

Using Proactive Strategies for Social Emotional Learning

Webinar starts at 5:00 pm Eastern





Megan Moore

Director of Positivity

n2y

- Special education teacher and consultant for the last 20 years
- Focus on autism and developmental and intellectual disabilities as well as supporting proactive, positive social emotional behavioral development
- Provided training and consultation to ensure high-quality instruction and support for students with disabilities

Why Are Classrooms So Hard?



Social and Emotional Learning – 5 Competencies

Collaborative for Academic, Social, and Emotional Learning (CASEL)

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making



Integration of Supports into Daily Routines

- Learn and engage in natural environments
- Peer modeling and motivation
- Repeated opportunities for practice
- Generalization across people, environments and situations



Evidence-Based Strategies

Required by the Individuals with Disabilities Education Act (IDEA) & the Elementary and Secondary Education Act (ESEA)

Schools must use programs, curricula and practices based on “scientifically based research” “to the extent practicable.”

What makes it scientific:

- Uses a sound research design
- Is based on high-quality data analysis
- Involves other researchers to review the results



Focus on Student Strengths & Assets

Integrate throughout the day

- What do you like and admire about the student?
- What is important to the student?
- What is the student good at?
- What is the student interested in?



Key Classroom Strategies for Social Success

- Visual Supports
 - Visual Schedules
 - Decision Tree/Workflow
 - Other visual cues
- Social Narratives
- Video Modeling
- Breathing Strategy
- Asking for a Break
- Positive Reinforcement - Incentive Chart





What Are Visual Supports?

Visual cues to help students understand language, rules, routines and expectations

Visual Supports Can Help With...

Structure & Predictability

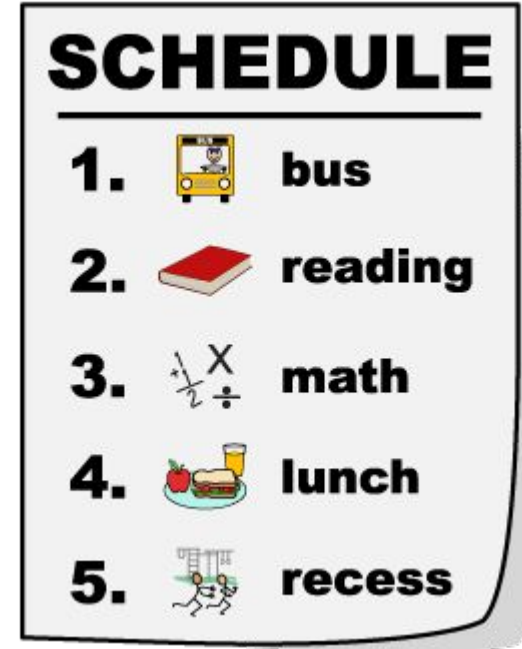
- Transitions
- Leaving a preferred activity
- Coping with change
- Attention to task
- Communication
- Prosocial skills
- Anxiety reduction
- Independence

Visual Schedules

Graphic representation or display of planned tasks & activities

Help students to:

- Anticipate upcoming events
- Predict change
- Develop an understanding of time
- Reduce anxiety



Current

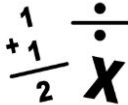
Computer



Ends at 1:00 pm

Next

Math



Starts at 1:00 pm

Science

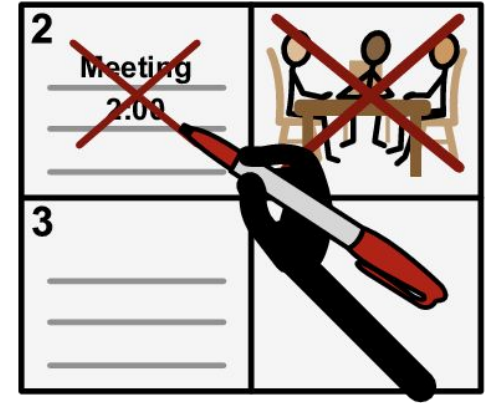


Cooper's Schedule

- ☐ Morning Meeting
- ☐ Speech
- ☐ Whole Group Reading
- ☐ Reading Centers
- ☐ Bathroom
- ☐ Lunch
- ☐ Recess
- ☐ Read Aloud
- ☐ Whole Group Math
- ☐ Math Centers
- ☐ News2You
- ☐ Dismissal

Visual Schedules – Keys for Success!

