

Promoting Peace

Calming & Self-Management Strategies
for Young Children

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Early Childhood CARES

NPR: Morning Edition

For Kids, Self-Control Factors Into Future Success

by NANCY SHUTE



Listen to the Story

Morning Edition

[4 min 41 sec]

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“If a child doesn’t know how to read, *we teach.*
If a child doesn’t know how to swim, *we teach.*
If a child doesn’t know how to multiply, *we teach.*
If a child doesn’t know how to drive, *we teach.*
If a child doesn’t know how to behave,
we.....teach?punish?

Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President) Counterpoint 1998, p.2)

Equating Behavior and Social Skills

If a child doesn't know how to behave:

If a child doesn't know how to problem solve,

If a child doesn't know how to play with others,

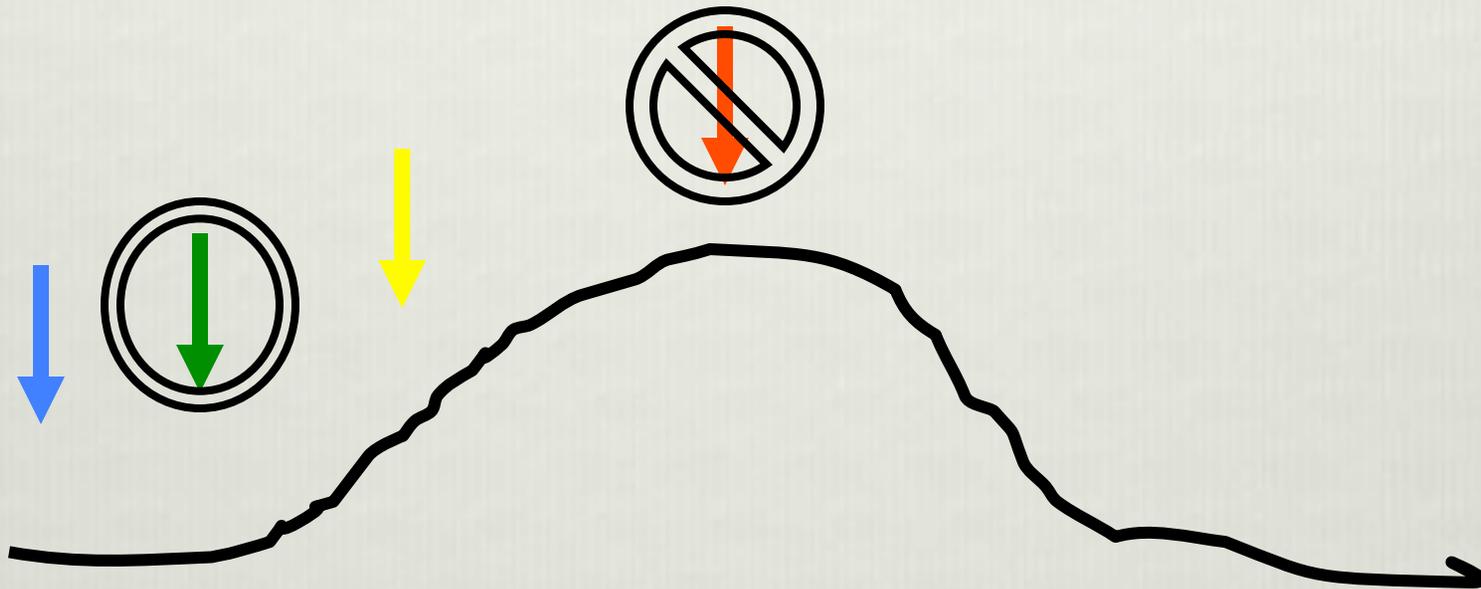
If a child doesn't know how to self-manage,

If a child doesn't know how to express emotions,

If a child doesn't know how to communicate,

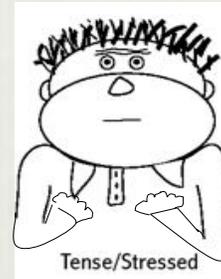
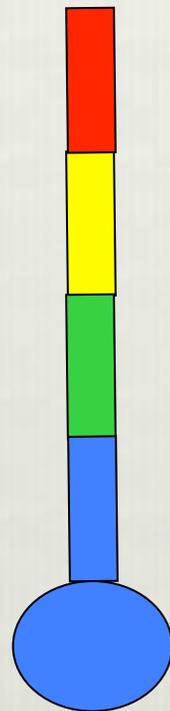
we..... teach? punish?

Identifying Teachable Moments





Relaxation Thermometer



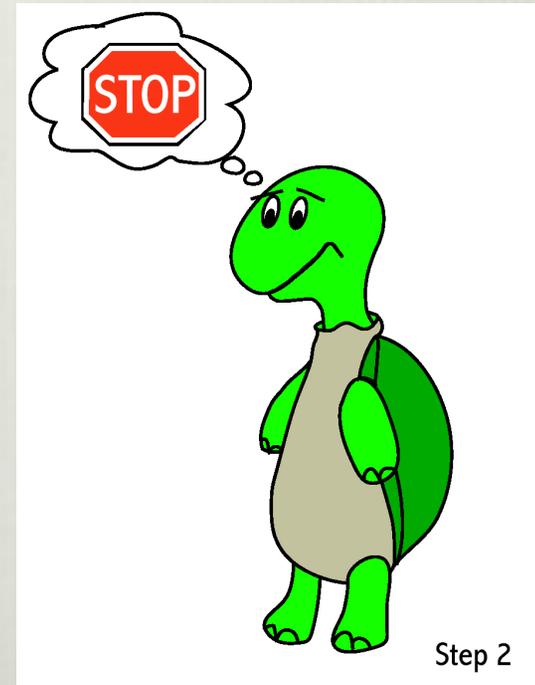
Take 3 deep
breaths...1..2..3



Adapted from Incredible Years Dinosaur School

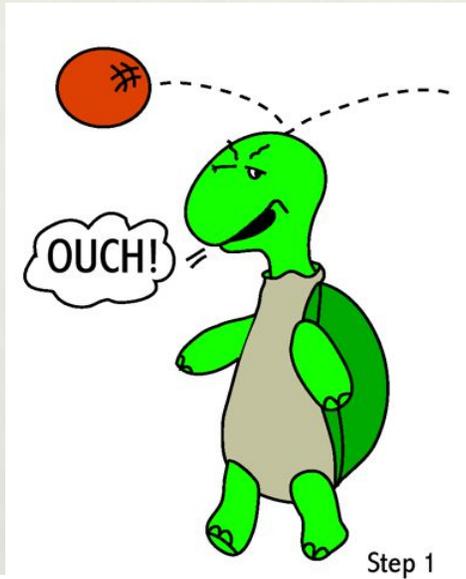
Controlling Anger and Impulse

- ❖ Recognizing that anger can interfere with problem solving
- ❖ Learning how to recognize anger in oneself and others
- ❖ Learning how to calm down
- ❖ Understanding appropriate ways to express anger

