



Weber Human Services Foster Grandparents

Presenter: Lindsay Baird


My Background

- USU (B.S., Birth-5 Endorsement, M.Ed.)
- K-2 SPED Teacher (BD Classroom)
- Preschool Teacher (BD Classroom)
- Assistant Principal/Principal
- Early Learning Literacy Coach

Agenda

- Relationship/Connection Building
- Behavior
- Literacy
- At-Risk populations (ESL, SPED, ED)

Thank you!!!



"Research suggests that just
one caring, safe relationship
early in life gives any child a
much better shot at growing
up healthy."

Laura Starcheski

Relationships





- [Rita Pierson: Every Kid Needs a Champion](#)
- Inclusion vs. Belonging
- Students want connection!
 - Say their name
 - Bring up things that they tell you later so that they know you are listening and that you care.
 - Go on the playground
 - Let them earn their recess time with you if possible
- Follow the child's lead
 - Interests
 - Conversation
- Model the Behavior you want to see
 - Apologizing
 - Positive Self Talk
 - Speak Aloud when problem solving

Session Starters

- Check In/Pulse Meter
 - Individualize
 - Conversation, visual tracker
- 90 Seconds to 2 minutes
 - Questions to Build Relationships
 - Set a visual timer

Keep notes of student interests (*Caution: Do not write any confidential information*)

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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Inside Out

CHECK-IN

**Green
Zone**

I am Feeling:
Happy, focused, ready to learn
and calm.

**Blue
Zone**

I am Feeling:
Sad, tired, bored, nervous or
sick.

**Yellow
Zone**

I am Feeling:
Frustrated, silly, a little out of
control, worried or excited.

**Red
Zone**

I am Feeling:
Angry, upset, out of control,
wanting to yell or hit or am
refusing to work.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
  	  	  	  
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Feelings Tracker

Create a feeling key in the bottom right corner. Choose 5 feelings you have often. Pick a color for each feeling. Color the photo frame for each day with how you felt that day. At the end of the month, think about what patterns you notice.



1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

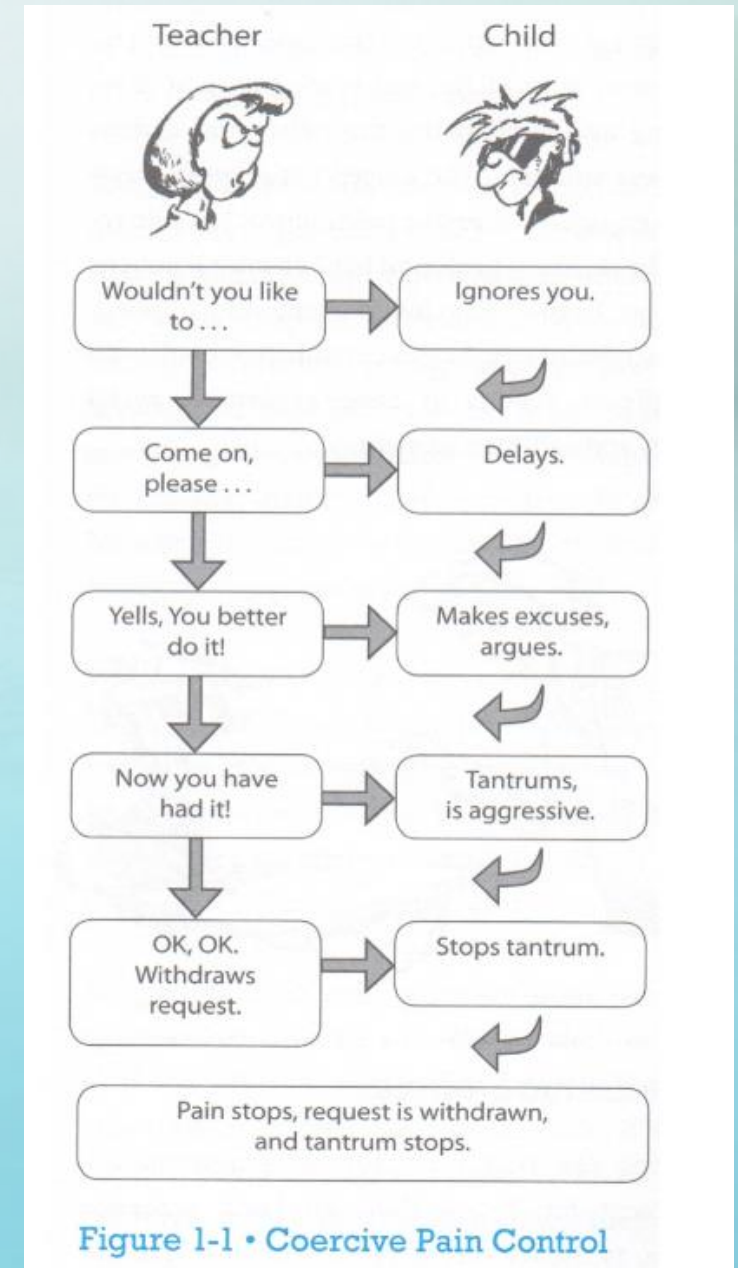
Feelings Key				
ANGRY	HAPPY	Lonely	Sad	Focused

