



Less Enraged, Still Engaged!

Another Year of Social Skills Lessons for
Adolescents with Behavior Disorders or
Autism Spectrum Disorders

By Sara Calovich-Dziadosz

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The methods describe within this eBook are based on scholarly articles and evidence based practices and the resulting lessons and games are the author's personal experience. They are not intended to be a definitive set of instructions for this project. You may discover there are other methods and materials to accomplish the same end result.

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Introduction

Welcome--Or Welcome Back!

Much has changed since the release of the first *Enraged to Engaged* book. I helped my school district launch a new high-school center-based program for adolescents with emotional disturbance. It was a tough year; if you want to hear more about all the drama, you can get up to speed on the [E2E blog](#). My own two kids have gotten older. George is going back to school to further advance his programming skills. One thing, however, remains *unchanged*: there are still students coming to school every day in various stages of emotional and behavioral dysregulation, and it remains my job to see them through it.

This requires a continued dedication to and trust in the process of data collection and intervention with students who have somehow managed to go approximately 15 years with little success, academically or socially. Every morning, I unlock the classroom door and gird my loins for whatever crisis or celebration comes through the door. As those of us in this line of work know, the same kid who wrote a 5-page essay in one sitting yesterday might today hide under a desk in the fetal position because he is remembering the time his cat ran away in the third grade.

I attended a conference again this year for teachers of students with severe emotional disturbance. Once again, I left feeling like there was too much focus on explaining to (lecturing) teachers about why social skills instruction is so important and virtually no focus at all on *specifically* what teachers, social workers, and counselors can *do* in classrooms or groups to begin to teach these skills. I found myself whispering to seat mates, saying things like “Pssst! I have a lesson to teach that—let me e-mail it to you!”

In the world of behavior-focused special education, I feel increasingly concerned about the disconnect I observe between the “movers and shakers” who present at conferences and the expressed needs of teachers, counselors, social workers, and therapists working daily on the front-lines of the classroom and the community with these kids. My colleagues are exhausted and begging for hands-on help, not another lecture. Teachers need more than just a few, isolated ideas sprinkled into other texts; teachers need a sizable bank of scaffolded and varied lessons from which to choose so they can spend more time taking good data and applying what they learn to help kids in the classroom. Anything less leaves them scrambling to find “the next thing” for when the current few lessons have been used.

This book reflects my continued commitment to giving myself and my colleagues actual tools—not just more scholarly articles. Honestly, if you’re sitting at a conference for EBD, you already understand *why* social skills instruction is

important; I don't need to convince you. What you actually need are some lesson plans that you didn't have to create for yourself sometime in between talking a kid down from a meltdown and chasing another one through the halls. I am proud of the work I have done on this book; it reflects my own growth as a teacher. As I've learned better, I've done better.

Please notice that I didn't include references like "during your planning period" or "during lunch" because I know you probably don't even know what those two things are, anyway. Behavior teachers don't get to take scheduled breaks; it's an on-call gig.

Once again, cheers to you, my tired and harried colleagues! Continue to hang in there, find support where you can, and make your school a better place one dysregulated kid at a time.

Evidence Base

Honestly, if you've bought this book, you're already a believer in the importance of social/emotional learning. However, your administrators may not be quite so enthusiastic; they tend to like an important-looking study or two in order to validate your methodology and feel reassured that your proposed lessons meet a real student need. Never fear! I have combed the research database at my local university for some data-driven studies and have used that research as the basis for the class structure and the lessons contained here.

My students have experienced greater success than many of their EBD peers who do not receive explicit social/emotional learning instruction—moving into less restrictive learning settings, experiencing improved relationships with peers and adults, reducing office referrals and suspensions significantly, and increasing academic performance and task completion. Jenny and I often remind the students to "be normative!" Over time, they *do* learn more normative behaviors, and that change improves many aspects of their lives at home, at school, and in the community. I have been able to consistently replicate these results qualitatively in my own classroom, but I don't have a large enough sample size for a quantitative recreation of the data. Nevertheless, research tells us:

- Explicit instruction in social and emotional learning is benefits all students and is essential for students with EBD and/or ASD.
- Students are more successful, both academically and behaviorally, when social/emotional instruction is a component of a district's curriculum.
- Students with EBD and/or ASD require specialized social/emotional support in order to be successful in the general education curriculum.

In my own experience working in schools, I've noted two typical scenarios related to the implementation of social/emotional learning curriculum. The first is the complete absence of any attempt to address social/emotional instructional needs. The second, equally-problematic scenario occurs when a school acknowledges the need for explicit social/emotional instruction, carves out time in the school day for this instruction, then falls apart at the implementation phase when tired, overburdened general education teachers are tasked with developing lessons in this

area in addition to their subject area planning. It doesn't happen, and the time so carefully planned-for becomes a free period or a study hall. This is not the fault of the teachers; teachers must be provided with the tools and guidance to teach interpersonal skills. This program seeks to address the concerning lack of planning seen in so many well-intentioned schools.

Your own results will vary depending upon the needs and unique qualities of your student population; data can inform our choices, not produce a guarantee. You can stack the deck in your favor, but there aren't any promises you'll win the game. Here are some of the pieces of literature that have informed my lesson design, classroom structure, and methodology:

Anderson, Sarah, and Kari Chiasson. "Ecological Factors in Social Skill Acquisition: High School Students with Emotional And/or Behavioral Disorders." *Journal of Special Education Apprenticeship*. Journal of Special Education Apprenticeship. Upland, CA . 31 Mar. 2012.

