

SQUARE PEG, SQUARE HOLE



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YOUR FIRST TASK!



SAY HELLO!

- **Teachers?**
Elementary?
Middle?
High?
- **Therapists?**
- **Administrators?**
- **Special Education?**
- **Learning Consultants?**

Debrief:

DID HAVING THE BOX MATTER OR NOT?

HOW MUST OUR KIDS FEEL IN THE CLASSROOM EVERY DAY?



Who ARE these people?!?





Miriam empowers unique learners by building confidence and a foundation for success.

SCHOOL FAST FACTS

- St. Louis, Missouri
- 63 years
- 103 students
- 52 zip codes
- Grades K - 8
- 10 classrooms
- 6 therapists - OT/Speech
- Academics, social skills, sensory integration, fine motor, language and speech, attention, executive functioning





WHAT WE
REALLY DO:

Learning as
Part of a
Group

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DRIVING QUESTION:

How can we create a school experience that can be customized to fit the needs of each student, rather than ask the students to fit the school experience?



1. SENSORY

Environment

2. SOCIAL

Relationships

3. SMARTS

Academics

WHAT WE DO...

WHAT YOU CAN DO!



THINGS TO KEEP IN MIND:

- They're ok just the way they are!
- You can't fix their brain!
- Don't try to change it all at once!

SENSORY





ESSENTIAL FOR SUCCESS

Learning as Part of a Group

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SENSORY INTEGRATION

Touch, Sound, Smell, Taste, Sight

Vestibular - balance, swinging, spinning, sliding, upside down, head inclined backward

Proprioceptive - awareness of body in space, jumping, deep hugs, hard landing, crashing, running, pulling

Integrated sensory systems matter for students to work to their potential!



WHAT ABOUT YOU?



SENSORY SEEKING

- jumps, skips, hops instead of walks
- constant movement even when sitting
- gives and likes to receive deep pressure hugs
- may have trouble going to sleep
- may have high pain tolerance
- hands touching the walls while walking
- makes noises or uses a loud voice
- loves gum
- loves to spin
- likes to be upside down
- falls out of his chair
- bumps into others
- seems to never tire



SENSORY DEFENSIVE

- picky eater
- picky about clothes
- picky about showers/baths
- dislikes nails trimmed
- dislikes noise at times
- dislikes light or smells at times
- fearful on playground equipment or rides
- dislikes splashing water
- dislikes being put upside down
- won't go barefoot outside
- high pain tolerance
- gets upset if touched or bumped lightly
- over stimulated easily at times
- dislikes getting messy
- gives affection on own terms
- likes deep pressure hugs and touch



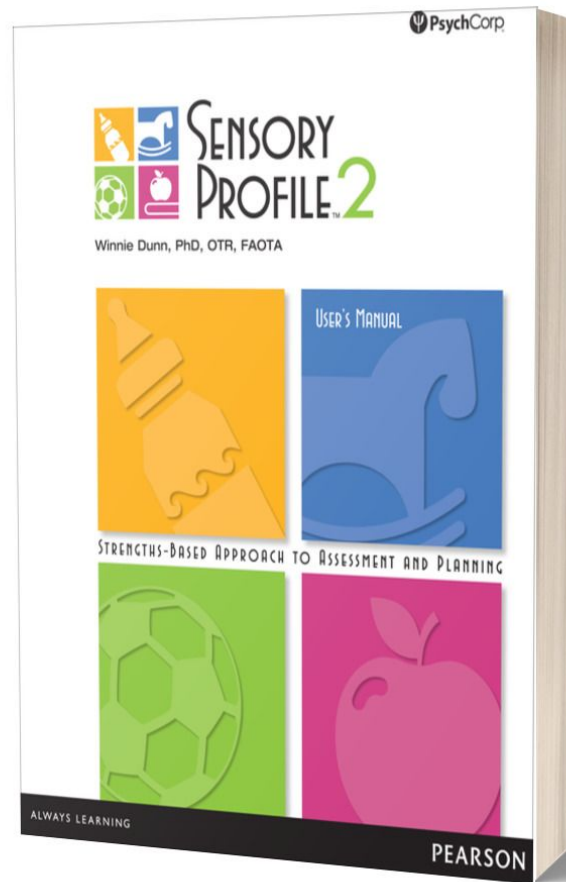


ALL THESE STUDENTS
ARE IN YOUR
CLASSROOM!
WHAT DO YOU DO?

