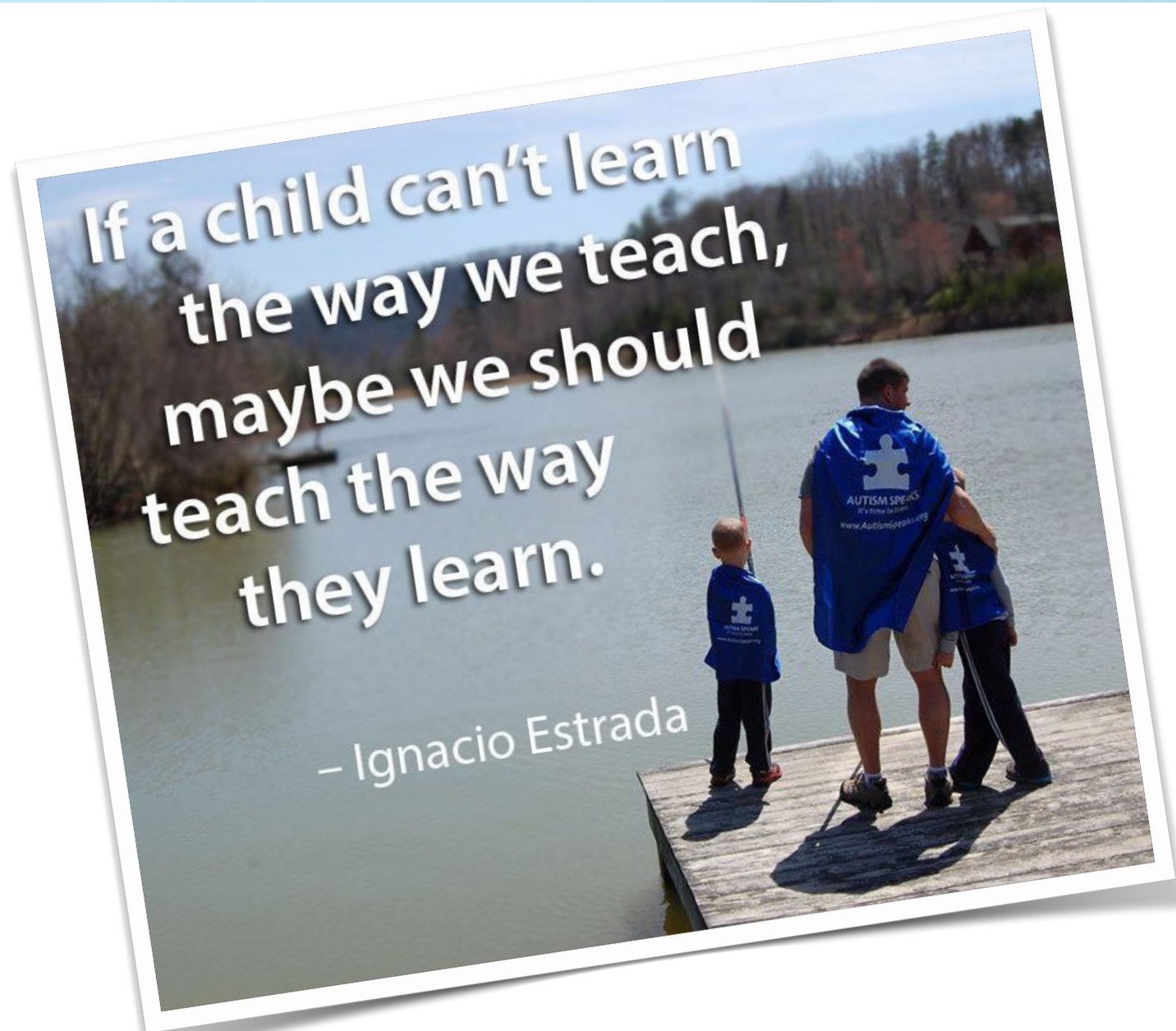
Auditory ain't!





If a child can't learn
the way we teach,
maybe we should
teach the way
they learn.

– Ignacio Estrada



Keep in mind Sheldon's

- High interest areas as we are going to hit upon how to use those strengths and high interest areas later



Laughter

oxygenates
the brain





High Interest Area

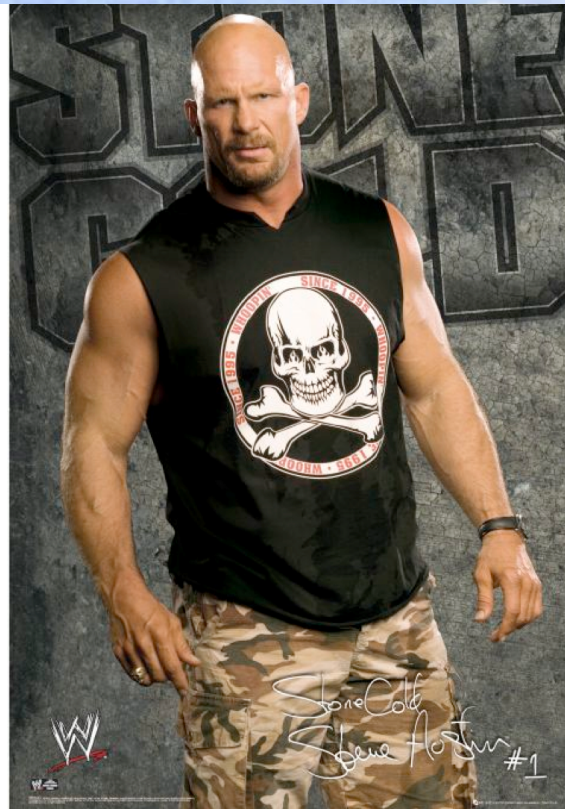
Ya think?



Power Cards

1. A brief scenario or character sketch describing how the hero solves the problem.
2. The POWER CARD which recaps how the child can use the same strategy to solve a similar interest.

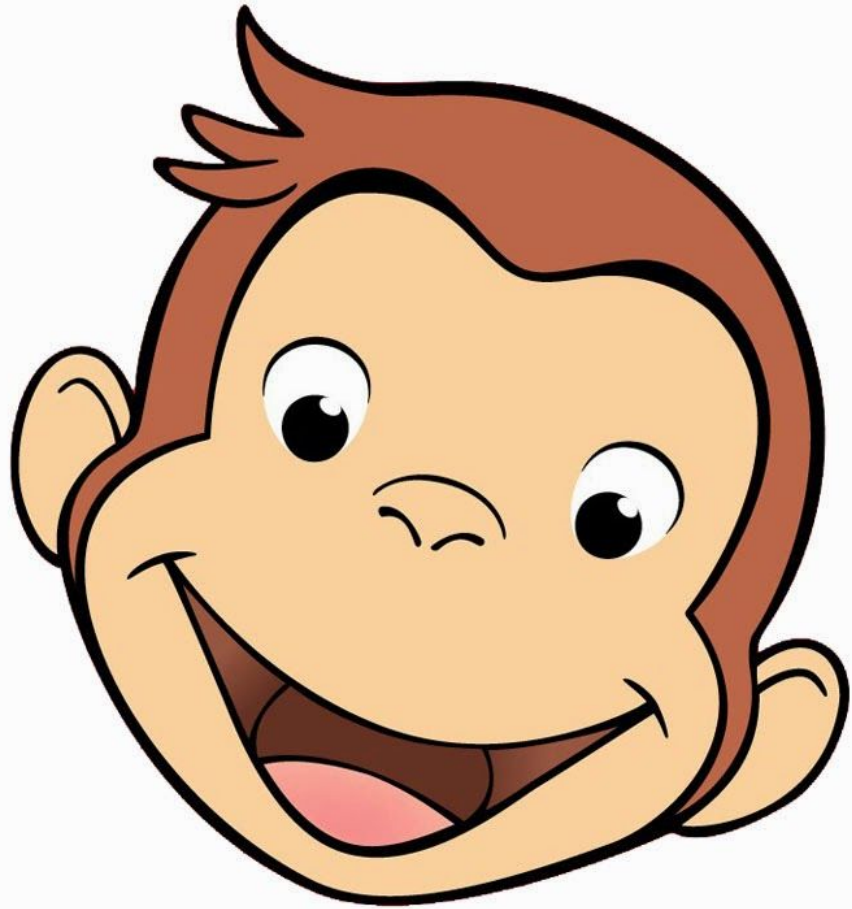




“Stone Cold” Steve Austin talks in a very loud voice on stage. He wears black boots and stomps people on stage. He uses a stranglehold on his opponents on stage.

