

Georgia Southern University

Digital Commons@Georgia Southern

Georgia Association for Positive Behavior
Support Conference

From Chaos to Calm

Rhonda Harris

Griffin-Spalding County Schools, rhonda.harris@gscs.org

Kelly Petaccio

Griffin-Spalding County Schools, kelly.petaccio@gscs.org

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/gapbs>

Recommended Citation

Harris, Rhonda and Petaccio, Kelly, "From Chaos to Calm" (2017). *Georgia Association for Positive Behavior Support Conference*. 19.

<https://digitalcommons.georgiasouthern.edu/gapbs/2017/2017/19>

This event is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia Association for Positive Behavior Support Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.



FROM CHAOS TO CALM

Roadmap to Self-Regulation

Kelly Petaccio, LPC
Rhonda Harris, LSW
Griffin Spalding
Project Aware

QUESTION: WHO ARE YOU?



Participate:
www.menti.com
99 75 19



Learning Objectives

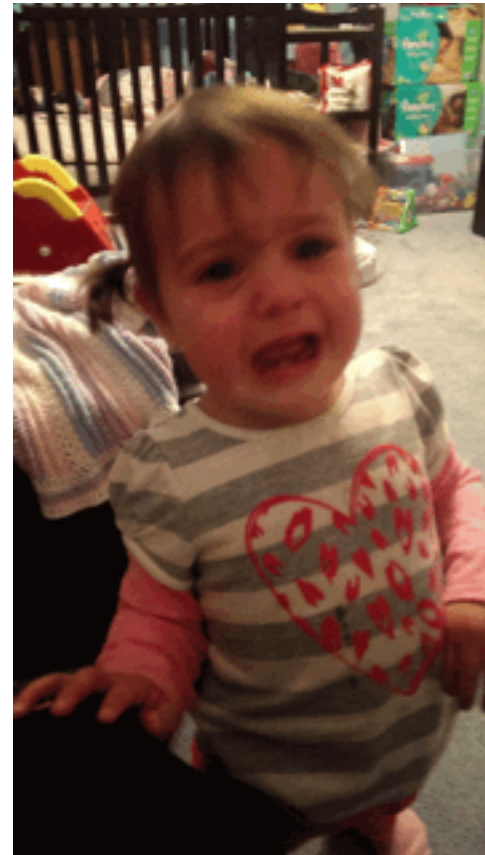
At the conclusion of this presentation, participants will be able to:

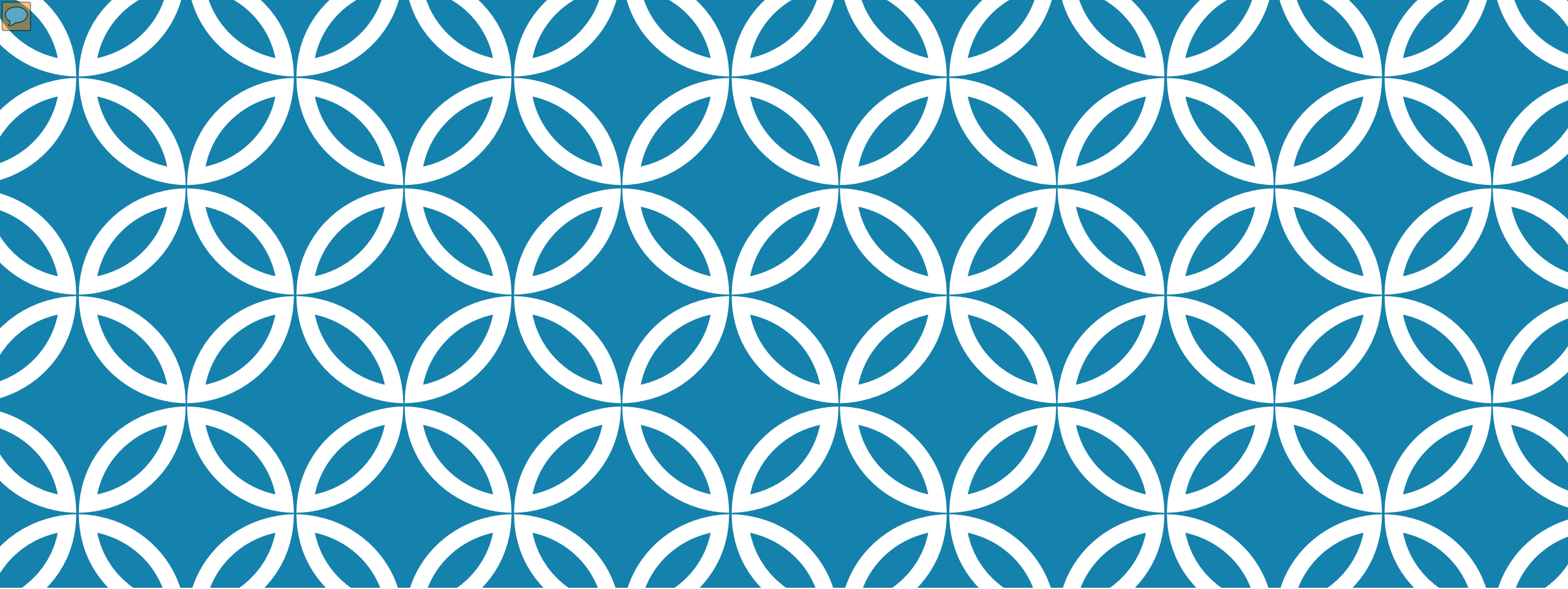
1. Summarize relationship of how the brain effects behavior.
2. Summarize the framework of lagging skills to understand problematic behavior.
3. Summarize how an effective referral process of PBIS fits within the MTSS model.
4. Demonstrate interventions for addressing emotional and social concerns at Tier II and Tier III that address lagging skills.



WHAT?

What brought you to
this session today?





MTSS

Tier adaptation



MENTAL HEALTH = SEL

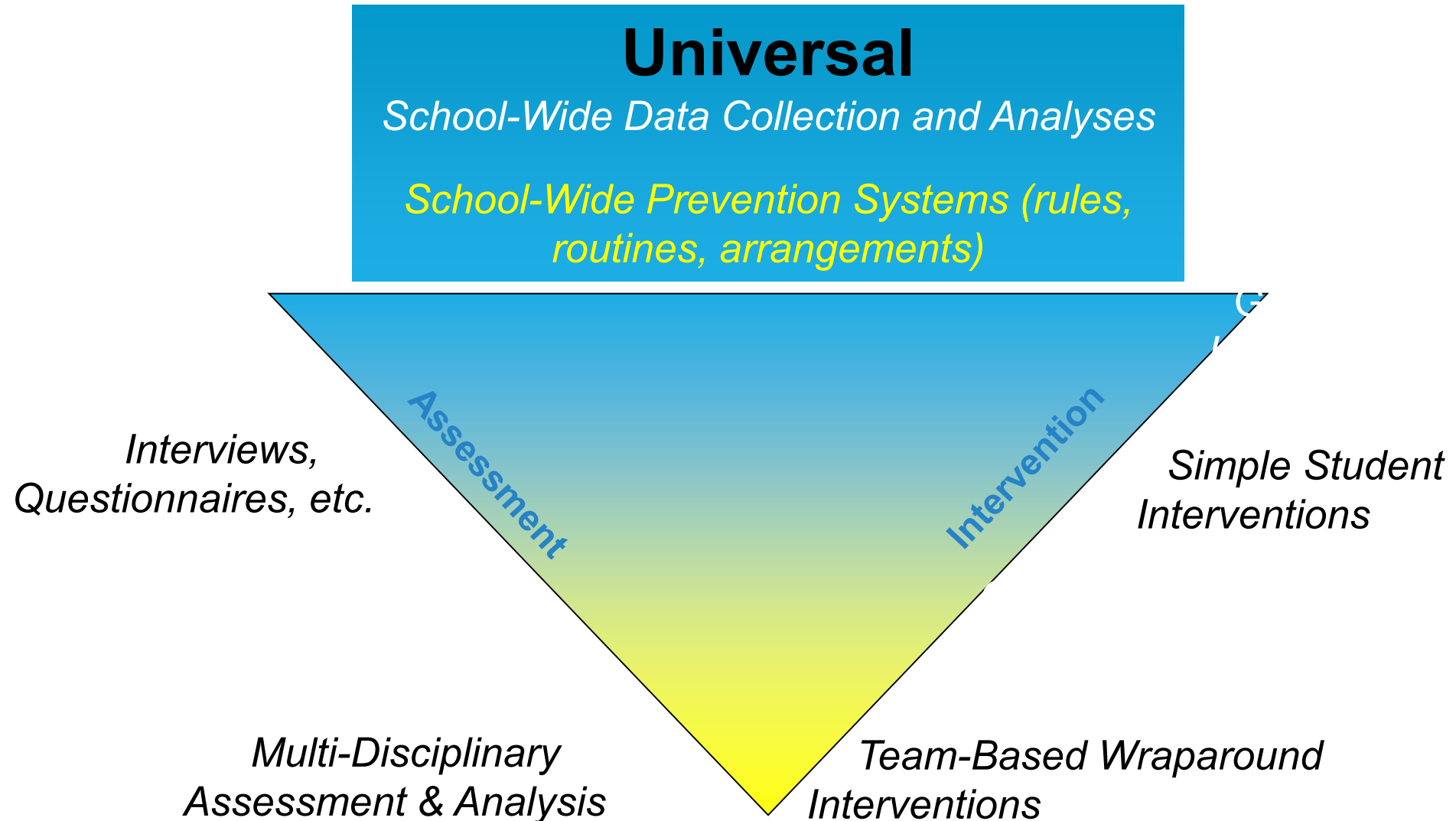
Mental health includes our
emotional, psychological, and social well-being.

It affects how we think, feel, and act.

It also helps determine how we handle stress,
relate to others, and make choices.

