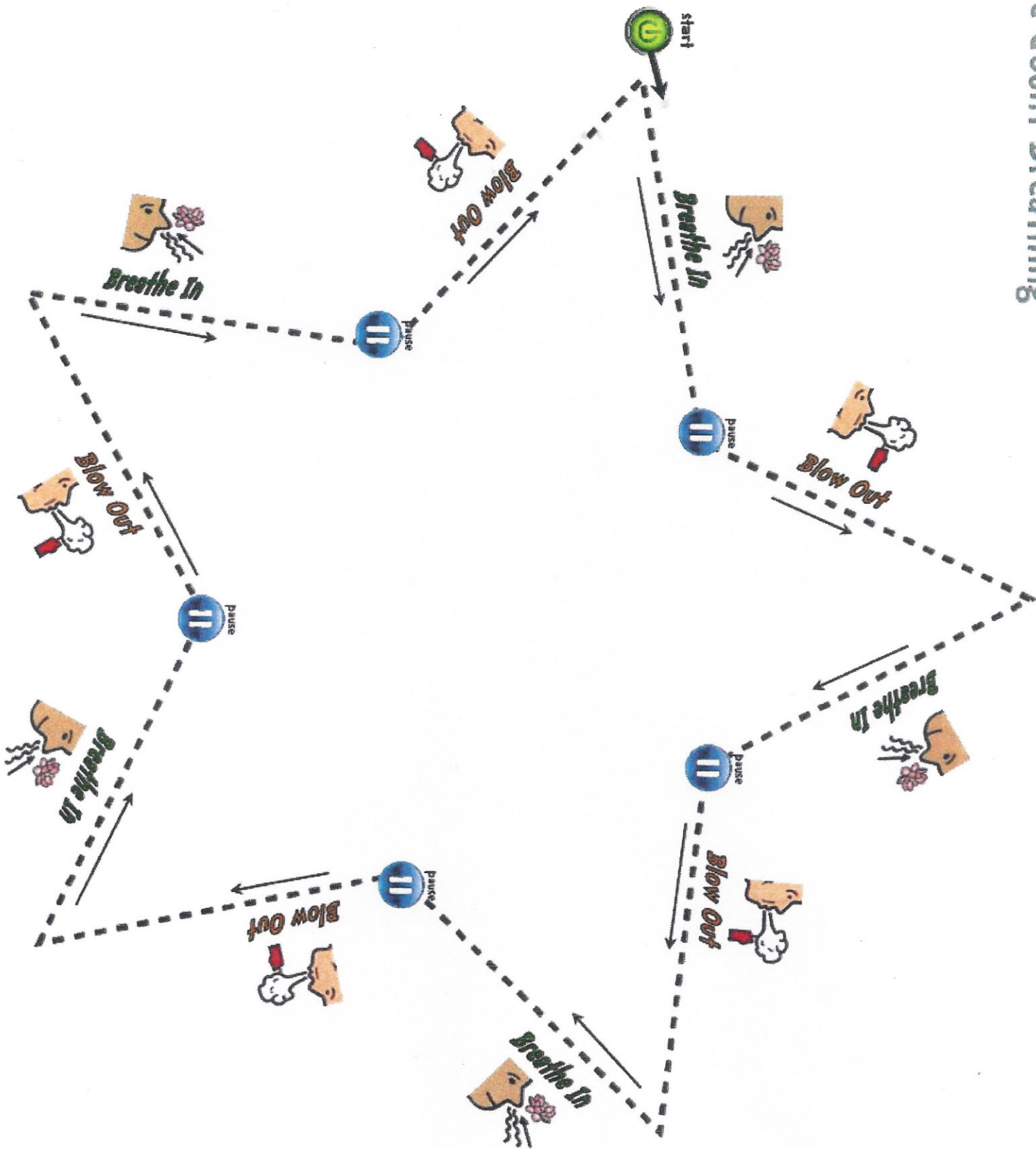


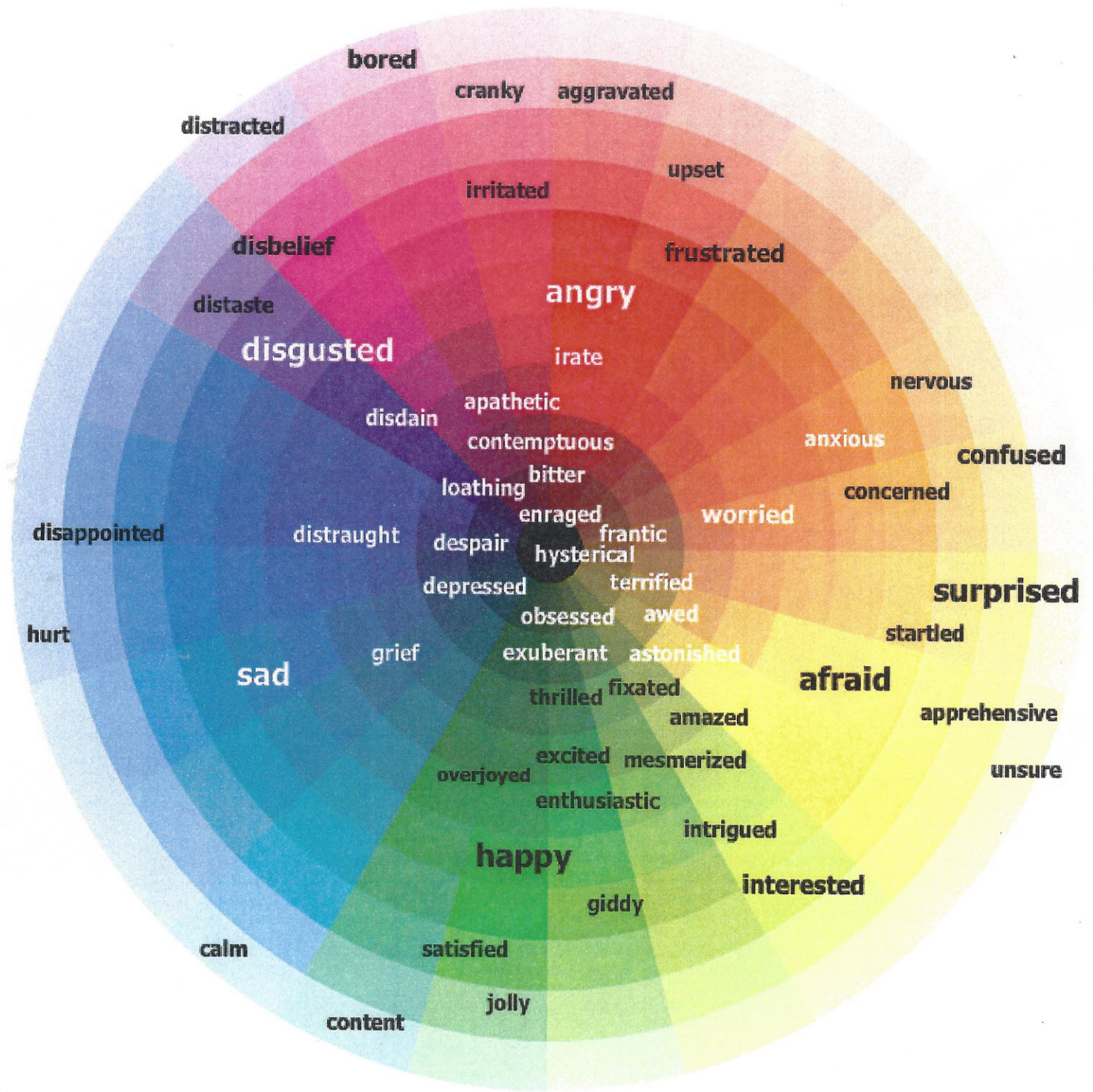
Turning Challenging Behaviors Into Opportunities Resources