WHAT WE DO: SENSORY PROFILE

Quick assessment

What is this student showing me? What areas should I target?



WHAT YOU DO: SIMPLE ASSESSMENT

Free Online Tool
From Sensational Brain
<https://bit.ly/2qkxkIT>



INTEROCEPTION (INTERNAL SENSATIONS)

Symptoms of Over-Responsiveness

- ☐ seems to have a low pain tolerance
- ☐ displays significant distress about very hot or very cold weather
- ☐ complains frequently of aches and pains

Symptoms of Under-Responsiveness

- ☐ continues to have bowel and bladder accidents beyond an appropriate age
- ☐ apparent lack of typical hunger/thirst
- ☐ high pain tolerance or inappropriate response to pain
- ☐ doesn't dress appropriate for the weather
- ☐ doesn't seem aware of symptoms of illness such as sore throat or nausea

AUDITORY (SOUND)

Symptoms of Over-Responsiveness:

- ☐ easily distracted and bothered by background noises
- ☐ dislikes noisy places
- ☐ cries, covers ears with loud or unexpected sounds
- ☐ asks others to be quiet

Symptoms of Under-Responsiveness:

- ☐ may not consistently respond to name (rule out hearing loss)
- ☐ makes own sounds frequently, enjoys silly sounds of others*
- ☐ says "What?" frequently even though hearing is intact
- ☐ may appear oblivious to some sounds, has difficulty locating sound
- ☐ may use self-talk to get through a task
- ☐ trouble learning to read, or behind in reading
- ☐ frequently needs instructions to be repeated

VISUAL

Symptoms of Over-Responsiveness:

- ☐ bothered by bright lights, sun
- ☐ dislikes visually busy places (cafeteria, playgrounds, cluttered rooms)
- ☐ avoids eye contact
- ☐ prefers dim lighting, shade
- ☐ rubs eyes a lot, may get headaches during schoolwork

Symptoms of Under-Responsiveness:

- ☐ loves shiny, spinning or moving objects*
- ☐ difficulty with eye-hand coordination tasks (catching a ball, stringing beads, tracing and writing)
- ☐ loves action-packed, colorful t.v. shows and electronic games*
- ☐ difficulty distinguishing between similar letters and shapes
- ☐ difficulty with visual-tracking, may lose place frequently while reading

WHAT WE DO: SENSORY DIET

**Built in schedule
of sensory work**
Twice a day 15 minutes



WHICH TYPE DO THEY NEED?

Excitatory Activities

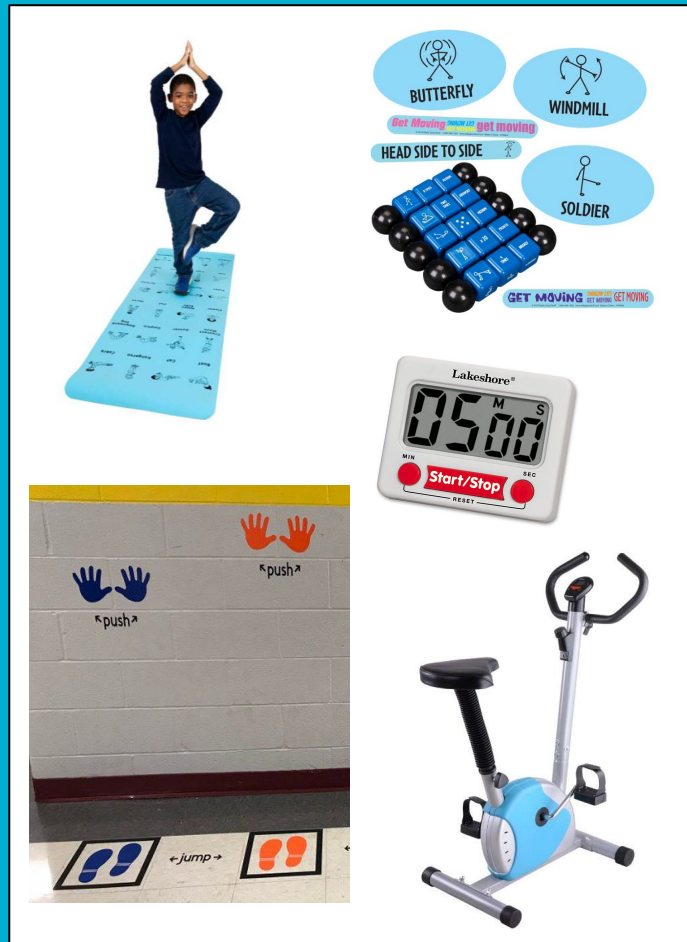
- swinging
- riding bikes or scooters
- crab or bear walk
- running, walking, jumping
- hippity hops
- trampoline
- extra recess
- brain breaks
- stacking chairs
- helping the janitor
- jobs that require heavy lifting
- wiping the board or tables