- To create a visual schedule, there needs to be a schedule to work from
- Individualize schedules based on student needs and preferences
- Make sure the schedule is present and followed
- Identify a strategy to represent changes in the day
- Gradually fade away adult support to encourage independence



Decision Tree or Workflow Strategies

A visual representation of a process or procedure

Decision Tree

- Process for making choices
- Assists in understanding natural consequences of actions

Workflow

- Guide through sequence of steps

First/Then

- Great for supporting transition from one task to another



Workflows

Great for building independence with routine tasks & easing anxiety

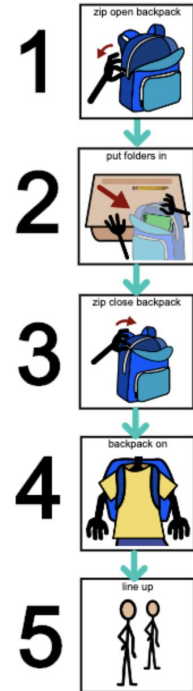
Common Routines

- Arrival/departure
- Lining up
- Turning in materials
- Washing hands

Social Routines

- Greeting someone
- Playing a game
- Asking someone on a date
- Play sequence

Departure Routine



First/Then or If/Then Charts

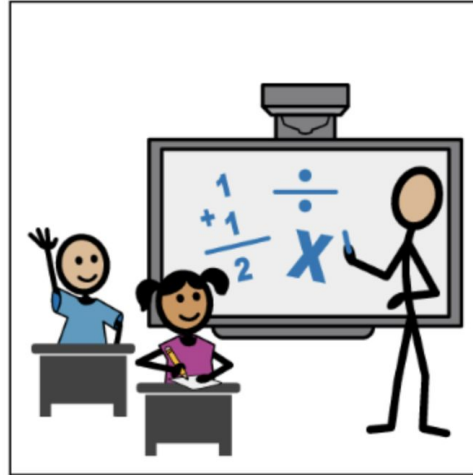
A simplistic visual representation

- Supports transition between preferred and non-preferred activities
- Helps to motivate a student with less preferred or difficult tasks or situations
- Can also be used to help understand contingency in social interaction and behavior