Off stage, Steve Austin talks in a library voice to his children when he reads stories to them at night. He does not hurt his wife or children by choking them or stomping on them. He is off-stage.

Just like me. I will use my library voice or my partner voice at school and home. I will use my Stone Cold voice only on stage. Just like Steve.



Hey friends, my
name is George.

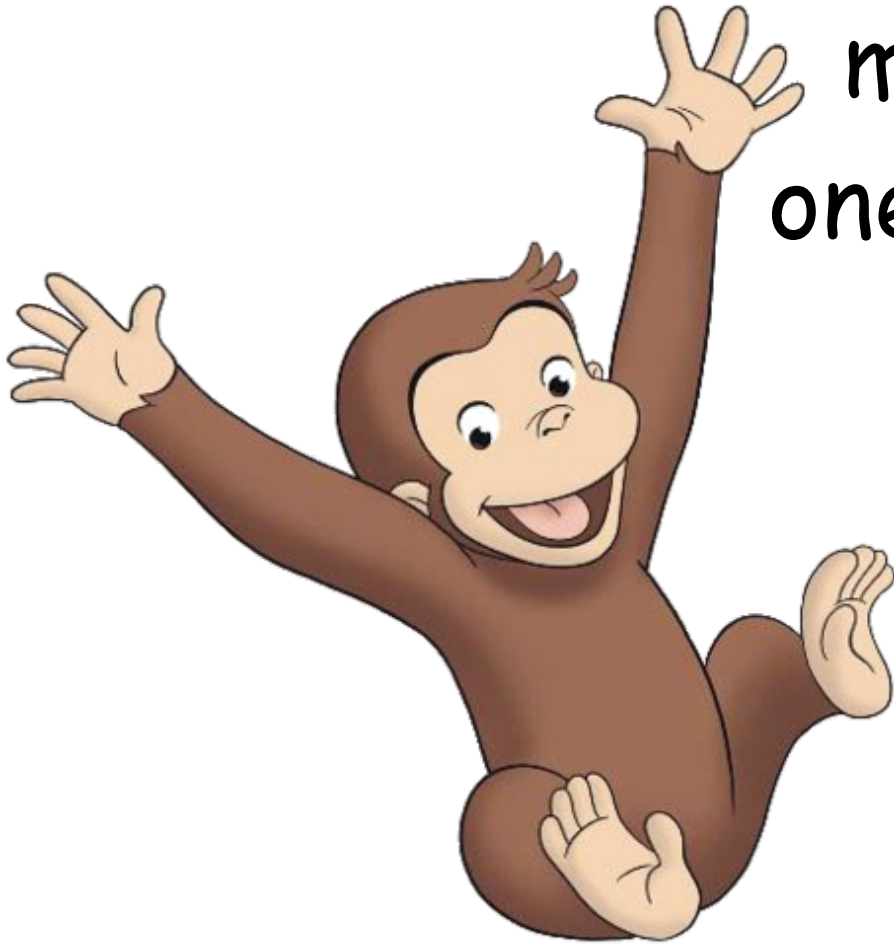
It's time for
lunch! I'm going
to share with
you how I eat
lunch at school.

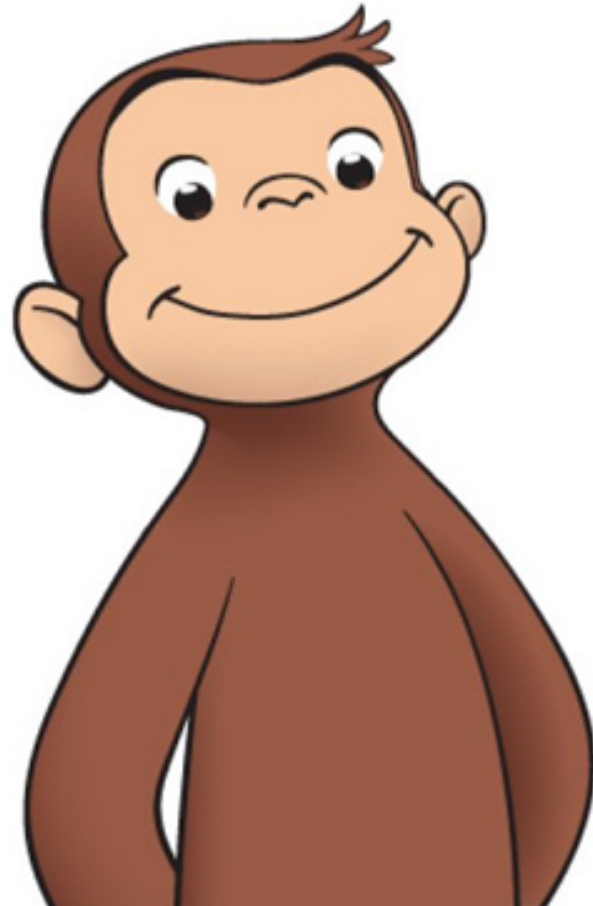


First, I wash
my hands to get
all the germs
off.



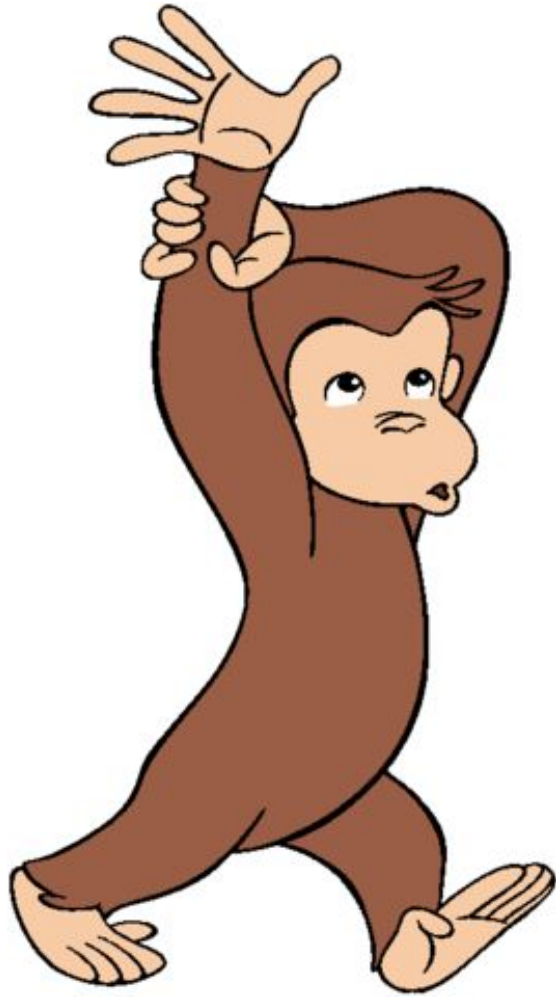
Next, I go find
my seat. The
one the teacher
puts me in.





I wait for my
teacher to bring
me my food.





I raise my hand
and wait if I
need something
opened or if I
have a question.

I am willing to
try something
new that I
haven't eaten
before.

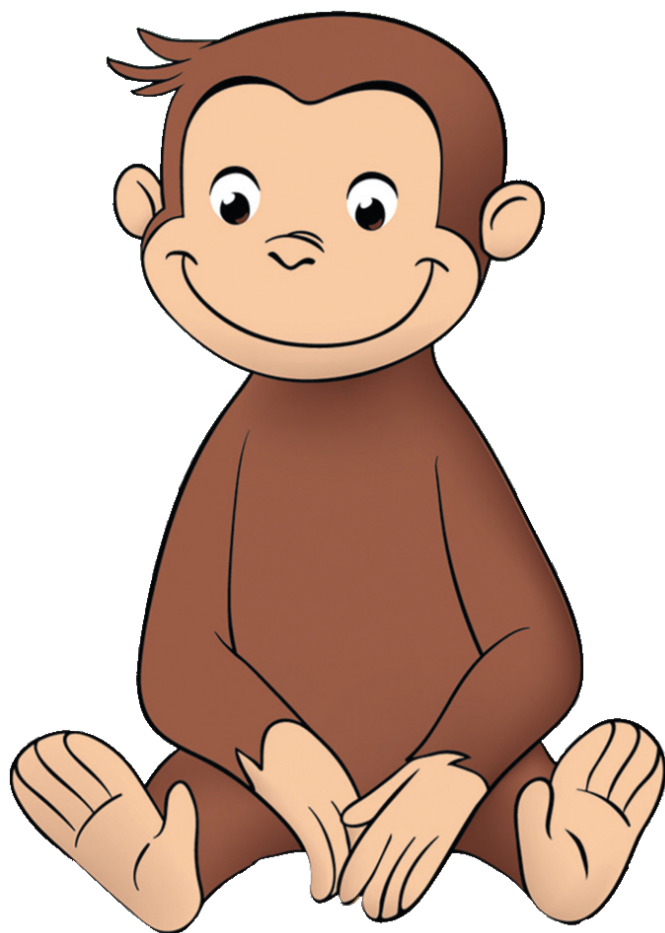




I eat and
enjoy my
food.



