

# Calming strategies

2018 Center-based forum

Derek Nowka - ASD behavior specialist

Lauren Szypula - ASD behavior specialist





# Take-a-break...an easy solution





# **Take-a-break**

**A number of students can benefit from being able to take a break.**

## **Benefits:**

- **Defuse potentially explosive situations**
- **Intervene effectively before behaviors escalate to major infractions**
- **Calm down, think clearly**
- **Refocus**
- **Some students need more movement**
- **Teach important coping skills**
- **Keep students in school**



## **Take-a-break**

**Take a break is typically used for escape-motivated behavior that is severe enough to disrupt the class or that may result in harm to the student or others.**

- **A long term goal may be to teach the student to request and receive help.**
- **Another option is to provide intensive practice in the work or situation the student seeks to avoid, so as to decrease frustration with it.**



# **Take-a-break...isn't this rewarding negative behavior?**

**Breaks should not be confused with reward activities. They should be “neutral” in terms of reward value - not a punishment, not a reward.**

- **It is a time to calm down, re-focus, and get back on track.**
- **Monitor how often it is used. If necessary, limit the number of breaks the student can take in a day. Don't allow breaks to be used to completely avoid demand situations. Have the student return to the demand when calm.**
- **Consider conducting a functional behavior assessment.**

## How to teach “take-a-break”



**Teach the break procedure to the student. Practice or review the procedure before using it. If the student has a hard time using the procedure when they need it, practice it some more.**

- **Generally, time limit breaks. Timers can be effective.**
- **Decide whether breaks should be scheduled (used as prevention), or on an as-needed basis.**

## How to teach “take-a-break”



- **Positive practice when students are calm and rational**
- **Scheduled multiple times per day**
- **Should initially be highly reinforced (reinforcers can be faded as students are able to initiate their own take-a-break).**

# How to teach “take-a-break”

## Break Card

I am feeling a little overwhelmed and need a break please.

For the next 10 minutes I would like some quiet time.



## Break Card

I am feeling a little overwhelmed and need a break please.

For the next 10 minutes I would like to colour in.



## Break Card

I am feeling a little overwhelmed and need a break please.

For the next 10 minutes I would like to play a quiet game.



## Break Card

I am feeling a little overwhelmed and need a break please.

For the next 10 minutes I would like to stretch.



# Break

## please



## I'm feeling



# Break

## please



## I'm feeling







# **Take-a-break (success story)**

## **Cody C**

- **Significant outbursts both at home and in the community**
- **Police involvement**
- **Tier 3 student----Tier 2**

**Implementation of “take-a-break” - Student uses his own cell phone. Tells a staff member where he is going. Sets his timer for 15 minutes, and then returns to class. Is generalized to home and community settings**



# **Take-a-break (success story)**

**Erik B**

- **Put on half-time schedule with possible homebound services due to severe and significant aggression**
- **Required physical intervention often**
- **Significant behavior issues at home and within the community**
- **Tier 3 student**

**Implementation of “take-a-break” was life changing for Erik, his family, and staff. Erik was able to return to a full day schedule, regularly attend community based instruction, and graduated the program able to attend community based programming.**



# **Reset Room and Restorative Practices**

**Restorative practices are an approach to managing problems at school. This differs from more traditional discipline, which often focuses on negative consequences as punishment for misbehavior. In helping students resolve conflicts, restorative practices aim to create positive relationships and a safe environment. By keeping students engaged in school, these practices can also help improve student achievement.**

# Reset Room and Restorative Practices





## **Reset Room and Restorative Practices**

**Focuses on responsibility and repairing harm.  
It allows the time for and helps students:**

- **see how their actions affect others**
- **take responsibility for their actions**
- **repair harm caused by misbehavior**



# **Reset Room and Restorative Practices**

**Gives everyone a say in how to resolve problems**

- **Both sides to see the final solution as fair**
- **Both the student who misbehaved and those harmed get to decide the best actions to make amends. This allows:**
  - **Students to show remorse for their actions**
  - **People who were harmed to feel that they have been heard and that the situation has been made right**