First

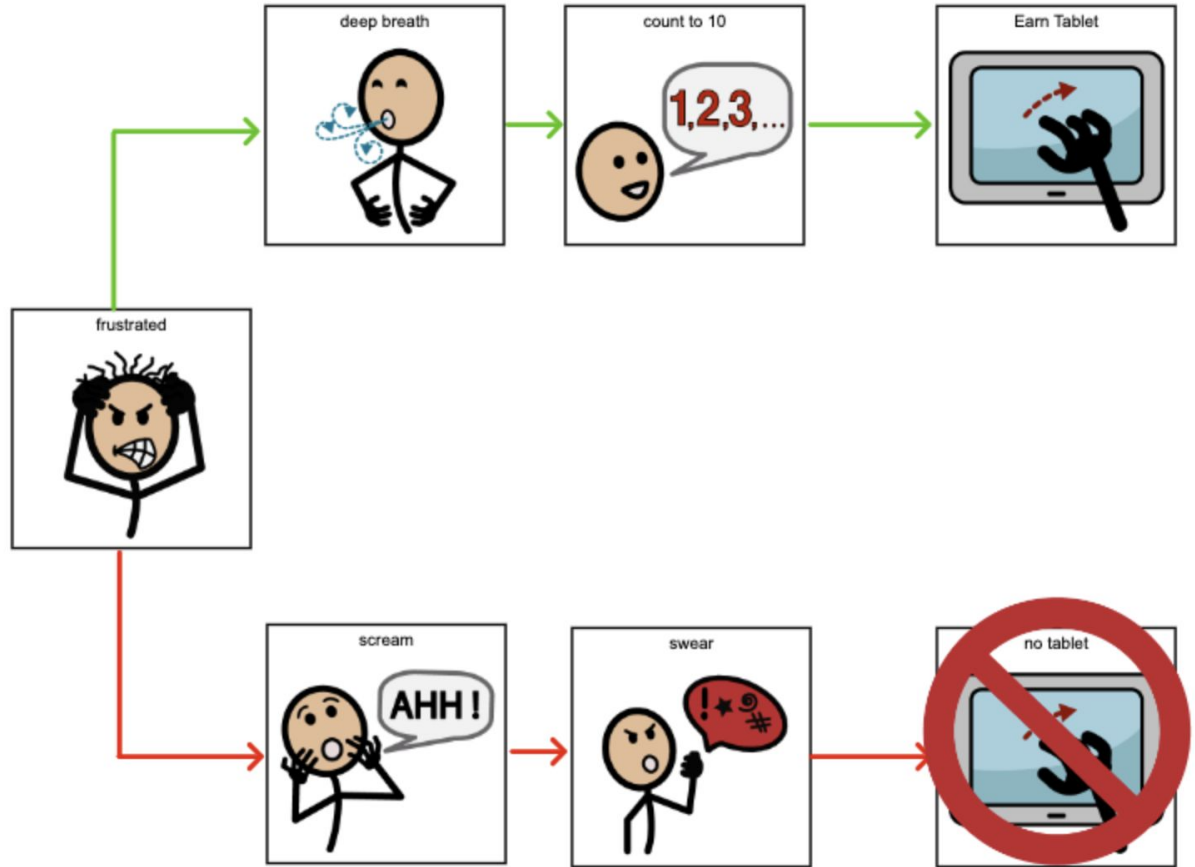


Then

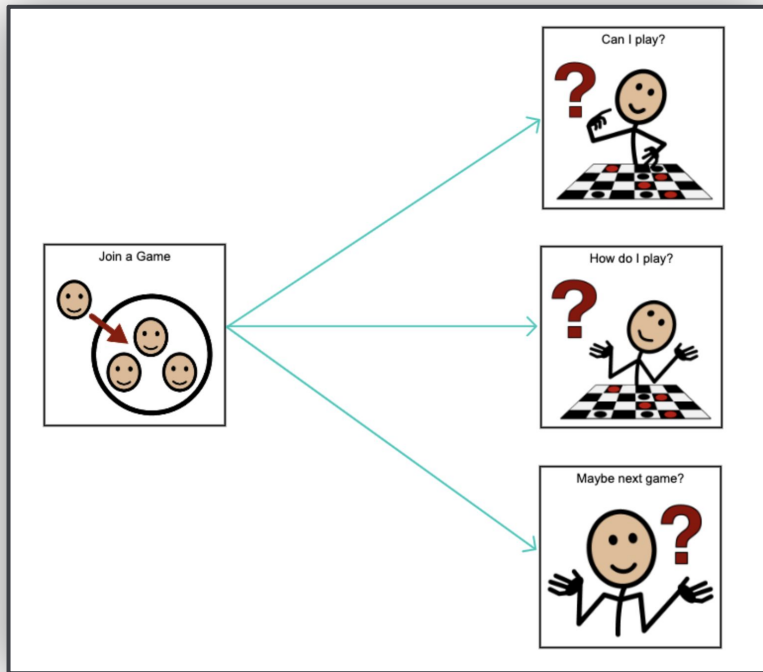


Decision Trees

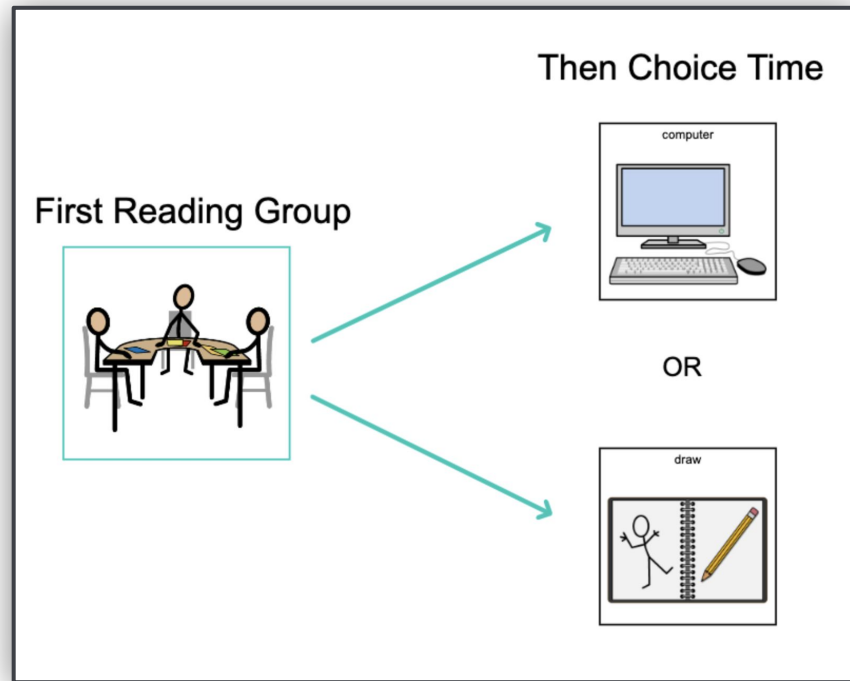
Used to visually represent the consequence of making a specific choice



