

Secondary: Using a Calming Strategy

The Routine Development Tool helps you consider the inclusion and development of executive function skills as you develop, teach, and reflect on classroom routines. It is suggested that you watch the Executive Function Webcast Series (<https://www.ocali.org/project/executive-function-webcast-series>) to gain the background information that will help you fill in the tool. The tool and completed examples of the blank Routine Development Tool are also available from the Webcast Series webpage.

Directions:

- Name the routine you have chosen to develop while considering Executive Function
- Teacher/Staff Planning and Responsibilities sections
 - Identify the teacher and staff tasks that need to take place before, during and after the routine
 - List what information to share with the family/caregiver on how to support learning the routine if it is only done at school
 - If the routine is also to be implemented at home, describe how the family/caregiver can implement the routine in the home setting
- Manifestation Areas
 - Fill in the classwide student outcome for each manifestation area for this routine
 - List the observable student action(s) that the students would do for the routine in each manifestation area
- Teacher/Staff Reflection after Implementation
 - Reflect on the answers to the questions based on your data and identify next steps

Routine: Using a Calming Strategy

Executive function and self-regulation (calming) skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Self-regulation is also a critical component of social and emotional learning. Students who have the ability to regulate their emotions and behavior are able to better engage with other students and respond to the varying activities of the day whether they are at home participating in virtual learning or in the classroom. Knowing how and when to routinely use a calming strategy is a life-long skill.

Teacher/Staff Planning and Responsibilities

Before the Routine is Started:

- Teacher will identify what situations in the classroom and at home may cause stress for youth
- Teacher will create a variety of calming strategies that can be used both in the classroom and virtually
- Teacher will explore online resources that outline how to use social narratives, music, technology and other resources to introduce calming strategies to students
- Teacher will prioritize what situations to address with entire class
- Teacher will create a list of calming strategies both with and without graphics
- Teacher will determine when to present list of calming strategies to the class based on the identified situations
- Teacher will create an electronic data form for students to enter when they used a calming strategy and how it worked

During the Routine:

- Teacher and class will discuss when calming strategies might be used
- Teacher will teach one calming strategy at a time to all students
- Teacher will practice the calming strategy using role play, video modeling, visual supports, and other evidence based practices
- Teacher will have discussions about matching strategies to the situation/need
- Teacher will share the electronic data form and explain how to use it
- Teacher will observe students and remind them to enter data into the class data form

After the Routine is Completed:

- Teacher will analyze collected data on use of calming strategies and determine if any further support on how to use calming strategies is needed
- Teacher and class will discuss analyzed data and how to improve using the strategy
- Teacher will review calming strategies with those students who need additional support
- Teacher will compile a list of what specific calming strategy resources were more successful
- Teacher will consider finding other resources to help students still struggling with calming strategies

Family/Caregiver Guide to Support Routine at Home:

- Teacher will communicate with family through emails, classroom newsletter, and/or classroom text system about the calming strategy being taught and when it might be used
- Teacher can share resources that support teaching the strategy, such as a step by step guide or video

Manifestation Areas	Observable Student Action(s)
<p>Self-Management: Taking responsibility for your own behavior, actions and well-being</p> <p>Classwide Student Outcome: Students independently use calming strategies</p>	<p>Observable Student Actions for Self-Management:</p> <ul style="list-style-type: none"> ● Learn the calming strategies ● Practice calming strategies with class ● Apply calming strategies throughout the day (whether in classroom or remote learning) ● Identify situations that require the use of calming strategies ● Add data to the electronic class form
<p>Time Management: Ability to use time effectively and productively</p> <p>Classwide Student Outcome: Students learn to use the calming strategy before being upset interrupts their school participation</p>	<p>Observable Student Actions for Time Management:</p> <ul style="list-style-type: none"> ● Have calming strategy resources easily available throughout the day (whether at home or in the classroom) for use quickly as needed ● Use calming strategies before dysregulation with decreased prompting/reminders
<p>Information Management: Ability to acquire, retain and use information</p> <p>Classwide Student Outcome: Students demonstrate understanding of calming strategies and use them as needed</p>	<p>Observable Student Actions for Information Management:</p> <ul style="list-style-type: none"> ● Identify what situations will require using calming strategies ● Match up what calming strategy will work for the situation ● Use the calming strategy ● Record use of the calming strategy on data form
<p>Materials Management: Ability to manage the “stuff” of school or preschool</p> <p>Classwide Student Outcome: Students are responsible for using calming strategies’ materials as needed (such as a visual support, app, timer, etc.)</p>	<p>Observable Student Actions for Materials Management:</p> <ul style="list-style-type: none"> ● Keep track of resources needed for calming strategies (stress ball, visual support, etc.) ● Remember to practice calming strategies using the tools ● Keep track of situations that require calming strategies on provided data form

Teacher/Staff Reflection after Implementation

Which Observable Student Actions are happening and/or not happening according to the data?

- All students have learned and practiced the calming strategies
- 35% of students are independently engaging in calming strategies as needed
- 40% of students are able to use calming strategies when prompted
- 25% of students are not using calming strategies even when prompted

What's working? What's not working? What needs to change based on data collection?

- Students practice calming strategies as a whole class
- All calming strategies are posted and materials easily accessed throughout the school day
- Students are able to identify situations that require using calming strategies but many students are unable to identify when they need to use calming strategies and some are not willing even when reminded

Next steps:

- Provide small group instruction for those students who are unable to identify situations that require using calming strategies
- Have visual stress supports (e.g., Incredible 5-Point Scale, Zones of Regulation, Stress Thermometer) available for all students and use them to remind some students to identify how they are feeling, what situations cause those feelings, and what calming strategies will help them self-regulate