What do you notice?

- > I feel lonely a lot on Saturdays.
- > A couple times I had a bunch of bad days in a row.
- > Most days I feel happy or focused.

Compliance

- Processing Time
- Working Memory
- Reinforcement
- Get their attention
 - Use their name, get eye contact
- Directions short and explicit
- Make sure that the directions you give are within the student's language abilities
- Repeat directions



Attending

- Break tasks into chunks
- Bring attention to the critical details
- Visual supports (Reading Tracker, finger, highlight)
- Movement/Standing
- Breaks

Behavioral Tips

- [Be a Mr. Jensen](#)
- Does the student have an individual behavior plan or reinforcement system?
- Teach ABC pattern (If, Then Card)
- Functions of Behavior
 - Attention
 - Tangibles
 - Escape
 - Sensory Stimulation

Reinforcement Systems

EFFECTIVE PRAISE

- I** mmediately
- F** requently
- E** nthusiastically
- E** ye contact
- D** escribe behavior
- V** ariety

Reinforcement Ideas

- Tangibles
- Coloring Page Puzzles
- Game Boards
- Point Systems
- [Penny Boards](#)
- [If Then Card](#)
- Flexible Seating
- [Mousey/Elephant Problem](#)
- Reciprocal Conversation/Taking Turns

Literacy

- 75% (22 out of 29) of WSD schools are identified as a TSI school (Targeted Support and Improvement)
- Achievement vs. Growth