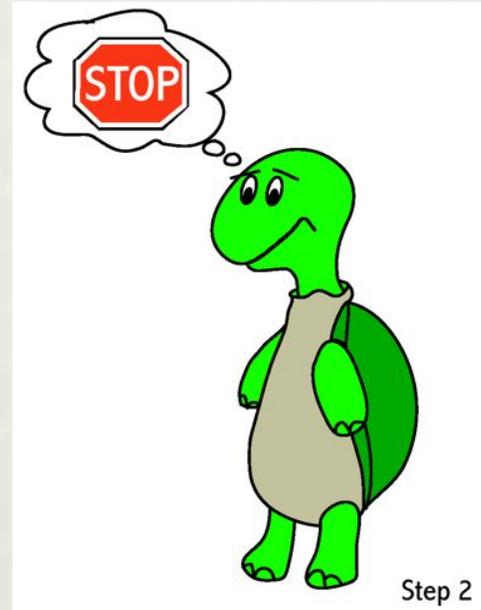


Turtle Technique

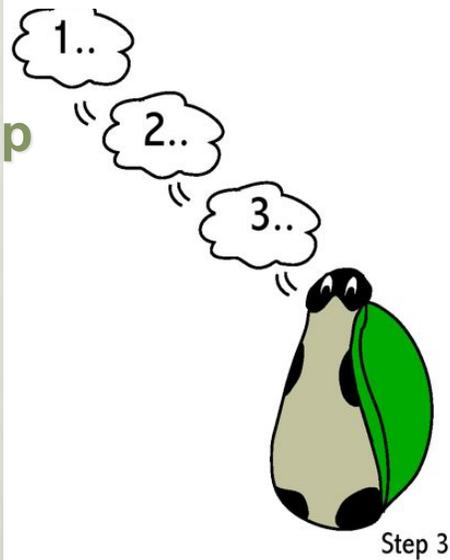
Recognize that you feel angry.



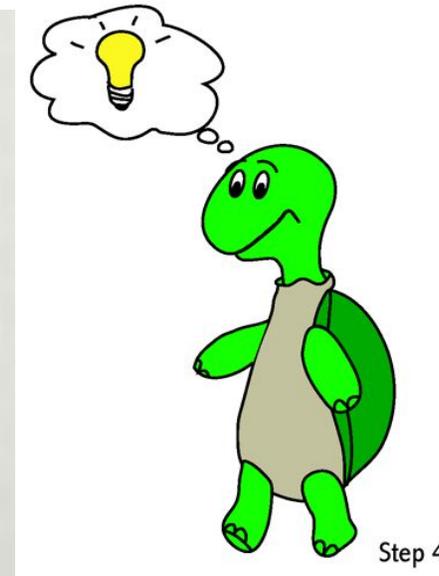
“Think”
Stop.



Go into shell.
Take 3 deep
breathes.
And think
calm,
coping
thoughts.



Come out of
shell when
calm and
think of a
solution.



