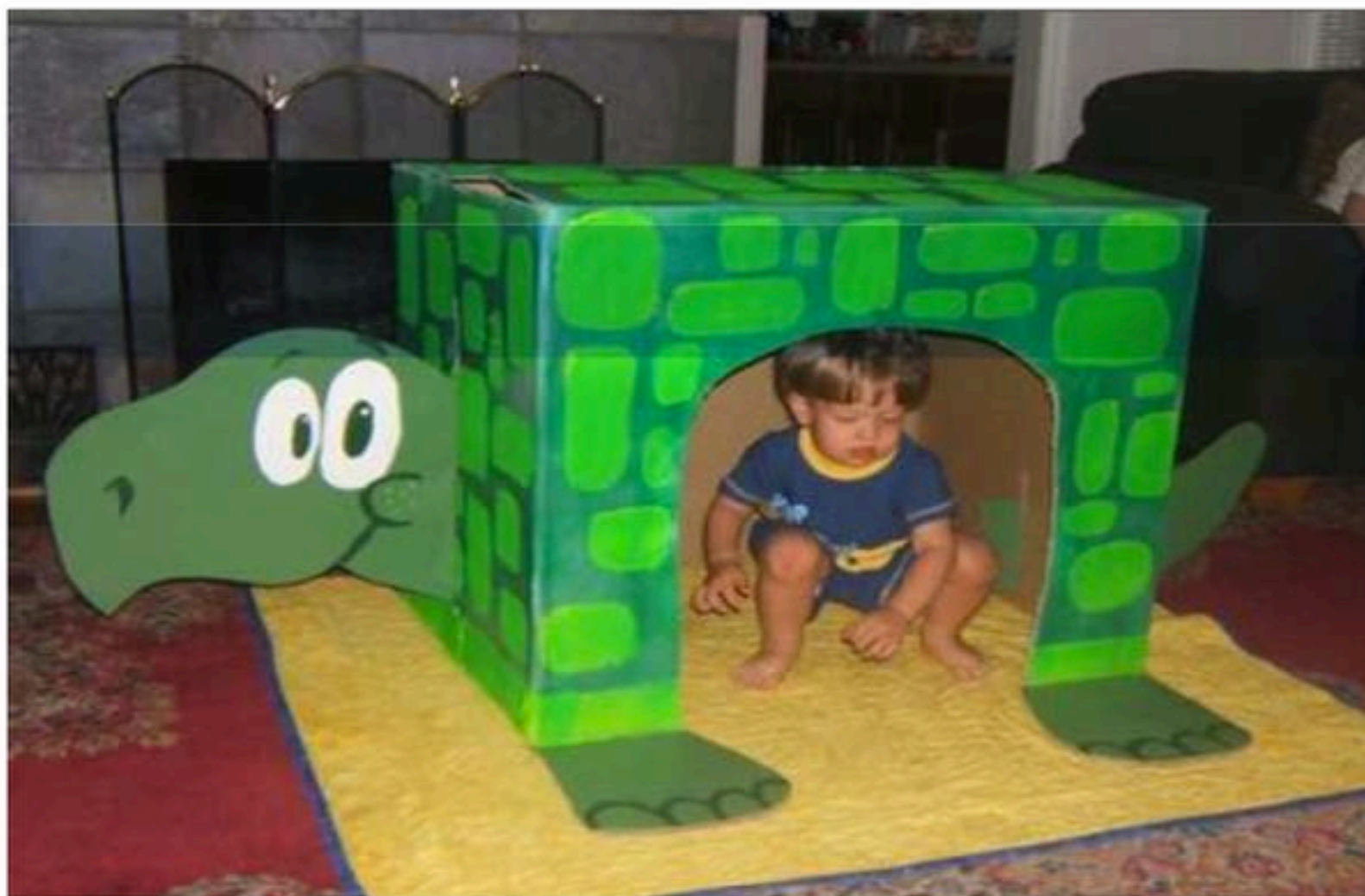


CENTERS

Turtle Box



Teach Calming Techniques





Drain

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "sssshhh" sound and release all your muscles, draining out the stress.



S.T.A.R.

Smile, **T**ake a deep breath **A**nd **R**elax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.



Pretzel

Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.



Balloon

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a "pbpbpbpbpb" sound.

Calm Down Card



☐ Head down
on desk



☐ Raise hand when
I am calm



☐ Pull bunny when
I am ready to go
back

Games and
Fun Activities

Calming
Techniques

Self-Awareness
Strategies

Visual Cues and
Positive Behavior
Supports

Simple Solutions Adaptation



My friend Mario

Just like me!



Sometimes Mario gets upset!

Oh, no!!!

Hmm..
Got to get a
grip!