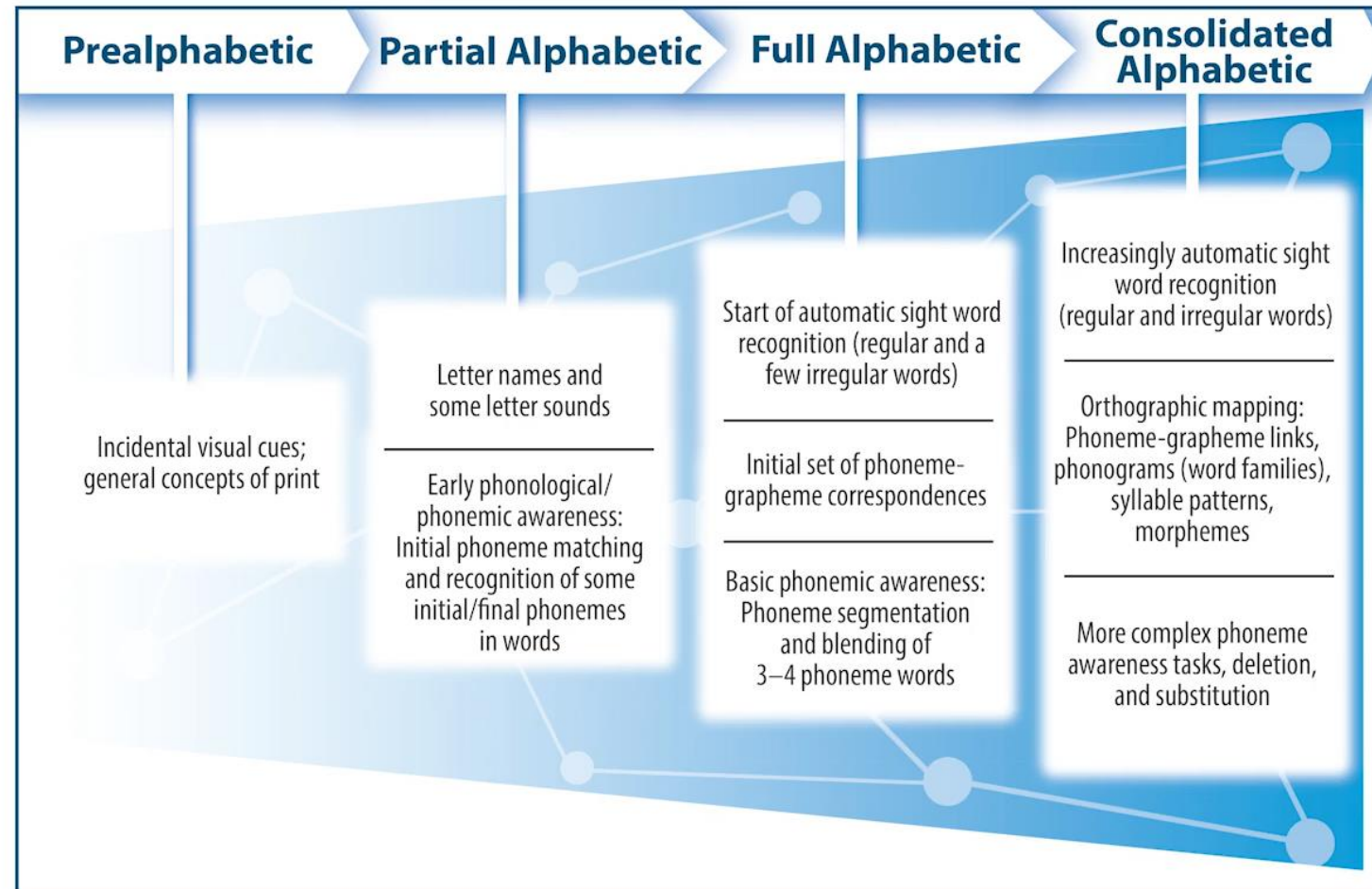


Figure 1.10 Ehri's Phases of Word-Reading Development
(Adapted from Ehri et al. in *Handbook of Language and Literacy*, 2nd ed.,
© 2014 by Guilford Press. Reprinted with permission of Guilford Press.)
Figure also on page 43 of the LETRS manual.