I save my
dessert for last.



I sit and wait
for my teacher
to tell me when
to get up.

LUNCH WITH CURIOUS GEORGE



George says, "It's time for lunch! There are a few simple rules we have to follow at lunch time, Sawyer."

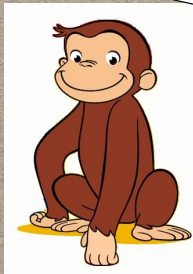
Rule 1: We have to wash our hands



Rule 2: We have to try some of our food



Rule 3: We have to stay in our seat until the teacher says to get up



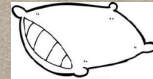
NAPS WITH CURIOUS GEORE

George says, "Sawyer, it's time for a nap." I'll show you how I take a nap at school.

First I lay down on my nap mat.



Next I get myself comfortable with my blanket and pillow.



Last I close my eyes and go to sleep.



George says
taking a nap will
make your body
feel better! Let's
take a nap
together!

WHAT WOULD THOMAS DO?



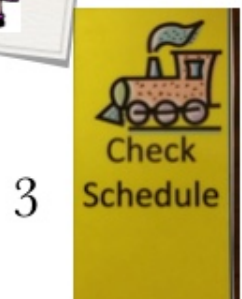
Thomas likes to play in train yards. When it is time to go back to work, he follows his rules. Help Thomas read his rules!

CARD FOR REILLY- 3 YEARS OLD

ENGINEER REILLY

RULES FOR THOMAS AND REILLY

1. Listen to ENGINEER or TEACHER
2. STAND UP
3. Clean up toys
4. Check your schedule



*The following 4 slides are from Ron Haggerton, principal from
Highland Middle School, Hobbs, NM*

Luke Skywalker changed
You can change too.
Change is coming today.



The force is
strong in you
and it is OK.



When Luke gets frustrated, he sees Obi-Wan.



When I get frustrated, I go see Mr. Haggerton.

Jar Jar got surprised today.



Today you are getting surprised too.
We are changing the schedule for today.

Sometimes Chewbacca needs a time out to pull himself together



Its OK to take a few minutes to get calmed down.

Brendan's Jedi Power Card

I am Luke Skywalker and I have some great ideas to share with others. I like to raise my hand and answer the question.



The teacher needs to call on other students so that they can share their ideas, too. I want my friends to have a chance to answer.



To become a Jedi requires the deepest commitment and most serious mind. It is not a venture to be undertaken lightly. As such, Jedi instruction is rigidly structured and codified to enforce discipline and hinder transgressions.

Brendan's Jedi Power Card

When the teacher calls on someone else in class, Luke Skywalker wants you to remember that you can do one of the following things:

- ☐ Wait and listen
- ☐ Take one or two deep breaths
- ☐ Write your answer down on paper
- ☐ Other: _____

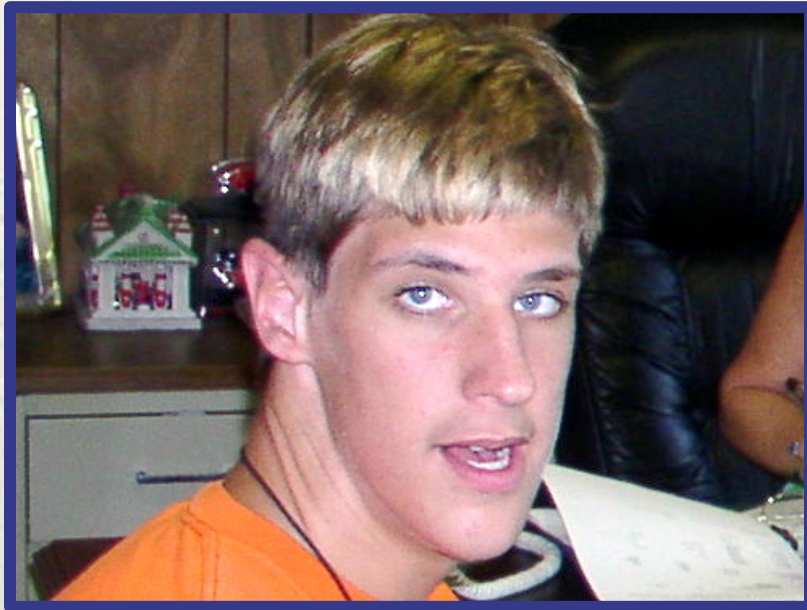
May the force be with you, Brendan!



Hilary Duff is...



such a cool singer. I know all the words to her songs. I sing these at home in the privacy of my room or for my family.



When someone asks
me to sing these at
school, I will politely
say, "I don't think so!
Nobody can sing it
like Hilary!"

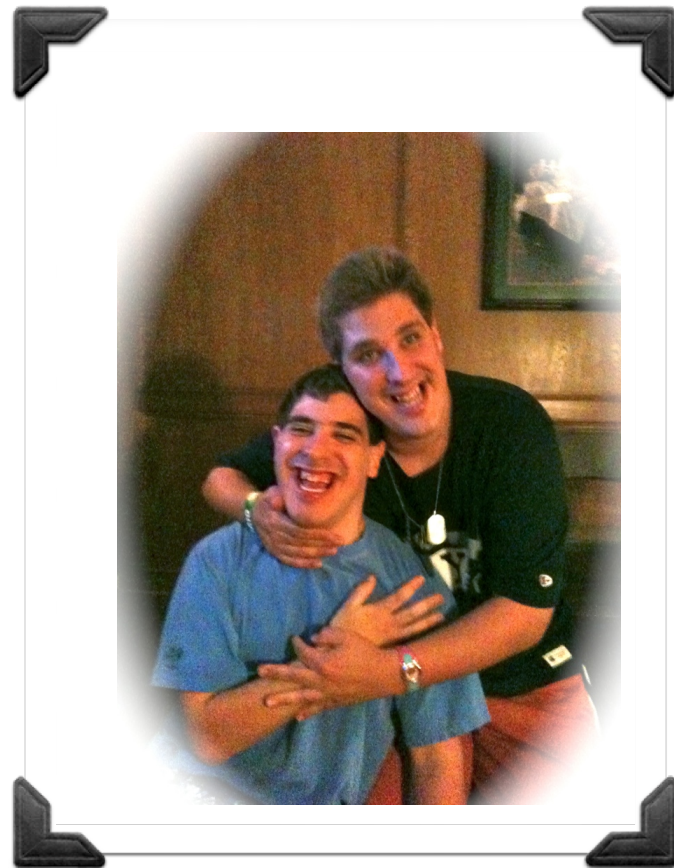




Guy Morris V



Kirk and Drew Morris





Success does not
look the same
for everyone

*It is about
getting what you
need to succeed.*

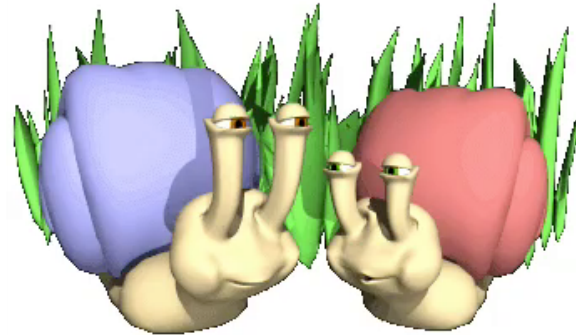


The brain learns best...

