Tools & Strategies for Explosive Children

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Insanity: doing the same thing over and over again and expecting different results.

-Albert Einstein
Why are we here?

- A significant increase in dys-regulated children?
- No 2 children are a like
- Diagnosis (or lack of diagnosis) does not guide intervention
- IDEA supports the inclusion model and LRE
- Are classroom teachers adequately prepared to meet the needs of these children in a general education classroom?
- Are support staff (including school counselors) adequately prepared to meet the needs of these children?
How did we learn to respond to explosive emotions?

Dr. Becky Bailey---Responding to Emotions

Scenario 2 Responding to Anger
Perspective Change or Paradigm Shift

www.livesinthebalance.org
Relationships are everything and key to success!

The curious paradox is that when I accept others as they are then they can change.

—adapted from a Carl Rogers’ quote
Step 1=The lens through which we view kids!

**Kids Do Well If They Can**

Our Philosophy Guides our Actions...No philosophy=No Guide

“What if we don’t change anything at all ... and something magical just happens.”
Step 1=The lens through which we view kids!

- “Kids do well if they can. Doing well is always preferable to not doing well” This is a form of developmental delay not choice
- Throw out the philosophy=“Kids do well if they wanna”
- Your explanation of the kid, guides your intervention
- When the conditions of the environment exceed the kid’s ability to respond adaptively
- Identify the child’s lagging skills and unsolved problems then plan an intervention strategy
- Communicate this with consistent & compassionate honesty
Walking Tour For Educators

4 Video Segments:

1. Kids Do Well If They Can
2. Your Explanation Guides Your Intervention
3. Being Responsive to the Hand You’ve Been Dealt
4. The Demands of the Environment Exceeds a Kid’s Capacity to Respond Adaptively
Dr. Ross Greene’s Paperwork (Tools)

- ALSUP-Assessment of Lagging Skills & Unsolved Problems
- ALSUP Guide
- Problem Solving Plan
- Drilling Cheat Sheet
- Plan B Cheat Sheet
- Picture Graphs--Non-verbal or limited language child
- 1 Page Description of Dr. Greene's Approach
- Bill of Rights for Behaviorally Challenging Kids
ILAUGH Model-Social Communication

- ILAUGH Model--Understanding Core Social Thinking Challenges
Understanding the Brain—Conscious Discipline Brain State Model

Executive State
Prefrontal Lobes
What can I learn from this?

Emotional State
Limbic System
Am I loved?

Survival State
Brain Stem
Am I safe?
Self-regulation - managing our own thoughts, feelings and actions - is the cornerstone of a successful life.
Integration NOT Segregation
Building Wide—Language, Classroom Management Tools

Zones of Regulation

Social Thinking

Cognitive Connections

Executive Function Skills
I Feel
- Sad
- Mad
- Calm
- Stressed
- Like going home

My plan is...
- Running away
- Hiding from Dad
- Going home
- Wishing my Dad wouldn't kill me

Judy
Be a data ninja
Anger Rules

I CANNOT EVER:
1. Hurt myself
2. Hurt others
3. Destroy property

I CAN:
1. Walk away from what is making me angry.
2. Take a break.
3. Take deep breaths to help me get calm.
4. Do something that takes my mind off what made me angry (play, read, listen to music).
5. Get help from an adult.
6. Stop and think...will my actions make the problem bigger or smaller?
7. Write about my feelings.

Responding to others when they treat me in a way I don’t like...

1. Talk friendly (1 time)
2. Talk firmly (1 time)
3. Get help from a trusted adult

Handling conflict can be a tricky thing for both children and adults. It is important to learn how to handle conflict in ways that create positive solutions instead of making the problem bigger or hurting others. It is also important for adults to listen to children and intervene to help them solve problems in positive and collaborative manner.

At Sunnyside Elementary, it is a community expectation that despite conflict or personal feelings, that everyone deserves to be treated with kindness and respect.

Repeated conflict over time can lead to episodes of bullying behaviors and can have long term negative feelings and effects for all involved.

"Your mother and I are feeling overwhelmed, so you'll have to bring yourselves up."

From Mrs. Wells
Professional School Counselor at Sunnyside Elementary
Tools to Teach
Tools to Teach

Social Behavior Mapping--Connecting Behavior, Emotions, Consequences Throughout the Day
Video Self Modeling
Conscious Discipline Response to Intervention Guide
Other Non-Punitive, Non-Adversarial Models
Steps to Effective Intervention

- Check your philosophy, teach “Kids Do Well If They Can”—what lens does your staff see kids? Our philosophy guides our actions
- Align your philosophy with your school’s mission, vision, & plan===SIT, CARE team plans
- Identify Lagging Skills and Unsolved Problems, then plan
- Prevention: Teach Common Language, Build Capacity in classroom teachers, use class meetings (Review, re-visit, re-learn, re-plan, repeat) Takes intentional effort
- Pick an “in the moment” intervention strategy (CD, RJ, PET)
- Build Relationships---don’t leave teacher’s hanging---plan
- Teach child skills (Individual, group); teach adults working with child what you are teaching the child
A word about groups
This is important—how will you get it done

Principal-Counselor Relationship

Making Connections: Key to Unlocking Student Achievement

MAKE A PLAN
STICK TO IT
MEET GOAL
I believe

You can change my life

Note to Self: You are not too old and it is not too late.

Kids Deserve It
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Need more information? Support? Encouragement?