Calming Activities

- rolling up in a blanket
- weighted blanket
- hide away or cozy corner
- rocking chair, gaming chair
- dim lights
- soft music
- laying on bean bag chairs
- back or hand massage
- rolling pin massage
- laying down with blankets, pillows, stuffed animals
- climbing stairs or walking halls

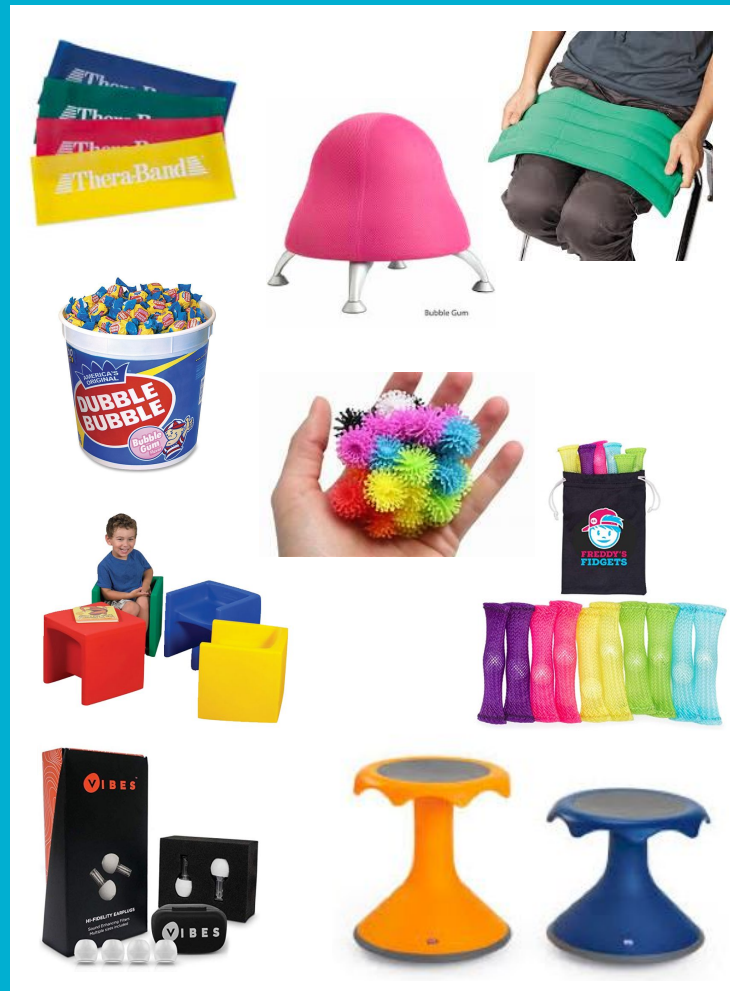
WHAT YOU DO: REGULATION STATION

**Simple and easy
sensory break ideas**
In or out of the classroom



WHAT WE DO: SENSORY SUPPORTS

**In-class
accommodations**
Some big and some small



WHAT YOU DO: SENSORY SUPPORTS

**These work for
you too...**

Think about your
room...how might this fit?



SOCIAL





ESSENTIAL FOR SUCCESS

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WHAT WE DO: BE INTENTIONAL

Observe, Evaluate and Instruct


Focus on the long game -
don't be afraid to stop
“teaching”



WHAT YOU DO:
DON'T ASSUME

Step back and think

Change your mindset and
how you think about the
behaviors you see



CHANGE
your
MINDSET

WHAT WE DO: RESTORATIVE PRACTICES

Each Child Matters

Includes and values all members of the classroom community



A NEW APPROACH

Traditional Approach

- School rules are broken.
- Justice focuses on establishing guilt
- Accountability = punishment
- Justice directed at the offender; the victim is ignored.
- Rules and intent outweigh whether outcome is positive or negative
- Limited opportunity for expressing remorse or making amends.

Restorative Approach

- People and relationships are harmed.
- Justice identifies needs and responsibility.
- Accountability = understanding impact and repairing harm.
- Offender, victim, and school all have direct roles in the justice process.
- Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.
- Opportunity given to make amends and express remorse.