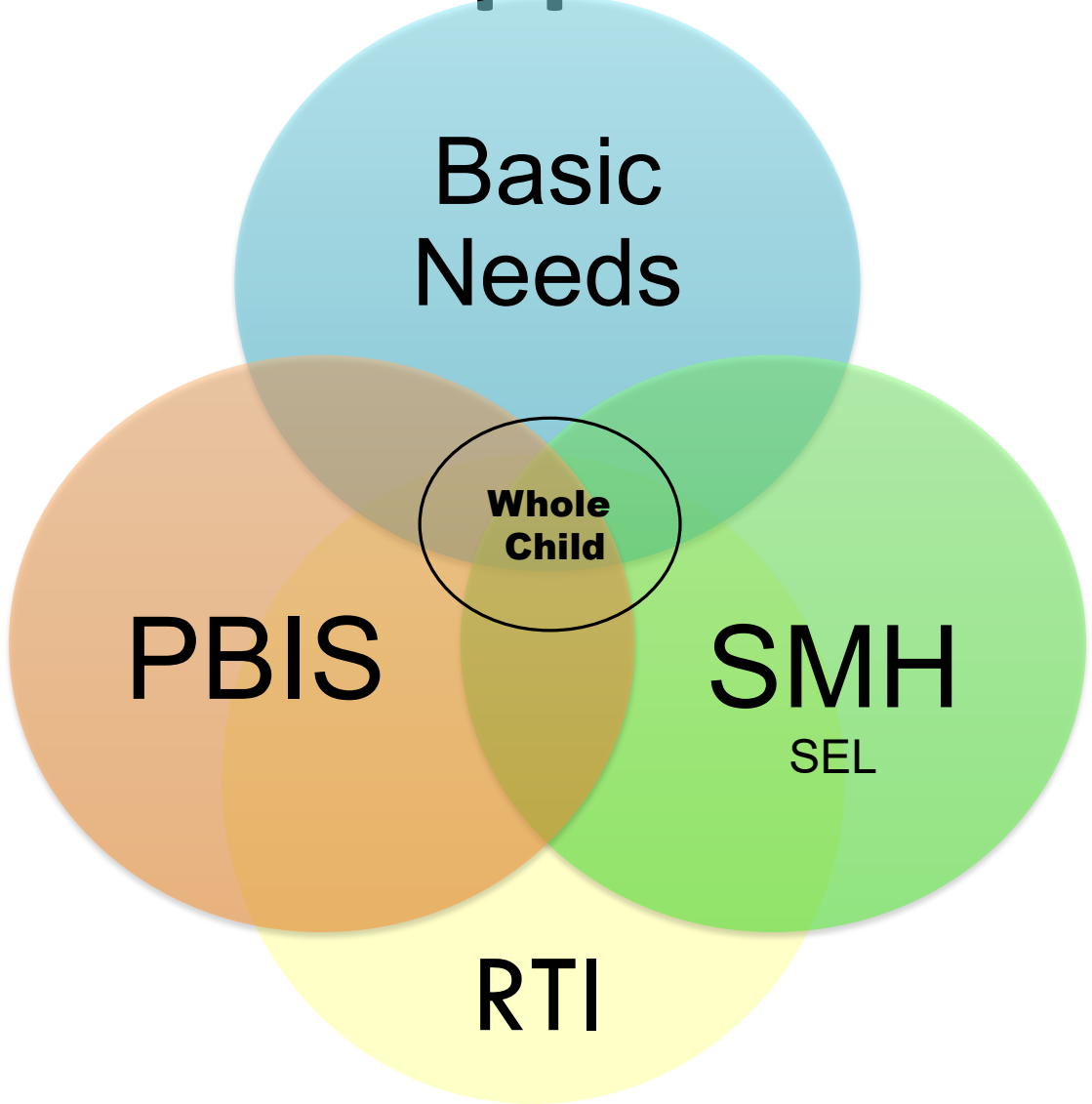


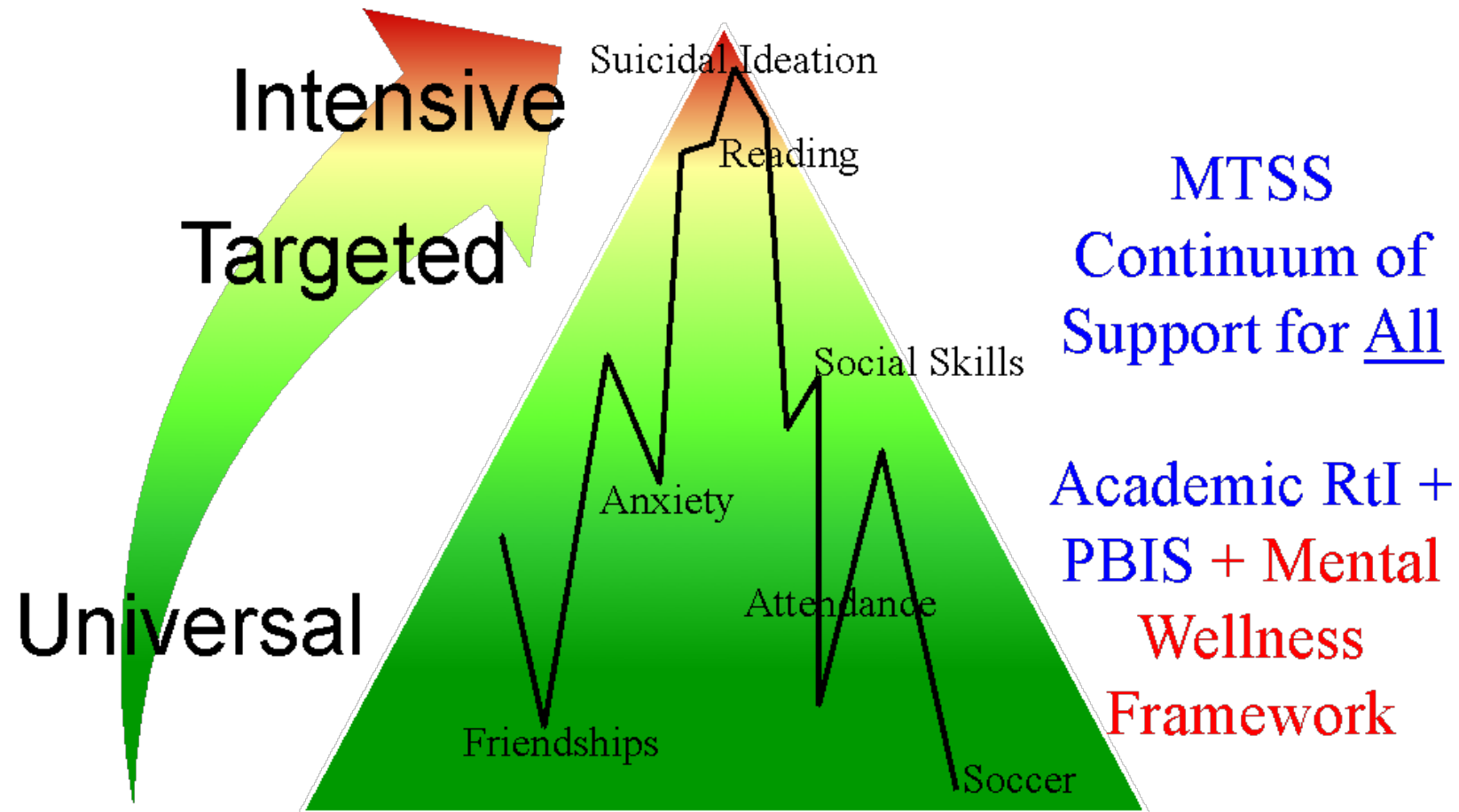
POSITIVE BEHAVIOR SUPPORT





Multi-Tiered System of Support



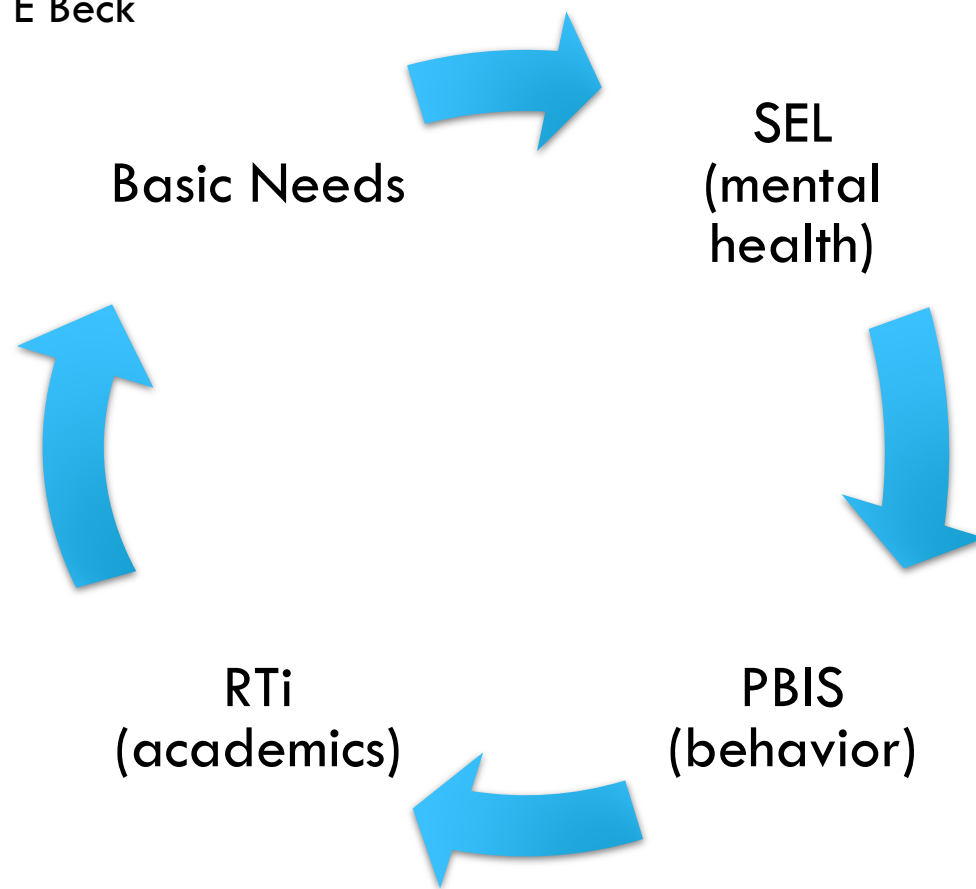


Acknowledgement: Susan Barrett

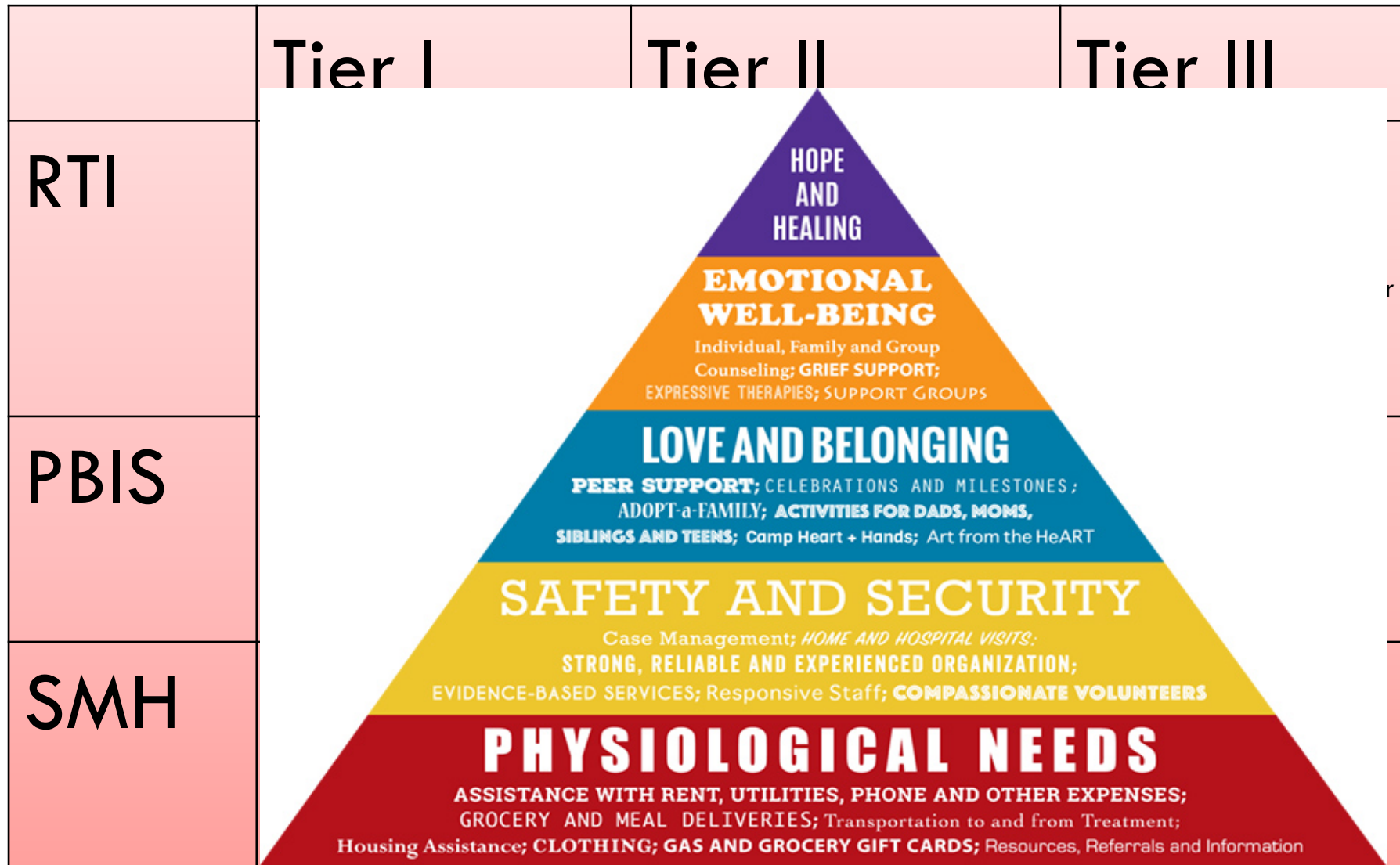


In teaching “You can’t
do the Bloom stuff until
you take care of the
Maslow stuff.”

Alan E Beck



Remember:
Behavior is a
symptom of the
problem.



Rti Academics/intervention sheet

Data Collection

Criteria:
 Who: Team
 When: 5-6-8 Weeks?
 Data: **BAHA**—
Behavior: Checklist, Assessment...
Academics: D-F's; Testing
Health: nurse visits, known medications
Attendance: how many before it becomes
 a referral to team—5-6-7 days?

Name: _____ Teacher: _____
 Grade: _____ Date: _____ Reading Math Writing Behavior

Tier I @ Risk Core Classroom Instruction _____				Tier ____: (Cycle ____) Date: _____ Minimum 90/150 minutes per week/targeted intervention in addition to core instruction. <i>Focus of Interventions:</i>	
Alphabet Upper				Spelling	
Alphabet Lower				Written Expression	
Story Listening				Behavior	
Phonemic				Reading: Oral Fluency	Math: Computation
One-to One				Comprehension	Math Facts
Letter Sounds				Early Literacy Skills: Initial Sound Letter Naming Letter Sound Phoneme Segmentation Nonsense Word	Early Numeracy: Oral Counting Missing Number # Identification Quantity Discrimination
Word Recognition				<i>Interventions:</i>	
Vocabulary					
Fluency					
Spelling					
Passage Comprehension					
Passage					
Math Computation					
Math Facts					
Oral Counting					
Missing Number					
Number Identification					
Quantity Discrimination					
				Timeline: (8-12 weeks: 90/150 MPW) _____ to _____	

RTII Level	Grade Level											
	K		1		2		3		4		5	
Assessments	<ul style="list-style-type: none">DIBELS NextPhonics Screener		<ul style="list-style-type: none">DIBELS NextHolisticPhonics Screener		<ul style="list-style-type: none">DIBELS NextHolisticPhonics Screener		<ul style="list-style-type: none">DIBELS NextPSSA4 SightHolisticPhonics Screener		<ul style="list-style-type: none">DIBELS NextPSSA4 SightHolistic Phonics Screener		<ul style="list-style-type: none">DIBELS NextPSSA4 SightHolisticPhonics Screener	
CORE	<ul style="list-style-type: none">Harcourt7 Thinking StrategiesK Pals		<ul style="list-style-type: none">Harcourt7 Thinking StrategiesElements of Reading Vocabulary1st Grade Pals		<ul style="list-style-type: none">Harcourt7 Thinking StrategiesElements of Reading Vocabulary		<ul style="list-style-type: none">Harcourt7 Thinking StrategiesElements of Reading Vocabulary		<ul style="list-style-type: none">Harcourt7 Thinking StrategiesElements of Reading Vocabulary		<ul style="list-style-type: none">Harcourt7 Thinking StrategiesElements of Reading Vocabulary	
	Area of Need	Intervention Name	Area of Need	Intervention Name	Area of Need	Intervention Name	Area of Need	Intervention Name	Area of Need	Intervention Name	Area of Need	Intervention Name
Tier 1	Phonics/Fluency	Enrichment	Fluency/Comprehension	Enrichment	Fluency/Comprehension	Enrichment	Comprehension	Junior Great Books	Comprehension	Junior Great Books	Comprehension	Junior Great Books
Tier 2	Phonics	Words Their Way	Phonics	Phonics for Reading & Words Their Way	Phonics	Phonics for Reading & Words Their Way	Phonics	Phonics for Reading & Words Their Way	Phonics	Phonics for Reading & Words Their Way	Phonics	Phonics for Reading & Words Their Way
			Fluency	Read Naturally	Fluency	Read Naturally & Fluency First	Fluency	Read Naturally & Fast Tracks	Fluency	Read Naturally & Fast Tracks	Fluency	Read Naturally & Fast Tracks
			Comprehension	N/A	Comprehension	N/A	Comprehension	Fast Tracks	Comprehension	Fast Tracks	Comprehension	Fast Tracks
Tier 3	Phonics	ERI, Corrective Reading Decoding & Foundations	Phonics	Corrective Reading Decoding, Foundations & ERI	Phonics	Corrective Reading Decoding & ERI	Phonics	Corrective Reading Decoding	Phonics	Corrective Reading Decoding	Phonics	Corrective Reading Decoding
							Comprehension	Corrective Reading Comprehension	Comprehension	Corrective Reading Comprehension	Comprehension	Corrective Reading Comprehension
			All Areas	Making Connections	All Areas	Making Connections	All Areas	Language & Making Connections	All Areas	Language & Making Connections	All Areas	Language & Making Connections



SOCIAL SKILLS CHECKLIST
(Elementary/Pre-K)

Name of child: _____ Date: _____

Birth date: _____ Assessor's name: _____