OADDP Conference
March 3, 2018
denoiad@ohea.org

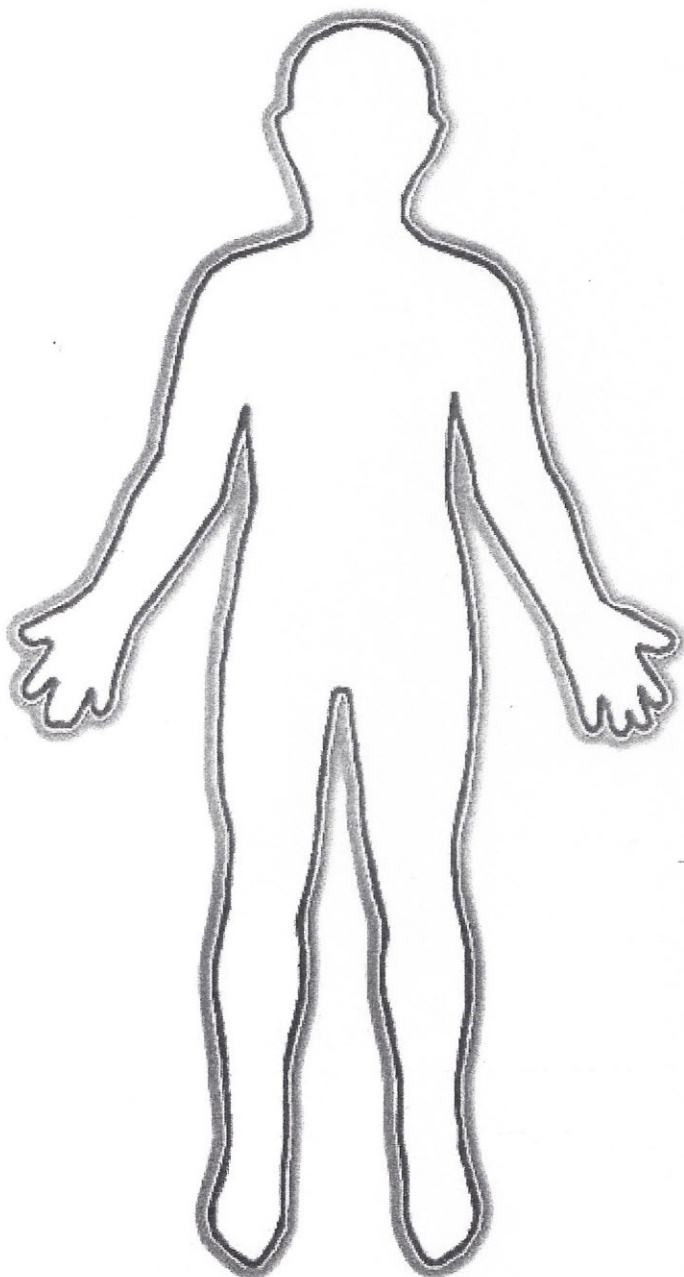
Five Count Breathing





Name: _____

9. Sometimes people can calm down their bodies when they are upset.



Think about the time you were angry. What things could you have done to calm down your body when you were angry?

Stretch Like a Cat:

Arms and Shoulders

Pretend you are a furry, lazy cat and you just woke up from a nap. Stretch your arms out in front of you. Now raise them way up high over your head. Hold for 10 seconds. Let them drop very quickly and relax.

Get That Fly Off Your Nose

Face and Nose

Here comes a pesky old fly and he has landed on your nose! Try to get him off without using your hands. Wrinkle up your nose. Scrunch up your nose real hard and hold it just as tight as you can. Hold for 10 seconds. You've chased him away. Now you can relax.

Squish Your Toes in the Mud

Legs and Feet

Pretend that you are standing barefoot in a big, fat mud puddle. Squish your toes down deep into the mud. Try to get your feet down to the bottom of the mud puddle. Push your feet, hard! Hold for 10 seconds. Relax.

Squeeze Through a Fence

Stomach

Pretend that you want to squeeze through a narrow fence. Suck your stomach in, try to squeeze it against your back bone. Get it real small and tight. Hold for 10 seconds. You got through the fence. Relax.

Chew That Carrot: Jaw

Pretend that you are trying to eat a giant, hard carrot. It is very hard to chew. Bite down on it. Hold for 10 seconds. Now relax. You've eaten the carrot. Relax!

Hide in Your Shell:

Shoulder and Neck

Pretend you are a turtle. Try to pull your head into your shell. Try to pull your shoulders up to your ears and push your head down into your shoulders. Hold for 10 seconds. Okay, you can come out now. Feel your shoulders relax.

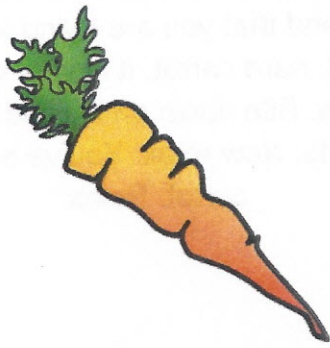
Swing Up High: Back

Pretend you are on a swing at the park. Swing your upper body back and forth. To get really high, use your arms to help you swing! Swing for 10 seconds. Great. Now, sit back and relax.