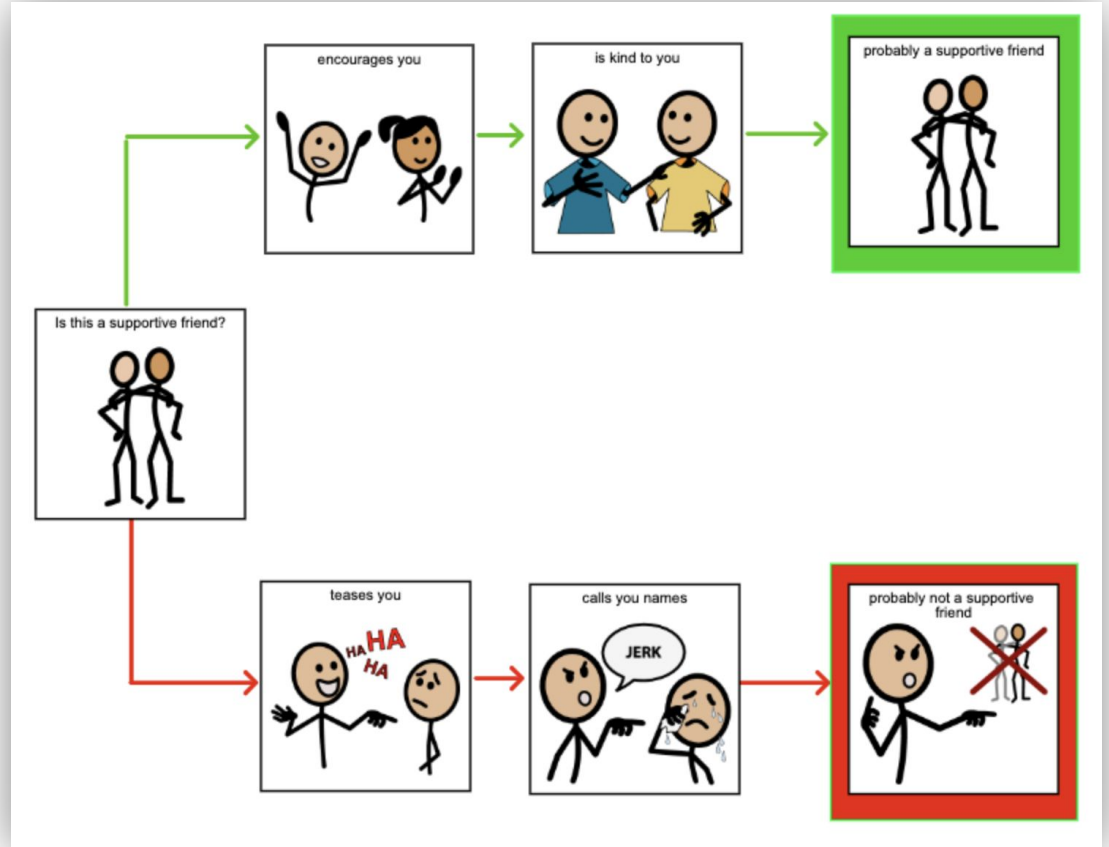
How to Join a Game



First/Then With Choice

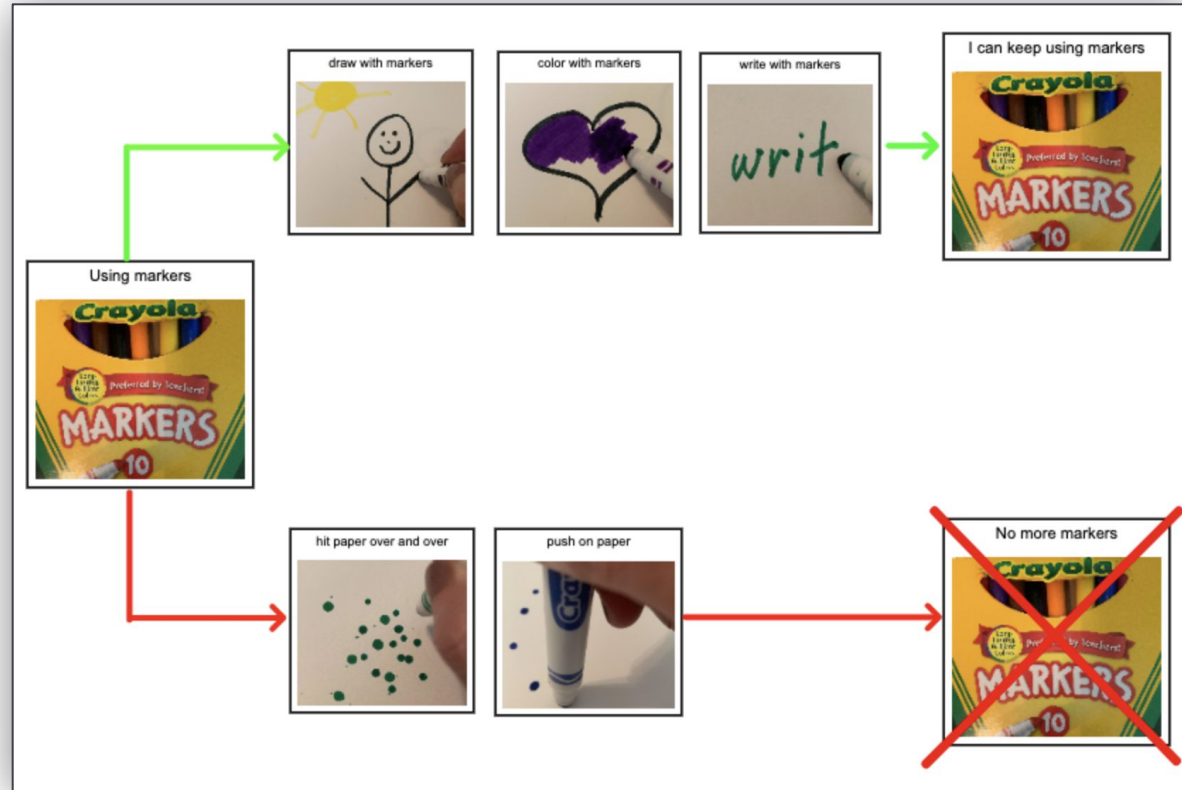


Is This a Friend?



Individualized Supports

- Can represent a variety of social and behavioral concepts in this format
- Assists students in learning more about how their actions impact others and the environment around them

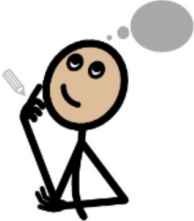


Use Visual Supports to Teach New Skills & Behaviors

Remind students of expected behaviors & options in social situations

Use visual reminders with instruction to:


- Enhance understanding of the concept
- Provide a cue of expected behaviors
- Increase independence




Remember

If I need help, I can:

raise my hand



Say help please!



Social Narrative Strategy

Visually represented stories that describe social situations and socially appropriate responses or behaviors

Written by:

- Teachers
- Therapists
- Parents

Written in:

- First person perspective
- A positive and non-judgmental manner

Great for teaching social skills & addressing behavior! Such as:

Using safe hands & feet
Following a schedule
Accepting “no”
Gaining someone’s attention
Taking a break
Using manners
Staying calm
Asking someone on a date

Everybody Has Personal Space



Written By: Monica McGuire

Illustrated by: Alex Wisehart

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Everybody has personal space. Personal space is the distance between myself and other people.



I need to make sure I am not too close
or too far away from others.

Video Modeling

Video modeling is a demonstration of the desired behavior/skill/sequence in a video format

Types of Video Modeling:

- Basic video modeling
- Video self-modeling
- Point of view modeling
- Video prompting

Helps to acquire skills by observing others

Can be individualized

Can be used to teach a wide range of skills!