Buchanan, Rohanna, Rhonda Nese, and Miriam Clark. "Stakeholders' Voices: Defining Needs of Students with Emotional and Behavioral Disorders Transitioning between School Settings." *Behavioral Disorders*. SAGE Journals, 1 May 2016. Web. <<http://journals.sagepub.com/doi/10.17988/BD-15-73.1>>.

Cook, Clayton R., Frank M. Gresham, Lee Kern, Ramon B. Barreras, Sage Thornton, S. Dean Crews. "Social Skills Training for Secondary Students With Emotional and/or Behavioral Disorders: A Review and Analysis of the Meta-Analytical Literature." *Journal of Emotional and Behavioral Disorders*. March 25, 2008.

Kendziora, Kimberly, and Nick Yoder. "When Districts Support and Implement Social and Emotional Learning (SEL)." *American Institutes for Research (2016)*: 17-35.

Lambros, Katina M., Shirley K. Culver, Aidee Angulo, and Pamela Hosmer. "Mental Health Intervention Teams: A Collaborative Model to Promote Positive Behavioral Support for Youth with Emotional or Behavioral Disorders." *The California School Psychologist* 12.1 (2007): 59-71.

Malow, Micheline S., and Vance L. Austin. "Mindfulness for Students With Emotional/Behavioral Disorders." *Insights into Learning Disabilities* 13.N1 (2016): 81-93.

Marchesi, Antonio G., Ph.D., and Kimberly Cook. "Social and Emotional Learning as a Catalyst for Academic Excellence." *ICF International* (2012).

Rao, Patricia A., Deborah C. Beidel, Michael J. Murray. "Social Skills Interventions for Children with Asperger's Syndrome or High-Functioning Autism: A Review and Recommendation." *Journal of Autism and Developmental Disorders*. February 2008, Volume 38, Issue 2, pp 353-361.

Zins, Joseph E., Michelle R. Bloodworth, Roger P. Weissberg, Herbert J. Walberg. "The Scientific Base Linking Social and Emotional Learning to School Success." *Journal of Educational and Psychological School Consultation*. Volume 17, Issue 2-3, 2007, p.191-210.

New Features

A Comprehensive System—From Goal, to Monitoring, to Skills Instruction

My students have demonstrated a greater need for lessons that teach executive functioning skills, and many of yours have, as well, based on the feedback I've been getting. Book 2 contains more executive functioning lessons, as well as more lessons in the areas of positive self-image, interpersonal relationships, and emotional regulation. Book 1 (*Enraged to Engaged: A Year of Social Skills Lessons for Adolescents with EBD, ASD, or ODD*) has more focus on friendships/interpersonal relationships, anger management, and self-esteem; it's still a good resource.

All areas easily align to behavioral goals encountered frequently on secondary IEPs. For help and guidance writing goals that align with the lessons, check out the free [resources about goal-writing](#), then follow up by getting some solid ideas about [data collection](#) by looking at the sample data collection sheets. The goal is to provide a system that makes life easier by wrapping around the process—from identifying behaviors, to taking data, to writing a goal, to providing instruction that helps the student meet his/her goal.

Aligned to Social, Emotional, and Character Development Standards

There is a movement towards national social, emotional, and character development standards. Currently, several states have implemented standards for social-emotional learning, including Kansas (where I teach). Many school districts require teachers to draft lesson plans that list the standards being covered by the lesson, a task that I, for one, have always found stressful and laborious.

In order to help teachers meet this requirement with greater ease, *Less Enraged, Still Engaged* lists the primary [Kansas State Social, Emotional, and Character Development Model Standards](#) (2012) for grades 6-8 and 9-12 aligned with each lesson plan. Most lessons teach multiple standards, but I've limited the standards focus of each lesson to one or two principal standards taught. Keep in mind that the focus could certainly include standards not referenced at the start of the lesson, so adapt your own focus accordingly. Copy, paste, and cite the book in your district's lesson plan template, and you're ready to submit detailed lessons aligned to one or more of the SECD standards.

More Original Content, Easier-To-Access Reproducibles, and Improved Web Resources

In this book, you'll find many engaging new lessons, including 18, new game-based lessons that can be played multiple times. There is far more totally original content this time around, which will help ensure that your students haven't "been there, done that" in another class or group.

Furthermore, as I have expanded the website and have learned more about how to use it effectively to support teachers, I have developed a more streamlined system for providing access to materials via hyperlinks to printable instructions and lesson reproducibles. I encourage you to use the book as a digital resource; you'll save paper and have one-click access to all materials.

Don't forget to **click on the links in the lessons**; they'll take you directly to the most up-to-date version of the materials you need with one, simple click. No complicated appendix this time around.

PDF with Linked Table of Contents

After downloading the PDF of the book, don't forget to open the linked the Table of Contents. Your PDF reader will generate one (likely to the left of the document with drop-down arrows for each chapter; you may find that you have to open this feature to access it). You'll then be able to easily navigate the book and all the lessons, as well as search for topics by keyword. The text in the included Table of Contents is also linked for easy navigation.