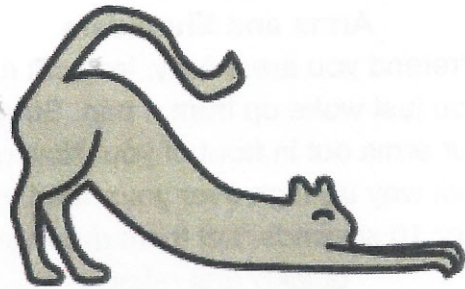
Squeeze a Lemon: Hands and Arms

Pretend you have a whole lemon in each hand. Now squeeze it hard. Try to squeeze all the juice out! Hold for 10 seconds. Now relax and let the lemon drop from your hand.

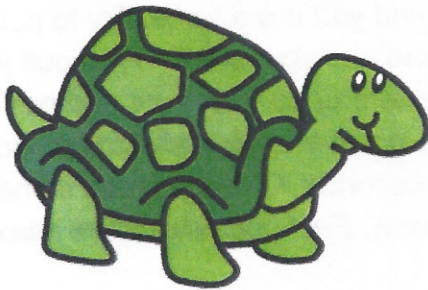
Chew the Carrot



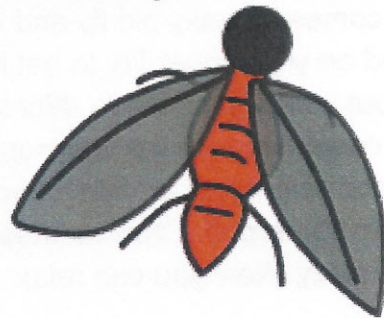
Stretch Like a Cat



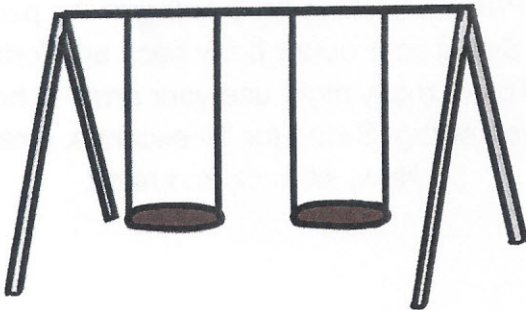
Hide in Your Shell



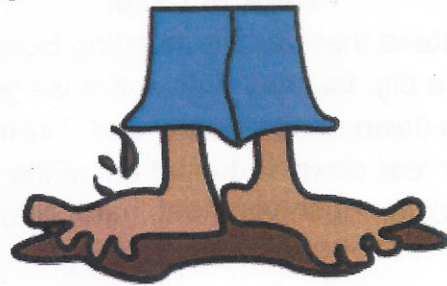
Get That Fly Off Your Nose



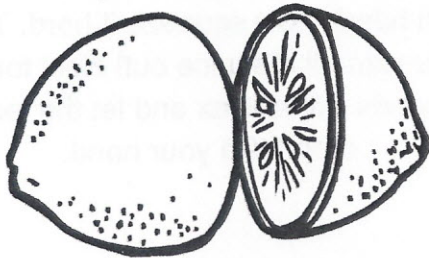
Swing Up High



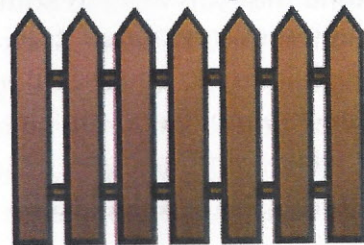
Squish Your Toes in the Mud



Squeeze a Lemon



Squeeze Through a Fence



Identify Your School Triggers

Name: _____

Date: _____

Directions: Read each item and answer honestly. Take your time as you complete this. Ask for help if you don't understand an item.

Rate each item from 1 – 5.

- 1 = Does not bother me at all
- 2 = Makes me feel a little uncomfortable
- 3 = Makes me feel stressed
- 4 = This upsets me
- 5 = I'm going to explode!