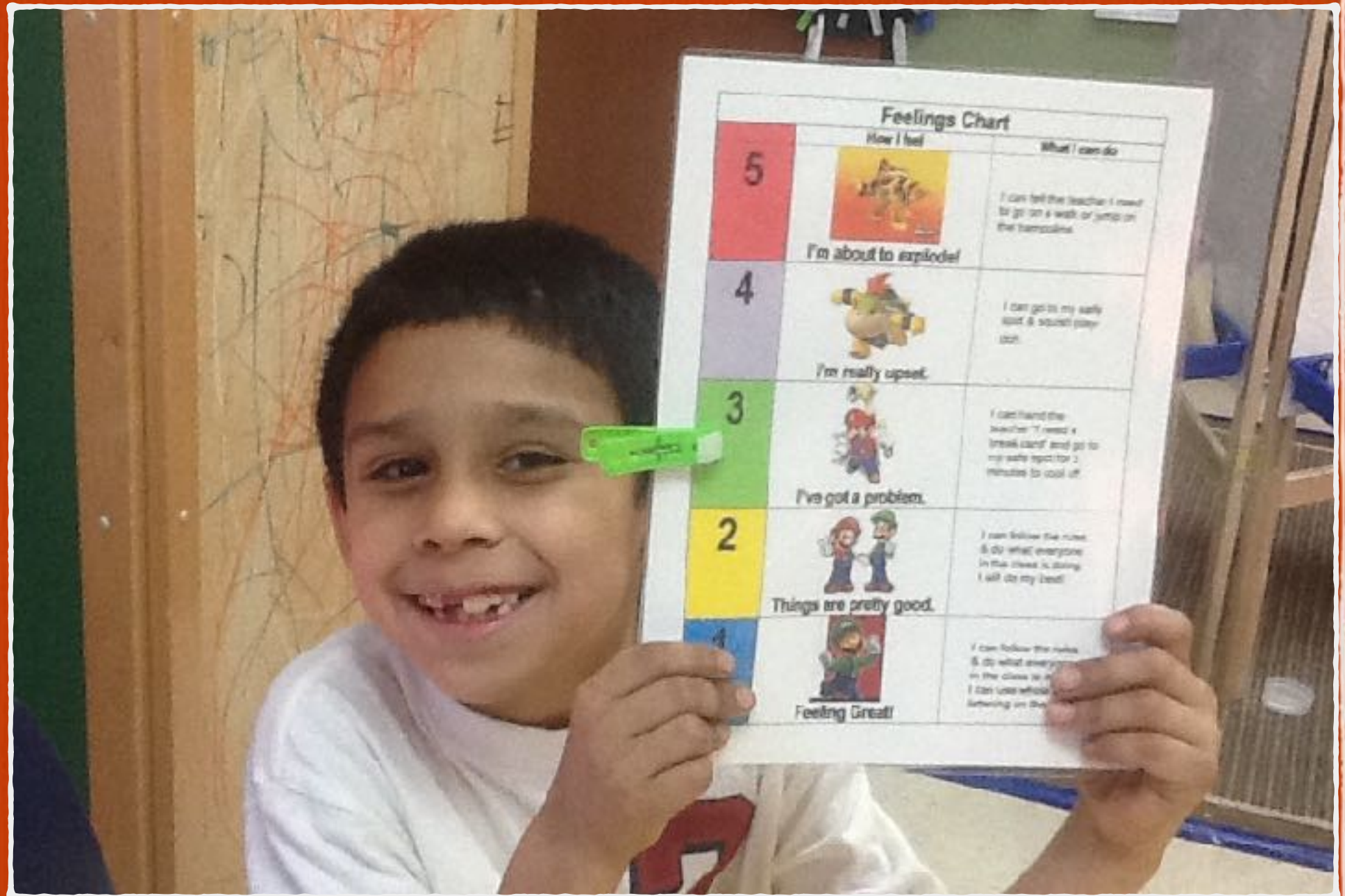


Here's what I can do:

Use my Feelings Chart

5
4
3
2
1

Feelings Chart		
	How I feel	What I can do
5	 I'm about to explode!	I can tell the teacher I need to go on a walk or jump on the trampoline.
4	 I'm really upset.	I can go to my safe spot & squish play-doh.
3	 I've got a problem.	I can hand the teacher "I need a break card" and go to my safe spot for 5 minutes to cool off.
2	 Things are pretty good.	I can follow the rules & do what everyone in the class is doing. I will do my best!
1	 Feeling Great!	I can follow the rules & do what everyone in the class is doing. I can use whole body listening on the mat.



Hey, I can do this, too!

Just like Mario!

Dominic



CALMING THE WIGGLES



Sometimes our bodies get the “wiggles”. When that happens it can be hard to sit very still. Our body feels like it has to move.

When that happens we can work **standing up** and that is OK.

When that happens we can do things to **CALM** our muscles and help them to **RELAX** when we want to try and sit at our desk.

Ms. _____ or Ms. _____ can show me how to **CALM and RELAX** my muscles with **muscle exercises**. Then it will be easier to **SIT** at my desk and **LISTEN** in school. I can pick which exercises I like the best.

Sometimes I can tell when it is time to RELAX my muscles.
Sometimes an adult can tell me.

**When I think it is time or when an adult tells me – I’m going to try
and CALM my muscles with exercises!**

I can sit or
stand near
my desk now!
I relaxed my
muscles!



You can do it
____!! Stand or sit
near your desk
like your friends.

Games and
Fun Activities

Calming
Techniques

Self-Awareness
Strategies

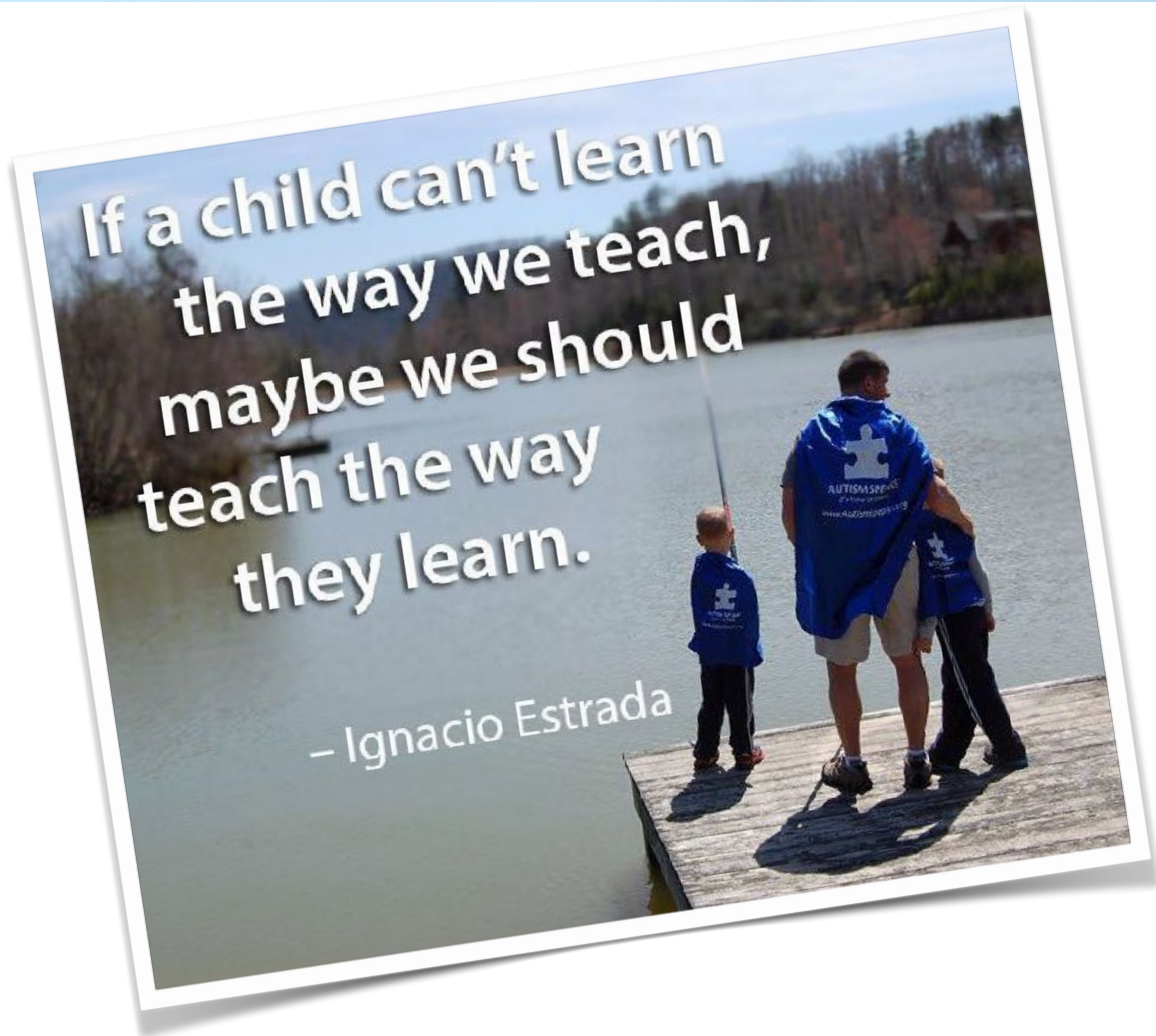
Visual Cues and
Positive Behavior
Supports