Instructions: For each question, check if that particular social skill occurs **Almost Always**, **Often**, **Sometimes**, or **Almost Never**.

RATING SCALE
<i>Almost always-</i> the student consistently displays this skill in many settings and with a variety of people
<i>Often-</i> the student displays this skill on a few occasions, settings and with a few people
<i>Sometimes-</i> the student seldom displays this skill but may demonstrate it on infrequent occasions.
<i>Almost Never-</i> the student never or rarely exhibits this skill. It is uncommon to see this in their daily routine.

SOCIAL PLAY & EMOTIONAL DEVELOPMENT	Almost Always	Often	Sometimes	Almost Never
1.1 Beginning Play Behaviors				
1. Maintains proximity to peer within 1 foot				
2. Observes peers in play vicinity within 3 feet				
3. Parallel play near peers using the same or similar materials (e.g., playing cars near a peer who is also playing cars)				
4. Physically imitates peer				
5. Verbally imitates peer				
6. Takes turns appropriately during simple games				
1.2 Intermediate Play Behaviors				
1. Shares toys and talks about the activity with peers, even though the play agenda of the other children is different				
2. Physically and verbally responds to interactions from peers (accepts toy from peer, answers questions)				
3. Returns and initiates greetings with peers				
4. Know appropriate ways of joining in an activity with peers				
5. Invites others to play				
6. Takes turns during structured activities				
7. Obeys game rules				
8. Requests toys, food, and materials from peers				
1.3 Advanced Play Behavior				
1. Plays cooperatively with peers during imaginative play				
2. Makes comments about what he/she is playing to peers				
3. Organizes play (suggests ideas to peers on how to play)				
4. Follows peer play plans				
5. Takes turns during unstructured activities without a time limit				
6. Offers toys, food, and materials to peers				

EMOTIONAL REGULATION	Almost Always	Often	Sometimes	Almost Never
2.1 Understanding Emotions				
1. Identifies likes and dislikes				
2. Identifies emotions in self				
3. Identifies emotions on others				
4. Justifies emotions once identified (eating because I'm hungry)				
5. Demonstrates affection and empathy toward peers				
6. Refrains from aggressive behaviors toward peers				
7. Refrains from aggressive behaviors toward self				
8. Does not exhibit intense fears or phobias				
9. Interprets body language				
10. Uses different tones of voice to convey messages				
2.2 Self Regulation				
1. Allows others to comfort him/her if upset or agitated				
2. Self regulates when tense or upset				
3. Self regulates when energy level is high				
4. Deals with being teased in acceptable ways				
5. Deals with being left out of a group				
6. Accepts not being first at a game or activity				
7. Accepts losing at a game without becoming upset/angry				
8. Says "no" in acceptable way to things he/she does not want to do				
9. Accepts being told "no" without becoming upset/angry				
10. Able to say "I don't know"				
11. Able to end conversations appropriately				
2.3 Flexibility				
1. Accepts making mistakes without becoming upset/angry				
2. Accepts consequences of his/her behavior				
3. Accepts unexpected changes				
4. Continues to try when something is difficult				
5. Ignores others or situations when it is desirable to do so				
2.4 Problem Solving				
1. Identifies/defines problems				
2. Generates solutions to problems				
3. Carries out solutions by negotiating or compromising				
4. Understands impact his/her behavior has on peers				



PBIS		
Assessments	Universal Screening FBA; Check list; ALSUP	
CORE	PBIS	
	Area of Need	Intervention Name
Tier 1	Classroom Interventions SEL <i>School Counseling</i>	Deep Breathing, Peace Corner, Regulation Model, Brain Break Second Step; Zones of Regulation <i>Classroom lessons</i>
Tier 2	Classroom Interventions <i>Frustration Tolerance</i> Flexibility/Adaptability <i>Problem Solving</i>	Deep Breathing, Peace Corner, Regulation Model, Brain Break <i>Re-teach Second Step Lessons, Zones</i> Zones, Social Thinking, Anxiety, Self-harm <i>Conflict Resolution, Attendance, Organization</i>
Tier 3	Frustration Tolerance <i>Flexibility/Adaptability</i> Problem Solving	Zones, Second Step, Mindfulness, <i>Smaller Tier II groups</i> BIP; Smaller Tier II groups



ROSS GREENE

LOST IN SCHOOL & LOST AND FOUND...