Cost Analysis and Preparation Time Breakdown for Each Lesson

An estimated materials cost and estimated prep time are included at the beginning of each lesson, so you'll always know before beginning if you've got enough time and budget for the lesson you want do with your class or group.

Each lesson includes a list of supplies and materials needed to complete the lesson as written, along with an estimated materials cost for the lesson. While many lessons have no cost at all, others require materials that not every teacher already has. Added up individually, it may appear that completing the lessons contained in this book is cost prohibitive. *Please don't be intimidated by the materials cost!* All estimated costs are a "worst case scenario" that assumes you have few or none of the items listed and will need to purchase needed materials. In reality, you probably already have items such as post-it notes, card stock, or dice. Many of the supplies and materials are items that can be brought from home, borrowed from a colleague, or are already available at your school. Furthermore, many items such as specialty dice, card stock, or kitchen items are used in multiple lessons.

Continuous Lesson Numbering From Book 1 to Book 2

For individuals who are using this second book as an extension of the first, the lessons have continued their numbering system. Book 1 (*Enraged to Engaged: A Year of Social Skills Lessons for Adolescents with EBD, ASD, or ODD*) contained lessons 1-68; Book 2 (this book) contains lessons 69-131. I'm hopeful that using a continuous numbering system will help users more readily identify the lessons they plan to use from each book. The first book continues to function as a solid and evidence-based resource and is filled with lessons that can supplement those in this,

the second, E2E book. Lessons have continued to increase in skill level and sophistication in the second book, making this the logical next step in instruction for returning social skills class students.

Discussion Questions

Not sure how to get the lesson started? No problem! Each lesson includes discussion questions to ask before and after the lesson to provide opportunities for formative assessment and reflection. I use these questions in an oral response format, but other teachers may find it more beneficial to encourage students to write responses in a journal. The choice is up to you. Do what will work best for your class/group.

Google Suite Products

Google suite products including Google Drive, [Google Classroom](#), [Google Keep](#), and [Google Calendar](#) feature prominently in the lessons. I like these tools because they are free, available to everyone, and are simple to use for both academic and personal applications. There are other products that also work well that you and your school may be using; if you are using other products, simply substitute your own application when using the lessons.

If you would like to use the Google suite of products as referenced in the lessons but are unfamiliar with them, here are some resources you can use to familiarize yourself with the materials prior to introducing them in class.

The Google suite of products can be downloaded as apps onto your phone or tablet or may be accessed without a download via the internet on your laptop.

- [This video](#) (00:13:35) provides easy-to-follow instructions for learning to use Google Calendar
- [This video](#) (00:08:02) provides easy-to-follow instructions for learning to use Google Keep.
- [This video](#) (00:13:20) provides easy-to-follow instructions for learning to use Google Classroom.

Chapter 1: Positive Self-Image Lessons

Section Introduction: Positive Self Image, Positive Behavior

When people feel badly about themselves, they behave badly. They feel rotten, or worthless, or self-conscious, or adrift...and those feelings create a warped lens through which they see the world, impacting the work they choose, the products they produce, and the relationships in which they engage themselves. Often, when a person's self-image improves, so, too, do his/her interactions with the world.

Students with learning disabilities or emotional/behavioral disabilities often have poor self-image, which exacerbates problem behaviors directed both inwards and outwards. At school, our first and best line of defense is ensuring that students' academic work is tailored to the individual needs and levels of the students. By creating just enough challenge for a student while still allowing him/her to work independently, positive self-image develops. Supplementing that key intervention with explicitly-instructed lessons about positive self-image accelerates the social/emotional learning process.

Lessons about positive self-image are a good way to start a new school year or semester. They build relationships and make students feel good, which will make them more inclined to actively engage in less comfortable, less pleasurable topics later.

75. Black, White, and Gray: Busting the Myth of Extremes

Both depression and ASD share the common characteristic of black and white thinking (believing that there are only two polarized potentialities for a given problem). This short project/lesson both reminds students that problems are gray areas in life and leaves them with a tangible, portable reminder of this concept.

Kansas SECD Standard(s) Addressed:

II. Self-Management : Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals
B. Reflect on perspectives and emotional responses.

Grades 6-8

1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world).
4. Describe experiences that shape their perspectives.
5. Demonstrate empathy in a variety of settings and situations.
6. Evaluate causes and effects of impulsive behavior.

Grades 9-12

1. Analyze personal responsibilities.
5. Analyze experiences that shape their perspectives.
6. Demonstrate empathy in a variety of settings, contexts, and situations.
7. Predict the potential outcome of impulsive behavior.

Cost: Approximately \$5 (for white paint pens)

Preparation Time: Approximately 20 minutes

Supplies

- Paint chip cards from the hardware store with 5-6 gradations from white/light gray to black/dark gray, 1 per student, plus extras for creating examples
- Black pens. Extra-fine-tip Sharpies are ideal. 1 pen for every 2 students.
- White paint pens. Extra-fine-tip, white Sharpie paint pens are ideal. 1 pen for every 2 students.

Materials Preparation (Before Class)

Prepare the paint chip cards. On one end of the card—the black/dark gray

end—write one extreme belief (ex. “I’m an idiot). On the other end—the white/light gray end—write the opposite of that belief (ex. “I’m a genius”). You may choose to use scenarios from the list below or may choose to write scenarios customized for your students:

- Nobody likes me.
- I’m stupid.
- I will never have a good relationship with my brother/sister/mom/dad/grandma/etc.
- I’ll never be able to do Geometry/write a good essay/memorize the periodic table of elements/etc.