USING HIGH INTEREST AREAS

Teach
Teach

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

– Ignacio Estrada



Power Cards

P 15

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.



Our Power Card



Working Memory



Inhibitory control



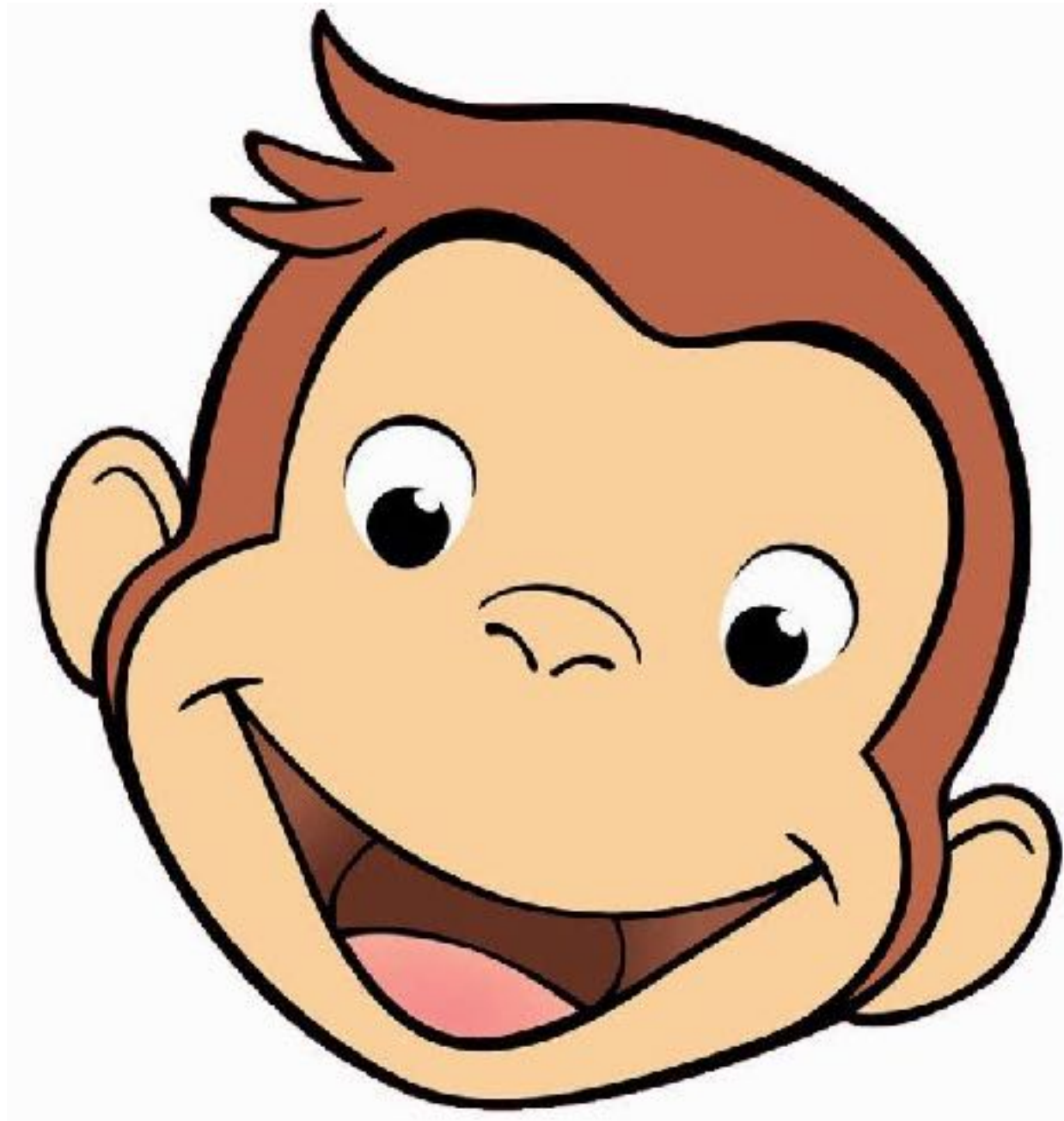
Mental Flexibility

Daffy Duck likes to go to seminars to learn new ideas about ways to make Bugs Bunny crazy. He especially likes it when everything in the book matches the slides every time.

Uh-oh..today there are some slides missing in my book. And..there are some chapters in the book that she is not covering.