Communication
Social skills
Academic skills
Play skills
Behaviors

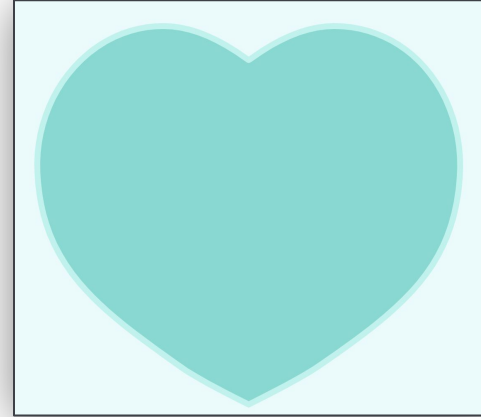
Breath Strategy

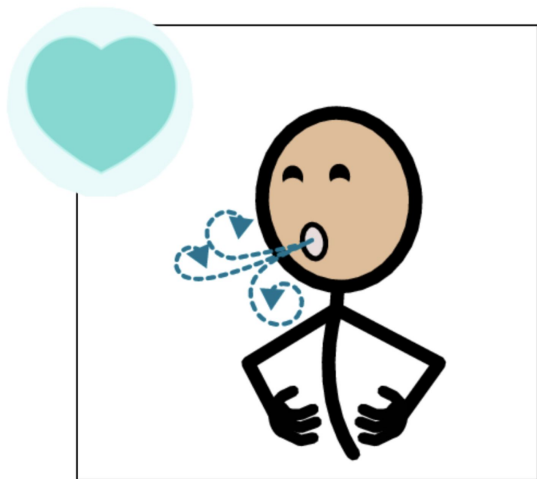
Relaxation technique to help with self-regulation

Coping and management of emotions and behaviors is a key skill for all students (and adults) to learn

Teach students how to take deep breaths

- Use a visual support to help guide understanding of the concept





I Take Deep Breaths



A deep breath makes me feel better.
A deep breath helps me feel calm.
Calm is a good feeling.

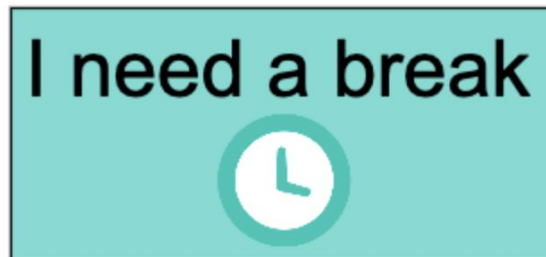


Break Card Strategy

Teach students to ask for a break in a socially appropriate manner when feeling frustrated, upset or anxious

A form of Functional Communication Training (FCT)

- Student is taught an alternative response or a replacement behavior (ask for break) to escape or avoid a task or situation
- The break card serves as a way to communicate need for a break



Asking for a Break

Teaching steps for success

1. Define what “break” means
2. Directly teach the student how to ask for a break
3. If the student engages in problem behavior, prompt to ask for a break
4. Create a generalization plan

Positive Reinforcement

Something given to the student after a response that increases the likelihood the student will repeat the skill or behavior again

Used to increase the:

- Frequency of a specific skill/behavior
- Length of a specific skill/behavior
- Quality of a specific skill/behavior

Teaching Behaviors Through Positive Reinforcement

Reinforcement moves from...

- Tangible to social
- External to internal
- Frequent to infrequent
- Predictable to unpredictable ,, in time

Social Reinforcement
(e.g. praise, interaction,
hugs, etc.)

**Material & Activity
Reinforcement**
(e.g. favorite object,
game, tablet)

Primary Reinforcement
(e.g. food, drink, etc.)

What Should Be Reinforced?



New Skills or Behaviors

Independent responses

Prompted responses



Skills or Behaviors the Student Has Learned

But is NOT performing consistently

What Is Reinforcing to the Student?

Incentive Options:

- Give the student a sense of control
- Increase the likelihood that the incentive is motivating


Observe the student's interests and activities


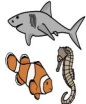





Ask the student and others about likes/interests

Try or introduce new things

Conduct a preference assessment

Select an incentive for Sunday

Tokens needed : 

<input type="checkbox"/> Listen To Story 	<input type="checkbox"/> Talk About Fish 	<input type="checkbox"/> Choose Your Own Adventure 	<input type="checkbox"/> Play Tic Tac Toe 
<input type="checkbox"/> Play Checkers 	<input type="checkbox"/> Ms. Moore Wears a Red Nose 	<input type="checkbox"/> Lunch with Mrs. Vice 	

Using Positive Reinforcement

Keys for Success

Reinforcement should occur immediately following the behavior.