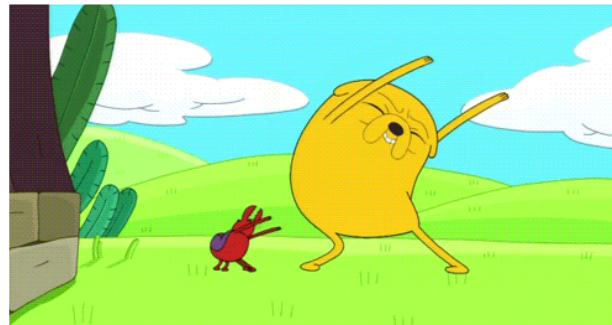
☐ Reflection



☐ Discussion



☐ Movement



PLEASE FOLLOW DIRECTIONS

 YOU WILL FIND 4 DIFFERENT
CLOCK PARTNERS

 HE/SHE CANNOT BE SITTING
NEXT TO YOU

PLEASE FOLLOW DIRECTIONS

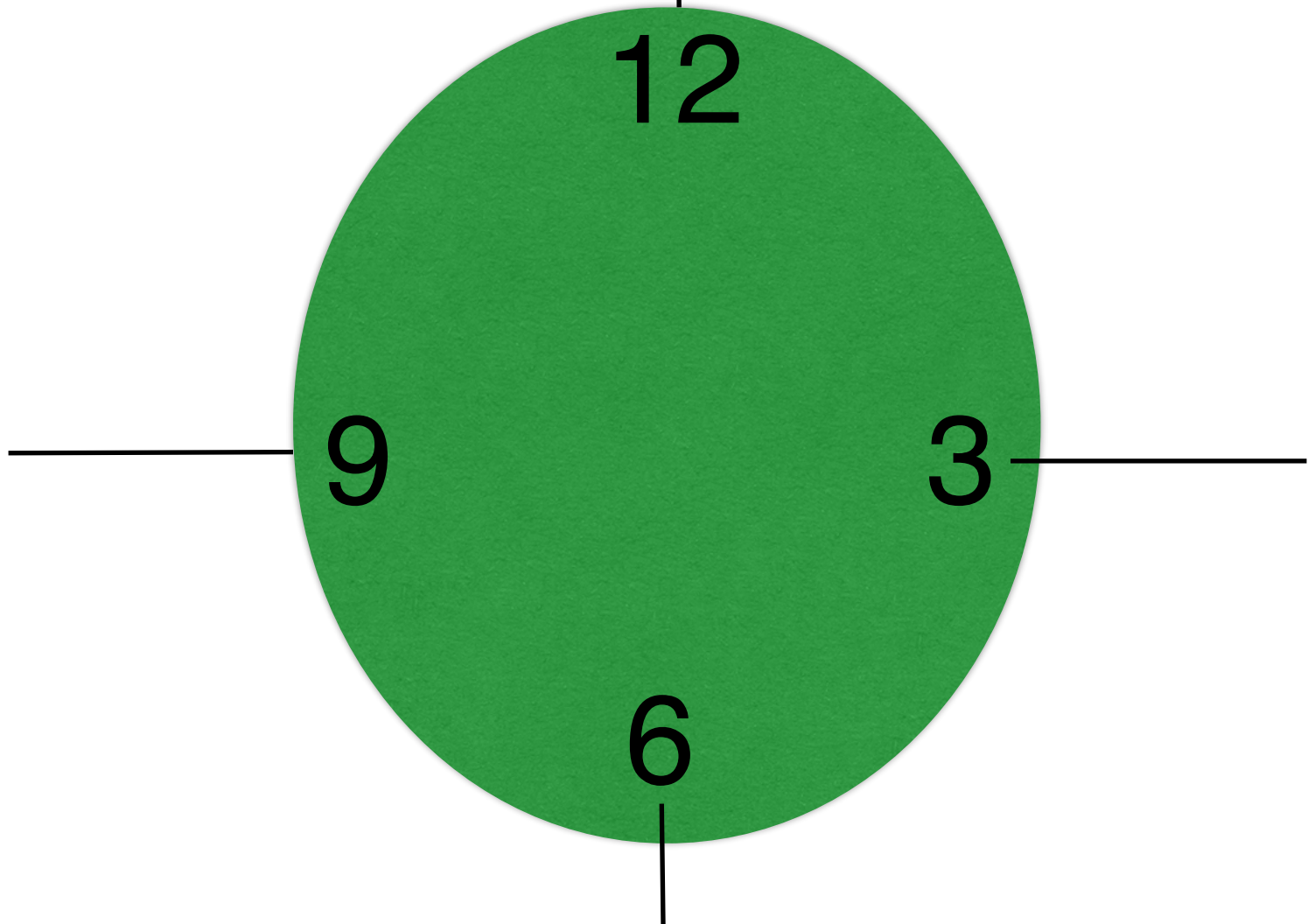
 When you find all
4 clock partners

 **SIT DOWN**

 If you have NOT
found all 4 clock
partners

 **REMAIN
STANDING**

Clock Partners



So when do we get to behavior?



The Meltdown Cycle

Prevention

Intervention

Postvention

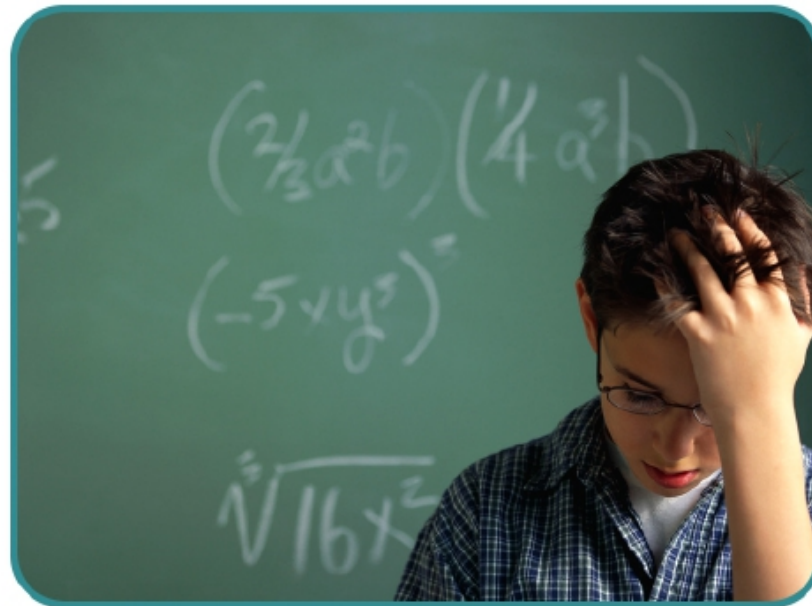
Strategies



Laughter
oxygenates
the brain



Practices for Challenging Behavior



Challenging Behaviors

What are they?

- ▶ Aggression
- ▶ Self-injury
- ▶ Social maladaptive behavior
- ▶ Property destruction
- ▶ Withdrawal
- ▶ Oppositional behavior
- ▶ Stereotyped behavior



What Can Cause Challenging Behavior?

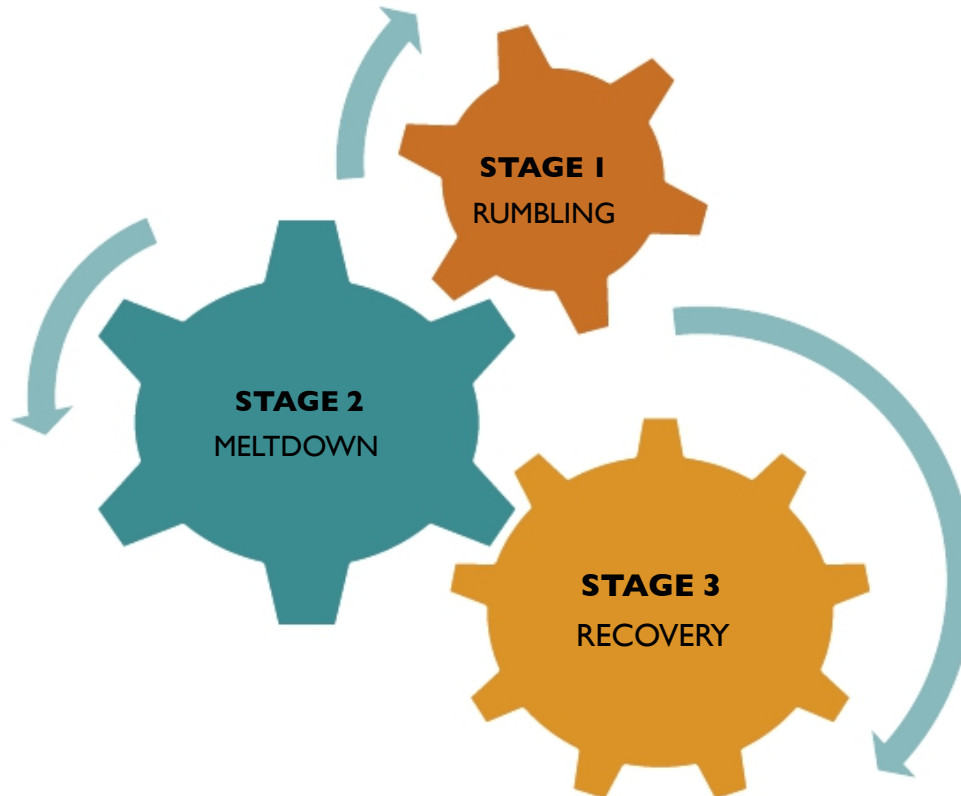
- ▶ Can result from stress and anxiety
- ▶ When needs for the following can not be met:
 - For information
 - For sameness
 - For a tangible item
 - Due to expectations (of self,others,environment) not met
 - To lower stimulation in the environment
- ▶ Appears differently in every student
- ▶ Remember:Limited communication skills can impact student's ability to express needs