Discussion

What is black and white thinking? What are some examples of black and white thinking? What are some keywords that you can listen for in order to know that you or someone else is engaging in black and white thinking (ex. always, never)? When do you find yourself engaging in black and white thinking? Why is black and white thinking a bad idea (ex. makes problems seem unsolvable, shuts down problem-solving thoughts, makes you feel helpless, drives a wedge between you and others)?

Activity

1. Model the process of converting black and white thinking to gradient thinking. Brainstorm an example scenario with students, then write the example scenario on the whiteboard, creating a model version of the paint chip card by drawing it on the board. Alternately, prepare a paint chip and model the process via a document camera; this can be better for students who need to see a less-abstract process. Encourage the students to collaborate to fill in the various shaded sections between the two extreme thoughts. See the example as a guide:

I'm an idiot.
I'm lousy at spelling, but I'm good at choosing the right words to express what I want to say when I write.
I failed my math test because I didn't stay on top of doing my homework, but I can get caught up and do better on the next unit.
I love to draw; I don't have to be the "best" artist to enjoy being in art class.
I'm improving in English because I'm willing to get extra help on my reading when I need it.
I'm a genius.

2. Complete another example or two as a class in order to make sure the students understand the process.
3. Pass out the prepared paint chip scenarios or have students create their own scenarios on blank paint chip cards. Students will create their own versions of the gradient thinking exercise you modeled using the paint chip cards and pens provided.
4. The completed paint chips should be shared with the class, then kept by students to be used as bookmarks or as portable reminder cards for use during episodes of dysregulated, extreme thinking.



Discussion

What did you learn today about black and white thinking? What are some self-talk strategies you can use when you find yourself engaged in this type of thinking? How could you help out a friend who was engaging in black and white thinking?

Chapter 2: Interpersonal Relationships Lessons

Section Introduction: Quality Relationships, Quality Life

"The quality of your life is the quality of your relationships." Tony Robbins said that. I didn't use to be a fan, but the guy is growing on me more and more the longer I work with kids with EBD. When students' parents attend meetings and I ask them "What is the most important thing you'd like to see your child achieve this year?" the most frequent answer, hands down, is always "Get along better with people and be able to make friends." For most families, this goal eclipses earning a diploma and getting a job. Without the ability to make connections with others, students will find themselves unable to maintain employment, form friendships, or locate romantic partners.

The struggle to engage appropriately with others is the #1 reason students are referred for social skills instruction. Social interactions that most adolescents learn naturally simply *don't* come naturally for my students with EBD, ASD, or ODD. Providing a place (social skills class) where students can practice normative interactions, over and over, without the potential high stakes that come with making mistakes in real life.

88. Conversation Balloons Game

I purchased some prepared [Thumball](#) games to keep on hand to put on my Sub Shelf (the special shelf full of delightful, preferred activities I keep on hand for unexpected absences). TaliCor makes Thumball, and many versions can be purchased on Amazon or via other retailers. It gave me the idea to have students make their own versions of this game, using balloons and Sharpies. Using balloons helps to cut down cost and eliminate the storage-space-crunch a bunch of balls caused; just pop the balloons and dispose of them when the lesson is over. Besides, playing with balloons and batting them around is fun. This is another effort to include more kinesthetic activities in my class to get kids up and appropriately moving.

Kansas SECD Standard(s) Addressed:

***Varies by topic chosen

Character Development

I. Core Principles

C. Create a caring community.

1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community

Grades 6-8

a. Analyze characteristics of a caring relationship and hurtful relationship.

b. Compare and contrast characteristics of a caring relationship and hurtful relationship. c. Analyze relationships in their family, school, and community that are caring.

Grades 9-12

a. Evaluate characteristics of a caring relationship and hurtful relationship.

b. Manage personal behavior in family, school, and community that contributes to caring relationships.

Cost: Approximately \$3 (for the balloons)

Preparation Time: 5 minutes or less

Supplies

- One light-colored, latex balloon per participant
- One black Sharpie per participant, fine or medium tip. The extra fine tip will