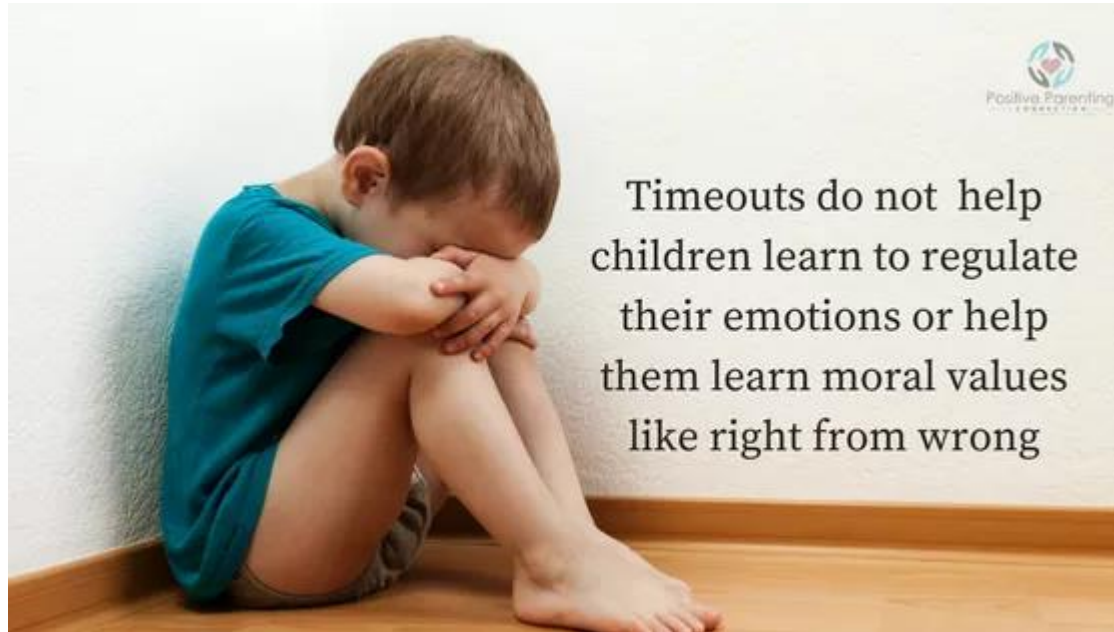
# **Reset Room and Restorative Practices**

**Helps to create a more positive school climate**

**By treating misconduct as a learning experience, the RESET room:**

- **Often allows students to be in school, not suspended, while making amends for their actions**
- **Encourages all members of the school community to work together to solve problems**
- **Improve student's feelings toward each other, teachers, and school in general**
- **Reduces the number of repeat offenders**

# Restorative Practices/Trauma Informed---Time out/Time in



Timeouts do not help  
children learn to regulate  
their emotions or help  
them learn moral values  
like right from wrong





# **Time outs do not work...the student does not calm down**

**Some clues that time out is not actually working:**

- **You feel the need to place the student in time out daily, sometimes hourly.**
- **When the student is in time out he/she repeatedly asks when he/she can get up.**
- **When the student is running away at the mention or threat of time out.**
- **You feel the need to place your child in time out for every thing they are doing “wrong”.**
- **When you find yourself using time out for the same offense over and over**



# **Time in...a calming strategy for everyone**

**A time IN or positive time out is when a student, that is having a difficult moment, is kindly invited to sit somewhere, near a teacher, paraprofessional, social worker, behavior specialist, or trusted adult, to express their feelings and eventually cool down.**

**During the time in, the adult is encouraged to empathize with the student's feelings and often just allow for quiet connection which is often all that is needed until the storm has passed. It doesn't mean that you must let your student continue with a behavior that is inappropriate. The time in gives you the opportunity to really connect and then address whatever change needs to be made.**



# **Time in...why it works**

**Reasons Time IN or positive time out works:**

- **students are likely to feel that their needs are being considered**
- **there can be connection between adult and student before a correction is presented**
- **students are given time to properly process a range of feelings**
- **staff don't feel out of control or create a power struggle to keep the student in the time out.**
- **students don't feel isolated, shamed or scared**
- **It gives staff and students an opportunity to talk about the real issue at hand**



# **Calm Down Corner---An in classroom break**

**“Feelings are just visitors, let them come and go.” – Mooji**

**Calm down corners allow students to take a break and self-regulate emotions within the classroom space.**

- **Designated area within classroom**
- **Comfortable and Relaxing**
- **Provide calm-down choices/tools**
- **VISUALS**