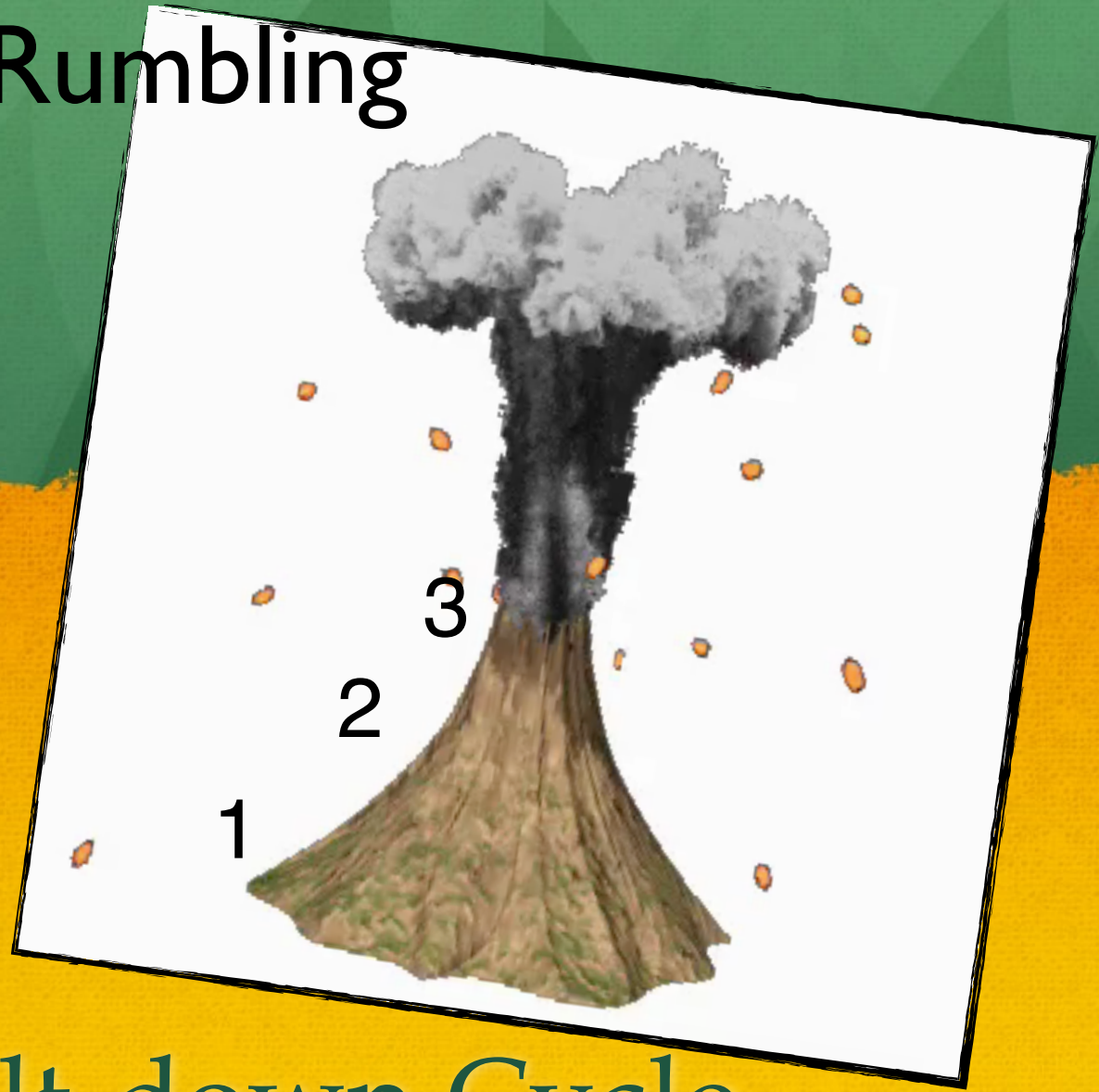
Let's look closer:



3 Stages of Challenging Behaviors



Stage I - Rumbling



The Melt-down Cycle

What to Do

The Full Meltdown



Postvention
Strategies



Intervention
Strategies

Prevention
Strategies



What to Do The Full Meltdown

Postvention
Strategies

Postvention
Strategies

Become
prevention
strategies

Intervention
Strategies

Intervention
Strategies

May work if
practiced during
the calm

Prevention
Strategies

Prevention
Strategies

85-90% of the
time meltdowns
can be prevented

Stage I – Rumbling –What Can You Do?

Out of the ordinary minor behaviors
Tell-tale signs that the student is stressed

- ▶ Identify student triggers
- ▶ Modify the classroom environment
- ▶ Provide choice, feedback, and praise
- ▶ Provide strong reinforcement
- ▶ Allow for an “antiseptic bounce” –
separate student from stressful environment

Walk, Don’t Talk

- ▶ Provide a “home base” or “cool zone”