Turtle Technique



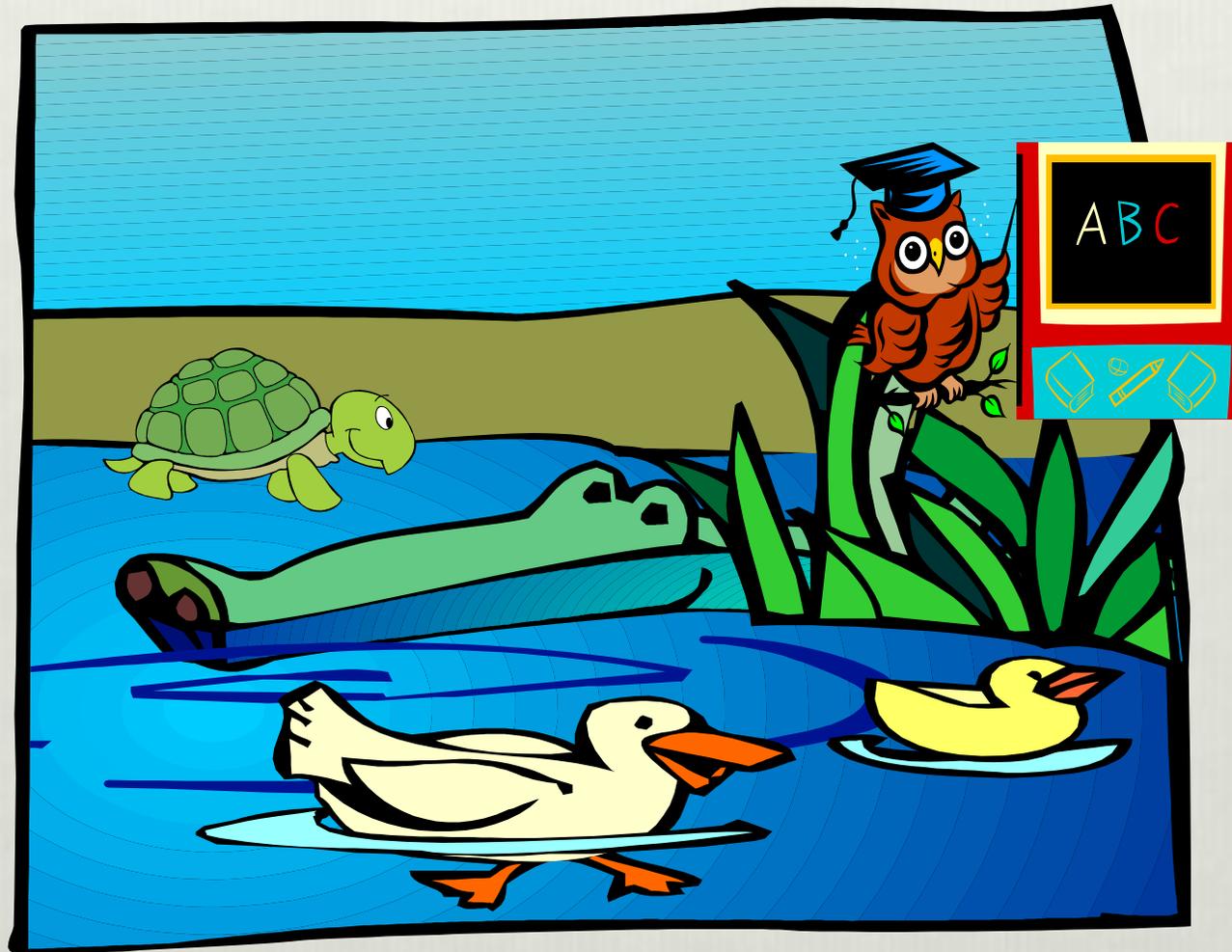


Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the
“Turtle Technique”

By Rochelle Lentini
March 2005

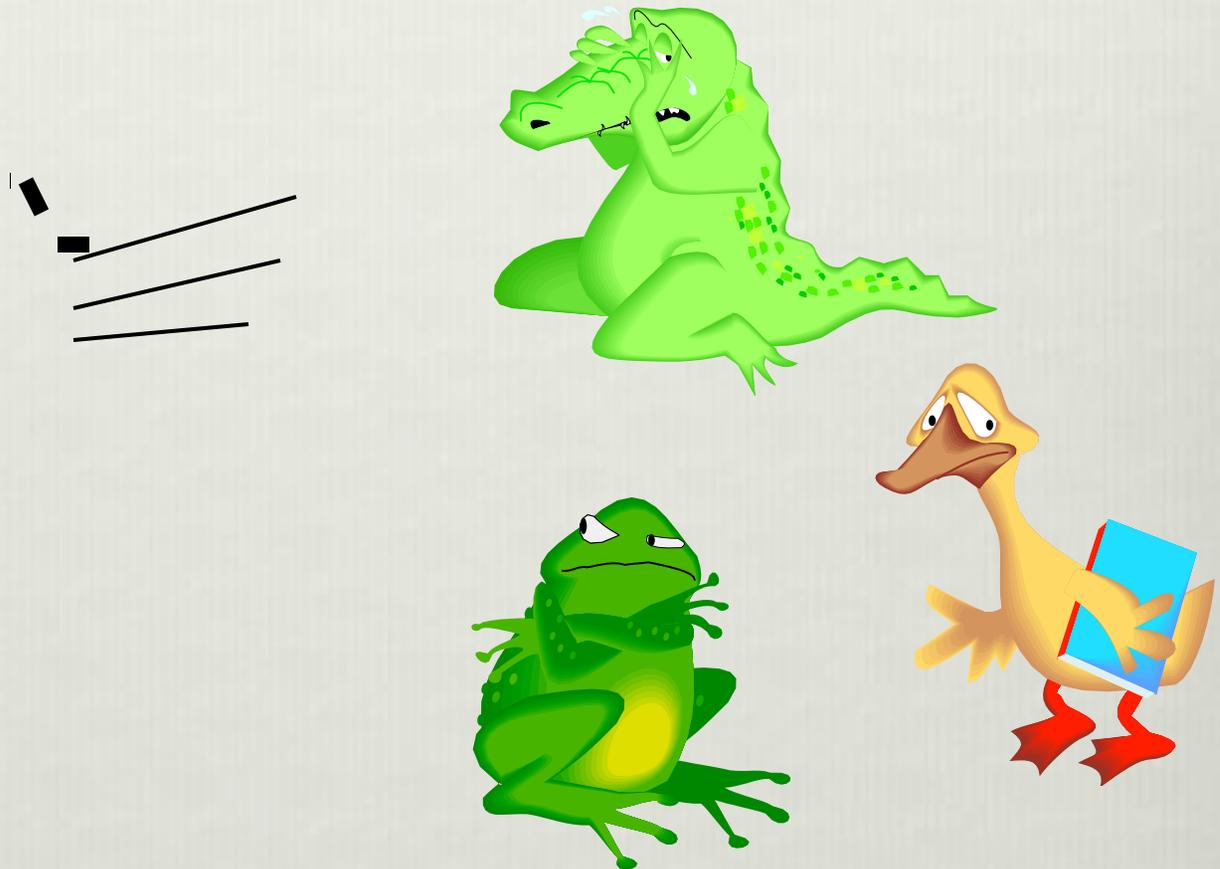
Tucker Turtle is a terrific turtle. He likes to play with his friends at Wet Lake School.



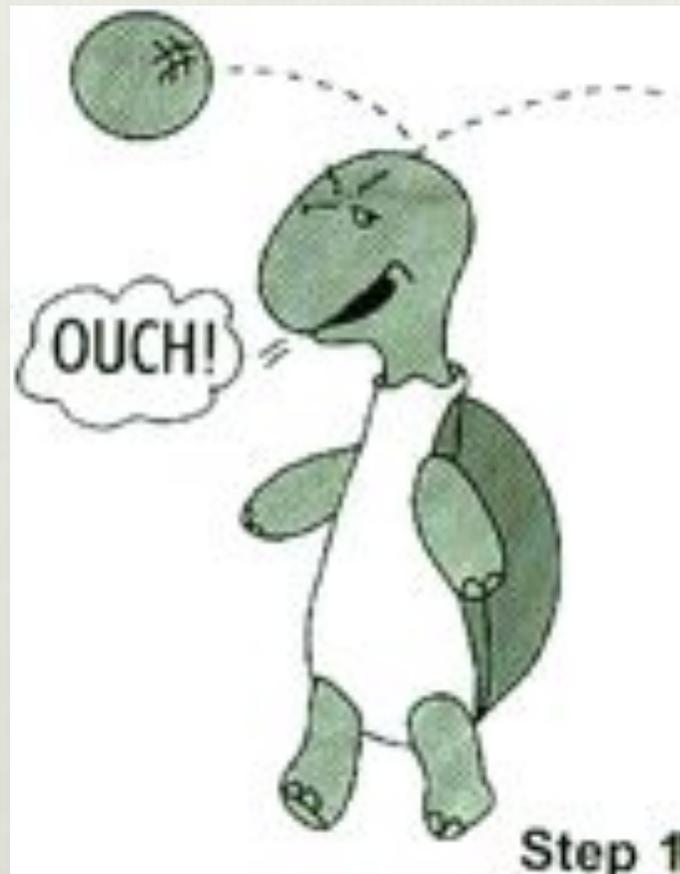
But sometimes things happen that can make Tucker really mad.



