



# The SEL Toolbox

Helping Students Generalize Skills

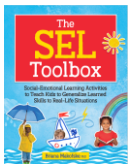
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## About You

### Who is Here?

Parents	Administrator
Resource	General Education
Nurses	OT/PT
Mental Health	Speech Pathologist
Elementary/MS/HS	

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## About Me

School Psychologist  
 Licensed Psychologist  
 Co-Owner Summit PAC  
 SEL Toolbox  
 A Family Influence

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## Today

- ✓ Skill Deficits
- ✓ Social Emotional Curriculum
- ✓ Small Group Instruction
- ✓ Gap Between Small Group and Classroom
- ✓ Strategies
- ✓ Activities
- ✓ Parents can do it too
- ✓ Wrap Up

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<b>Share</b>	ideas for small group curriculum
<b>Identify</b>	the gap between small group success and generalizing skills in the classroom
<b>Gain</b>	tools to incorporate challenges into typical small group instruction to practice skills in a small group setting
<b>Explain</b>	how others can challenge students outside of small group

**Learner Outcomes**

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## Skill Deficits

- Frustration Tolerance
- Emotional Regulation
- Cognitive Flexibility
- Self Awareness
- Theory of Mind
- Self Advocacy
- Initiation
- More...

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## Teaching

- o Why Try
- o Boys Town
- o Zones of Regulation
- o 5 point Scale
- o Anxiety Workbook for Teens
- o Superflex
- o 5 is Against the Law
- o Social Stories
- o Skill Streaming
- o Talking, Feeling, Doing Game
- o The UnGame
- o .... in a Jar
- o Unstuck & On Target
- o MORE

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## Small Group Success

Students can

- Label/discuss emotions
- Identify/discuss triggers
- Label/discuss coping strategies
- Talk through scenarios

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## What we do next

- Create BEAUTIFUL classroom supports
- Go into the classroom
- Coach the teacher
- Front load the student
- Feel positive that it will all work

Then.....

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## Classroom Challenges

- Someone took his chair
- Can't find her pencil
- Teacher changed the first routine
- He did not like the activity
- Sarcastic remark from peer
- He was excited to share his thoughts
- They were out of strawberry milk
- .....

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## We debrief **AFTER** the incident

Students can talk through

- “What if...”
- “Next time...”
- “Ask help from...”

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## Consider

Learning to Drive

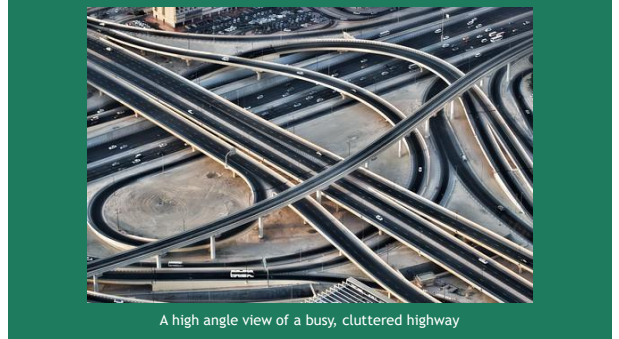
How we scaffold skills with increased demands...

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A single, long empty road

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A high angle view of a busy, cluttered highway

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## Classroom Challenges

- ✓ Multiple stressors
- ✓ Unpredictability
- ✓ Required flexibility and thinking on their feet
- ✓ Uncontrolled factors

We cannot replicate all scenarios and we end up problem solving afterwards

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## What is Missing?

Students can demonstrate skills in controlled settings

### Generalization requires...

- Implementing the strategies when dysregulated
- Adding Stress / *“desirable difficulties”*

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## How to use the SEL Toolbox

- o Must have a trusting relationship first
- o Expectations Posted
- o Sequence the Activity (outline steps)
  - o Differentiate based on need
- o Model
- o Incorporate reasonable challenges (Sabotage)
- o Debrief
- o Repeat and see adjustments