Always provide social praise and feedback with a token or other form of reinforcement.

Make sure the student understands the contingency of reinforcement.

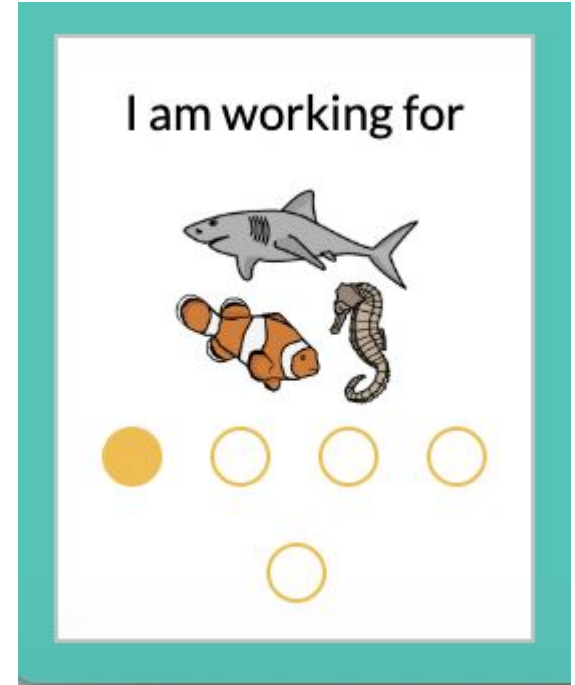
- Some students may need more immediate reinforcement than can initially be provided by an incentive chart

Create a plan for gradually decreasing the use of the reinforcement once specific skills/behaviors are learned.

Incentive Chart Strategy

A token economy system

- Uses tokens as a currency that is exchanged for items or activities that the student has chosen
- Promotes an increase in desired behaviors while decreasing less desired behaviors
- Helps to increase the amount of time the student engages in desired behaviors before earning a specific reinforcer



Steps for Success

Integrating strategies

Identify the skill or behavior you want to support.

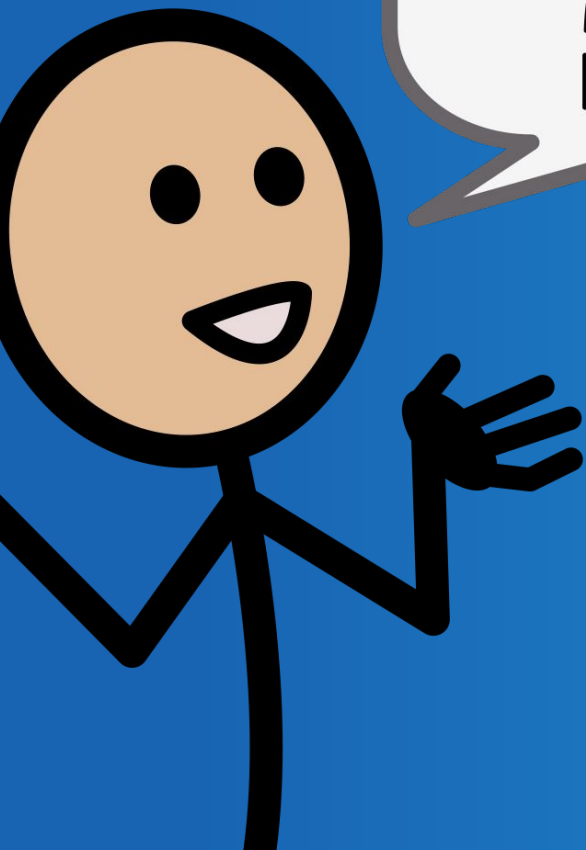
Choose a strategy to match the skill/behavior.

Create a plan to implement the strategy/intervention.

- Who/what/when/where
- Plan to Teach: Introduce/Model/Practice/Reinforce

Implement the strategy/intervention.

Collect and analyze data.



Questions?

ASK THE EXPERT



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