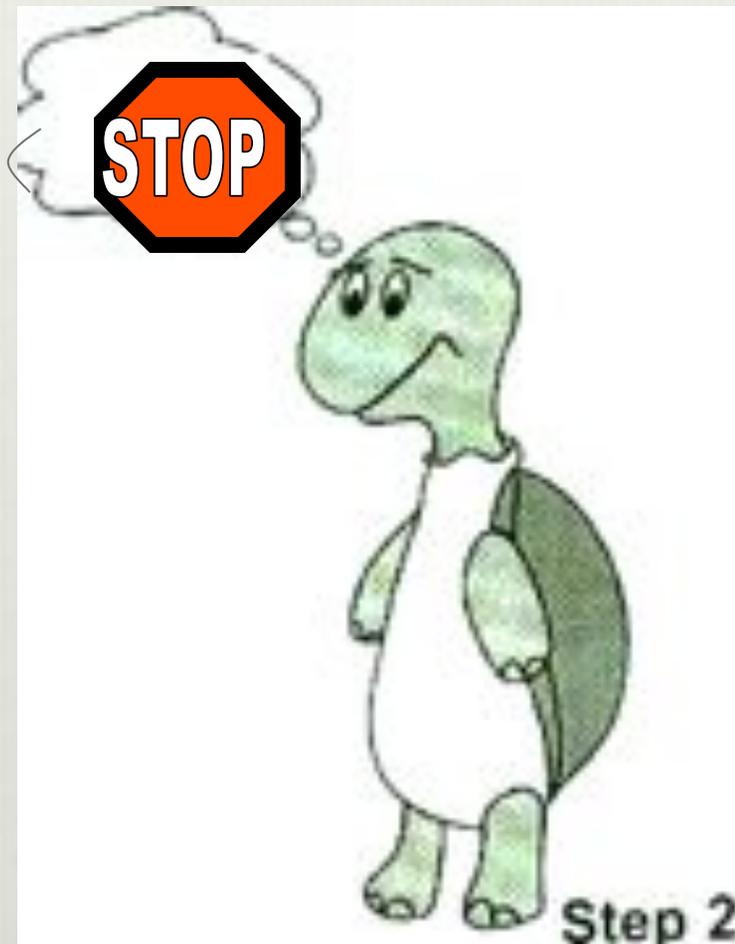
When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.



Tucker now knows a new way to “think like a turtle” when he gets mad.



He can **stop** and keep his hands, body, and yelling to himself!

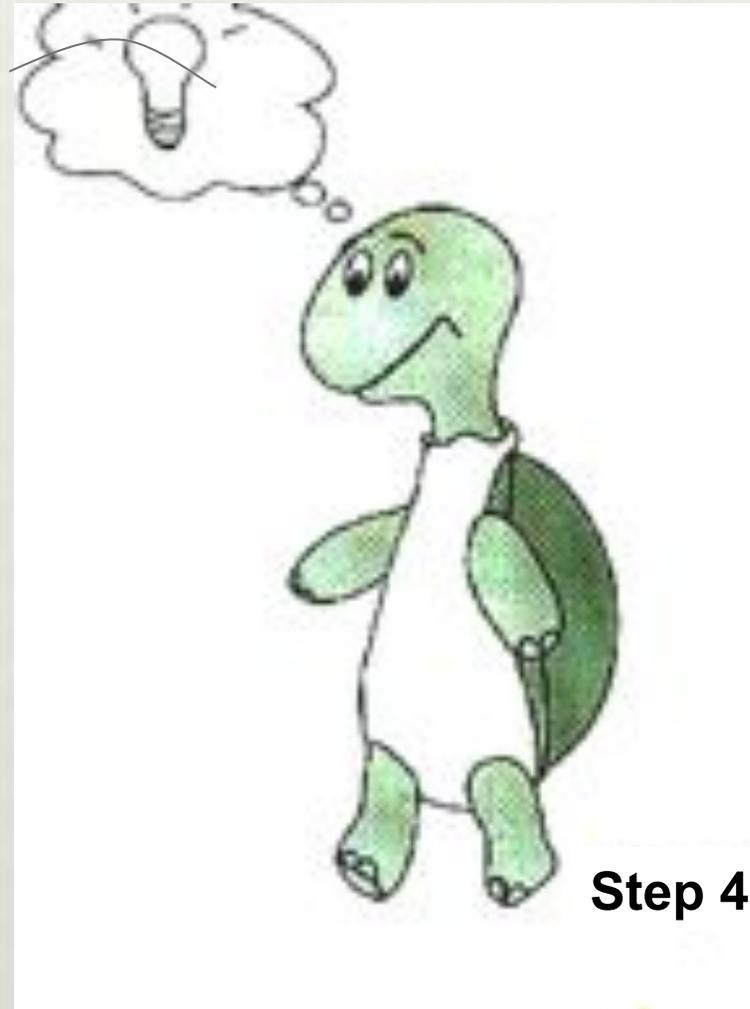


He can **tuck** inside his shell and take **3 deep breaths** to calm down.

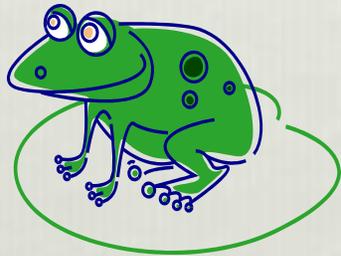
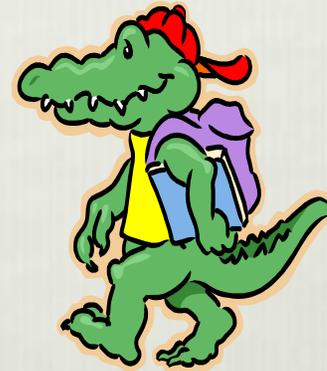
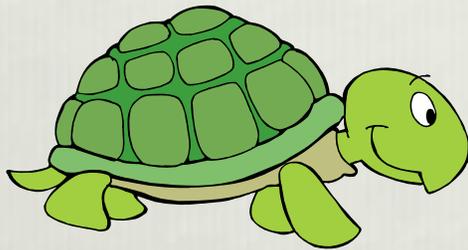


Step 3

Tucker can then **think of a solution** or a way to make it better.