Daffy knows that he can:

1. Take a deep breath
2. Write down important ideas he wants to remember
3. Remember that this book is only a resource!



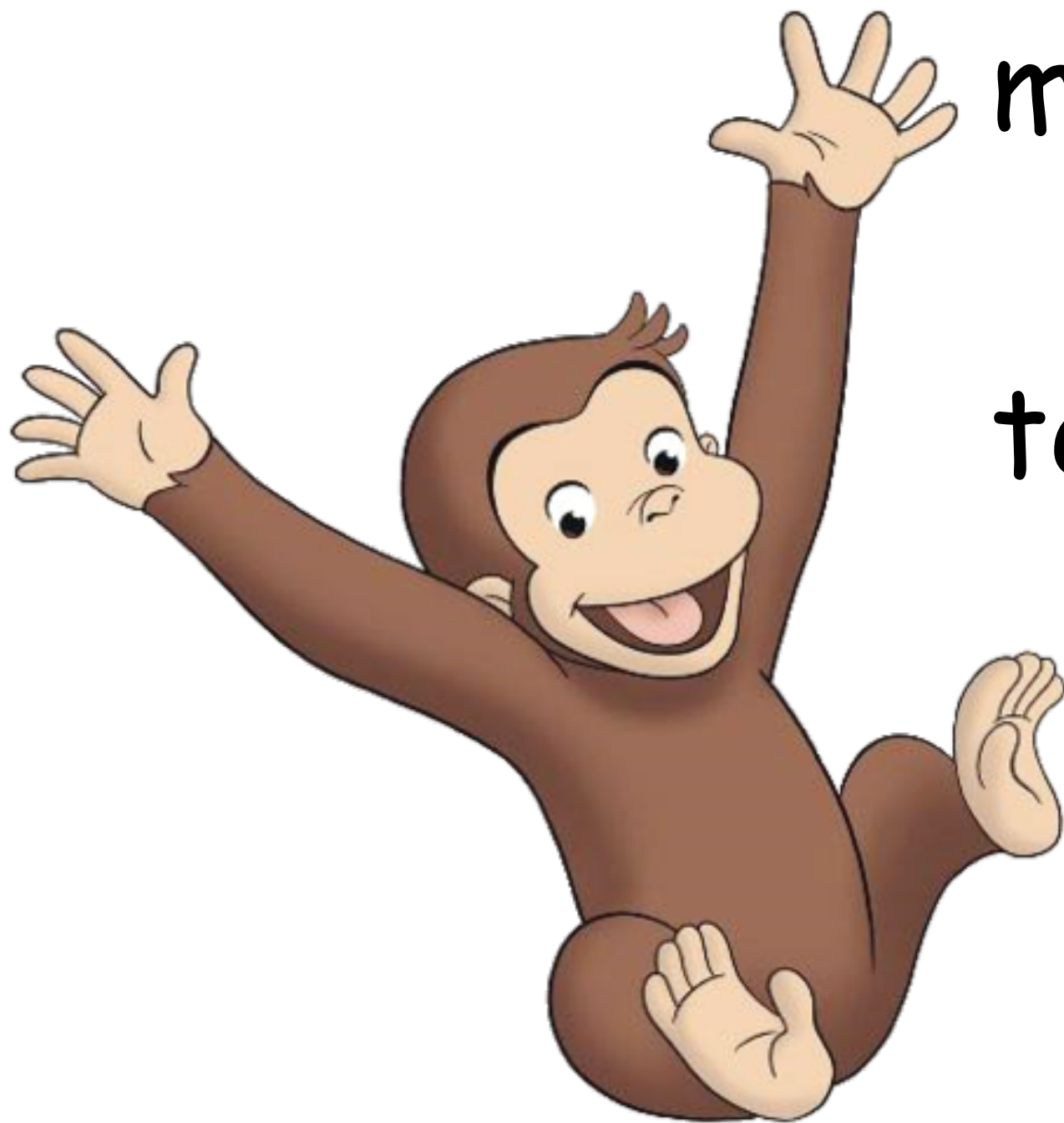
Hey friends,
my name is
George. It's
time for lunch!
I'm going to
share with you
how I eat lunch
at school.

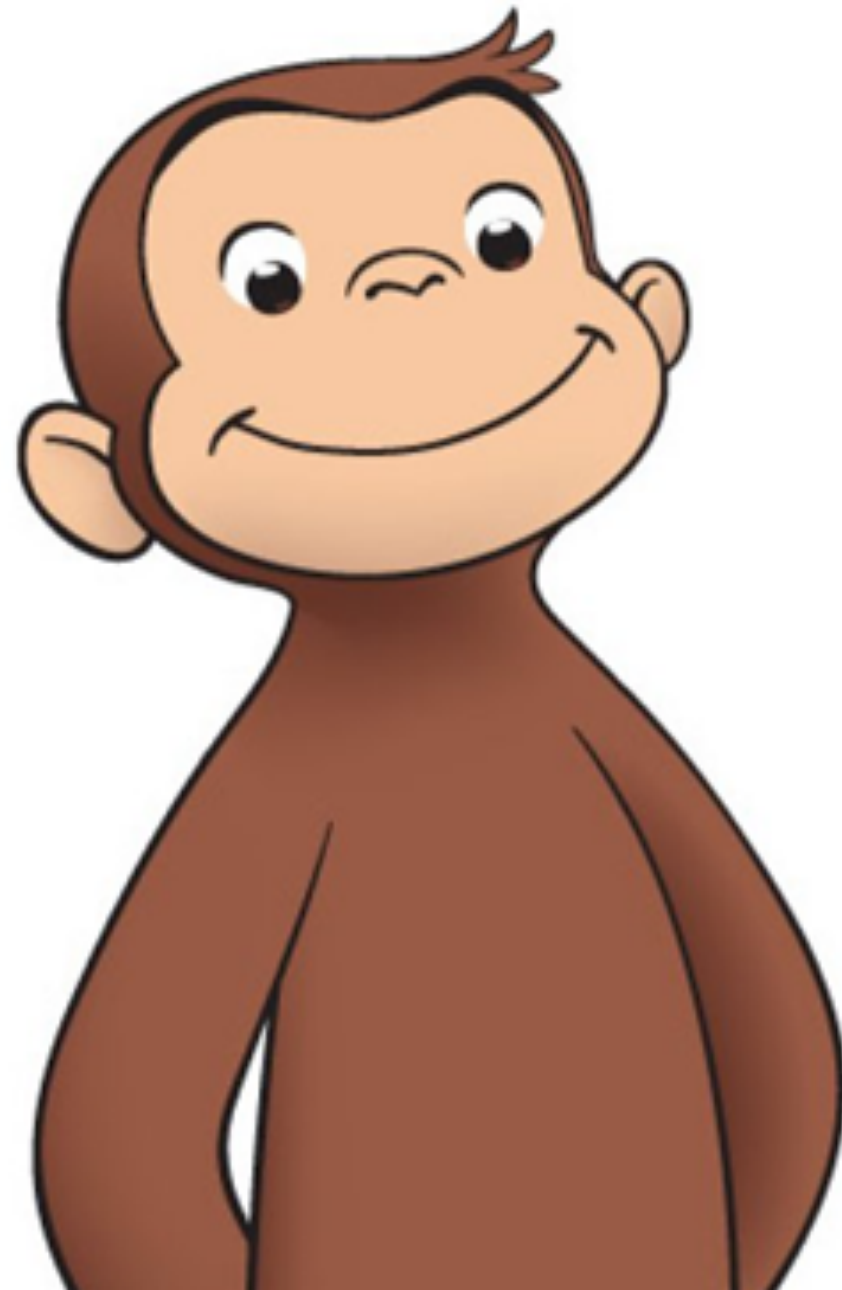


First, I wash
my hands to
get all the
germs off.