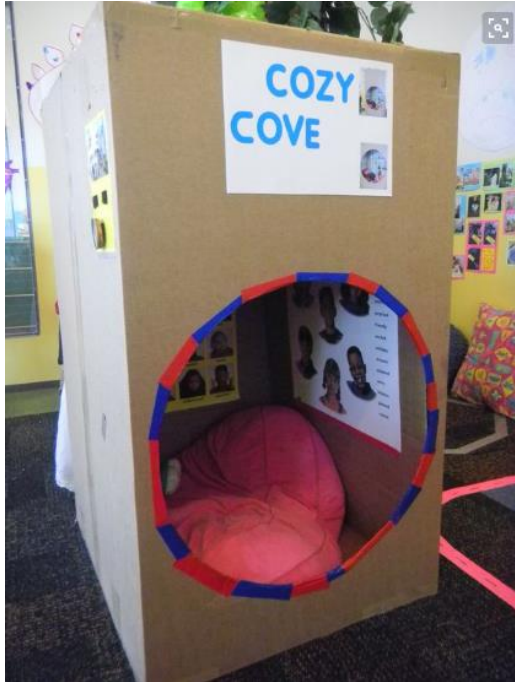
# Calm Down Corner

**Create rules, create expectations and teach them!**

**Rules and expectations should be set for the calm-down corner. Rules and expectations should be clearly visible and taught to students.**



# Calm Down Corner



# Calm Down Corner





# **Calm Down Kit**

**Calm down kits are “tool boxes” filled with tools to help a child regulate their emotions and bodies, develop appropriate coping skills, and address their sensory needs.**

- **Visuals**
- **Fidgets**
- **Bubbles**
- **Theraputty/Playdough**
- **Chewy edibles**







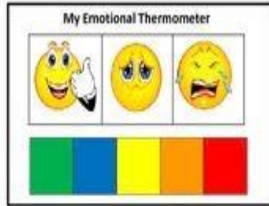
## **RESA grant**

**Calm down kit materials are considered Tier 2 under the heading of *Take a Break*.**

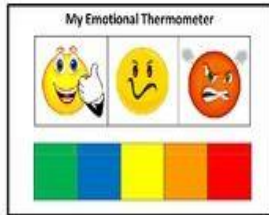
**One stipulation is that the materials have to be shared with any student that needs them. They do not belong to any individual student. Also, cost is a factor. They can't be considered capital outlay e.g., television or expensive audio equipment. The \$250 criteria applies where they must get WRESA prior approval.**