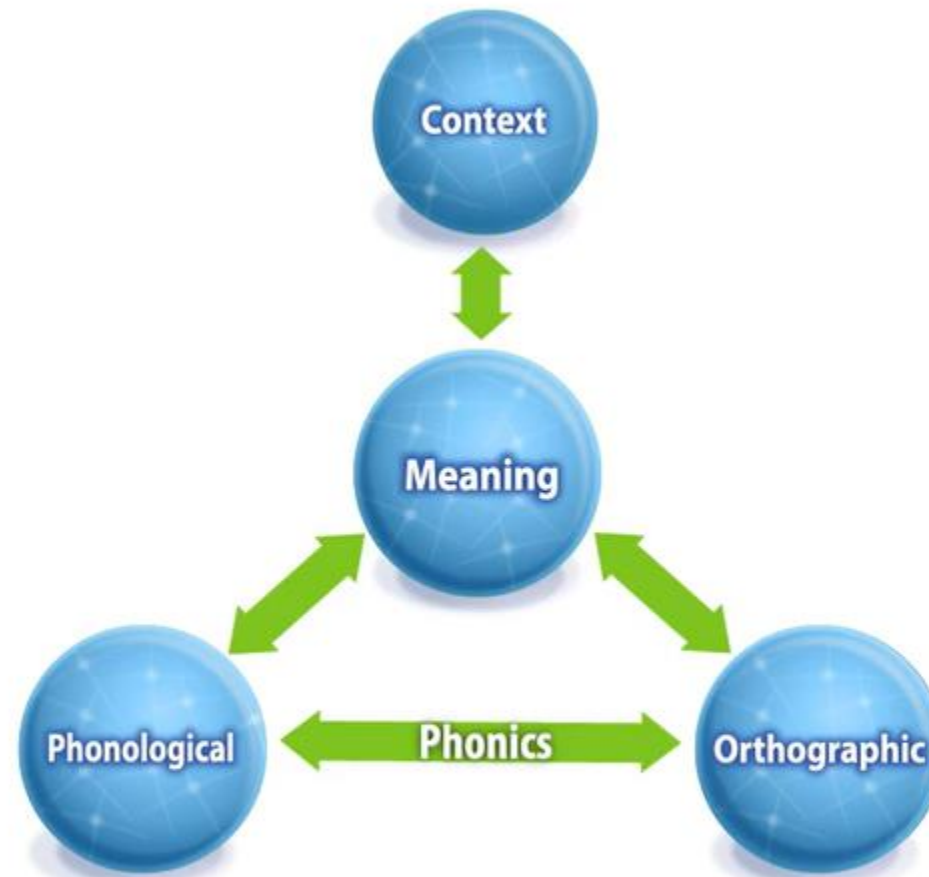


Figure 1.7 The Four-Part Processing Model for Word Recognition
(Based on Seidenberg & McClelland, 1989)
Figure also on page 28 of the LETRS manual.



Figure 1.9 Reading Rope
(Scarborough, 2001; Scarborough's "Reading Rope" from Handbook of Early Literacy Research,
© 2001. Reprinted with permission of Guilford Press.)
Figure also on page 35 of the LETRS manual.

Oral Language!

- Reduce language
 - Be explicit
 - Match, Name, Point
 - Repeated Directions
 - Ensure attention
 - Model
 - Error Correction
 - Just TALK!
-
- [FCRR: Essentials for Reading Success](#)

Phonemic Awareness

- Rhyme
- Isolation
 - First Sounds
 - Final Sounds
 - Deletions
 - Substitution
- Blending
- Segmenting
 - Initial, Medial, Final phonemes
 - Digraphs, blends, trigraphs
 - Syllables
 - Multisyllabic Words

[FCRR: Essentials for Reading Success](#)

Phonics

- Syllable Patterns
- Spelling Patterns/Rules
- Word Parts

- [FCRR: Essentials for Reading Success](#)

Fluency/Accuracy

- Error Correction
- Model, Test, Delay Test
- Repeated Readings
- Automatic Sight words!

- [FCRR: Essentials for Reading Success](#)