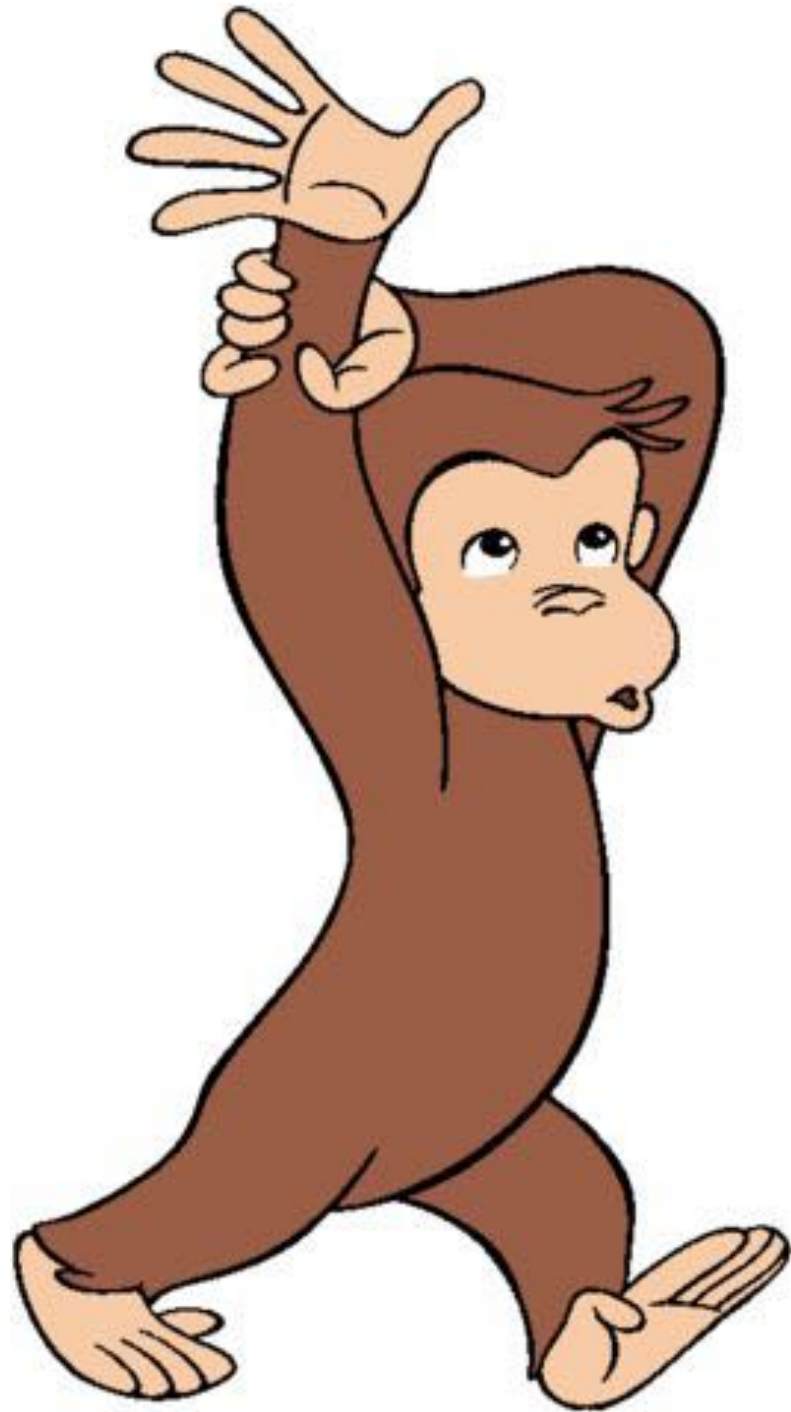
Next, I go find
my seat. The
one the
teacher puts
me in.





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.