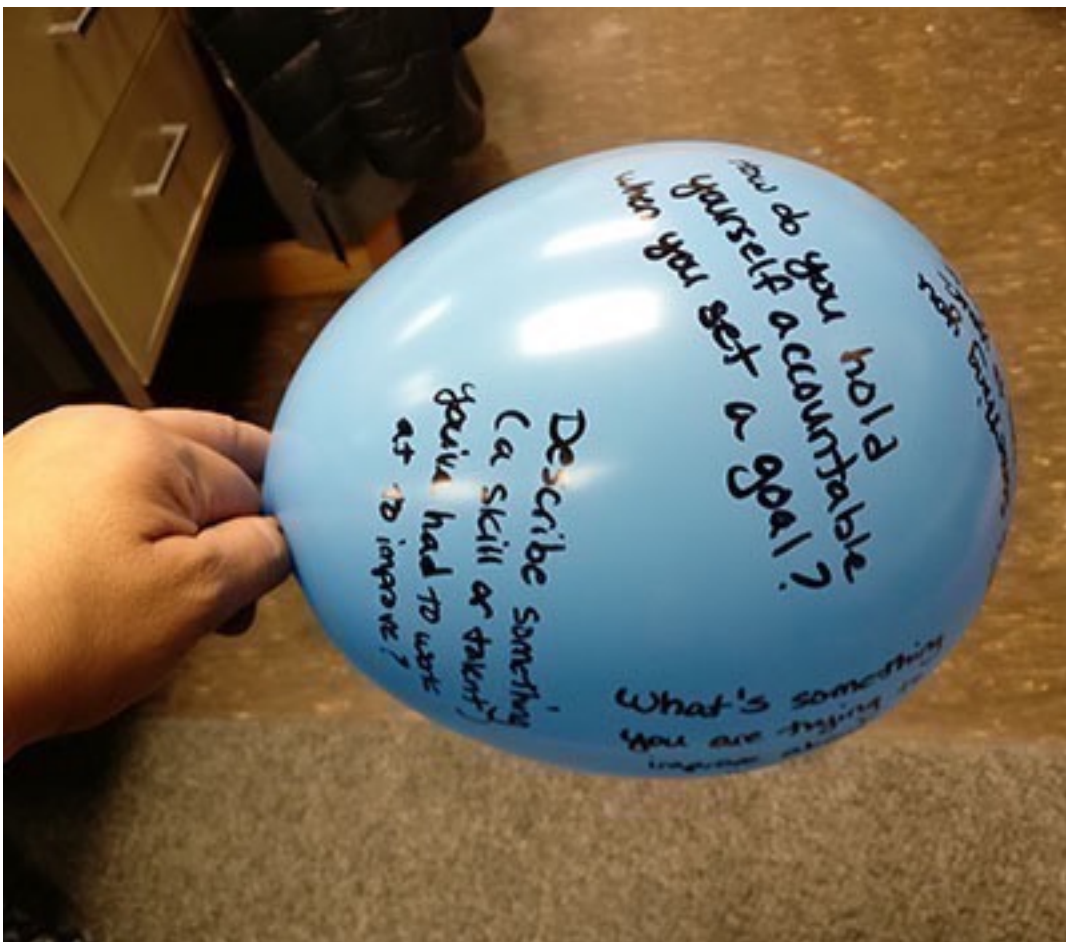
pop the balloon, and the broad tip will write too large.

- One piece of notebook paper per participant
- One pen or pencil per participant
- Stopwatch or timer

Activity

1. Assign each participant a category of questioning from the following list. Alternately, you may create/add different categories of your own; the activity lends itself to customization.
 - Family
 - Friends
 - The Past
 - The Future
 - The Present
 - Greatest Hits: Things You Feel Proud Of)
 - Favorites
 - Self-Improvement
2. Each student will generate 10 open-ended questions for his/her assigned category and will write them on his/her piece of notebook paper. Teacher will check over the lists and help students make revisions as needed to keep the questions appropriate, on-topic, and open-ended.
3. Each student will be given a balloon and a Sharpie. Students will blow up and tie off their balloons, then copy the questions from their lists onto their balloons in Sharpie. The teacher should collect all Sharpies before moving on to the next step to thwart possible issues later in the day; Sharpies are considered contraband in many buildings.
4. The teacher will set a stopwatch or timer for 30 seconds. Students will bounce the balloons back and forth, trying to prevent them from touching the ground, during the 30 second interval.
5. At the end of 30 seconds, the teacher will call out "STOP." Students will stop tossing the balloons and will hold the last balloon touched in their hands.

6. Students will take turns answering the question on the balloon he/she is holding that is closest to his/her right thumb.
7. After all students have shared their questions and responses, the teacher will reset the timer, and the class will repeat steps 4-6. This process will be repeated until all questions have been answered or until the desired amount of time has passed.
8. At the end of the game, the teacher will collect the balloons to pop and dispose of after class. Alternatively, if sensory processing is not an issue for any members of the group, students will each pop and dispose of their own balloons.



Example conversation balloon for the topic of "Self Improvement."

Discussion (Reflection)

What new things did you learn about your classmates? What did someone

say that surprised you? What did someone say that you could relate to? Which question did you think was most insightful? Why?

Chapter 3: Emotional Regulation Lessons

Section Introduction: Taking the Train to Dysregulation Station

When we've got a student in our program who can't regulate himself, Jenny and I refer to it as "taking the train to dysregulation station." Frankly, we need a bit of levity when major episodes of acting out commence because the reality of these types of episodes is scary, exhausting, stressful, and frustrating. When I first started out working in behavior classrooms, I remember standing in an empty hallway while a student yelled, threatened, punched walls, kicked, spat, and screamed and feeling the most helpless I'd ever felt in my life. As a teacher, I felt it was my job to "reach" kids and to keep them safe, and a huge, wailing fit was evidence of my ineptitude.

Even though I've been doing this for a while now and understand that others' behavior is not a reflection of my competence, I still sometimes feel as though it is. Since I work with students at the high school level, I am always cognizant of the ticking countdown timer to the students turning 18. The time I've got to transition them from unable to self-regulate to capable of independent self-regulation is incredibly short, so regular and ongoing, explicit, guided opportunities to practice self-regulation are a core element of an effective social skills class.