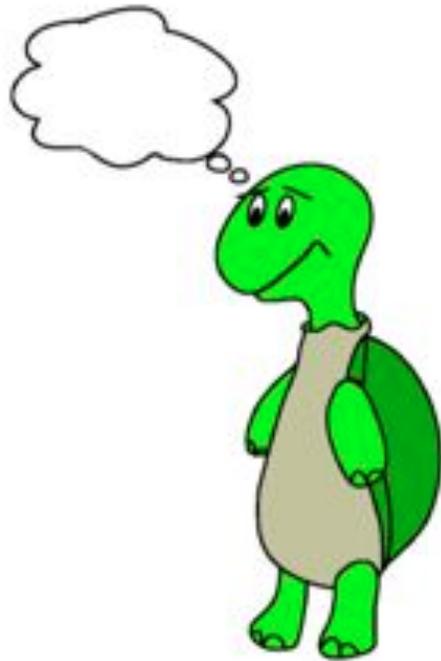


Tucker's friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has a teacher help him when he is upset.



The End!

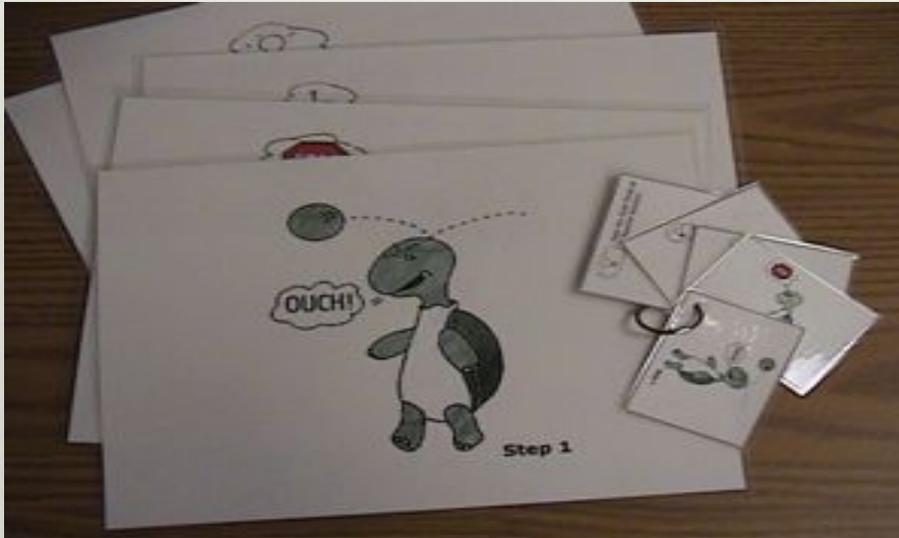




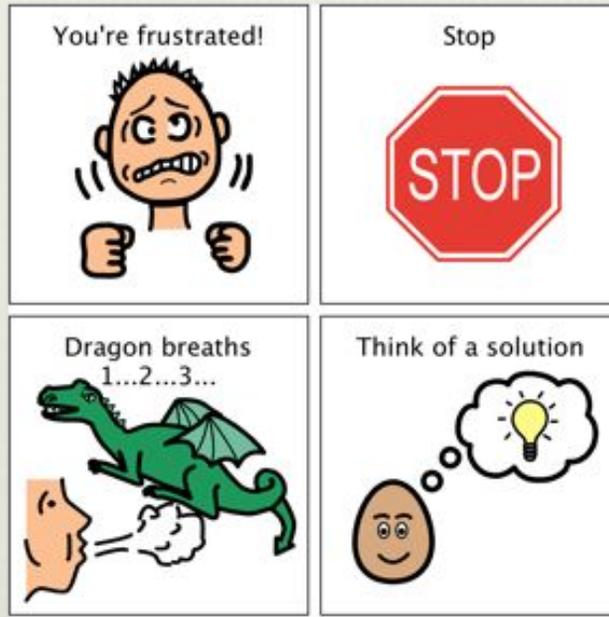
The Turtle Technique Book

by Gerry Morgan, adapted from CSEPEL materials

Use Turtle Technique within Daily Lessons



Dragon Steps