TYPES OF CIRCLES

- Community Building
 - Purpose: Get to know each other, build class community
- Problem-Solving
 - Purpose: to solve a whole group problem or address a low level issue that occurs often
- Virtue-Building
 - Purpose: a chance to teach a virtue/social skill
- Brainstorming
 - Purpose: to come up with new ideas, projects, thoughts for the classroom
- Restorative
 - Purpose: allows those involved to return goodness or repair harm within a group

TEACHING WITH LOVE & LOGIC

**You want your students to know
that making it through a tough
situation is always an option.**

HOW I RUN MY LOVE AND LOGIC CLASSROOM

I WILL TREAT YOU WITH RESPECT,
SO YOU WILL KNOW HOW TO TREAT ME.

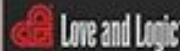
FEEL FREE TO DO ANYTHING THAT DOESN'T
CAUSE A PROBLEM FOR ANYONE ELSE.

IF YOU CAUSE A PROBLEM,
I WILL ASK YOU TO SOLVE IT.

IF YOU CAN'T SOLVE THE PROBLEM,
OR CHOOSE NOT TO, I WILL DO SOMETHING.

WHAT I DO, WILL DEPEND ON THE SPECIAL
PERSON, AND THE SPECIAL SITUATION.

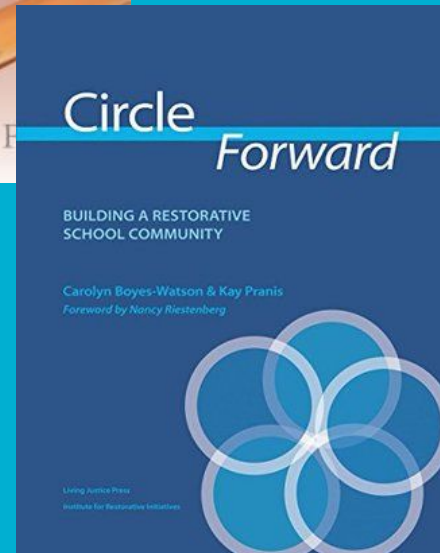
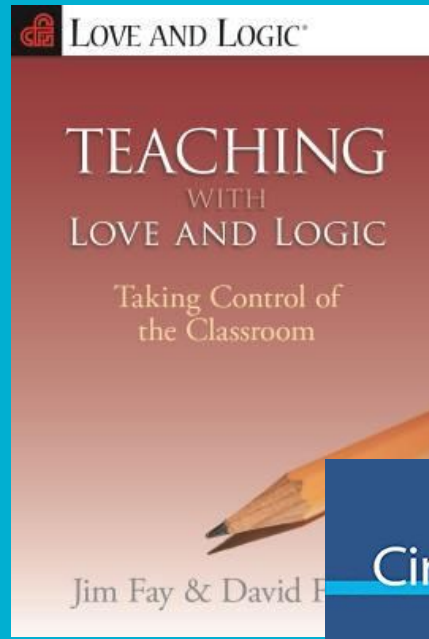
IF YOU FEEL SOMETHING IS UNFAIR,
WHISPER TO ME "I'M NOT SURE
THAT'S FAIR," AND WE WILL TALK.