100. Controlled Fidgeting

People fidget. It's human nature. When we are bored, tired, irritated, or excited, we have a hard time sitting still. Most people learn how to fidget in normative ways by the time they are in high school. They doodle, twirl a pencil quietly, jiggle a knee without making too much noise, stretch their necks, or any number of other normative ways of fidgeting. My students do not know how to fidget in a normative way, and it makes them stand out as weird and annoys peers and teachers. Some of my students overcompensate by shutting down entirely and putting their heads down and closing their eyes in class in order to shut out stimuli; unfortunately, these strategies are also unpopular and dysnormative. This lesson will help students identify their fidgeting triggers, then practice some less-disruptive and more normative outlets for fidgeting as a way to manage emotions and stay in control.

Kansas SECD Standard(s) Addressed:

Personal Development

II. Self-Management : Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals
A. Understand and practice strategies for managing thoughts and behaviors.

Grades 6-8

1. Identify multiple techniques to manage stress and maintain confidence.
5. Recognize cause/effect relationships.
7. Practice effective communication (for example, listening, reflecting, responding).

Grades 9-12

1. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence.
5. Analyze cause/effect relationships.
7. Apply effective listening skills in a variety of setting and situations.
8. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, receiver problems).

Cost: \$5 or less (most items can be located free of charge)

Preparation Time: 5 minutes or less

Supplies

- Lengths of string, each one approximately 16" in length, 1 per student
- Pencils with eraser caps, 1 per student
- Scratch paper, 1 per student
- An assortment of different pens/pencils/writing utensils—ones with different "feels" when used
- Small, smooth stones or flat glass marbles, 1 per student

- Chewing gum, 1 piece per student
- Rubber band bracelets, 1 per student
- Bottled waters, 1 per student
- Emery board nail files, 1 per student
- Lengths of smooth (satin) ribbon, each one approximately 12” in length, 1 per student
- Printed copies of the [E2E Controlled Fidgeting Rating Sheet](#), 1 per student
- Timer
- Documentary or other “school typical” film to show during the activity. The film should not be too engaging.
- Projector and media screen

Discussion

When are some times when you have seen people fidget? What are some ways that you have seen people fidget? What types of fidgeting do others find irritating? Why? What types of fidgeting are appropriate for a private setting such as at home or in the behavior support room? What types are appropriate for inside a regular classroom? Do you fidget? What are some of the ways that you like to fidget? What function does fidgeting serve for you? What need does fidgeting meet?

Controlled Fidgeting Techniques

Here are some ideas for controlled fidgeting techniques you can use in the activity. You can add or delete techniques based on your students’ needs.

- Stroke a small, smooth rock (“worry stone”)
- Tap a pencil with an eraser cap on the end; the eraser is used to dull the noise.
- Doodle with various pens; see which ink textures you prefer
- Chew gum
- Play with a rubber bracelet you’re wearing
- Discreetly play Cat’s Cradle with string
- Discreetly play with a short length of smooth ribbon
- Discreetly stroke and emery board nail file

Activity: Guided/Controlled Fidgeting

1. Provide each student with a copy of the [E2E Controlled Fidgeting Rating Sheet](#) and explain how to fill it out and its purpose: to determine which appropriate modes of fidgeting are most effective for them.
2. Explain to the students that you will be showing a video to the class, but that the video isn’t the primary focus of the activity—practicing normative fidgeting is the focus.

3. Begin the video. Play the video for approximately 5 minutes. Stop the video and introduce the first fidget. Demonstrate how to appropriately use the fidget.
4. Turn the video back on and play it for approximately 5 minutes. During that time, students should practice the fidgeting technique you demonstrated.
5. At the end of approximately 5 minutes, stop the video. Have the students fill out the [E2E Controlled Fidgeting Rating Sheet](#) for the technique they just practiced.
6. Demonstrate another fidgeting technique. Repeat steps 4-6 until the students have tried each of the different controlled fidgeting techniques and have filled out the [E2E Controlled Fidgeting Rating Sheet](#) for each of them.

Discussion

Which of the fidgeting techniques were effective for you? Which weren't? What other ideas for controlled fidgeting could you try?

Chapter 4: Executive Functioning Lessons

Section Introduction: I Can't Even Want To

When Jenny and I are faced with an odious task related to the program, we say “Ugh...I can’t even want to!” Our students say the same thing often...perhaps even *less* elegantly. The difference, of course, between us and the students is the ability to break that odious task into manageable chunks and to develop a plan for completing the undesired task. Adolescents, in general, are lousy executive-function-ers. They more or less ride the wave of corticotropin-releasing hormone being pumped out of their amygdalas, impulsively doing whatever feels good right now and avoiding whatever feels unpleasant. As with so many other facets of EBD, executive function suffers. Deficits in executive function create a slew of problems both at school and at home. Kids with poor executive function are often branded as lazy or defiant. Combine deficits in executive functioning with a co-morbid condition such as ODD, and you’ve got the magic formula for regularly-occurring, explosive episodes.

I mention it frequently, but it bears repeating: the first line of intervention in teaching executive functioning at school is to modify or accommodate academic materials to the both the student’s intellectual/academic level, as well as to the student’s behavioral/emotional level—which includes executive functioning. In the Social Skills classroom, you can help students set the stage or improved management of time, materials, and emotions via explicit instruction of these skills and ongoing practice.

114. "Red-Yellow-Green"

This is arguably one of the best lessons I have taught. Used a couple of weeks into a new semester, this process can set a framework for task planning for students that benefits them all semester long.