Rocket Breaths



Breathing Ball

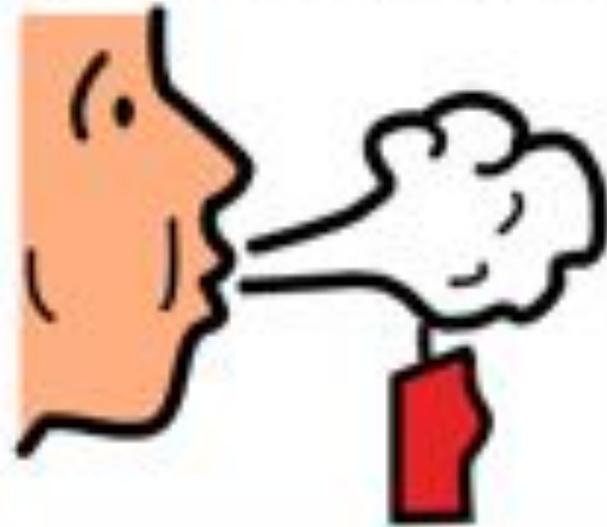


Flowers/Candles

Smell the Flowers



Blow the Candles



Bubbles



Bubble Bear



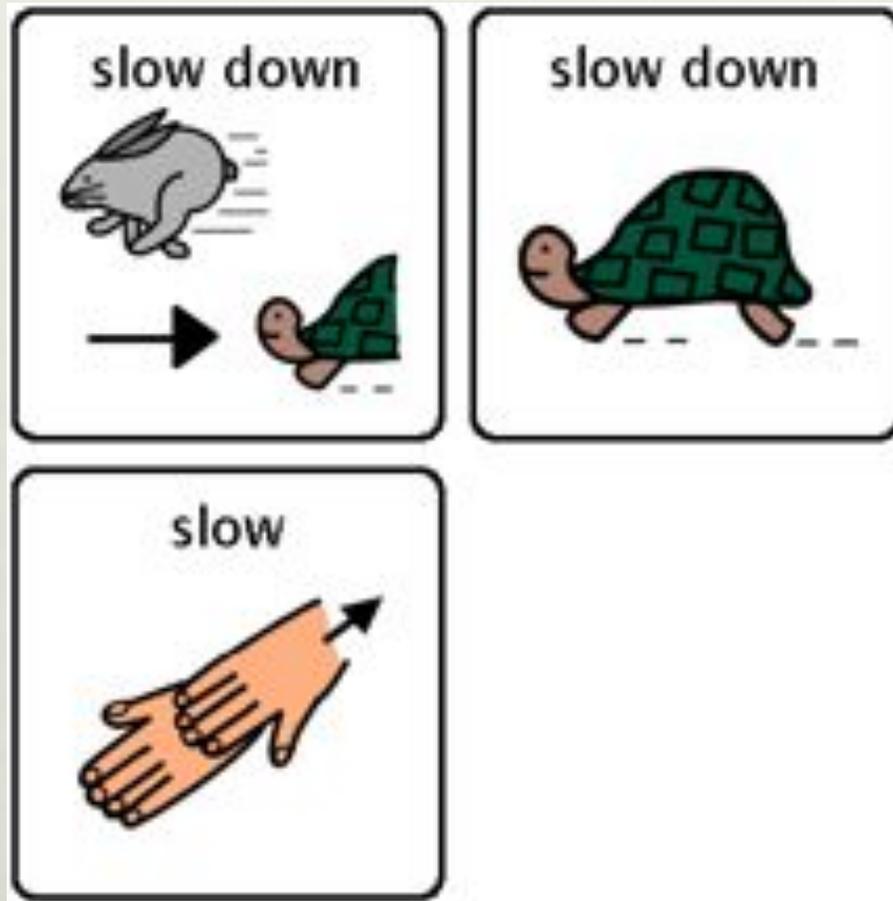
Breath of Peace



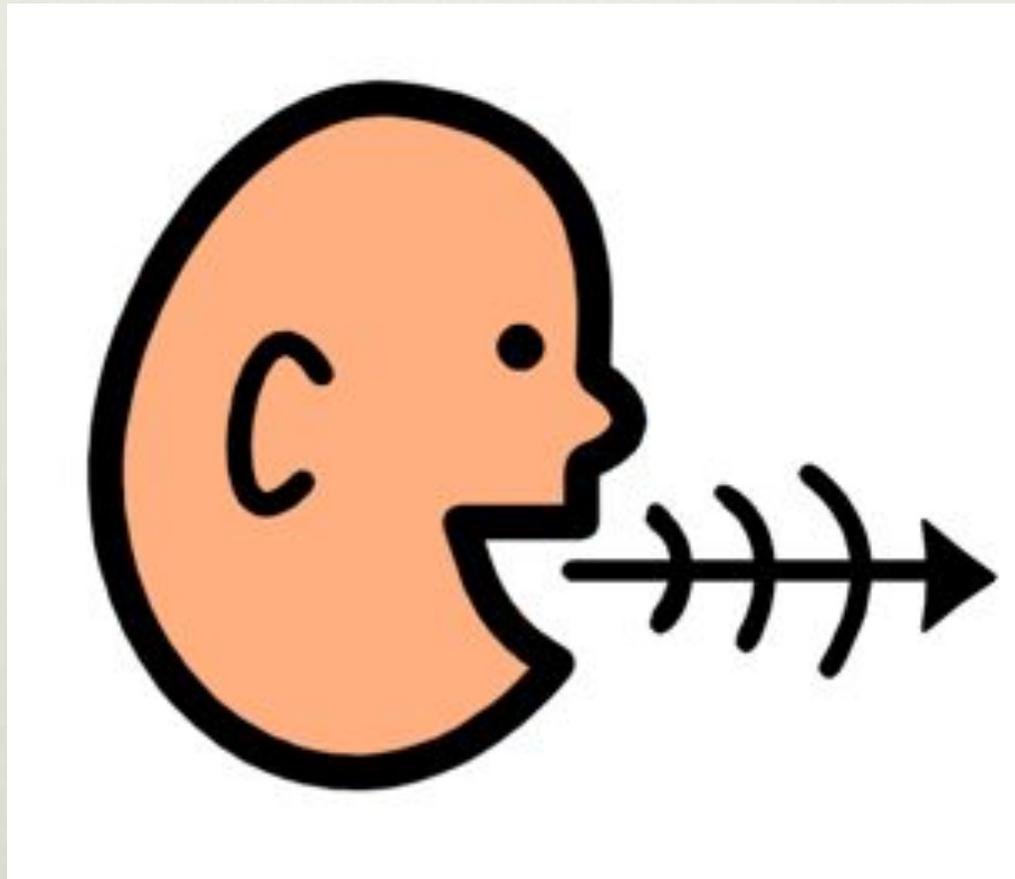
Stop, Slow Down, and Choose

| | | |
|----------|-----------|---|
| 1 | Stop |  |
| 2 | Slow Down |  |
| 3 | Choose |  |

