

# School Psych Corner

Week of September 16, 2019

## Teacher Tips

### WHAT TO PUT IN A CALM DOWN BOX

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#### Items that provide proprioceptive support

- Weighted lap cushion or weighted stuffed animal
- Weighted vest or pressure vest
- Stretchy resistance bands
- Sensory tunnel
- Mini massager
- Body sock
- Small blanket

#### Items to squeeze & keep hands busy

- Fidgets like Tangle Jr. or puffer ball
- Rubik's Cube
- Play dough or silly putty
- Pipe cleaners
- Stress balls
- Bubble wrap
- Bag of tissue paper to rip
- Scarves or fabric scraps
- Spinning top

#### Items to support breathing & relaxation

- Bottle of bubbles
- Pinwheels
- Straws and cotton balls or pom poms

#### Items for olfactory sensory support

- Calming essential oil spray
- Smelling bottles
- Scratch and sniff stickers

#### Items to get kids moving

- Book of yoga poses or yoga activity cards
- Skipping rope

#### Items for auditory sensory support

- Noise cancelling headphones
- MP3 player with music
- Audiobooks

#### Items for oral motor sensory support

- Chew toy or chew necklace
- Chewing gum, hard candies, or lollipops
- Snacks with a variety of textures
- Whistle, harmonica, party blowers, or similar
- Rescue Remedy Spray

#### Items that give kids a brain break

- Puzzle
- Books to read
- Blank notebook and writing utensils
- Coloring books
- Scratch art doodle pad
- Small chalk board, Magna-Doodle, Etch-a-Sketch, or Boogie Board
- Activity books
- Photo album

#### Items to visually calm

- Visual calm down cards
- Sensory bottle or calm down jar
- Light up toys
- Flashlight
- Plastic snow globe
- Kaleidoscope
- Hourglass
- Eye mask

## Staff Shout Out

### Marlene Montiel

This week's shout out goes to Ms. Montiel, 3<sup>rd</sup> grade teacher at Western Valley Elementary. Ms. Montiel is an outstanding educator and loves every single student that enters her classroom. She is passionate about early childhood education, and always makes sure that her students feel safe, loved, and successful! She not only teaches her content with confidence, but also differentiates her instruction to meet the needs of all of her students and incorporates social/emotional learning in to her classroom on a daily basis. You are amazing Ms. Montiel!

## Quote of the Week

"There is in every child at every stage a new miracle of vigorous unfolding." Erik Erikson (1902-1994)

## Technique of the Week

### The phases of the Behavior Escalation Cycle

**Behavior Escalation:** The cycle or stages in which conflict and/or undesirable behavior worsens and becomes more intense, serious, and possibly dangerous (Fecser & Long, 1998; Colvin & Sugai, 1989).

Figure 2.1: Phases of Acting-Out Behavior



**What should we do?** Intervention is focused on prevention.

- Create positive environment to increase appropriate behavior.
- Arrange for high rates of successful academic and social engagements.
- Teach Social Skills
- Problem solving
- Self-management and relaxation strategies
- Assess Problem Behavior
- Examine academic and behavioral learning history
- Identify triggers and the function

### Phase 1-Calm

**What is it?**

Students exhibit appropriate, cooperative behavior and are responsive to staff directions.

**What does it look like?**

- Student is cooperative.
- Sets personal goals.
- Follows directives.
- Accepts praise.
- Accepts corrective feedback.
- Ignores distractions.

What do you have in place to create a calm environment in your classroom/school/office?

How do you know?

## Get to know your School Psychs!

### Where did you go to college?

Jessica Fisher



Michael Martinez



Angela Leibold



Katie Ruehle