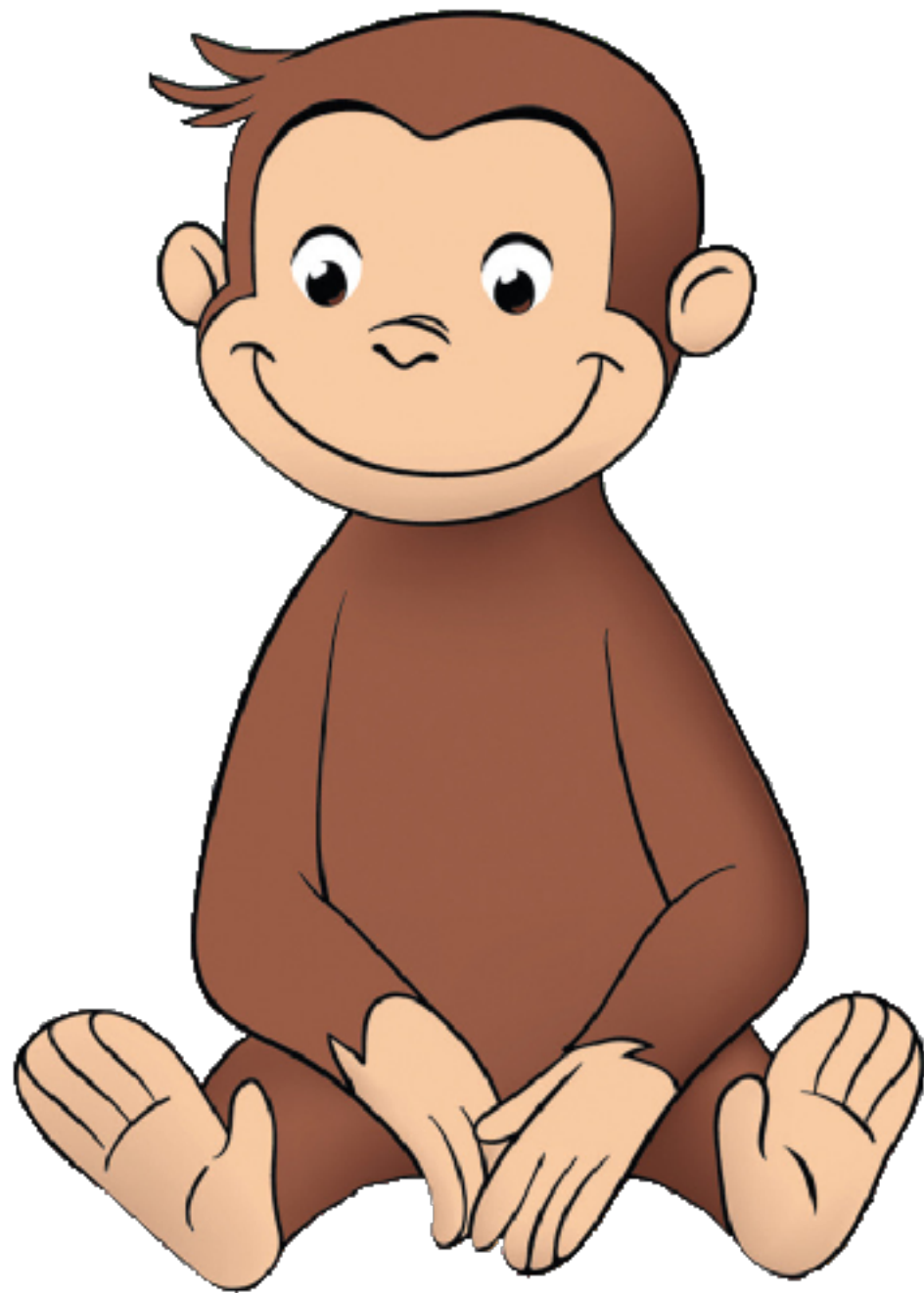




I eat and
enjoy my
food.



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."

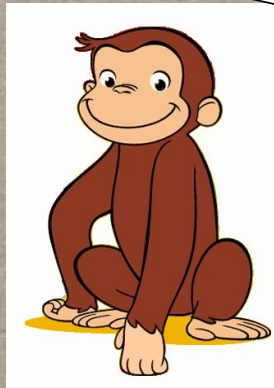
Rule 1: We have to wash our hands



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



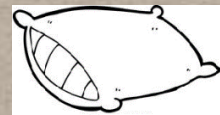
NAPS WITH CURIOUS GEORE

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

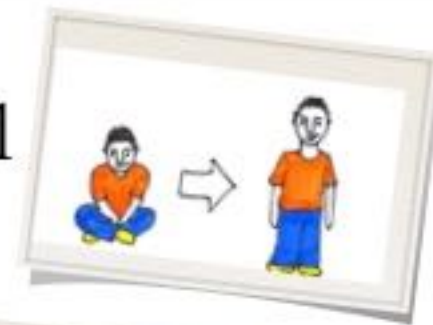
ENGINEER REILLY



RULES FOR THOMAS AND REILLY

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

1



2



3





All visual strategies
*Must be taught
during the calm
so that they are effective
during the storms.*

It's too late
to teach
swimming
when you're
drowning!



Instructional Consequences

Instead of..	Teach how to..

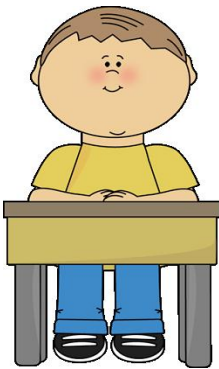
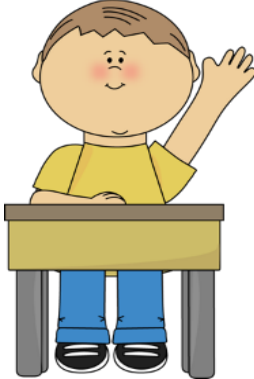


Instructional Consequences

Instead of.. Punitive	Teach how to.. Instructional
Time-out	Breathe
Sending him home	Social Story, Power Card or Video Model of expected behavior
Corporal punishment	see page 59
Sending him to principal's office	see page 59

Instructional Consequences (Postvention strategies)

**Supporting self-management skills by
teaching replacement behaviors**

**(Punitive Consequences vs. Instructional
Consequences)**

DATE				
	SIT AT DESK	RAISE YOUR HAND	KEEP HANDS TO YOURSELF	FOLLOW CAFETERIA RULES

TOWARDS THE END OF THE DAY, FOR EACH ITEM, CHECK OFF WHICH ONES MATTHEW P
MATTHEW'S GOAL WILL BE TO COLLECT CHECK MARKS FOR EACH ITEM, GIVING HIM
THE MAXIMUM NUMBER OF POINTS WILL BE 25 FOR A COMPLETE 5 DAY



Whole Body Listening!