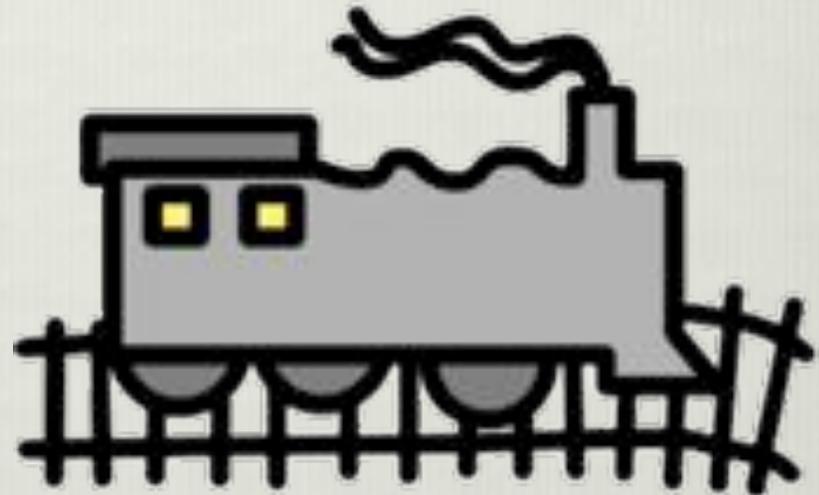
Slow Down: Turtle Talk



Regular Voice



Slow Down Your Engine

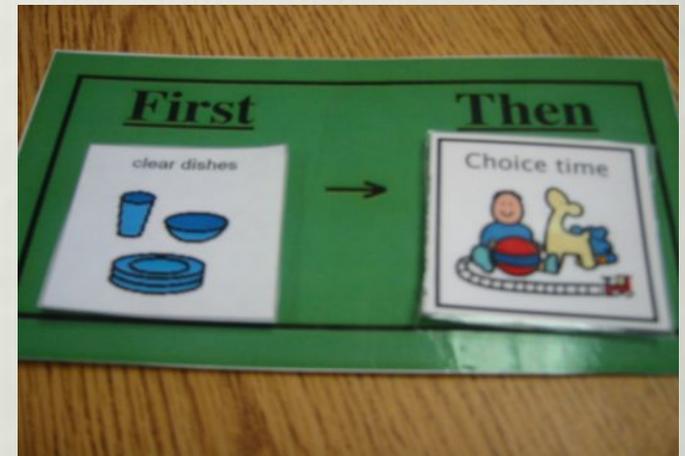


Break



Teaching Impulse Control

- ❖ First-Then
 - ❖ “I’ll save it for you.”
- ❖ “Not now– maybe later.”
- ❖ Oh, well– maybe next time.”



Sensory Strategies

**WHAT IS
SENSORY
PROCESSING
DISORDER?**

Sensory Strategies

- ❖ Sensory systems impact a child's world:
 - ❖ Development
 - ❖ Focus and Learning
 - ❖ Emotional Regulation
 - ❖ Behavior

Sensory Systems

- ❖ Visual
- ❖ Auditory
- ❖ Taste
- ❖ Smell
- ❖ Touch
- ❖ Vestibular
- ❖ Proprioception

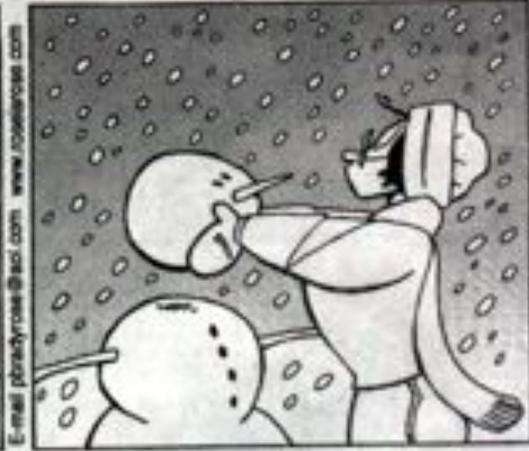
Over-aroused State

- ❖ Active to hyper (jumpy/over excited)
- ❖ Tense, on edge in appearance
- ❖ Loud excited vocalizations
- ❖ Aggressive behaviors
- ❖ Fidgety, difficulty keeping still
- ❖ Meltdowns

Sensory Diet

- ❖ We all require a certain amount of sensory input and movement to function.
 - ❖ By providing a person with correct amount and type of input, prepares to be alert, active and ready to learn.
- ❖ Sensory diet is individualized.
 - ❖ Specific to the environment, activity and one's temperament.
- ❖ Part of a normal routine.
- ❖ Includes scheduled activities with child including:
 - ❖ Changes in environment
 - ❖ Calming strategies
 - ❖ Alerting strategies

ROSE IS ROSE



SOMETIMES A SHIFT IN POSTURE
CAN MAKE ALL THE DIFFERENCE!

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Intervention Strategies:

Calming strategies for the Over-aroused Child

- ❖ Visual - Auditory
 - ❖ Soft lights, dim lights, no lights
 - ❖ Minimize clutter
 - ❖ Block distractions
 - ❖ Play soft classical music or nature sounds
 - ❖ Sing and speak softly



Intervention Strategies:

Calming strategies for the Over-aroused Child

Touch Pressure

- ❖ Hugs
- ❖ Lap pad, pillow, weighted blanket
- ❖ Beanbag chair, box, break area
- ❖ Warmth
- ❖ Heavy/weighted clothing
- ❖ Heavy/weight blanket, comforter, sleeping bag
- ❖ Rhythmic patting on child's back/leg









Intervention Strategies:

Calming strategies for the Over-aroused Child

- ❖ Movement
 - ❖ Slow, rhythmic swinging/rocking
 - ❖ “Heavy work”
 - ❖ Weight bearing activities
 - ❖ Movement opportunities throughout the day







Intervention Strategies:

Calming strategies for the Over-aroused Child

- ❖ Oral Motor Strategies
 - ❖ Chewing
 - ❖ Sucking
 - ❖ Blowing
 - ❖ Vibration

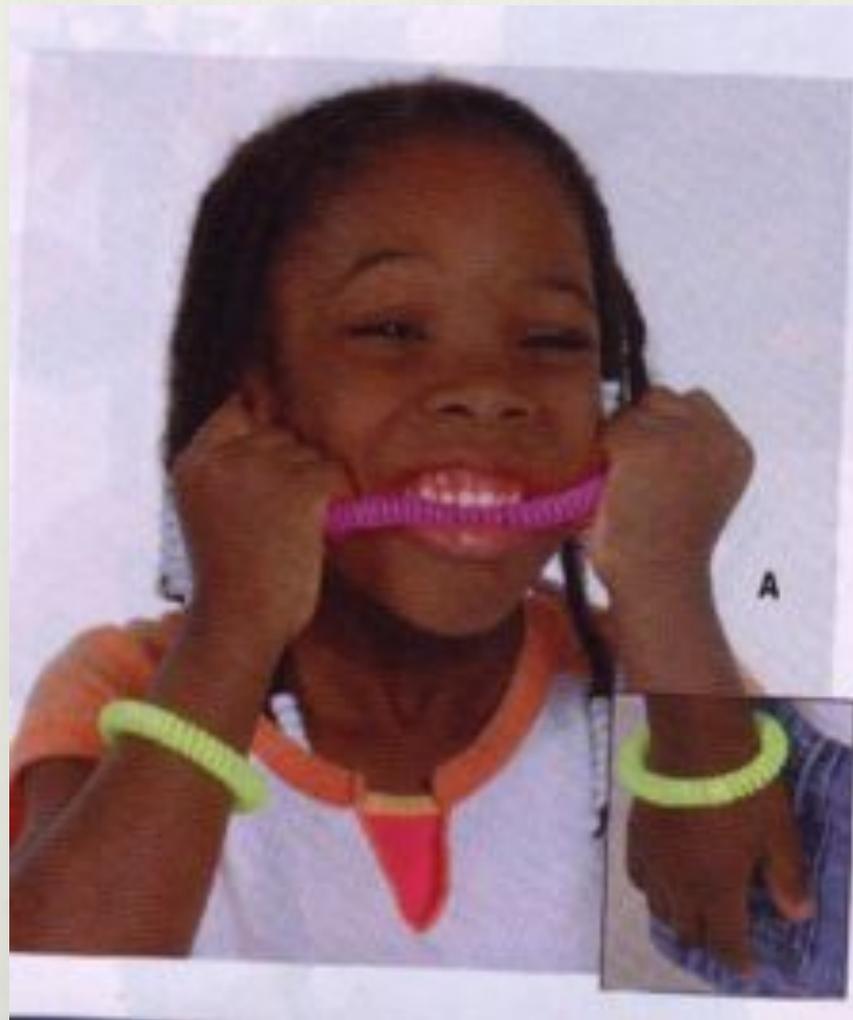
Smell: Lavender, vanilla, sweet smells

Sensory Needs









Intervention Strategies:

Calming strategies for the Over-aroused Child

❖ Environmental Strategies

❖ Quiet area

- ❖ Beanbag chair

- ❖ Large box with pillows

- ❖ Decreased clutter

- ❖ Be aware of the effects of TV on behavior

- ❖ Visuals for communication

- ❖ Consistency and Structured Routines

Areas for calming









Weighted blanket



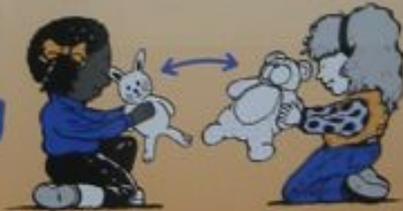
Painting a turtle shell

Fair Ways to Play

Sharing



Trading



Taking turns



Do I want to be...

want to be alone



with my friends

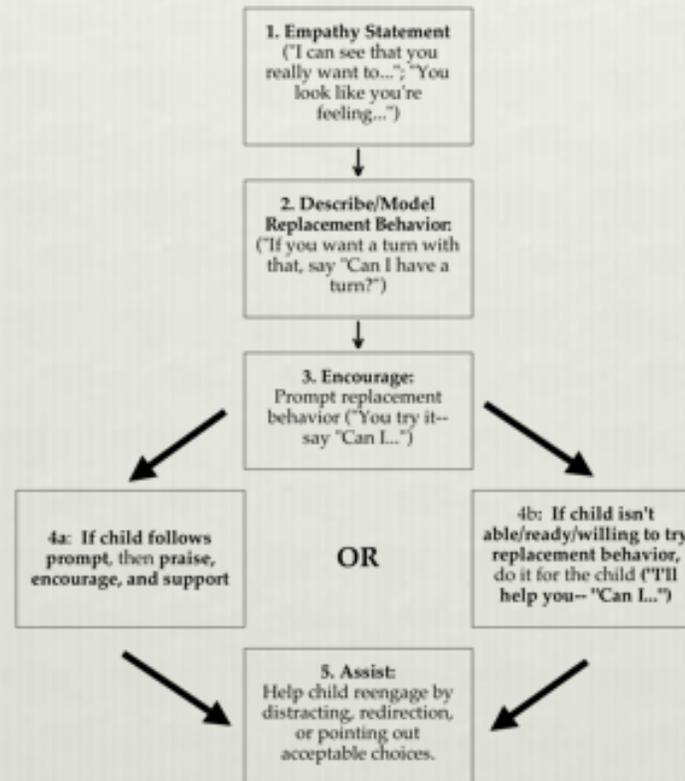


Response Formula

A Response Formula

a formula for responding to challenging behavior

[Note: This will not work every time, but in most situations this formula will help you support a child in a conflict situation, and can guide your choices during moments of stress]



1. Empathy Statement
("I can see that you really want to..."; "You look like you're feeling...")

**2. Describe/Model
Replacement Behavior:**
("If you want a turn with
that, say "Can I have a
turn?")

3. Encourage:

Prompt replacement
behavior ("You try it--
say "Can I...")

4a: If child follows prompt, then praise, encourage, and support

OR

4b: If child isn't able/ready/willing to try replacement behavior, do it for the child ("I'll help you-- "Can I...")

5. Assist:

Help child reengage by
distracting, redirection,
or pointing out
acceptable choices.

Practice

- ❖ It takes 10 times as many trials to teach a replacement behavior



Time Out vs. Take-A-Break



Time Out vs. Time In

“You Hit—You Sit.” It’s a quick phrase, it forms a simple visual, and it can give a teacher a quick response to a challenging behavior. But in practice, does this truly support a child’s social-emotional needs, and does it result in behavioral change?

It’s understandable that teachers may be looking for a quick response or a short-term solution. And in responding to challenging behavior, many teachers feel the need to punish or consequence their children as a way to modify or change their behavior. While “time out” can be an effective way to respond to challenging behavior, it can be difficult to have a successful time out. Indeed, many children will resist time out, which leads to power struggles.

A different approach, similar to time out, is to teach your child how to take a break. Learning to self-manage is a lifelong skill that can be used across settings, activities and situations. It’s common practice to think misbehavior must be punished. But punishment requires someone else (i.e., a parent, teacher, police officer) to impact behavior. This is one of the reasons that punishment doesn’t generalize to a variety of situations. However, social skills and self-management, including the ability to take a break and calm down, help children to learn the skills needed to interact with others and to engage in problem solving, both with support and independently.

When a child engages in a challenging behavior, including hitting, it is more effective in the long-term to give that child a practice opportunity in the moment, a chance to use a replacement skill to achieve the same function as the hitting behavior. Although this can seem counterintuitive, it is consistent with one of the basic tenets of learning: that repeated trials will result in the increased use of a skill. Decreasing challenging behavior requires the acquisition of new skills. This is done through teaching.

What is your goal? A child who is removed from a situation or activity doesn’t have an opportunity to learn or practice a replacement skill. A child who has learned how to take a break and self-manage is able to problem solve and engage in appropriate behavior. You may decide that time out serves a purpose, but keep in mind that the rest of your child’s day is filled with opportunities to play, practice social skills, learn new skills, and interact with you. And that’s Time In.

<http://csefel.vanderbilt.edu/>



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