Challenging behavior is just a signal, the fever, the means by which the kid communicating that he or she is having difficulty meeting an expectation.

All of us get escape, avoid, manipulation.

The question isn't the function—
why the student is behaving this way

but rather

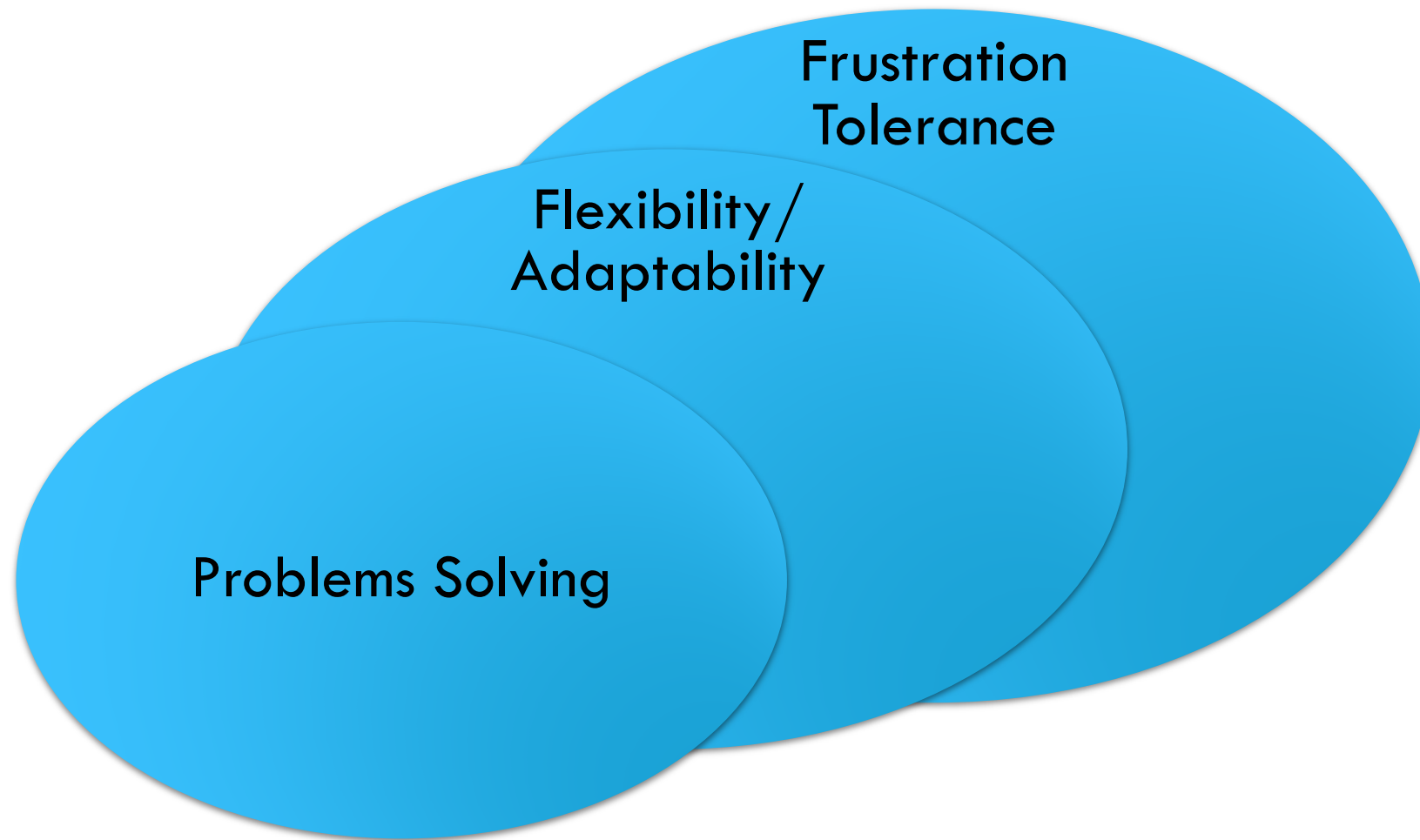
Why is the student going about
getting, escaping, avoiding in such a
maladaptive way or manner?

Challenging behavior is reflective of a
developmental delay.

In order for students to
behave adaptively they need:
motivation and skills.

Many years we have
focused on motivation.

Research says ***focus*** on the **SKILLS** part.



Lagging Skills NOT escape, avoid, manipulation.



ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (Rev. 11-12-12)

LAGGING SKILLS UNSOLVED PROBLEMS

Difficulty handling transitions, shifting from one mindset or task to another

Difficulty doing things in a logical sequence or prescribed order

Difficulty persisting on challenging or tedious tasks Poor sense of time

Difficulty maintaining focus

Difficulty considering the likely outcomes or consequences of actions (impulsive)

Difficulty considering a range of solutions to a problem

Difficulty expressing concerns, needs, or thoughts in words

Difficulty understanding what is being said

Difficulty managing emotional response to frustration so as to think rationally

Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration

Difficulty seeing the “grays”/concrete, literal, black-and- white, thinking

Difficulty deviating from rules, routine

Difficulty handling unpredictability, ambiguity, uncertainty, novelty

Difficulty shifting from original idea, plan, or solution

Difficulty taking into account situational factors that would suggest the need to adjust a plan of action

Inflexible, inaccurate interpretations/cognitive distortions or biases

(e.g., “Everyone’s out to get me,” “Nobody likes me,” “You always blame me,” “It’s not fair,” “I’m stupid”)

Difficulty attending to or accurately interpreting social cues/poor perception of social nuances

Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills

Difficulty seeking attention in appropriate ways

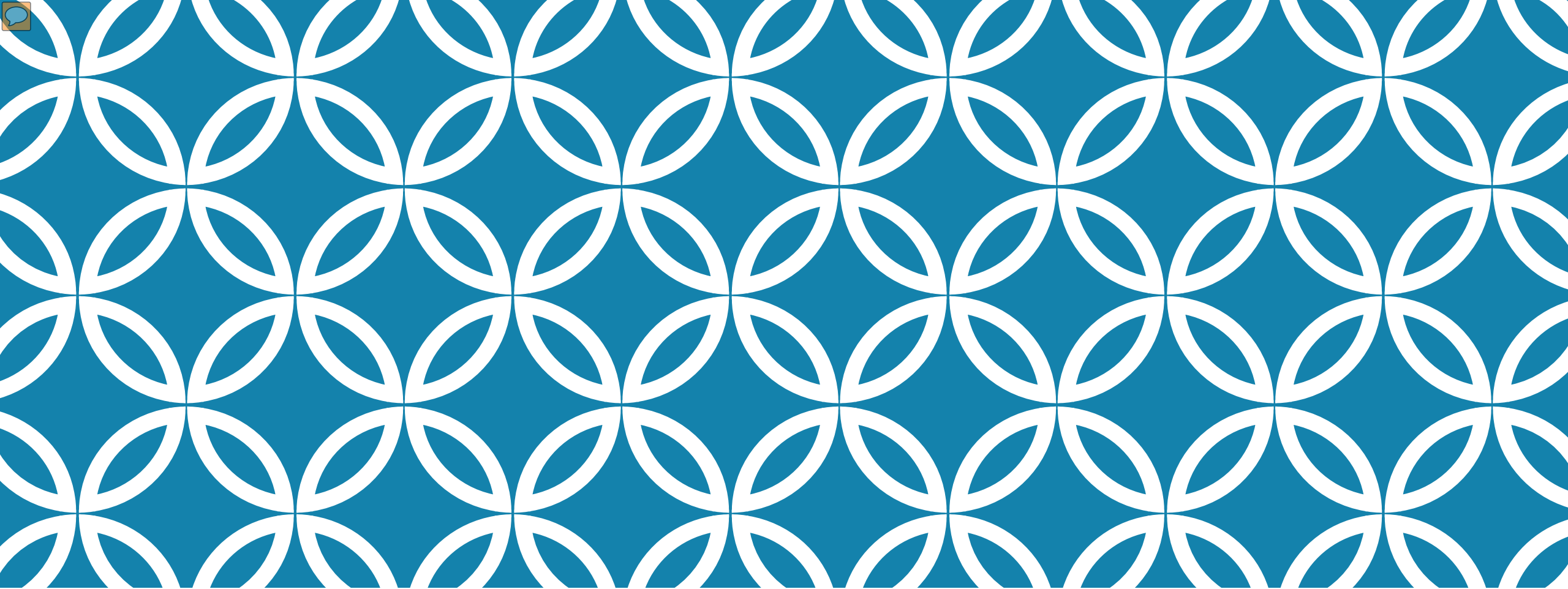
Difficulty appreciating how his/her behavior is affecting other people

Difficulty empathizing with others, appreciating another person’s perspective or point of view

Difficulty appreciating how s/he is coming across or being perceived by others Sensory/motor difficulties

UNSOLVED PROBLEMS GUIDE: Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior; free of adult theories and explanations; “split” (not “clumped”); and specific.

SCHOOL: *Difficulty moving from choice time to math;* Difficulty sitting next to Kyle during circle time; Difficulty raising hand during social studies discussions; Difficulty getting started on project on tectonic plates in geography; Difficulty standing in line for lunch; Difficulty getting along with Eduardo on the school bus; Difficulty when losing in basketball at recess



CONNECTING RIGHT-BRAIN TO RIGHT BRAIN
&
INTEGRATING THE UPSTAIRS AND THE DOWNSTAIRS

Tool Box



They say “You can’t teach an old dog a new trick?”

But you can!

Neuroplasticity!!



RE-WIRING



We need to practice when there's **little** emotions so it works when there are big emotions

Practice ALWAYS!!! In the car, at bed time, during commercials, Have big kids teach little kids, Have your kid re-teach you.

MAKE IT FUN!!!!!!!!!!!!!!!!!!!!!!



EMOTIONS IN KIDS

Big Emotions in kids look different than they do in adults.