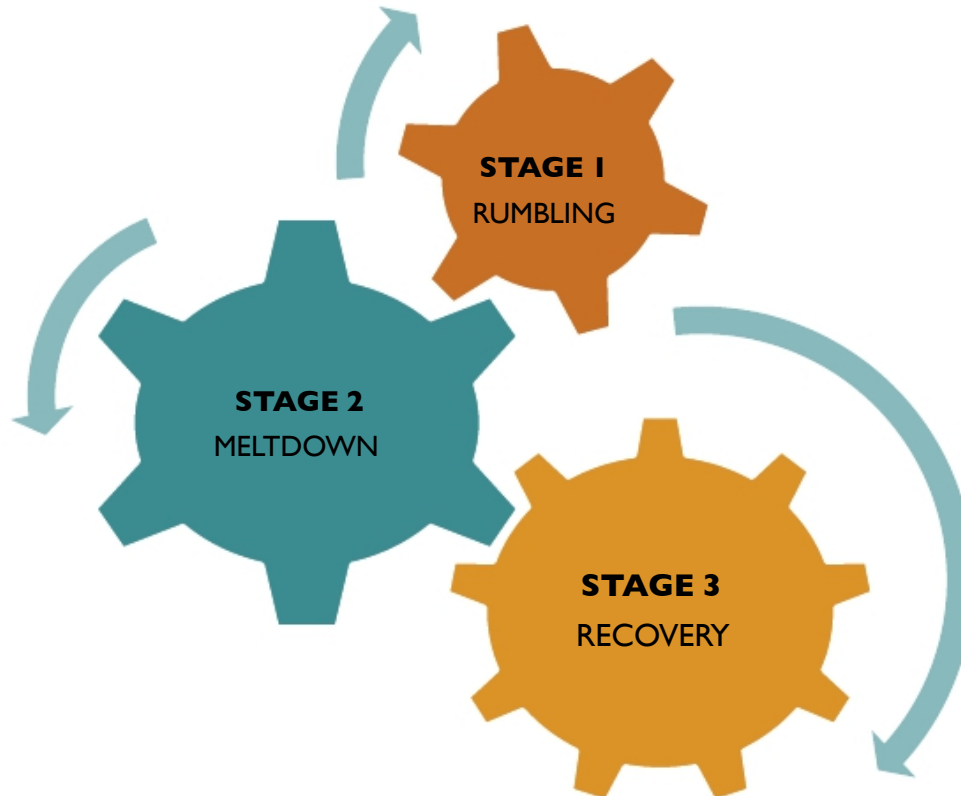


Reflect on a Student with Challenging Behaviors

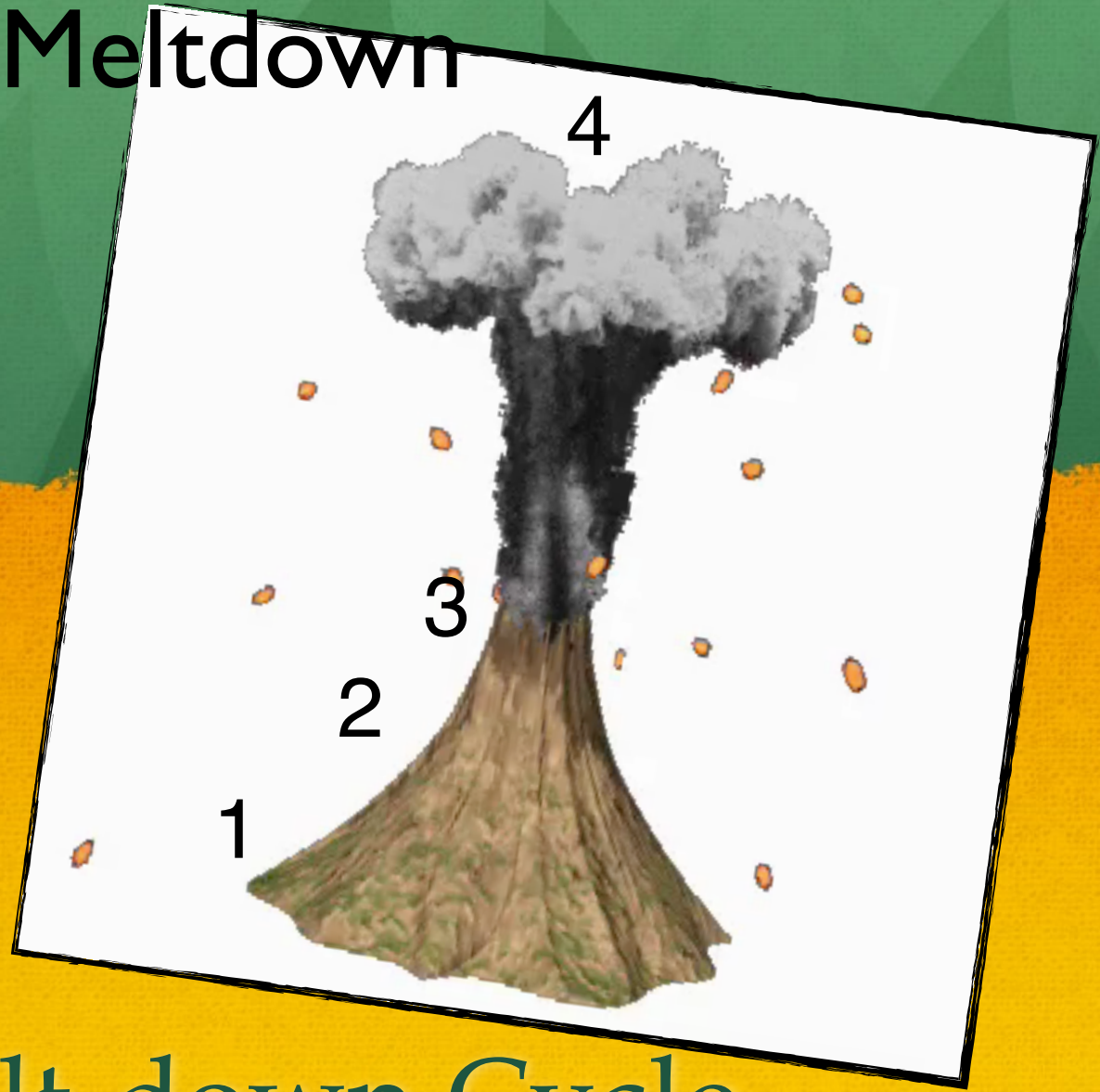
- ▶ What are his or her rumbling signs?
- ▶ What have you/are you doing when he or she starts rumbling?
- ▶ What might you do differently to help manage future situations?



3 Stages of Challenging Behaviors



Stage 2 – Meltdown



The Melt-down Cycle



Meltdowns occur
when he is hijacked by his own emotions

Stage 2 – Meltdown – What Can You Do?

A photograph of a classroom with wooden desks and blue chairs. A child is sitting at a desk in the foreground, seen from behind. In the background, there are educational posters on the wall, including a world map. A large purple rectangular box is superimposed over the middle of the image, containing white text.

And..don't say, "Calm down"



[CLICK HERE toView Clip – SegmentThree:Practices for Challenging Behavior](#)



P.S.



Never in the history of calming
down has anyone ever calmed
down by telling them to calm down..

Stage 2 – Meltdown – What Can You Do?

Student loses control

Externalized and/or internalized behavior

- ▶ Demonstrate empathy
- ▶ Provide space
- ▶ Provide assurances
- ▶ Maintain calm
- ▶ Maintain safety
- ▶ Implement emergency plan
- ▶ Remove others as needed

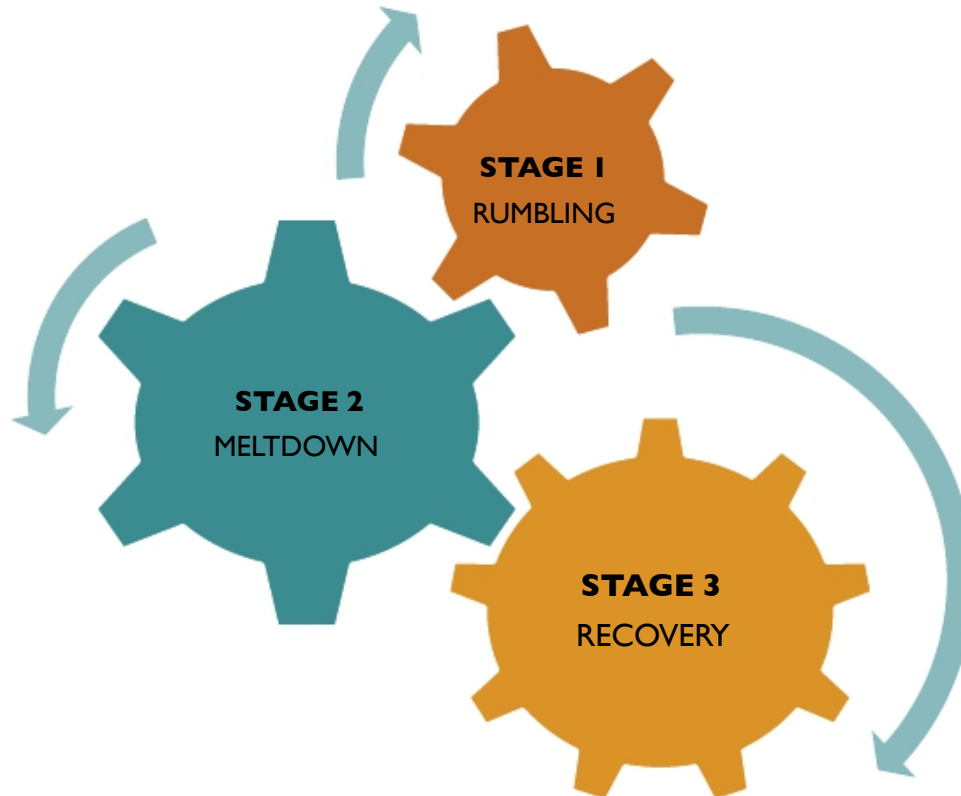


Reflect on a Student with Challenging Behaviors

- ▶ What is the current plan for managing his/her meltdowns?
- ▶ What, if anything, would you like to change about the plan?