1



2



3



4



5

	1	2	3	4	5
A teacher gives me feedback / constructive criticism.					
Someone or something interrupts me while I am working.					
A teacher tells me to correct a mistake.					
When I don't understand what someone is saying to me.					
When I disagree with classmate.					
When a classmate asks for help.					
Homework.					
When a teacher tells me to do something.					
Group work with peers / classmates.					
When others make suggestions on how to do something.					
When one of my ideas is not included in a project / activity.					
When someone starts "small talk" with me.					
When I am excluded from an activity or conversation.					
Meeting new people.					

Identify Your School Triggers

Getting a lower grade on a test, quiz, or paper.					
When someone points out a mistake I made.					
Greeting people.					
Taking tests.					
When I make a mistake.					
Reporting to school on time.					
Writing papers.					
Wearing specific clothing (i.e. long pants, coat)					
School bells or loudspeaker announcements.					
Fire drills.					
When a classmate disagrees with me.					
Surprise quizzes (pop quizzes).					
Tornado drills.					
When I am late to work / school.					
When I have to do something new or different.					
Hearing other people's music /radio.					
When others touch me (i.e. handshake, pat on back).					
Large crowds.					
When I have to wait for something.					
Teasing by others.					
Crowded hallways.					
Peer pressure.					
When my daily routine is changed.					
Loud places.					
Specific noises (i.e. beeping, humming).					
Certain smells (examples: perfumes, foods).					
Math assignments.					
Big projects.					
When a teacher / authority figure tells me no.					
Changing classes.					

Identify Your School Triggers

Bright lighting (i.e. fluorescent).					
When I have to do something in a different way from usual.					
Big classrooms.					
When I don't understand a certain idea or concept.					
When I don't finish something on time.					
Getting wet (i.e. hands, shoes).					
Field trips.					
When someone talks to me about something that I am not interested					
Certain textures (examples: in clothing, paint, glue, chalk).					
Changes in noise level.					
Deadlines, time pressures.					
Sitting at a desk for long periods of time.					
Reading assignments.					
When other people are talking near me.					
Small spaces (i.e. cubicles).					
Asking for help.					
When I am confused about a task / activity.					
When I have to follow specific instructions.					
Physical activity (i.e. in health class or P.E.).					
Large spaces (i.e. auditoriums, gyms, conference rooms).					
When I have to organize my things.					

Identify Your School Triggers

Now that you have finished rating these items, identify your BIG TRIGGERS. These are items that you scored as a "5" (or perhaps even a "4"). Write those down below, and be as specific as you can. For example, if certain noises make you want to "explode," describe the specific noise that makes you feel this way.

My TOP FIVE "5's" ARE:

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- _____
- _____
- _____

Playing at Recess

Situational Stressor

Triggers:

- Student has fear of being bullied, teased or left out of social click.
- Student is afraid of insects or storms.
- Student has aversion to getting wet or dirty.
- Student is unable to physically use playground equipment.
- Student is unable to enter or initiate play with others.
- Student has aversion to bright sunlight.
- Student is afraid of other student's unpredictability during movement and play.
- Student may become easily over heated or doesn't tolerate heat well.



Thinking Strategies:

Student Positive Affirmations

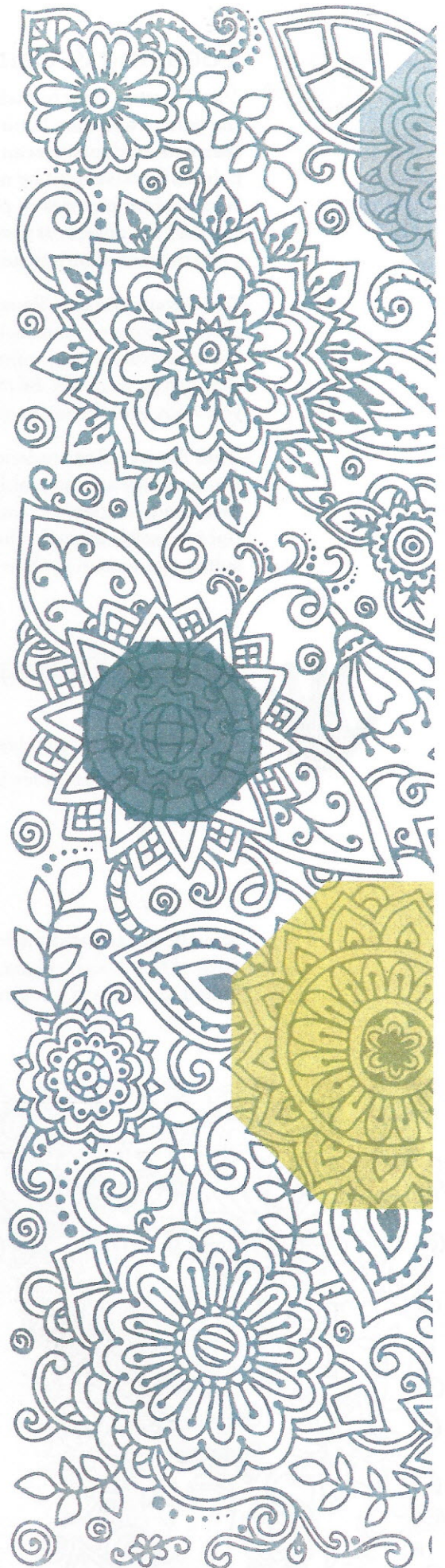
- I am a good friend.
- My courage is stronger than my fear.
- I will learn something new today.

