

KPS Elementary Self Management

Renee Hordyk, SSW

GOAL: Incorporate Self Management in 2 areas

Within 1st month:

- Identify Students within ASD program
- Identify student(s) who are closer to independence
- Additionally, identify 1 student who is new to self management

Within 3 months:

- Extend to other elementary schools where students with ASD are in full time GE

2015-2016 - Overall Student Profile

Students from ASD Program

- 3 students- Grade 2, 4 and 5
- Time in GE -Grade 1- 1.0 hours, Grade 4- 1.5 hours decreased last month to 1.0 hour, Grade 5= 3.0 hours

Student from 1 other KPS Elementary school

- 1 student with OHI identification- outside identification of Asperger Syndrome and Sensory Processing Disorder
- Grade 5- Full time GE

Student 1- Darron

Goal: Develop positive social exchanges

Profile:

- 4th Grade Student with ASD and EI identification
- Difficulty with Emotional Regulation
- Difficulty with Social Interactions
- Tends to initiate social exchanges with are hard punch or aggressive looking gesture
- Peer interactions were decreasing
- Prompting was increasing

Student 1-Darron

Plan:

- 4 question self prompt chart-
 1. I took a deep breath
 2. I held my muscles and was not the HULK
 3. I said hello
 4. I gave a soft fist bump or high five
- Practice “soft” fist bumps and high fives throughout day
- Offer intentional peer interactions where peers were supported to give appropriate response to Darron
- Using prompt fading where staff helped him learn and use 4 questions

Results: PROGRESS!!

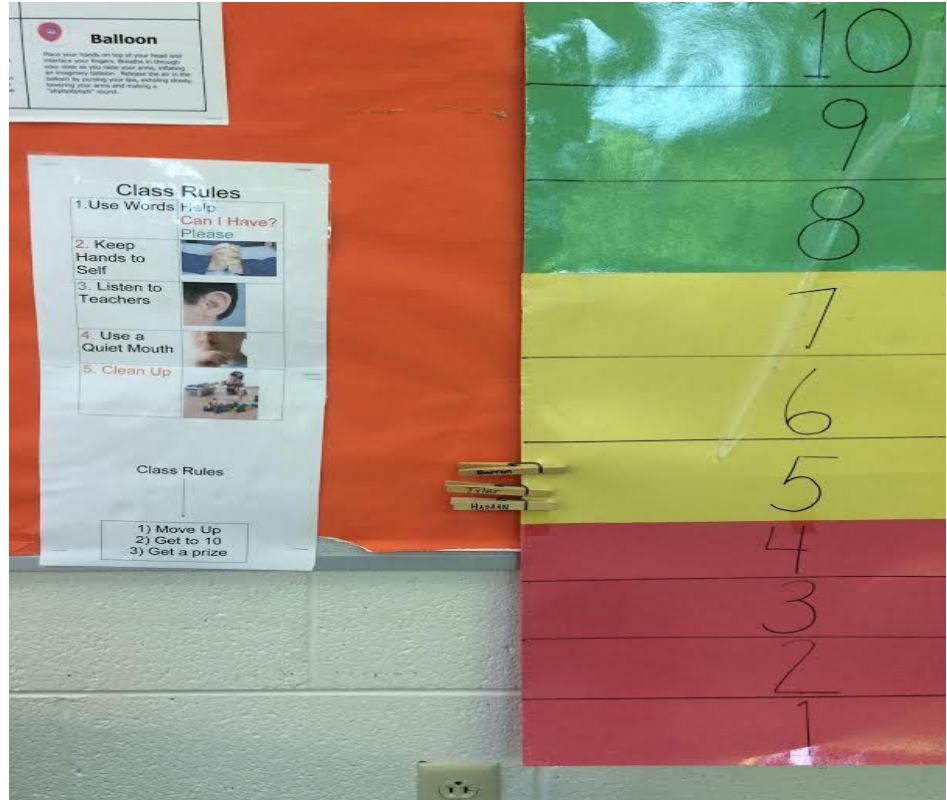
He is able to identify if he used too much strength and appropriately initiate an exchange for 7 out of 10 times independently.

Student 2- Tyler

PROFILE:

- ASD identification/ New ASD classroom for 2015-2016
- Grade 1
- General difficulty with behavior and compliance around staff directions
- Will often respond with negative answer before the question is given
- Non-verbal prompting is most successful

PLAN: Give him basics rules and help him become aware of rules as routine with numerous opportunities to practice.



RESULTS: Slight Progress

Tyler continues to need verbal and non verbal prompting but responds now by simply pointing to the rules.

He is also able to move his clip up and down based on his response.

Continued work on prompt hierarchy and self management.

Student 3- Truman- Goal: Independence

PROFILE:

- ASD identification/ Grade 5
- Learned to take breaks for emotional regulation and coping skills
- Breaks= walks in hallway
- Fading prompts and support during hallway walks
- He had difficulty with talking to anyone in the hall and asking them if they touched peanuts which would then cause further escalation of emotion

PLAN:

- 3 rules for Hallway
 - Faded support:
1. Support Staff repeating rules and walking beside him
 2. Support Staff walking behind him and reminding him of rules
 3. Check off rules before leaving class and self report when return with checklist/ No support
 4. Verbally self report rules

Truman's Checklist

Truman's goal is to walk independently through the hallway for a break.