# Calming Strategies Visuals...Give a voice to their feelings

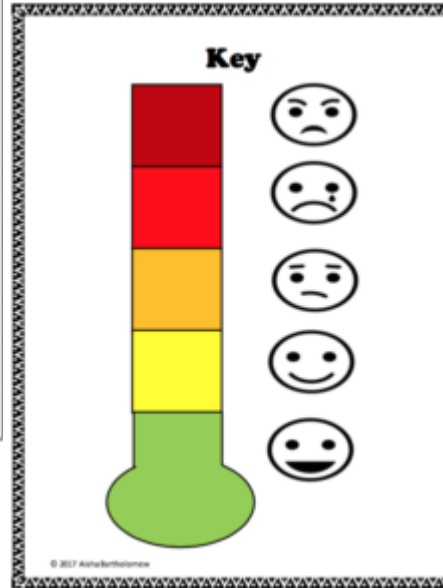
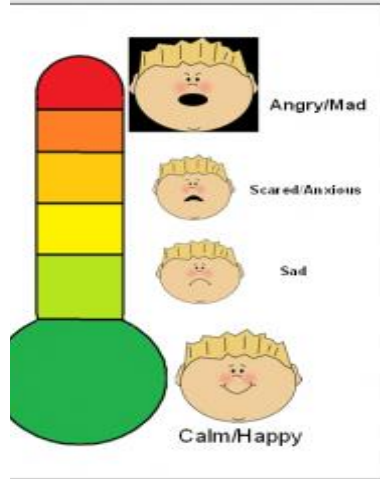
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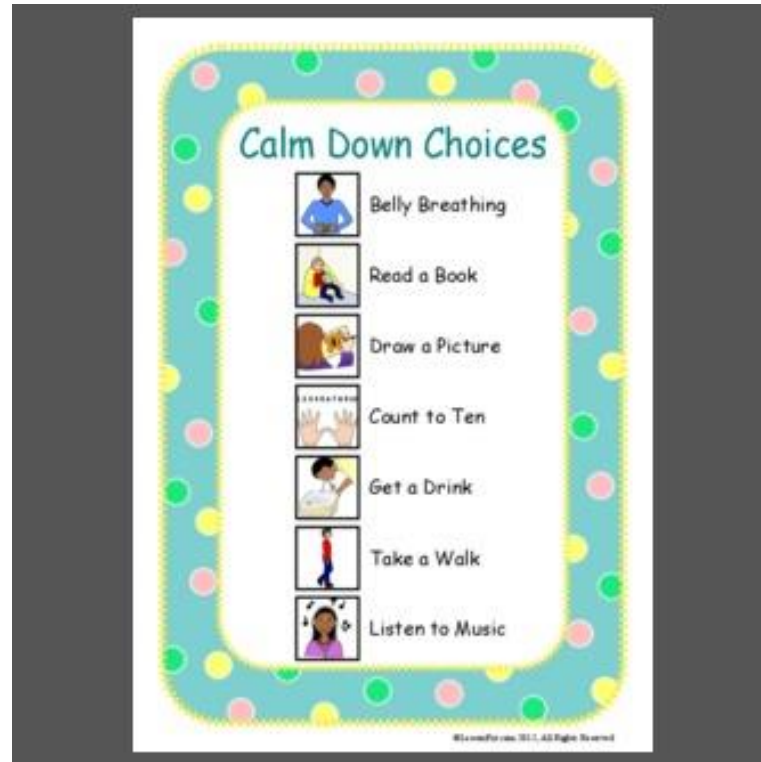
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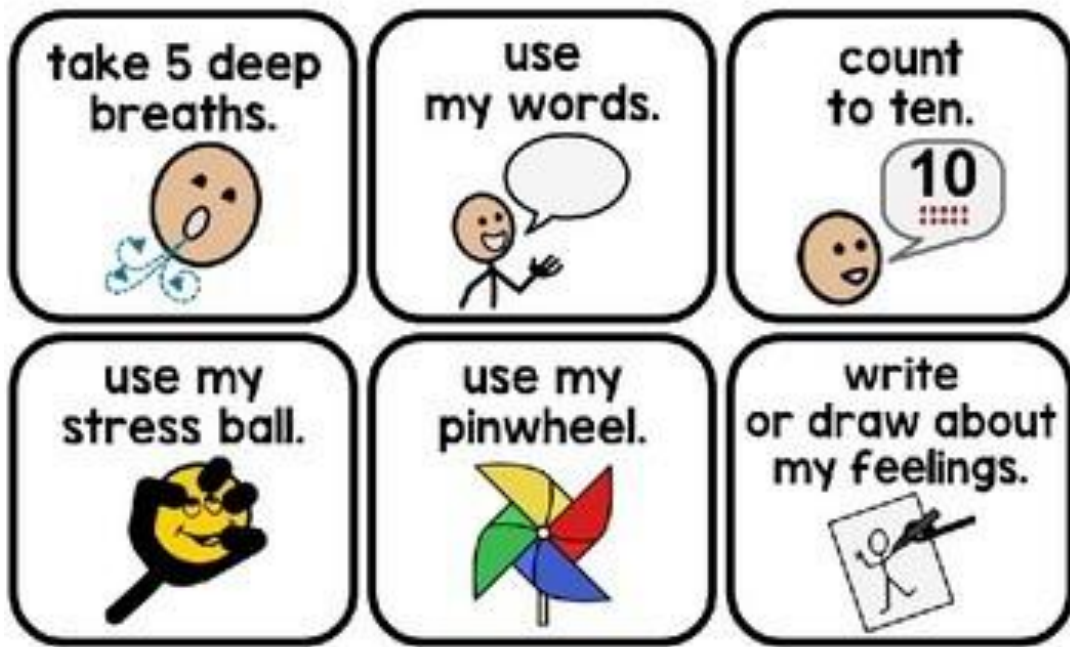
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# Calming Strategies Visuals



# Calming Strategies Visuals





# What do these interventions provide in the long run?

## SELF-REGULATION

Self-regulation is a vital competency that is at the core of all success in learning and life. It is the ability to:

- identify and modulate emotions
- control impulses
- delay gratification
- make thoughtful and conscious choices, and set goals and achieve them



# What do these interventions provide in the long run?

## SELF-ADVOCACY

**Self-advocacy is a skill that allows kids to understand their strengths and weaknesses, know what they need to succeed and communicate that to other people.**

**Self-advocacy can be broken down into a few key elements:**

- **Understanding specific needs. (This is part of [self-awareness](#).)**
- **Knowing what help or support will address those needs, like tutoring or classroom accommodations.**
- **Communicating those needs to teachers and others.**

# Data...It drives everything we do!

What data are we taking to show the effectiveness of take-a-breaks and other calming strategies?