Positive Adult Responses

- Nothing is impossible. The word itself says I am possible.
- I will do my best to keep you safe.
- Everything has beauty. You have to learn to see the beauty.
- Forgive and forget.

Activities

- Bubble Shield – Allow students to blow bubbles. Recess aide states, “Focus on the words calm and relax. Imagine these words inside the bubbles. Let them surround you, protecting you with peaceful thoughts.”
- Zentangle Words – Students can doodle by making continuous repetitive patterns around letters of positive words. Adaptions: using a large paper mounted on the wall, allow all students to add zentangle designs. (See Activity Templates F, G,) (22)





Focusing & Calming Strategies:

- Play Palette - How to make: Copy art palette from activities handouts. Add color to the palette and then laminate. How to use: Recess aide passes out the art palettes and instructs students to scan the environment. Find an item that matches the color on the palette. Be observant by noticing the colors and textures in your environment. Adaptions: Add outdoor pictures or pictures of the senses, eyes, ears, nose and a hand. The student can find the objects or just experience the outdoors through their senses. Use the flower pattern for student's to add their own creativity. (See Activity Template H,I)
- The Aware Walker - Recess aide instructs students, "As you walk, focus your attention on the bottom of your foot with each step you take. Feel how the heel lands and rolls to the toes. Notice your weight, the sound of your feet, the texture of the ground and how it changes as you walk. Be aware of the sites, colors, smells and sounds that surround you as you walk. Feel the warm sun or gently blowing breeze on your face." (2)
- Melt Aways - Ask students to think of something that melts (ice cream, ice, snow). Pretend they are the melting object. Have them sway and slowly dissolve into a puddle. Encourage students to imagine how their bodies would feel if they were cold (shivering, tight muscles, frozen). Then, have them imagine how it would feel as their bodies warm, soften and loosen as they melt to the ground. (Appendix E, Reference 12)



Sensory Strategies:

Tools

- Offer students sunglasses.
- Offer water mister or ice pack.

Teaching Moment

Mind body relaxation is for letting go, releasing tension, and negative thinking. Yoga, a form of mind body relaxation, has shown to significantly improve resilience, which is linked to successful coping with stress and adversity. (15)



Self-Care Assessment Worksheet



This assessment tool provides an overview of effective strategies to maintain self-care. Look through the list and see if there are one or two items you can start doing tomorrow.

Physical Self-Care

- Eat regularly (e.g. breakfast, lunch and dinner)
- Eat healthy
- Exercise
- Get regular medical care for prevention
- Get medical care when needed
- Take time off when needed
- Get massages
- Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun
- Take time to be sexual –with yourself, with a partner
- Get enough sleep
- Wear clothes you like
- Take vacations
- Take day trips or mini-vacations
- Make time away from telephones
- Other:

Psychological Self-Care

- Make time for self-reflection
- Have your own personal psychotherapy
- Write in a journal
- Read literature that is unrelated to work
- Do something at which you are not expert or in charge
- Decrease stress in your life
- Let others know different aspects of you
- Notice your inner experience –listen to your thoughts, judgments, beliefs, attitudes, and feelings
- Engage your intelligence in a new area, e.g. go to an art museum, history exhibit, sports event, auction, theater performance
- Practice receiving from others
- Be curious
- Say “no” to extra responsibilities sometimes
- Other:

Emotional Self-Care

- Spend time with others whose company you enjoy
- Stay in contact with important people in your life
- Give yourself affirmations, praise yourself
- Love yourself
- Re-read favorite books, re-view favorite movies
- Identify comforting activities, objects, people, relationships, places and seek them out
- Allow yourself to cry
- Find things that make you laugh
- Express your outrage in social action, letters and donations, marches, protests
- Play with children
- Other:

Spiritual Self-Care

- Make time for reflection
- Spend time with nature
- Find a spiritual connection or community
- Be open to inspiration
- Cherish your optimism and hope
- Be aware of nonmaterial aspects of life
- Try at times not to be in charge or the expert
- Be open to not knowing
- Identify what is meaningful to you and notice its place in your life
- Meditate
- Pray
- Sing
- Spend time with children
- Have experiences of awe
- Contribute to causes in which you believe
- Read inspirational literature (talks, music, etc.)
- Other:

Workplace or Professional Self-Care

- Take a break during the workday (e.g. lunch)
- Take time to chat with co-workers
- Make quiet time to complete tasks
- Identify projects or tasks that are exciting and rewarding
- Set limits with your clients and colleagues
- Balance your case load so that no one day or part of a day is “too much”
- Arrange your work space so it is comfortable and comforting
- Get regular supervision or consultation
- Negotiate for your needs (benefits, pay raise)
- Have a peer support group
- Develop a non-trauma area of professional interest
- Other:

Balance

- Strive for balance within your work-life and workday
- Strive for balance among work, family, relationships, play and rest

Suitcase Thoughts



1. What are the ways you feel your work has had a negative influence on what matters to you in life?

2. What are the ways you feel your work has had a negative influence on the way you see the world?

3. What are the ways you feel your work has had a negative influence on the way you see yourself or the ways others in your life see you?

4. What are the ways you feel your work has had a negative influence on the way you others?

Self-Care Inventory

Rate the following areas in frequency:

- 5** = Frequently
- 4** = Occasionally
- 3** = Rarely
- 2** = Never
- 1** = It never occurred to me

Physical Self-Care	
	Eat regularly (e.g. breakfast, lunch and dinner)
	Eat healthy
	Exercise consistently
	Get regular medical care for prevention
	Get medical care when necessary
	Take time off when sick
	Dance, swim, walk, run, play sports, sing or do some other physical activity that is enjoyable to self
	Take time to be sexual
	Get enough sleep
	Take vacations
	Wear clothes you like
	Take day trips or mini-vacations
	Make time away from telephones
	Other _____

Psychological Self-Care	
	Make time for self-reflection
	Engage in personal psychotherapy
	Write in a journal
	Read literature that is unrelated to work
	Do something in which you are not an expert or in charge
	Cope with stress in personal and/or work life

	Notice inner experience (e.g., listen to and recognize thoughts, judgments, beliefs, attitudes and feelings)
	Provide others with different aspects of self (e.g., communicate needs and wants)
	Try new things
	Practice receiving from others
	Improve ability to say "no" to extra responsibilities
	Other _____

Emotional Self-Care

	Allow for quality time with others whose company you enjoy
	Maintain contact with valued others
	Give self affirmations and praise
	Love self
	Reread favorite book or review favorite movies
	Identify and engage in comforting activities, objects, people, relationships and places
	Allow for feeling expression (laugh, cry, etc...)
	Other _____

Spiritual Self-Care

	Allow time for reflection
	Spend time with nature
	Participate in a spiritual community
	Open to inspiration
	Cherish own optimism and hope
	Be aware of nonmaterial aspects of life
	Cultivate ability to identify what is meaningful and its place in personal life
	Meditate/pray
	Contribute to causes in which you believe
	Read inspirational literature (lectures, music etc...)

Workplace or Professional Self-Care	
	Allow for breaks during the workday
	Engage with co-workers
	Provide self quiet time/space to complete tasks
	Participate in projects or tasks that are exciting and rewarding
	Set limits/boundaries with clients and colleagues
	Balance workload/cases
	Arrange work space for comfort
	Maintain regular supervision or consultation
	Negotiate needs (benefits, bonuses, raise, etc...)
	Participate in peer support group
	Other _____

* Review assigned numbers. Appreciate areas of strengths while making positive changes in areas with significantly low scores to improve balance in life.

Adapted by Mental Health Services for Homeless Persons, Inc. (MHS), Cleveland, OH. Used with permission. Original source: Unknown.