Anxiety:

- Losing Focus
- Anger
- Perfectionism
- Correlation with ADHD

Depression:

- “lazy” & ”boring”
- Physical Ailments
- Agitation
- Focus problems

DOWNSTAIRS

Negative Feelings

(sad, overwhelmed, tired, over excited)



Downstairs Brain



Loss of Emotional Control

(impulse control, flexibility, working memory,
initiation, organization, self-monitoring)

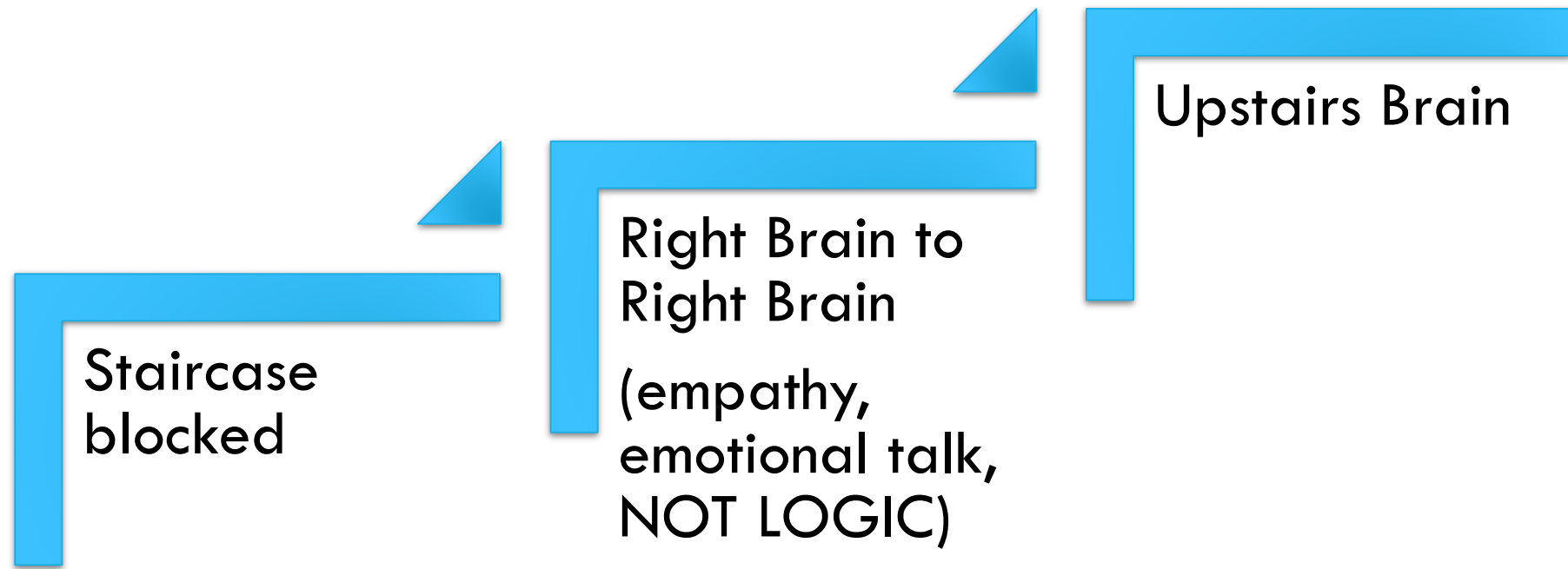


We have “flipped our lid!”





GETTING BACK UP



What's Hiding Behind the "Misbehaviors"

Common Behaviors and What's Really Going On



WHAT YOU SEE

SENSITIVE

- Cries over smallest things
- Gets sad when you leave
- Doesn't like being alone
- Can't watch super sad movies

ANGRY

- Yells and screams often
- Throws things and is destructive
- Crosses arms and shuts down
- Shouts "I HATE YOU" or "GO AWAY"

PERFECTIONIST

- Nervous about breaking rules
- Can't handle getting things wrong
- Doesn't ever want to miss school
- Scared of answering things wrong
- Struggles with Constructive Criticism

SHY

- Hides behind your legs
- Scared of "new" people
- Fearful of change
- Doesn't like going new places
- Prefers playing with "familiar" friends

OVER-EXCITED

- Becomes "hyper" when guests come over
- Says inappropriate things around others
- Makes jokes at inappropriate times
- Jumps on furniture
- Plays rough with others

WHAT IS REALLY GOING ON

- Child lacks self-regulation
- Child is worried about "new" things and need help gradually being introduced to them
- Child has an inner fear they are unable to verbalize

- Child is unable to recognize emotions
- Child does not have appropriate coping strategies
- Child needs help with calming strategies
- Child is worried about "unknown" feelings

- Child is struggling with negative thought patterns
- Child needs help connecting thoughts and actions
- Child has trouble verbalizing their worries
- Child thrives on doing things the right way

- Child is unable to verbalize big worries and fears
- Child is cautious of anything new and want to understand the situation fully
- Child needs help making plans for "new" adventures

- Child is unable to detect their inner "engine"
- Child needs help regulating their excitement
- Child lacks calming strategies for building anticipation

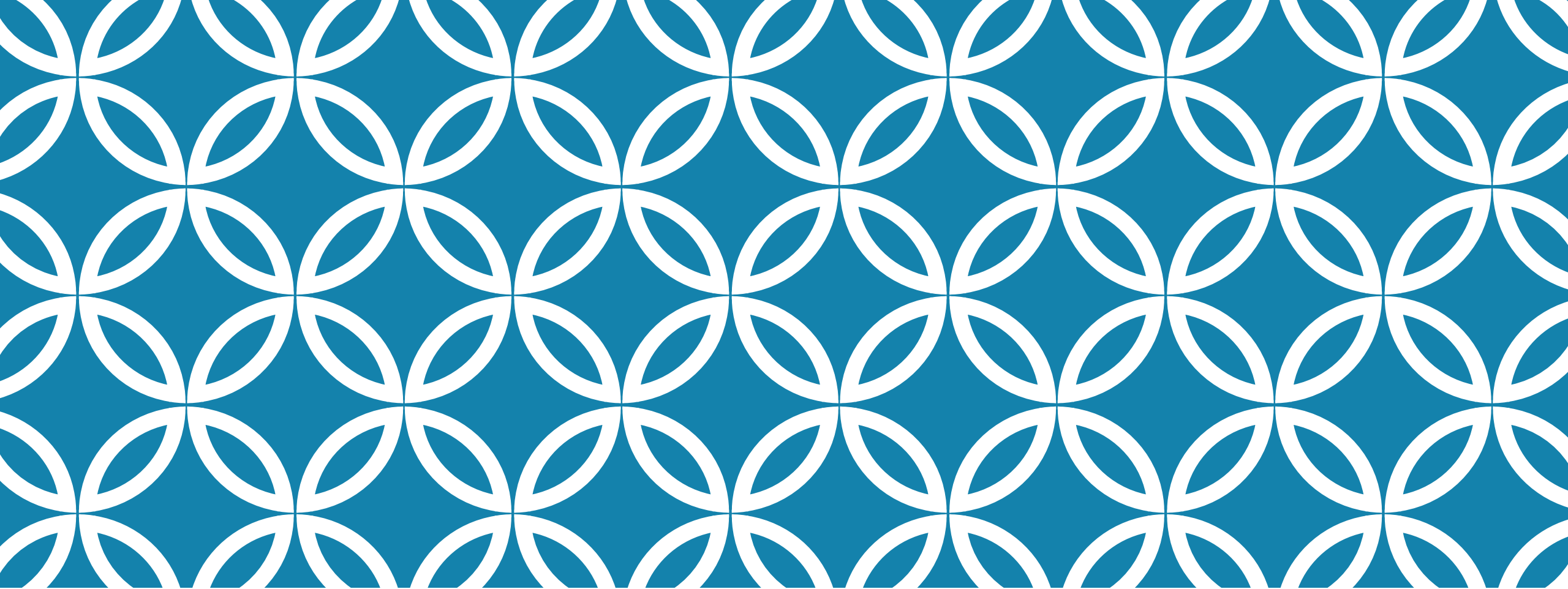


THE TOOLBOX

Flexibility/Adaptability

Frustration Tolerance
(Acting Out)

Problem Solving



SKILLS AND INTERVENTIONS

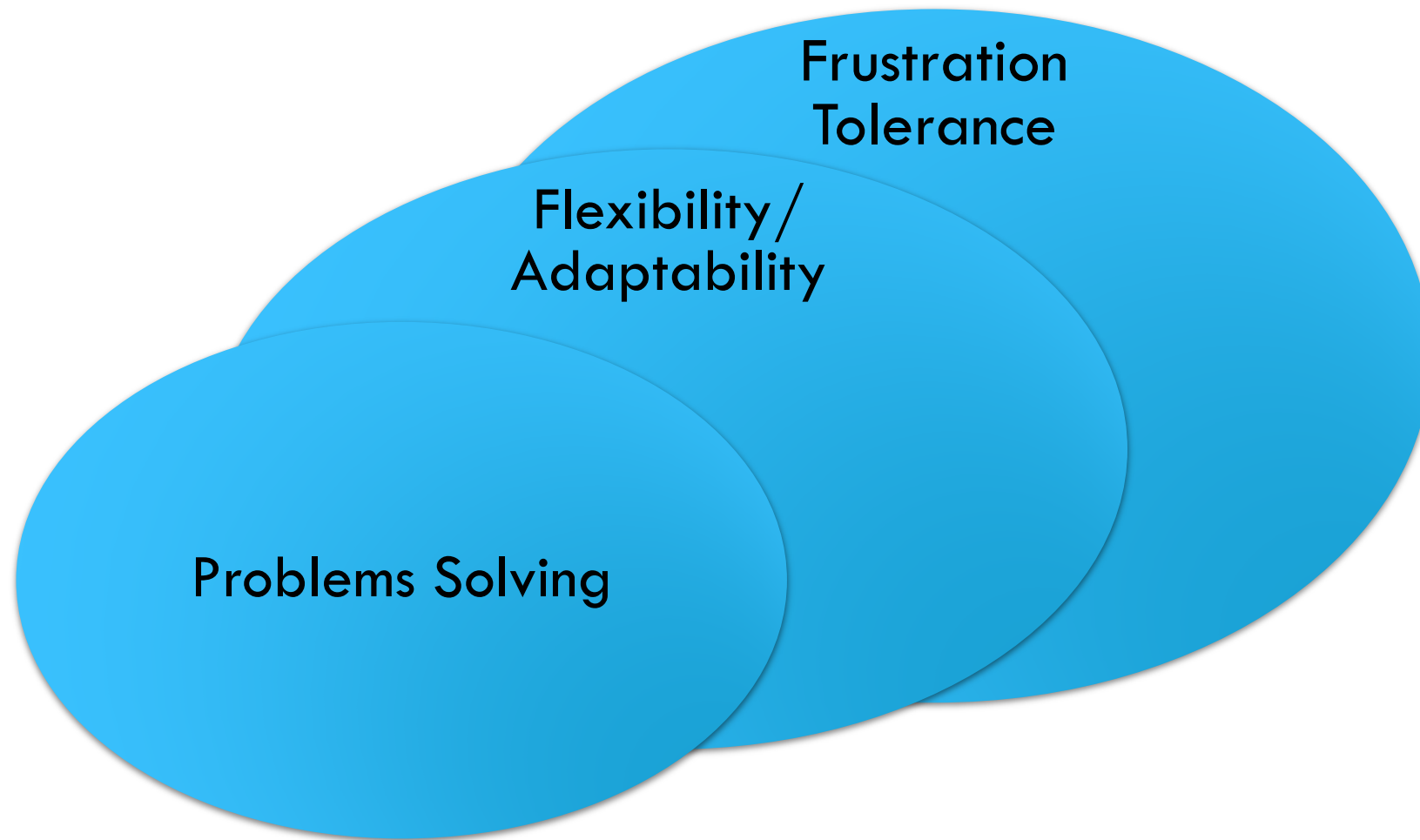
FRUSTRATION TOLERANCE



ONLY

TEACH IN THE

UPSTAIRS BRAIN



Lagging Skills NOT escape, avoid, manipulation.