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Skill Deficit	Activity												
	Focus on Me	Share Circle	Partner Practice	Teacher Appointments Circle	Partner Practice	Classroom Games	Ball & Mallet	Simon Says	Exchange Item	Circle Drawing	Dominoes Game	Partner Interview & Joke	How-to-Share Drawing
Collaboration	x	x	x	x	x	x	x	x	x	x	x	x	x
Organization	x	x	x	x	x	x	x	x	x	x	x	x	x
Emotion regulation	x	x	x	x	x	x	x	x	x	x	x	x	x
Expressive language	x	x	x	x	x	x	x	x	x	x	x	x	x
Flexibility/shifting	x	x	x	x	x	x	x	x	x	x	x	x	x
Following directions	x	x	x	x	x	x	x	x	x	x	x	x	x
Frustration tolerance	x	x	x	x	x	x	x	x	x	x	x	x	x
Impulsivity	x	x	x	x	x	x	x	x	x	x	x	x	x
Initiation	x	x	x	x	x	x	x	x	x	x	x	x	x
Life skills	x	x	x	x	x	x	x	x	x	x	x	x	x
Learning	x	x	x	x	x	x	x	x	x	x	x	x	x
Levels of interest	x	x	x	x	x	x	x	x	x	x	x	x	x
Organization	x	x	x	x	x	x	x	x	x	x	x	x	x
Planning	x	x	x	x	x	x	x	x	x	x	x	x	x
Problem solving	x	x	x	x	x	x	x	x	x	x	x	x	x
Recognizing nonverbal cues	x	x	x	x	x	x	x	x	x	x	x	x	x
Self-advocacy	x	x	x	x	x	x	x	x	x	x	x	x	x
Self-regulation/self-monitoring	x	x	x	x	x	x	x	x	x	x	x	x	x
Sequencing	x	x	x	x	x	x	x	x	x	x	x	x	x
Sustained attention	x	x	x	x	x	x	x	x	x	x	x	x	x
Taking turns	x	x	x	x	x	x	x	x	x	x	x	x	x
Theory of mind	x	x	x	x	x	x	x	x	x	x	x	x	x
Working memory	x	x	x	x	x	x	x	x	x	x	x	x	x

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### Cookie Decorating

**Objectives**

- ▶ Planning
- ▶ Cognitive Flexibility
- ▶ Self Advocacy
- ▶ Joint Attention
- ▶ Turn Taking

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### What you need...

**FIRST**

- ▶ Paper
- ▶ Colored pencils

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Picture of paper and colored pencils

## What you need...

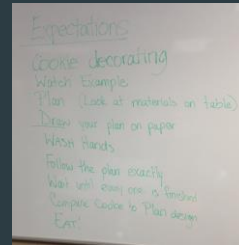
### SECOND

- ▶ Hand sanitizer
- ▶ Sugar cookies
- ▶ Knife
- ▶ Paper towels
- ▶ Sprinkles (at least 2)
- ▶ Frosting (at least 2)
- ▶ Assorted candies



Picture of listed supplies

## Expectations



- Watch example
- Plan (look at materials on table)
- Draw your plan on paper

- Wash hands
- Follow the plan exactly
- Wait until everyone is finished
- Compare cookie to plan design
- EAT!

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## Cookie decorating



Group of children completing the cookie decorating activity at a large conference table

## Cookie comparisons



Example of the completed cookie next to the draft design

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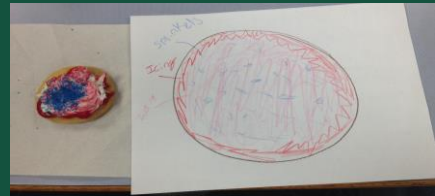
## Cookie comparisons



Example of the completed cookie next to the draft design

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## Cookie comparisons



Example of the completed cookie next to the draft design

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## Cookie comparisons



Example of the completed cookie next to the draft design

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## Activities

- o **Food** ( pudding, Trail Mix, No-Bake Cookies)
  - o Missing ingredients
  - o Missing tools
  - o Define role
  - o You do not know how to do it
- o **Science Class**

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## Activities

- Games (Card games, Heads Up, Quirkle, Operation)
  - Change a rule
  - Cheat
  - Interrupt
  - Forget it's your turn
  - Win
- Physical Education Class

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## Activities

- Make cards (Holidays, Teacher Appreciation, etc.)
  - Pre plan
  - Require a draft
  - Require final looks like draft
  - Type or write
  - Practice presenting
- Writing

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## Additional Thoughts

- Reduce the amount of verbal communication that comes from the adults
  - SABOTAGE!
  - Don't jump in
- We are facilitating problem solving and can help them through frustration in a safe environment

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## Additional Thoughts

- Always have visual supports they can refer to (pictures or written)
- Assess student abilities and consider how they can compliment each other

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No, I don't plan on getting any work done today. According to my IEP, I only have to complete work on 3 out of 5 days at 75% accuracy, in a variety of work settings.



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## IEP Goals



Measure **level of independence** rather than number of times demonstrated

- ▶ Does not initiate
- ▶ Needs prompts and support
- ▶ Initiates and completes independently

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## At Home

- Collaborate for goal writing so that the generalized skill can be practiced at home too
- Choose a task that the child can become more independent with
- Do not provide solutions
- Provide feedback

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## At Home

- ✓ Cleaning room
- ✓ Cooking
- ✓ Packing Backpack night before

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Thoughts  
or  
Questions?

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SUMMIT  
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