Larry wants to remind you to
listen with your entire body



Eyes = Looking
toward the speaker



Ears = Both ears
ready to hear



Mouth = Quiet -
waiting for your turn
to talk



Hands = Quiet and
kept to yourself



Feet = Quiet
and still



Body = Facing
toward the speaker



Brain = Thinking about
what is being said



Heart = Consider
the speaker and
others listening

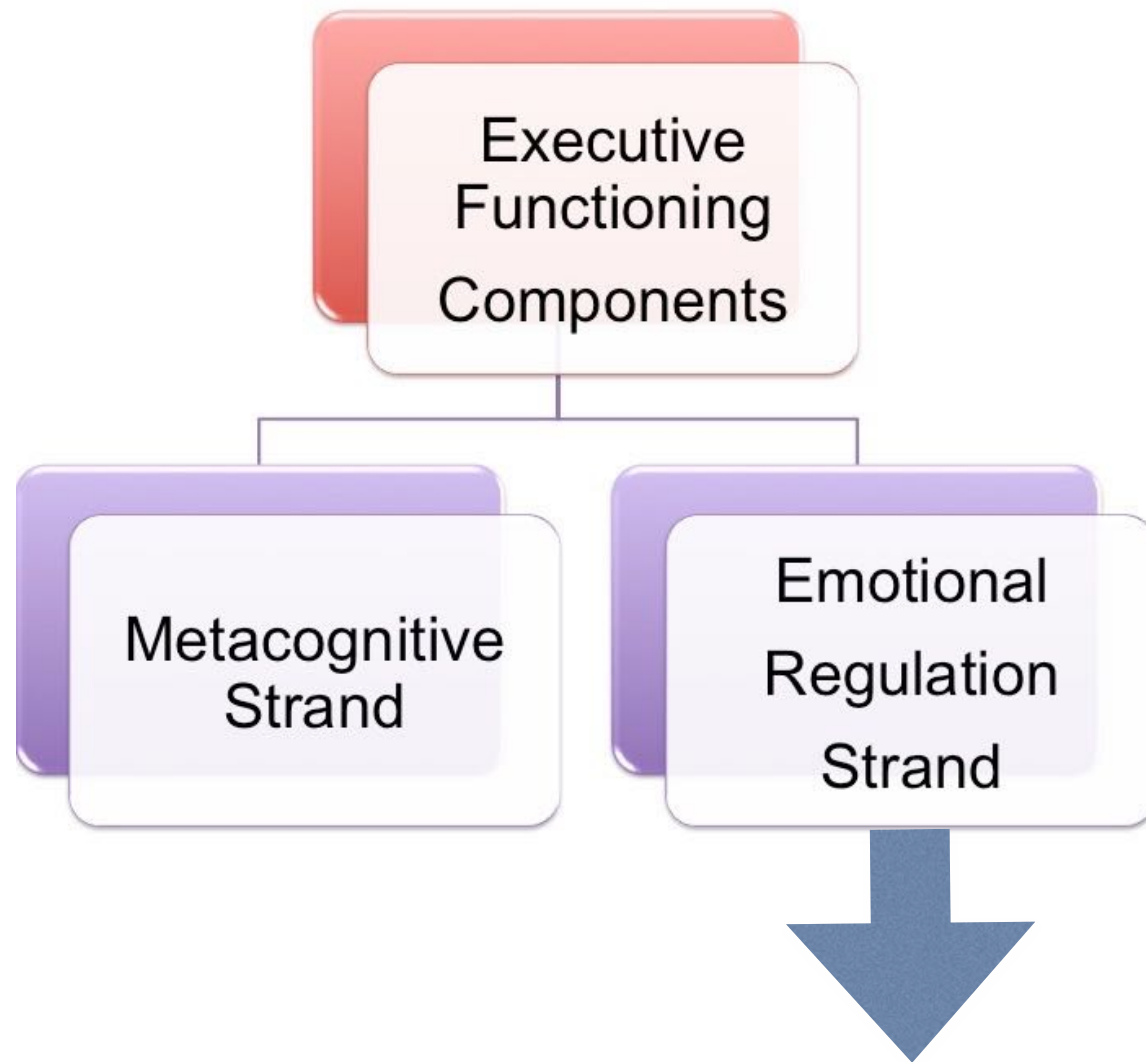


Social
Thinking
© 2014 First Social Thinking Inc. All Rights Reserved.
Whole Body Listening.com Book by S. Davis and L. Wilson
www.wholebodylistening.com

Credit to SocialThinking.com
Kristen Wilson and Elizabeth
Slutter

WHOLE BODY LISTENER

Sensory Regulation Strategies

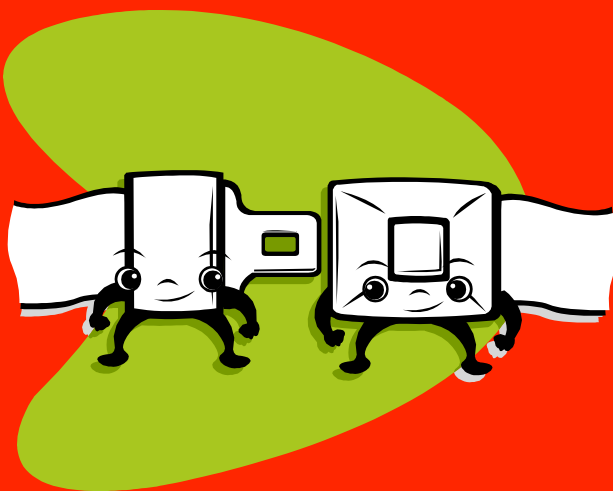


Working Memory
Inhibitory control
Mental Flexibility

Jacob in Kindergarten



**Safety
First!**



Buckle your Seatbelt!