EMOTIONAL NEEDS

Emotion Regulation & Distress Tolerance

- “Raise and Lower the Temperature”
- Coping card
- Body Scan
- Id feelings
- Ice
- Feeling Thermometer
- Power thinking- Affirmations

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

	BLUE ZONE	Sad Sick Tired Bored Moving Slowly
	GREEN ZONE	Happy Calm Feeling Okay Focused Ready to Learn
	YELLOW ZONE	Frustrated Worried Silly/Wiggly Excited Loss of Some Control
	RED ZONE	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Copyright © 2011 Think Social Publishing, Inc.
This page may be copied for the purpose of educating students and other professionals.

Feelings Thermometer – How am I feeling now?



J. T. Baker

QUIZ TIME



Participate:
www.menti.com
99 75 19

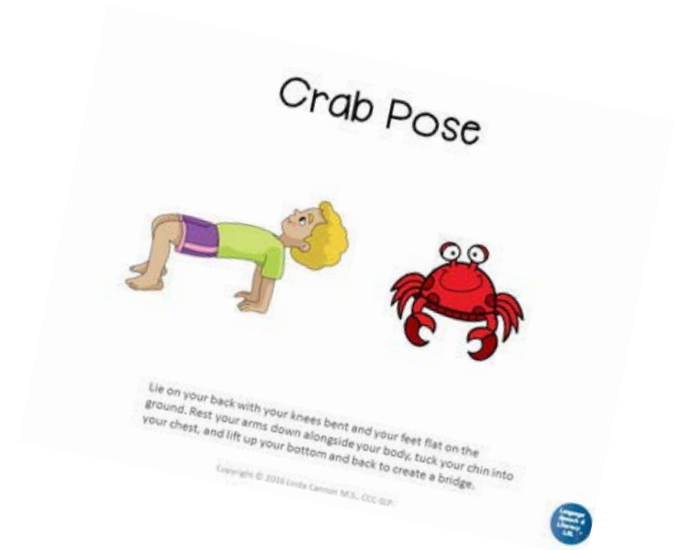
ONLY

TEACH IN THE

UPSTAIRS BRAIN

SENSORY NEEDS

- Zebra Walk (animal walks)
- Go Noodle Wiggle Videos/ Mind Yeti
- Crosslateral Stimulation (cross midline)
- Vestibular/proprioceptive (good exercises for each)
- Sensory Breaks “brain breaks”
 - Brain gym the brain gym101 course refers to a course that teaches 26 movements and how to apply them using specific brain gym process and techniques VIDEOS ON YOUTUBE!



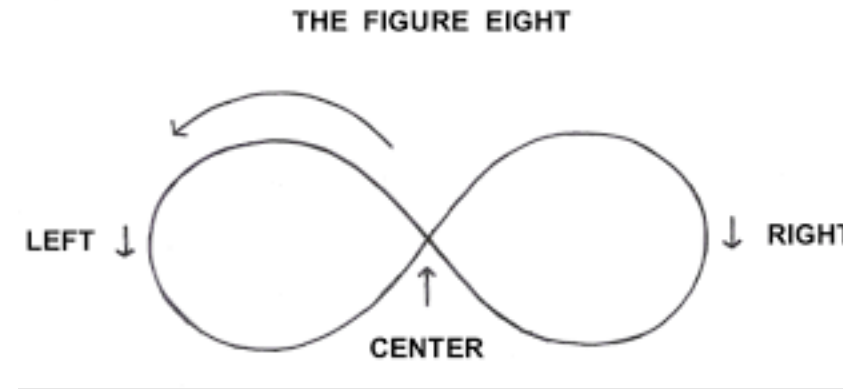
ONLY

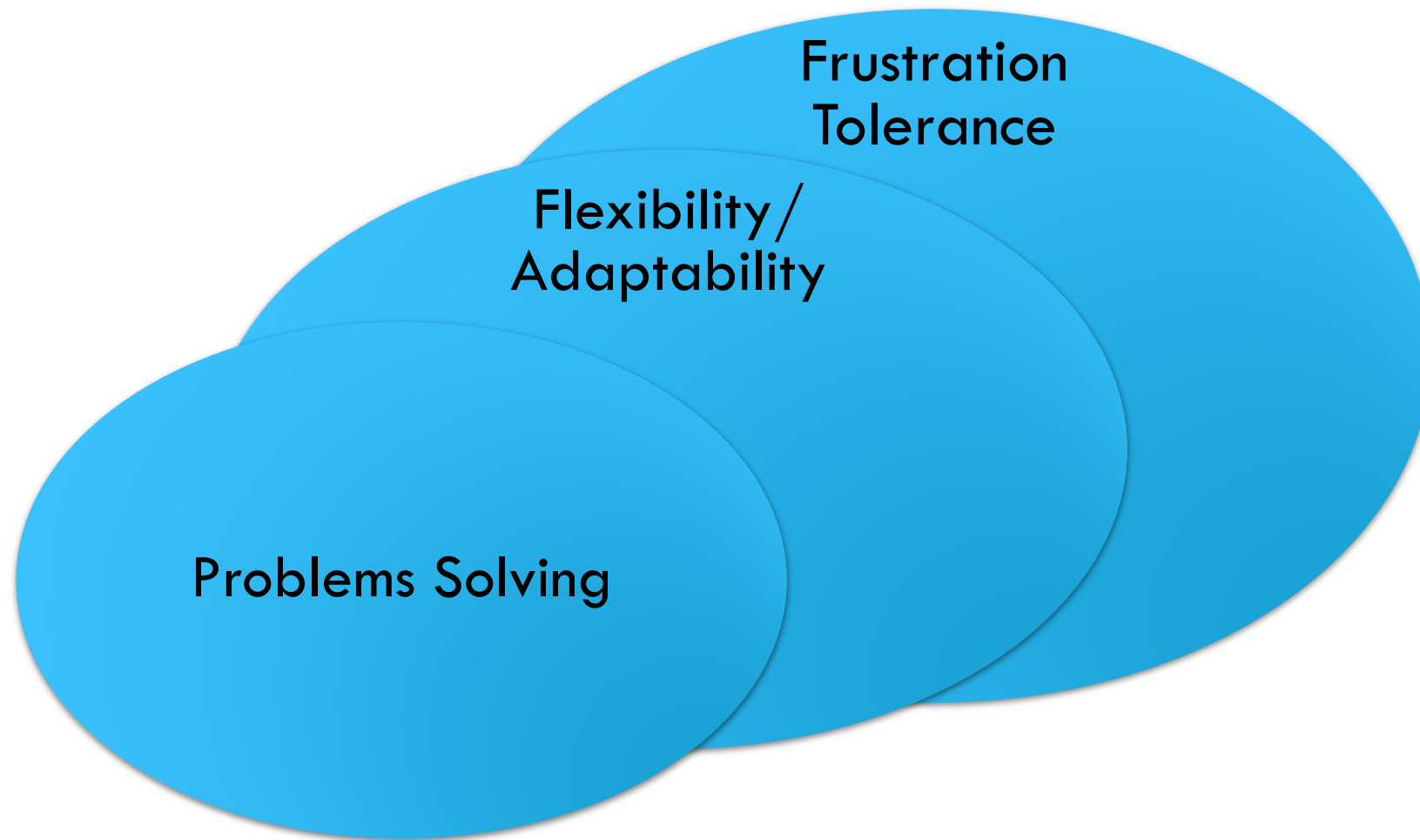
TEACH IN THE

UPSTAIRS BRAIN

DO IT WITH US!

- Figure 8
- Elbows & Knees





Lagging Skills NOT escape, avoid, manipulation.

HOLISTIC APPROACHES

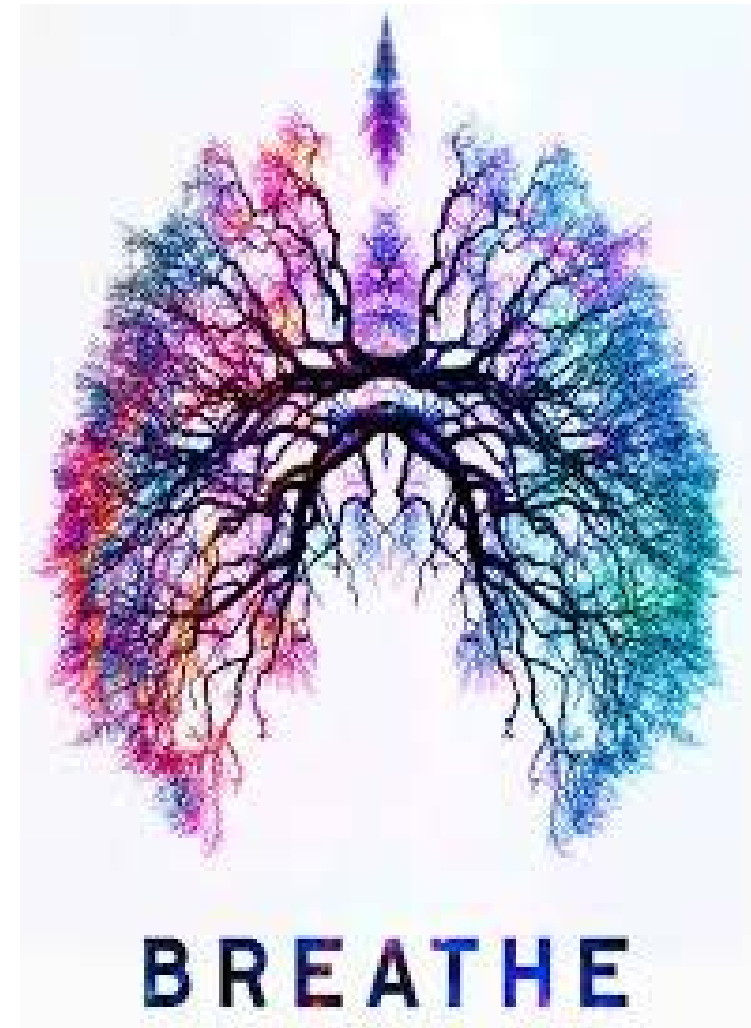
- Breathing
- Progressive muscle relaxation
- Mindfulness (focus based solution)/meditation