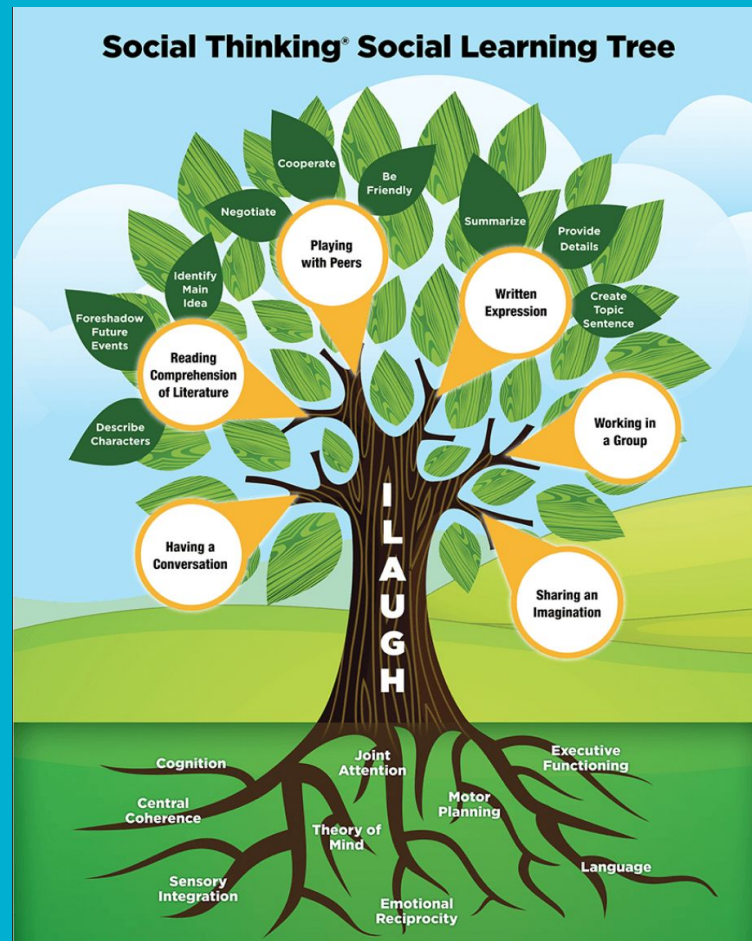
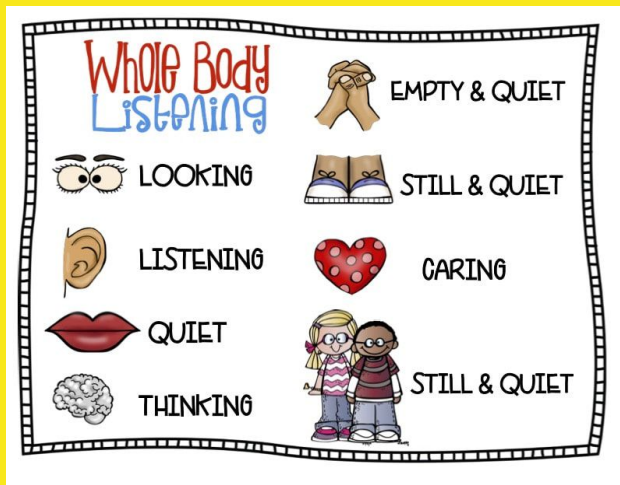
800-338-4065
www.loveandlogic.com

WHAT YOU DO: START WITH A BOOK (OR TWO)

**Book Club With
Co-workers and Staff**
What can we start doing
today?



WHAT WE DO: SOCIAL THINKING



WHAT YOU DO: PROFESSIONAL DEVELOPMENT

**Articles, Videos,
Speakers and More:**

www.socialthinking.com



SMARTS





ESSENTIAL FOR SUCCESS

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WHAT WE DO: DAILY CHECK IN

Starts at the door

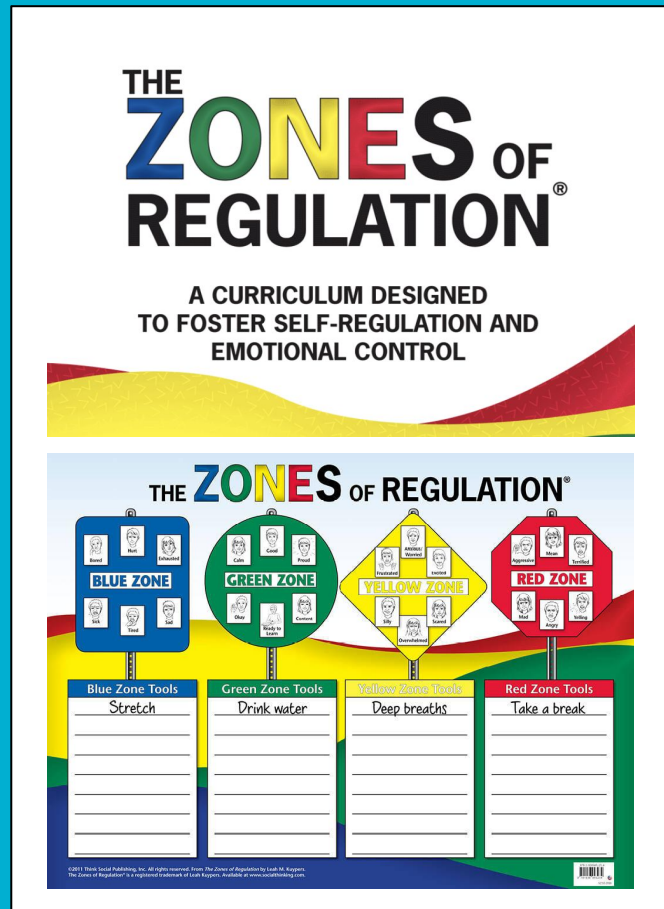
Knowing each child so we
can help them know
themselves