3 Stages of Challenging Behaviors

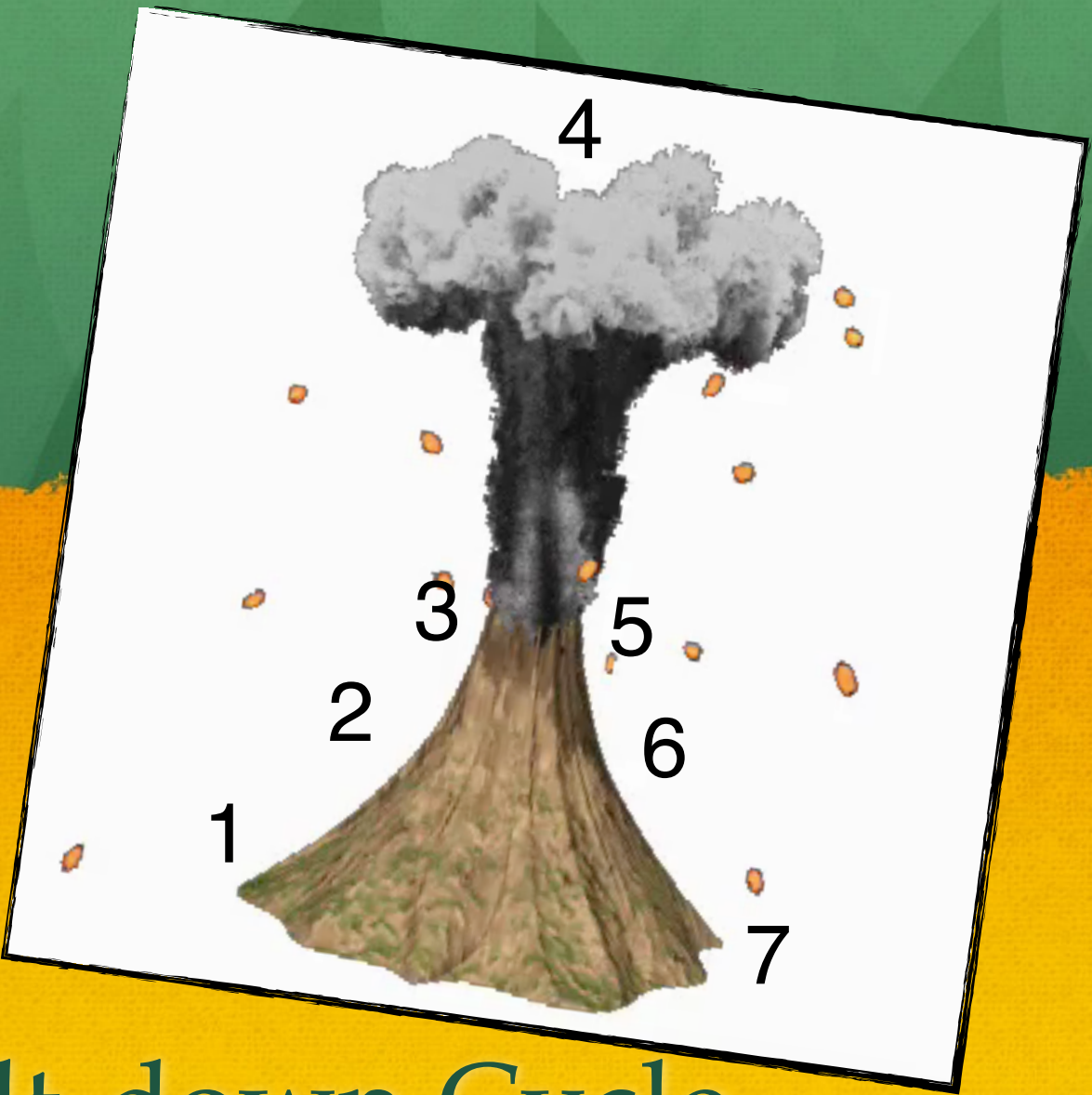


Stage 3 – Recovery



[CLICK HERE to View Video Clip – Segment Three: Practices for Challenging Behavior](#)





The Melt-down Cycle

Let's look closer:



Let's look closer:



Removal?



Stage 3 – Recovery – What Can You Do?

Not yet ready to learn
Needs help easing back in

- ▶ Direct student to a highly motivating task
- ▶ Reintegrate student into a normal routine
- ▶ Provide strong reinforcement
- ▶ Communicate support
- ▶ Build on successes



Let's look closer:



Reflect on a Student with Challenging Behavior

- ▶ What is the current plan for helping this student recover from a meltdown?
- ▶ What, if anything, would you like to change about the plan?
- ▶ Please share



After the Meltdown...

- ▶ Figure out the root cause
- ▶ Talk with others about how to deal with the student's behavior in the future
- ▶ Develop a partnership with parents/guardian
- ▶ Teach the student:
 - To recognize his own triggers
 - To ask for help
 - How to properly communicate immediate needs
 - To initiate calming routines or ask for someone to assist



Most Importantly...



KNOW THE
WARNING
SIGNS!



HAVE A
PLAN!



5

Get up and Go Countdown

5

4

4

3

3

2

I'm ready!

2

1



1

What to Do The Full Meltdown



Postvention
Strategies

Postvention
Strategies

Become
prevention
strategies



Intervention
Strategies

Intervention
Strategies

May work if
practiced during
the calm

Prevention
Strategies



Prevention
Strategies

85-90% of the
time meltdowns
can be prevented

When I Get Anxious



- Sometimes I get anxious
- When this happens, I need to tell someone.

I want someone to hear what I'm saying.

- I am anxious. I don't like this.
- Sometimes I squeeze an arm and scratch someone.



Uh-oh



- Uh-oh. Not a good thing! Especially when my fingernails scratch.
- Ouch!

Here's what I can do...


- Give my “stressed out” card to Kathy
- I want you to squeeze my hand
- Or, I want you to press on my head



I can do this!



Emotions Chart

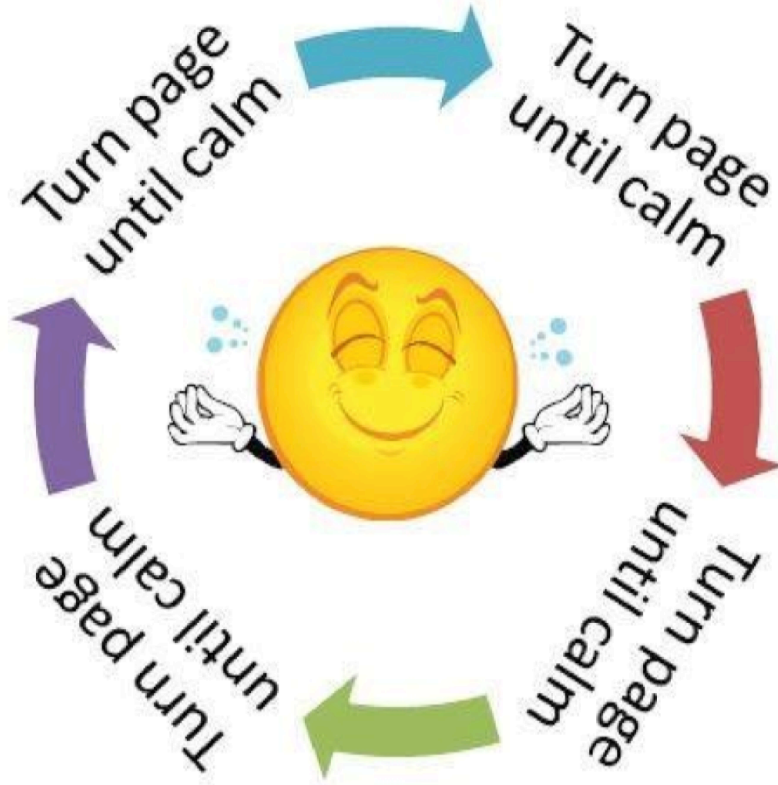
| Scale | How I feel | What I can do |
|-------|---|---------------|
| 5 | Reached my limit!!  | |
| 4 | Calling for help!  | |
| 3 | Not so cool!  | |
| 2 | Getting a bit anxious!  | |
| 1 | I'm cool!  | |

Feelings Chart

| | How I feel | What I can do |
|---|---|--|
| 5 |  <p>I'm about to explode!</p> | <input type="checkbox"/> Cleaning Sidewalks <input type="checkbox"/> Plastic Canvas |
| 4 |  <p>I'm really upset.</p> | <input type="checkbox"/> Taking a walk [5 min] <input type="checkbox"/> Taking a walk [10 min] <input type="checkbox"/> Taking a walk [15 min] |
| 3 |  <p>I've got a problem.</p> | <input type="checkbox"/> Soccer Moves <input type="checkbox"/> Break Area <input type="checkbox"/> Calming Music/Ocean Sounds |
| 2 |  <p>Things are pretty good.</p> | <input type="checkbox"/> Relax and do my work <input type="checkbox"/> Soccer Moves |
| 1 |  <p>Feeling Great!</p> | <input type="checkbox"/> Enjoy the day! |

Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Breathe in – Breathe out – Breathe in-Breathe out



Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Breathe in – Breathe out – Breathe in-Breathe out







● ***Words to remember:***

“Talk low

Talk slow

And don’t say much”

-John Wayne



SOCSS Worksheet

| | |
|------------------|-------------|
| Situation | |
| Who | What |
| When | Why |

| | | |
|-----------------|----------------------|----------------|
| O ptions | C onsequences | C hoice |
| | | |
| | | |
| | | |
| | | |
| | | |

| |
|------------------|
| S trategy |
|------------------|

| | |
|-------------------------|-----------------------------|
| S imulation Type | S imulation Outcomes |
| | |

| |
|-------------------|
| F ollow Up |
|-------------------|

S-situation

O-options

C-
consequences

C-choices

S-strategies

S-simulation



***SOCSS* Worksheet**

| | |
|--|--|
| Situation Kid is looking at me from across room | |
| Who Matt | What Making fun of me |
| When During science class | Why He doesn't like me; he thinks I'm stupid. |

| <i>O</i>ptions | <i>C</i>onsequences | <i>C</i>hoice |
|---|----------------------------|----------------------|
| Ignore him | He may stop | |
| Tell him hello | Might make a friend | |
| Whassup? | Might make a friend | X |
| Call him a (name) and tell him to stop looking at me | Might start a fight | |

Strategy
Whassup?

| Simulation Type | Simulation Outcomes |
|------------------------------------|---------------------|
| <p>Role play</p> <p>Video tape</p> | |

| |
|-----------|
| Follow Up |
|-----------|

Adapted from the work of Roosa, J. B. (1995). Men on the move: Competence and cooperation "Conflict Resolution and Beyond". Kansas City, MO: Author.