HOLISTIC

Breathing

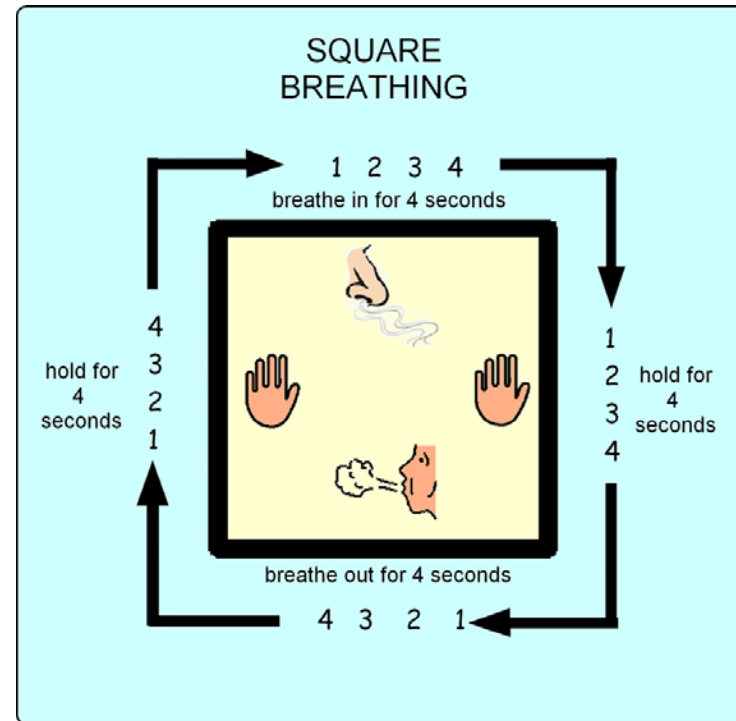
- Video
- Snake Breaths
- Belly breaths
- Bunny breaths
- Bubbles
- Balloons
- Breathing buddies
- Mind Yeti

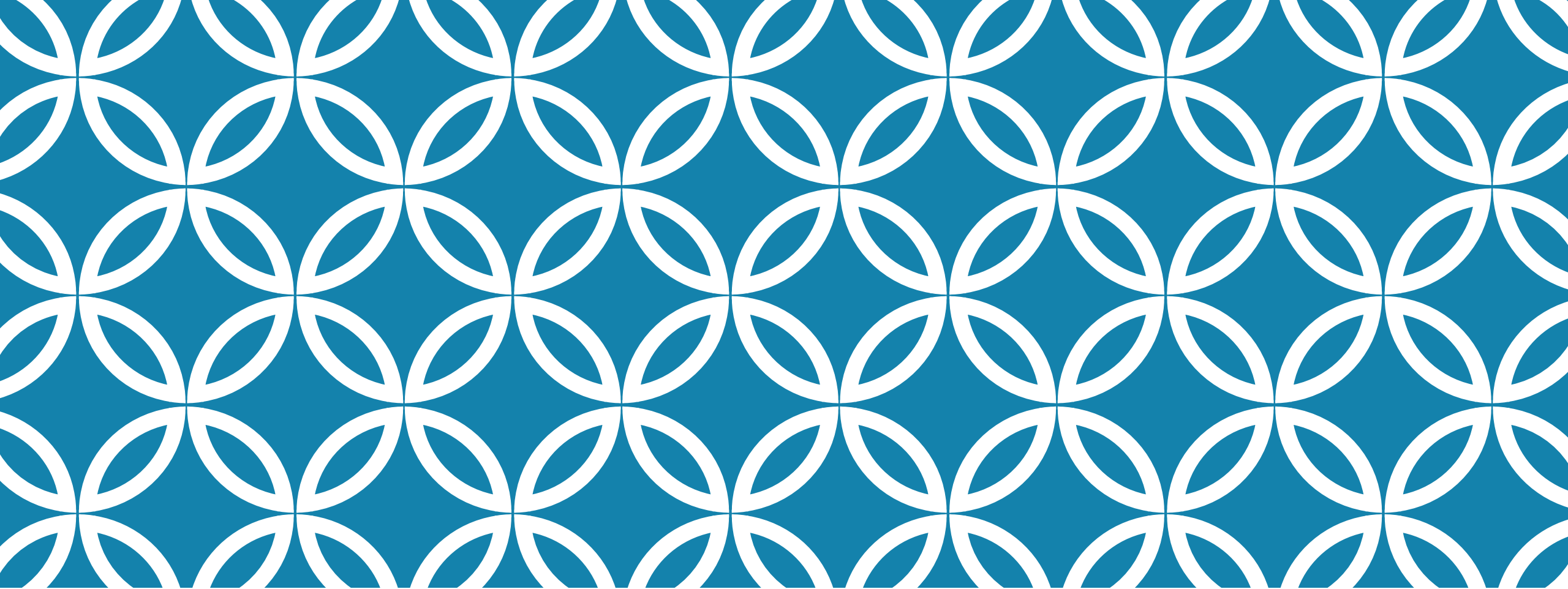


DO IT WITH US!

- Balloons
- Snake Breaths

Square Breathing





SKILLS AND INTERVENTIONS

FLEXIBILITY/ADAPTABILITY

ONLY

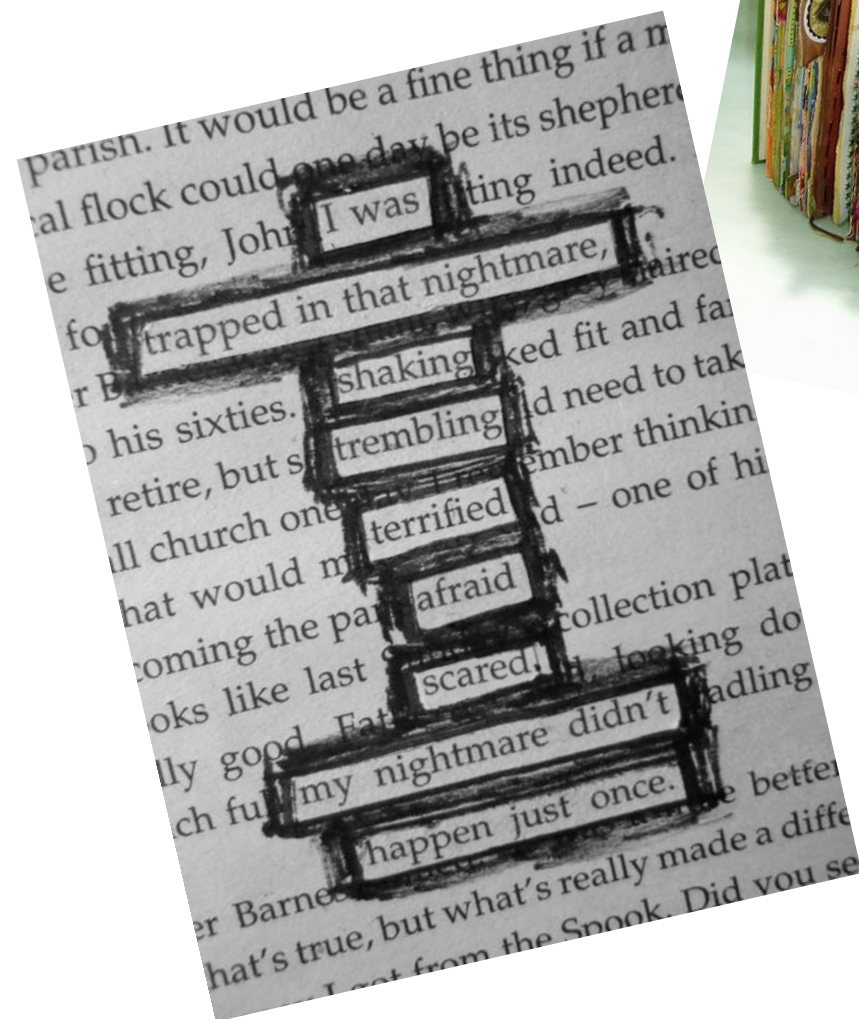
TEACH IN THE

UPSTAIRS BRAIN

EMOTIONAL NEEDS

Art Therapy

- Altered books
- Black out poetry
- Affirmation jars
- Collage/ vision board
- Boxes / masks





HOLISTIC

Progressive Muscle Relaxation

- Scrunch & Stretch
- Noodles
- Guided for Kids
- Guided for Adults
- You Tube

*Breathe: I am safe.
I am calm.
I can handle this.*

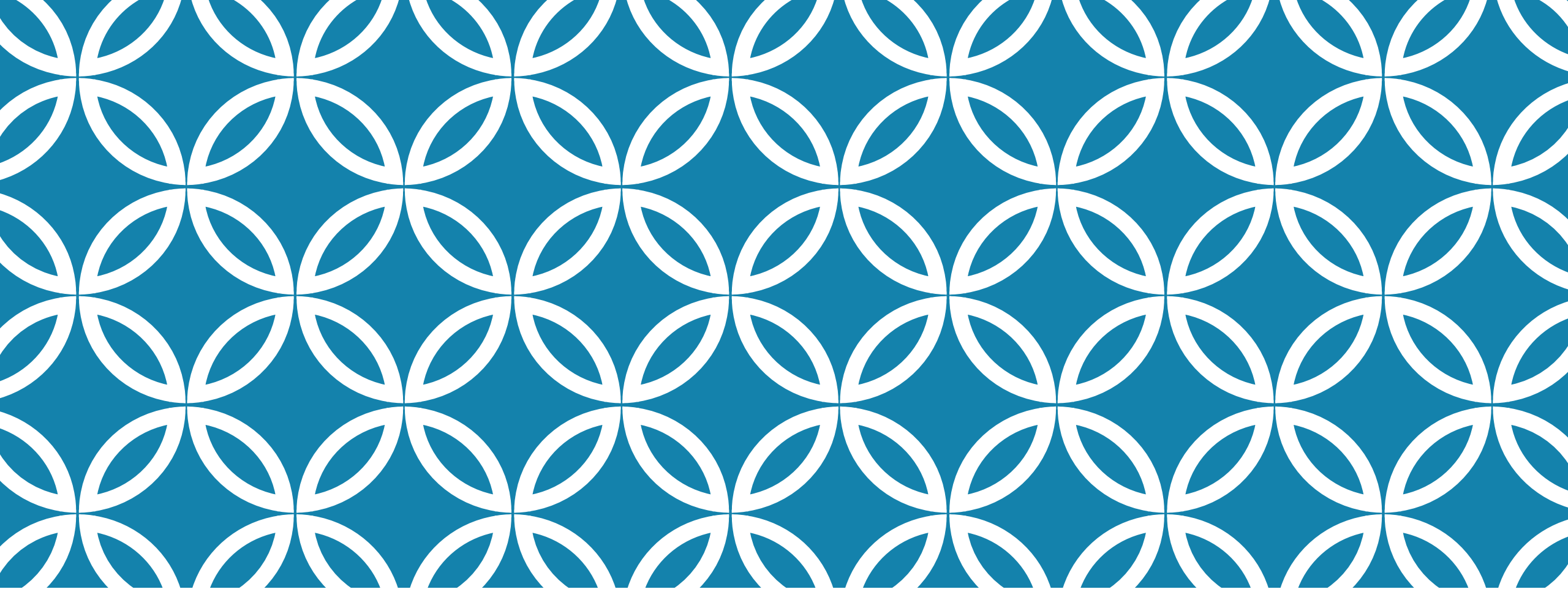


DO IT WITH US

Scrunch & Stretch

Noodles





SKILLS AND INTERVENTIONS

PROBLEM SOLVING

ONLY

TEACH IN THE

UPSTAIRS BRAIN



PBIS		
Assessments	Universal Screening FBA; Check list; ALSUP	
CORE	PBIS	
	Area of Need	Intervention Name
Tier 1	Classroom Interventions SEL <i>School Counseling</i>	Deep Breathing, Peace Corner, Regulation Model, Brain Break Second Step; Zones of Regulation <i>Classroom lessons</i>
Tier 2	Classroom Interventions <i>Frustration Tolerance</i> Flexibility/Adaptability <i>Problem Solving</i>	Deep Breathing, Peace Corner, Regulation Model, Brain Break <i>Re-teach Second Step Lessons, Zones</i> Zones, Social Thinking, Anxiety, Self-harm <i>Conflict Resolution, Attendance, Organization</i>
Tier 3	Frustration Tolerance <i>Flexibility/Adaptability</i> Problem Solving	Zones, Second Step, Mindfulness, <i>Smaller Tier II groups</i> BIP; Smaller Tier II groups