Keep it Buckled



**Listen for Mom or Dad to say,
"Time to unbuckle!"**

Center Board



Mini-schedule at Centers



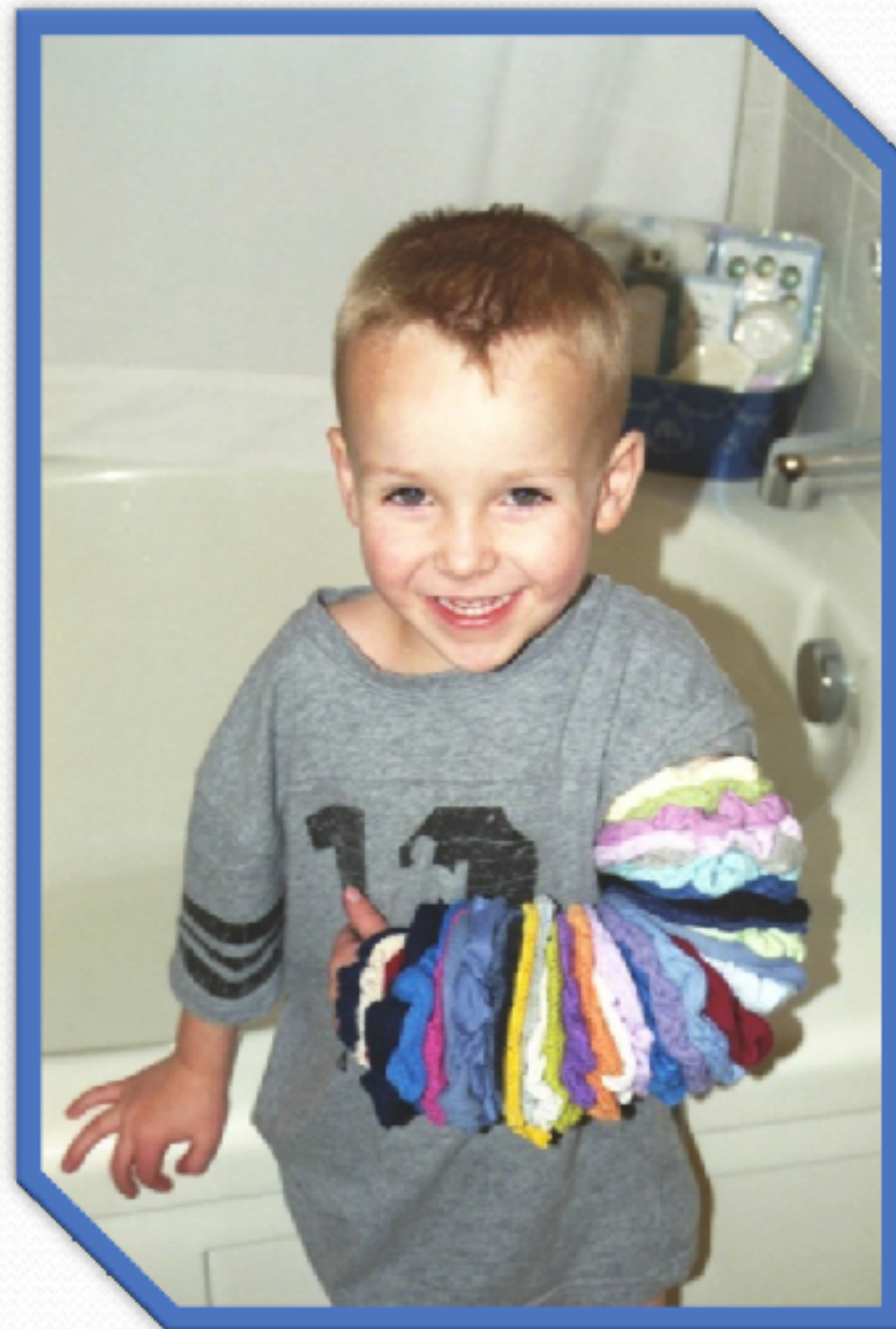
Large Group Structure



Positive Behavior Flip Book



Jacob at Home



Structure at Home: Schedule



Positive Behavior Flip Book: “Wait” at restaurants!



Now/Next



Friendships



Labeling the Environment



**Work
Alone**

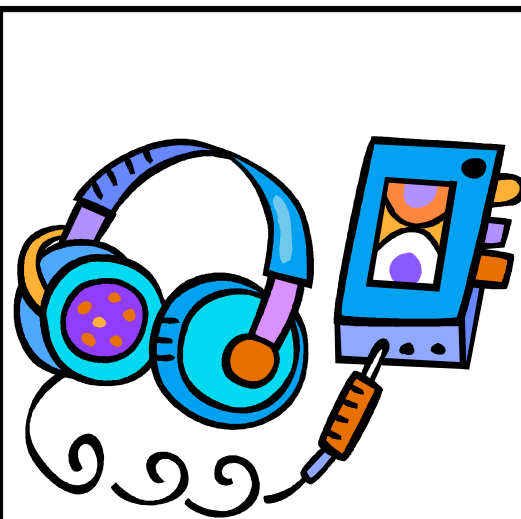


**Work
With Teacher**



Break

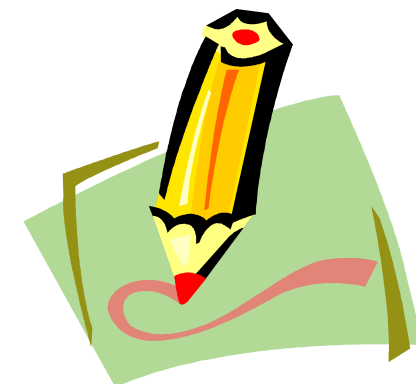
“If you label the centers, I have a better idea about what to do when I am here.”



Listening



Books



Writing

“Yikes!!! What
am I supposed to
do here?”



“If you label the shelves & materials, I have a better idea about what to play with and where things belong.”



Label Shelves & Materials



Actual Object



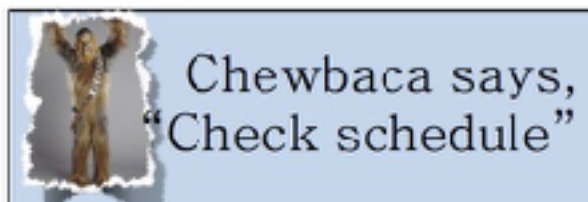
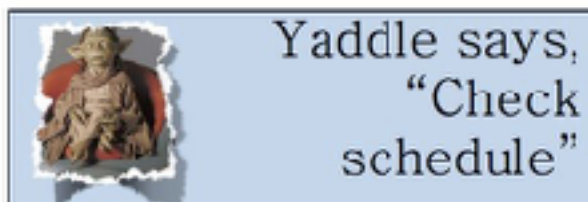
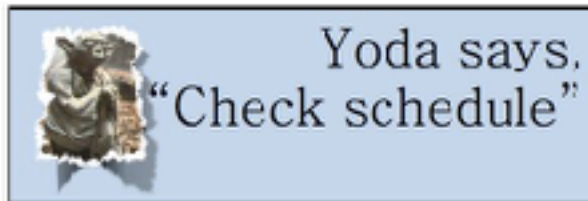
The miracle of

Transition Markers





Time to check your schedule





Page 75

Cool Tools for Schools and At Home, too!!

PREVENTION/INTERVENTION/POSTVENTION
(Instructional Consequences)

Designed by Visually Speaking team (Angela Hill, Lisa Rogers, Kathy Morris)



BER Video

Keychain Rules



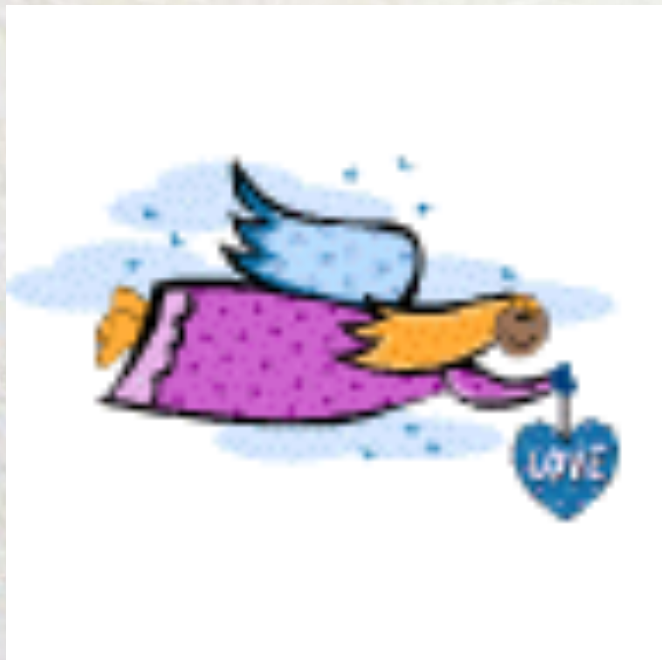
Keymakers

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.





Please keep in touch!

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