My T-Chart



Words
we can
Use

your nice.

I like you.

your sweet.

Please

Thank you

Sorry

Be quiet

Words
we

DON'T USE in school



Stupid

Shut-up

Bi***

Ugly

Fat a**

Fu***ng Bi***

Dumb

My T- Chart to help me learn

Appropriate



Inappropriate

[illegible]



Jamie-32 years old

Diplomatic

SAY
NOTHING

Honest

“She never
brings
casseroles to
the party.”

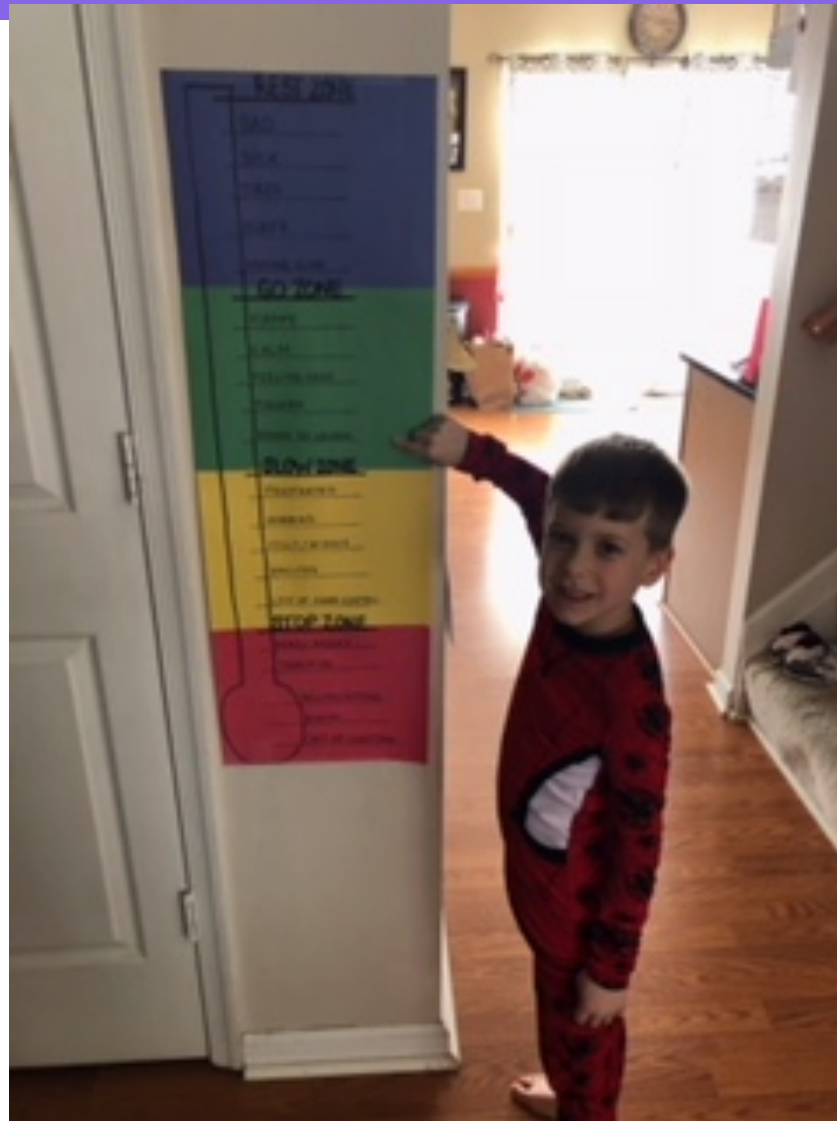
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Feelings Chart

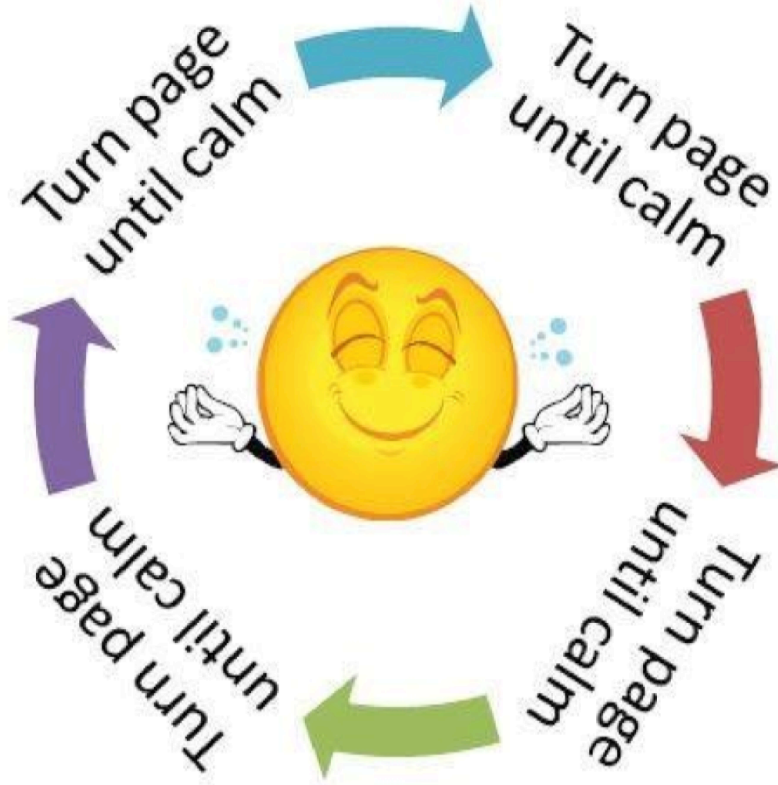
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Nathan identifying zone



Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Breathe in – Breathe out – Breathe in-Breathe out





What is Video Modeling?



Video Modeling



A procedure in which a learner is shown a videotape of a model performing a target behavior or completing a desired task (Sigafoos, O'Reilly, & de la Cruz, 2007)

Video Modeling



Most effective models include individuals

- close to the observer's age
- who have similar characteristics (gender, personality, race and mood) and
- are functioning only slightly above the observer

Buggey, T. (2005) VSM Applications with Students with ASD in a Small Private School Setting

Self or Others as Model???



- Some studies show that “using others as a model is equally as effective as using self as model” (Sherer et al. 2001).
- However some skills may be better addressed through self as model such as:
 - Stuttering
 - Reducing inappropriate behaviors
 - Etc.

Live vs. Video Modeling

(Charlop - Christy et al., 2000)



- Video modeling more effective than live modeling
- Video modeling led to better generalization of skills

Why it works in autism?



- preference for visual stimuli (Kinney et al., 2003)
- offers a way to learn through social models without initial face-to face interactions
- benefit from visually cued instruction
- show strengths in processing visual rather than verbal information

From "Video Modeling: Why does it work for children with autism?" by Corbett & Abdullah, 2005



Social Coaching

Using peer models as coaches for social-
communication issues

Instructional Consequences





Keymakers

**Some people see a closed door,
and turn away.**

**Others see a closed door, try the knob
if it doesn't open . . .
they turn away.**

**Still others see a closed door,
try the knob,
If it doesn't open, they find a key,
if the key doesn't fit . . .
they turn away.**

**A rare few see a closed door,
try the knob, if it doesn't open,
they find a key,
if the key doesn't fit . . .
they make one.**





igivuWings

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"If I could.. I would give you wings..."