Kansas SECD Standard(s) Addressed:

Character Development

II. Responsible Decision Making and Problem Solving

A. Develop, implement, and model responsible decision making skills.

2. Organize personal time and manage personal responsibilities effectively.

Grades 6-8

a. Analyze daily schedule of schoolwork and activities for effectiveness and efficiency.

b. Recognize how, when, and who to ask for help.

c. Monitor factors that will inhibit or advance effective time management.

Grades 9-12

a. Utilize time and materials to complete assignments on schedule.

b. Anticipate possible obstacles to completing tasks on schedule.

c. Organize and prioritize personal schedule.

d. Advocate for personal needs in accomplishing goals.

Cost: Approximately \$3 (for the Post-it notes)

Preparation Time: Approximately 10 minutes

Supplies

- Copy of each student's course schedule
- Pens/pencils
- Red, yellow, and green pieces of paper
- Pieces of white paper
- Tape or glue sticks
- Super sticky post-it notes. 1" x 2" or smaller work best.
- Whiteboard and dry erase markers

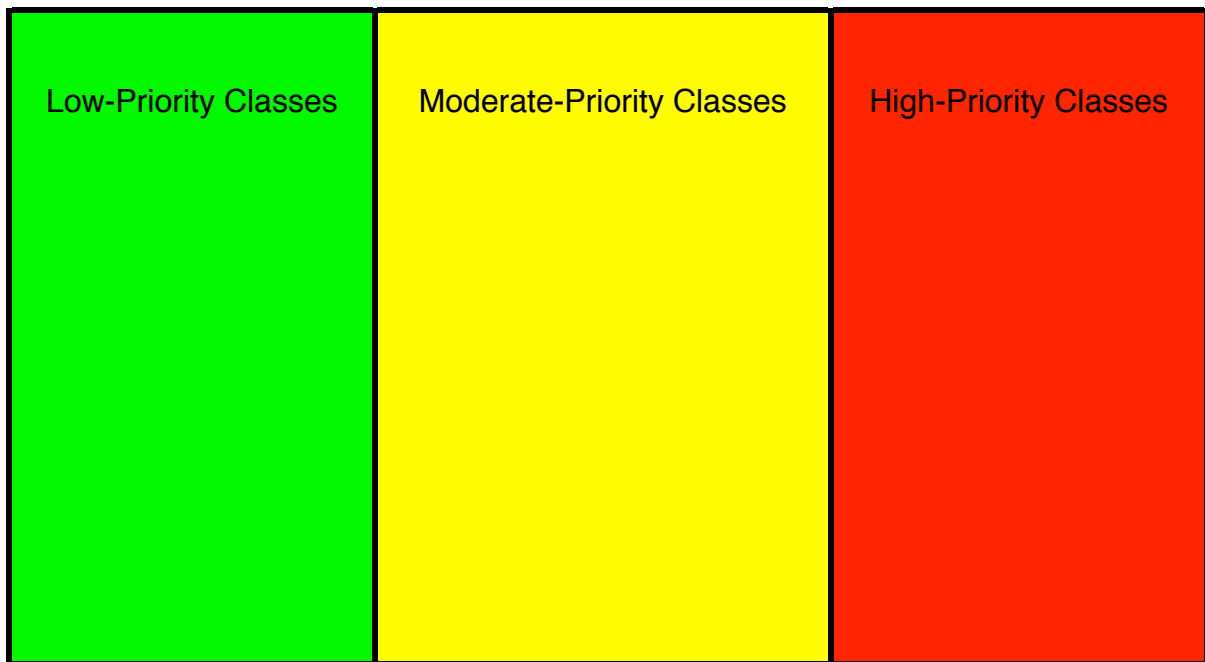
Discussion

How do you choose which classes to prioritize when working on your

homework? Teacher writes student responses on the whiteboard. As a group, determine which of the criteria are the best criteria for prioritizing classes. Place a star next to those criteria. Cross out criteria that the group determines are not appropriate.