SOCIAL NEEDS

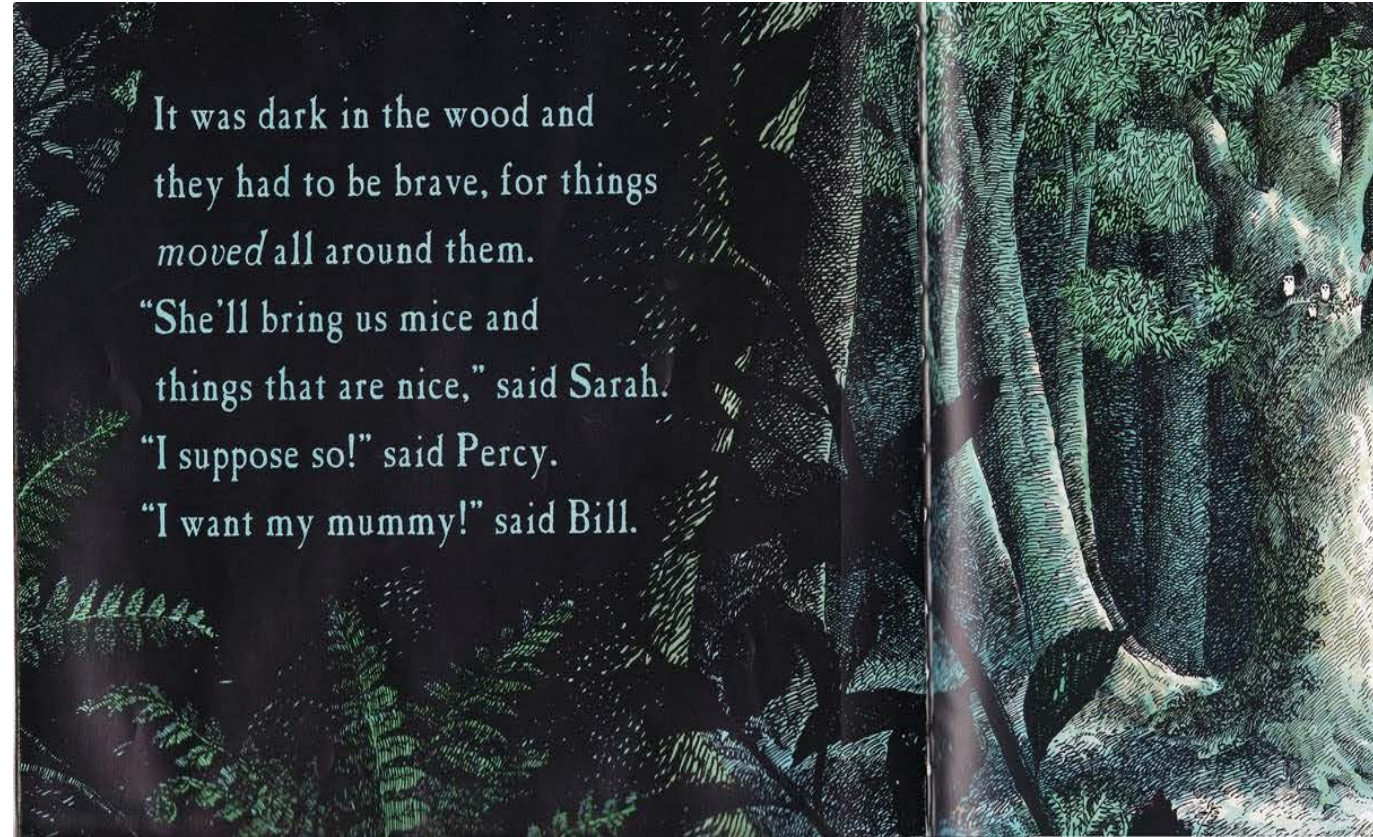
- Social Stories

- Mario!

- Books

- Social Emotional Learning Themes

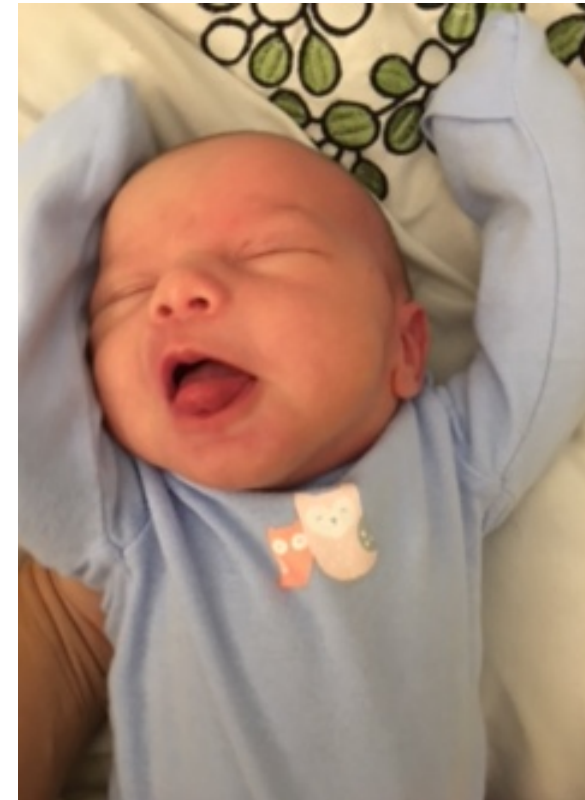
- A chair for my mother
- Wilma Jean the Worry Machine
- The Giving Tree
- The Invisible String
- Owl Babies
- I just don't like the sound of no!
- Hands are not for hitting



MINDFULNESS / MEDITATION

Mindfulness

- Thoughts / Feelings / Sensations (noticing all senses)
- Radical Acceptance
- Candy
- Books
- Go Noodle
- “What does it mean to be present?”
- Imagery -Riding the wave
- Stretching Yoga
 - Cosmic kids



ONLY

TEACH IN THE

UPSTAIRS BRAIN

NOW WHAT?

THE **ONE** THING I'M GOING TO DO
DIFFERENTLY NOW IS_____.



What questions do
you have?

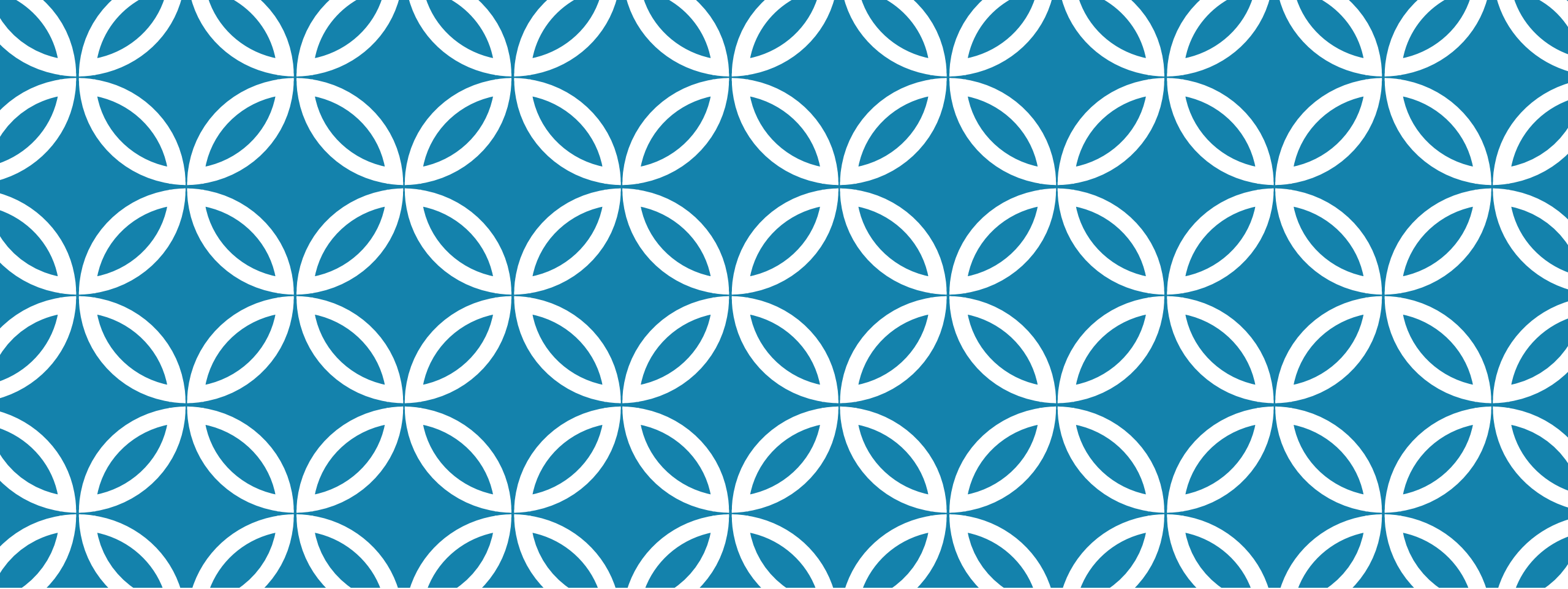
Participate:
www.menti.com
99 75 19

“Kids will do well if they can...
kids with behavioral challenges are not
attention-seeking, manipulative,
limit-testing, coercive, or unmotivated,
***but they lack the skills to
behave adaptively.”***

Greene, R. (2008). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. NY, NY: Scribner.

“I hope that someday we will learn the terrible cost we all pay when we ignore or mismanage those people in society who most need our help.”

The Hon. Judge Sandra Hamilton,
Provincial Court of Alberta, Canada



KELLY.PETACCIO@GSCS.ORG
&
RHONDA.HARRIS@GSCS.ORG

Griffin Spalding County Schools
&
Project AWARE

Understood.org— Trauma & ADHD

MomentousInstitute.org

Dr. Dan Siegel, Tina Payne Bryon,

The Whole Brain Child; No-Drama Discipline;

Upstairs/Downstairs Brain

Kidsinthehouse.com—sign up for free/many videos

Dr. Ross Greene—livesinthebalance.org

ALSUP; Assessment of Lagging Skills & Unsolved Problems

Lost in School; Lost at School; The Explosive Child