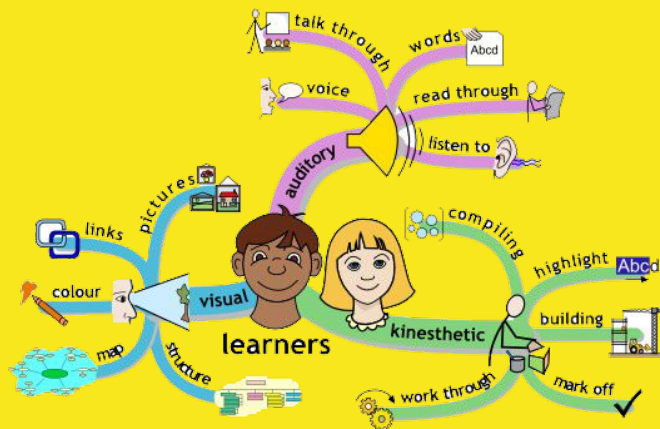
WHAT YOU DO: ZONES OF REGULATION

Easy Framework to Start a Conversation

Inexpensive and student
friendly



WHAT WE DO: MULTI-SENSORY CURRICULUM



Language Arts

- SPIRE and Sound Sensible
- Reciprocal Reading: Novel and Short Story
- SRA
- Epic!
- Step Up to Writing

Math

- Saxon Math
- Touch Math

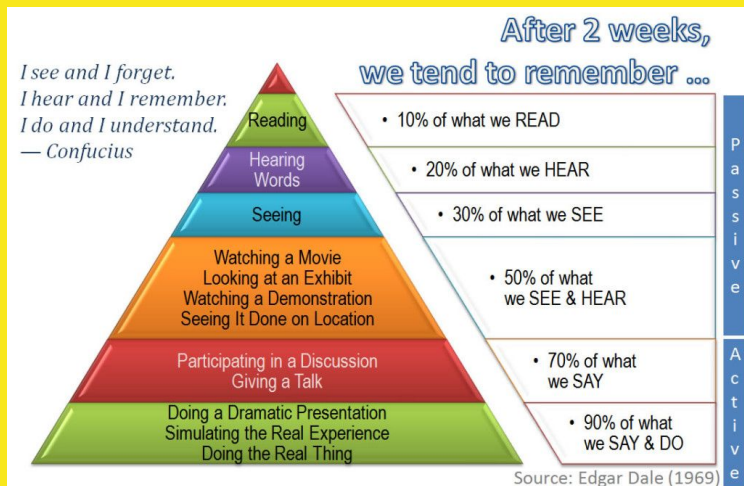
Social Studies/Science

- Newsela
- MySci
- Teacher created units

Technology

- G-Suite for Education
- Read & Write for Google
- Chrome Extensions!
- Rewordify & Smmry

WHAT YOU DO: CURRICULUM AUDIT



Things to Consider

- move to Project Based Learning
- look at essential skills for each subject area
- teach and assess in ways that make sense to the kids and that might look different for different kids
- offer choices for students to show mastery of concepts
- frequent check-ins for understanding

RESOURCES - BOOKS

[Inside Out: What Makes a Person with Social Cognitive Deficits Tick?](#)

By Michelle Garcia Winner

[Teaching with Love and Logic](#)

By Jim Fay and Charles Fay

[Sensory Integration & the Child](#)

By Jane Ayres

[Circle Forward](#)

By Carolyn Boyes Watson & Kay Pranis

[The Little Book of Restorative Justice in Education](#)

By Katherine Evans and Dorothy Vaandering

RESOURCES - ONLINE

[Run, Jump, Learn TED Talk](#)

[Project ACCESS](#)

[Social Thinking/Zones of Regulation](#)

[Sensational Brain](#)

[Love and Logic Classroom Solutions](#)

[Fidget Toys - Amazon.com](#)

[Vibes Noise Filtering Ear Buds](#)

What Else...?

SHARE YOUR QUESTIONS! LET'S TALK!
(ALSO, GRAB A FIDGET TO TAKE HOME)

THANK YOU!

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