Activity

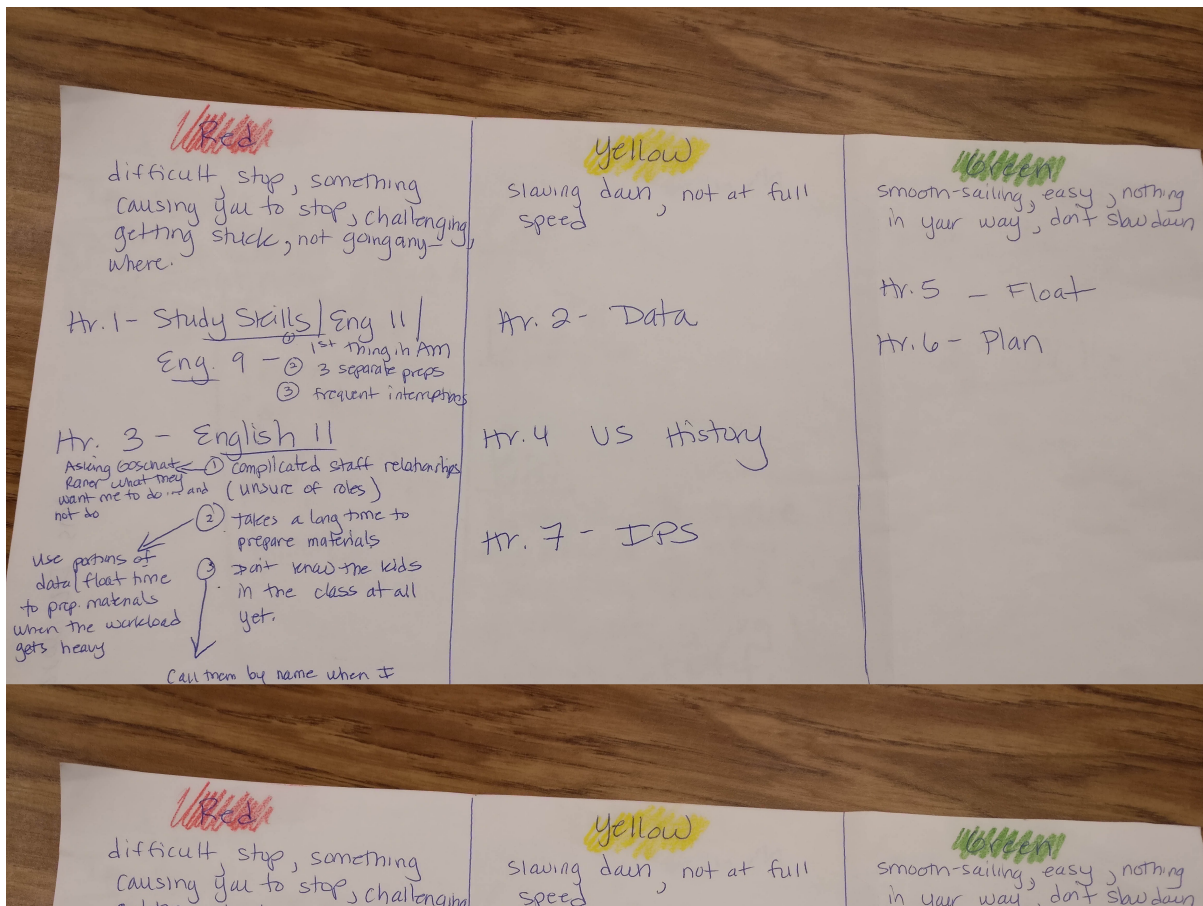
1. Provide each student with a piece of white paper, a piece of red paper, and piece of yellow paper, and a piece of green paper.
2. Have the students create a 3-column, foldable organizer with one green column, one yellow column, and one red column by gluing or taping the pieces of red, yellow, and green paper side by side on the piece of white paper. It will look like this:



Alternatively, you could divide a piece of white paper into thirds and have students use markers to delineate the three column colors.

3. Provide each student with enough super-sticky post-it notes to be able to create a post-it note for each of the classes on their schedules. Have students write the names of their classes on the post-it notes, one class per note. Set the prepared post-it notes aside.

4. Label the columns at the top as shown in the example above.
5. Using the criteria the class set, students will sort their post-it notes of their classes into the red, yellow, or green columns.
6. Students will share their charts with one another. Students will discuss why changes need to be made.
7. Post the charts in the classroom, and encourage students to move their post-it notes daily or weekly to reflect current class demands and concerns.
8. If it works better for your class to write directly on the paper instead of using post-it notes, that option also works well. You can see an example below. If choosing this option, students will not be able to change their classes' columns as easily as if post-it notes had been used. To progress monitor, students could quickly create new charts like the one below weekly or monthly.



Example I completed for myself in class to model the process for the students.

Discussion

How does creating a visual chart of your classes help you determine how to use your time in Study Skills or at home doing homework? Does seeing the classes divided this way make you feel more stressed or less stressed? Why?

About the Author

About Sara

Greetings, fellow professionals! My name is Sara Dziadosz (pronounced "JAW-dose"...like "Jaws," the shark, and "dos," the number "2" in Spanish). I have spent the last 15 years in and out of various classrooms, most of them in alternative education where I have worked with criminal, at-risk, or behavior-disordered students. I am just a regular teacher like you who learned a lot of quality information the hard way. My goal in writing materials is to save other teachers from the confusion and anxiety I experienced early in my career as I searched for a place to start teaching kids the fundamentals of social skills and found a lesson-plan desert.

I am a graduate of the University of Kansas, the University of Missouri-Kansas City, and Pittsburg State University. I loved college so much that I received four undergraduate degrees (Theater, Rhetoric, English, and Secondary Education) before finally receiving my masters' in Special Education. I am currently pursuing my second masters' degree in Educational Leadership, which will allow me to serve as a stronger advocate for the needs of special education students and teachers within my school. I may be the first administrator in the history of the American educational system who gets excited to attend IEP meetings.

In my current capacity, my Program partner, Jenny, and I work with students, families, and teachers to formulate effective and creative plans for helping students change problematic behaviors into productive ones as we work together to reintegrate students back into a general education high school setting. I like to say that I don't really do all that much to "fix" a student's behavior; the kids do all the

work. My job is to help them develop a plan for making positive changes that will serve them in their family, work, and community relationships now and for the rest of their lives. Often, students feel frustrated and discouraged when trying to learn new, more effective habits. I strive to help kids set realistic goals, plan out a course of action, then follow through the steps to achieve those goals. I like seeing "my kids" all grown up and out in the community, living happy, productive, and meaningful lives.