Truman's Hallway Break Checklist:

I did 2 laps around the building.	
I waved hello.	
I did not ask about peanuts.	
I did not talk about peanuts.	

RESULTS: PROGRESS!!

Truman is able to independently walk the hallway without the help of the checklist!

Student from another KPS Elementary School

Student 4-Jaydon

Student 4- Jaydon- Grade 5

Profile:

- Student with OHI identification in GE with Sensory Break support and SSW services
- Outside diagnosis of Asperger Syndrome and Sensory Processing Disorder
- Difficulty with Self Regulation in the classroom. Out of the classroom more than ½ of the day due escalation of behaviors.
- Aware and knowledgeable about tools (ie: deep breaths, hook ups, get a drink, bear hugs, wall push ups, etc) he has available to him to help with regulation
- Had difficulty using them in front of peers. Used the tools independently in grade 4.
- Had difficulty independently taking breaks before escalation of behavior occurred

PLAN: Create system where he is independently prompted to use tools and take a break. **GOAL:** Emotional Regulation and Independence

Jaydon's Self-Management Scale

Rating	What might make me feel this way?	How does my body or brain look?	What can I do now?
5	Nothing is working! I am out of control! I can't think!	Like being in a volcano. Screaming and maybe throwing things. I don't hear people talking to me!	Shut my eyes. Try to close mouth. Try to slow down my breathing.
4	Someone says something that makes me angry. Others are not doing what they should be doing. There has been a change I can't handle or things are unclear.	My body feels like running. I sometimes shake. I say things to others and walk around the classroom. I feel hyper.	Stop talking. Do the balloon to help. Try to walk to a safe place in Mrs. Jenks room.
3	There is a change I am not expecting. Someone tells me I am wrong. There is a noise that is bothering me.	I start to have bad thoughts about someone or something. I sometimes feel treated poorly. I begin to move more. My body feels like it is out of control.	1. Take a few minutes to get back down to a # 2 2. Maybe go get a drink of water. 3. If I can't go down to #2, I excuse myself and go to Mrs. Jenks. 4. Listen to music to calm or do a calming activity.
2	Things are going along as planned. I am getting my work completed.	My body is where it should be. I am in control of what I say and do.	Hang in there. This is good. I can get some work done.
1	This is almost perfect. Someone complimented me.	I am very calm and happy. I feel like being with other people. My brain is full of good thoughts about people and things. My body can sit and listen.	Relax. Smile. Enjoy the moment.

Jaydon's Schedule

Rules:

1. I wait for an answer before leaving classroom
2. I raise my hand to ask a question
3. I wait patiently for an answer
4. Adults can say "No" or "Wait"

Date: _____

ACTIVITY	Time Entered Class	2 Breaks	2 Tools	What tool did you use?	Data Collection	Teacher Initials
Specials- Mon, Tues, Fri		B B	Δ Δ		J asked before leaving the room J raised hand before acting on thought J was quiet when teacher was talking	Y N Y N Y N
Classroom- Wed, Thursday		B B	Δ Δ		J asked before leaving the room J raised hand before acting on thought J was quiet when teacher was talking	Y N Y N Y N
Math		B B	Δ Δ		J asked before leaving the room J raised hand before acting on thought J was quiet when teacher was talking	Y N Y N Y N
Science		B B	Δ Δ		J asked before leaving the room J raised hand before acting on thought J was quiet when teacher was talking	Y N Y N Y N
Lunch		B B	Δ Δ		J asked before leaving the room J raised hand before acting on thought J was quiet when teacher was talking	Y N Y N Y N
Recess		B B	Δ Δ		J asked before leaving the room J raised hand before acting on thought J was quiet when teacher was talking	Y N Y N Y N
Guided Reading		B B	Δ Δ		J asked before leaving the room J raised hand before acting on thought J was quiet when teacher was talking	Y N Y N Y N
Intervention		B B	Δ Δ		J asked before leaving the room J raised hand before acting on thought J was quiet when teacher was talking	Y N Y N Y N
Social Studies		B B	Δ Δ		J asked before leaving the room J raised hand before acting on thought J was quiet when teacher was talking	Y N Y N Y N
Math		B B	Δ Δ		J asked before leaving the room J raised hand before acting on thought J was quiet when teacher was talking	Y N Y N Y N

1. I had to be flexible today when _____ 2. One thing about my day that bugged me was _____

RESULTS: Moderate Success

Jaydon was able to use the chart with varied success. He was requiring prompting to complete the chart which caused more frustration. Additionally, he saw over 5 staff per day and with limited SSW in the building to train staff to monitor implementation staff were filling it in for him.

The 5 point scale was implemented within 1 month of the original chart. Jaydon has had more success with this scale and staff felt it was easier to follow too.

His emotional dys regulation, escalation of behaviors (throwing items, flipping tables) has decreased by 50%. He is now able to stay in the classroom for a full day with an average of 3 breaks per day.

Goal for 2016-2017:

1. 3 other SSW - use self management systems
2. Self Management systems will be incorporated into $\frac{1}{2}$ of caseload - (34 students)