**DISCIPLINARY REFERRAL**

STUDENT'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
CLASS: \_\_\_\_\_  
TEACHER: \_\_\_\_\_

YOUR SCHOOL OR DISTRICT NAME: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_  
TELEPHONE NUMBER: \_\_\_\_\_  
IMPRINTED HERE

**NOTICE TO PARENTS**

1. The purpose of this notice is to inform you of a disciplinary incident involving \_\_\_\_\_  
2. Please note the action taken by the teacher and the corrective action initiated \_\_\_\_\_  
3. Please sign below and return to the school on the next school day.

**REASON(S) FOR THIS NOTICE:**

<input type="checkbox"/> CUTTING CLASS	<input type="checkbox"/> DESTRUCTIVE TO SCHOOL PROPERTY
<input type="checkbox"/> EXCESSIVE TARDINESS	<input type="checkbox"/> LITTERING
<input type="checkbox"/> LEFT GROUNDS WITHOUT PERMISSION	<input type="checkbox"/> RUDE/DIS-COURTEOUS
<input type="checkbox"/> ANNOYING TO CLASSMATES	<input type="checkbox"/> EXCESSIVE TALKING

**ACTION TAKEN PRIOR TO THIS NOTICE:**

<input type="checkbox"/> REVIEWED STUDENT'S FILE	<input type="checkbox"/> CHANGED STUDENT'S SEAT
<input type="checkbox"/> HAD CONFERENCE WITH STUDENT	<input type="checkbox"/> DETAINED STUDENT AFTER SCHOOL
<input type="checkbox"/> CONSULTED COUNSELOR	<input type="checkbox"/> TELEPHONED PARENT

**PRESENT ACTION AND RECOMMENDATION(S):**





<input type="checkbox"/> STUDENT REPRIMANDED	<input type="checkbox"/> STUDENT WILL MAKE UP TIME
<input type="checkbox"/> PARENT CONFERENCE RECOMMENDED	<input type="checkbox"/> STUDENT PLACED ON PROBATION




\_\_\_\_\_  
(Action Taken By) \_\_\_\_\_ (Date) \_\_\_\_\_




PINK - PARENTS' COPY (English) PINK - PARENTS' COPY (Spanish) GREEN - OFFICE COPY





Name: \_\_\_\_\_ Date: \_\_\_\_\_




**Think it Over**





Where was I?    

I was   

Next time I should   

Teacher signature: \_\_\_\_\_  
Parent signature: \_\_\_\_\_

<http://missblonckclass.blogspot.com/>

Mixer - Blue Room Co

Date	Time	Student	Duration of break
3/12		Antwan	10
3/12		Adel	15
3/13		Antwan	10
3/14		Nolan	5
3/15		Alex S.	15
3/16	10:23	Tyler B (asked)	10
3/16	10:50	Tyler B	5
3/19	10:40	Antwan	5
3/19	11:40	Adelle	10
3/19	1:53	Antwan	10

**Weekly Scatterplot**

Student: Bart Simpson Week Of: September 15 Year: 2010

Target Behaviors:  
1. Blurt out answers without raising hand = +  
2. Knocking desk over onto floor = #  
3. Zero Behaviors = -

Interventions:  
1. Positive Reinforcement = +  
2. Planned ignoring = -  
3.

Time	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
8:30-8:45	+	+			
8:45-9:00	+	+			
9:00-9:15		*			
9:15-9:30	* ,	* , *			
9:30-9:45	+	*			
9:45-10:00	+				
10:00-10:15					
10:15-10:30					
10:30-10:45					
10:45-11:00					
11:00-11:15					





# Questions? Comments?





## **Resources**

- **“Take a break” presentation, 2017-2018, Chris Mcevoy**
- **Positive Parenting Connection**
- **Reseteducation.org**
- **Parentingchaos.org**
- **Teachstarter.com**



## Contact Information

Derek Nowka, Lincoln Park ASD MS/HS/Mixer

[derek.nowka@lpps.info](mailto:derek.nowka@lpps.info)

Lauren Szypula, Lincoln Park ASD Hoover  
Elementary/Crowley Preschool

[lauren.szypula@lpps.info](mailto:lauren.szypula@lpps.info)