Vocabulary

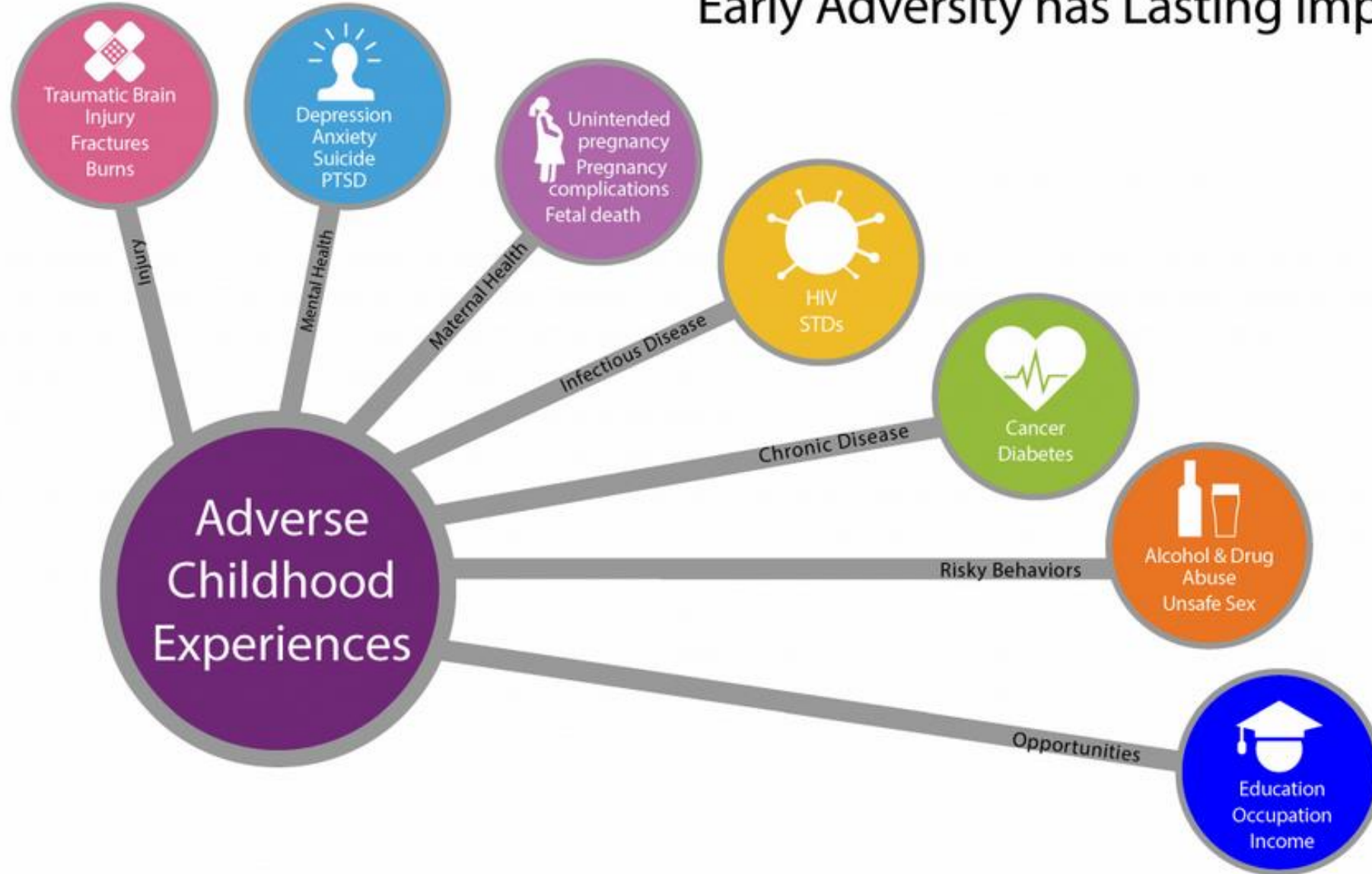
- Indirect Learning
 - Explicit Instruction
 - Teach the meaning of morphemes
 - Prefix, Root, Suffix
 - Context Clues
-
- [FCRR: Essentials for Reading Success](#)

Comprehension

- Background Knowledge
- Text Structure
- Vocabulary
- Questioning

- [FCRR: Essentials for Reading Success](#)

Early Adversity has Lasting Impacts



Trauma

- [ACES](#)
- Childhood Trauma and the Brain
- [Traumatic Antecedents Questionnaire](#)
- Attunement
- “During infancy the attunement and emotional regulation of the caregiver is central to the developmental process. Mirror neurons in the caregiver and infant connect with the detail of each other’s feelings and behavior. The infant’s neurons fire, connect and become wired. This kind of connected being ‘in tune’ with the other is called attunement. Just as attunement facilitates development, a chronic lack of attunement prevents connections developing and disconnects those that have.”

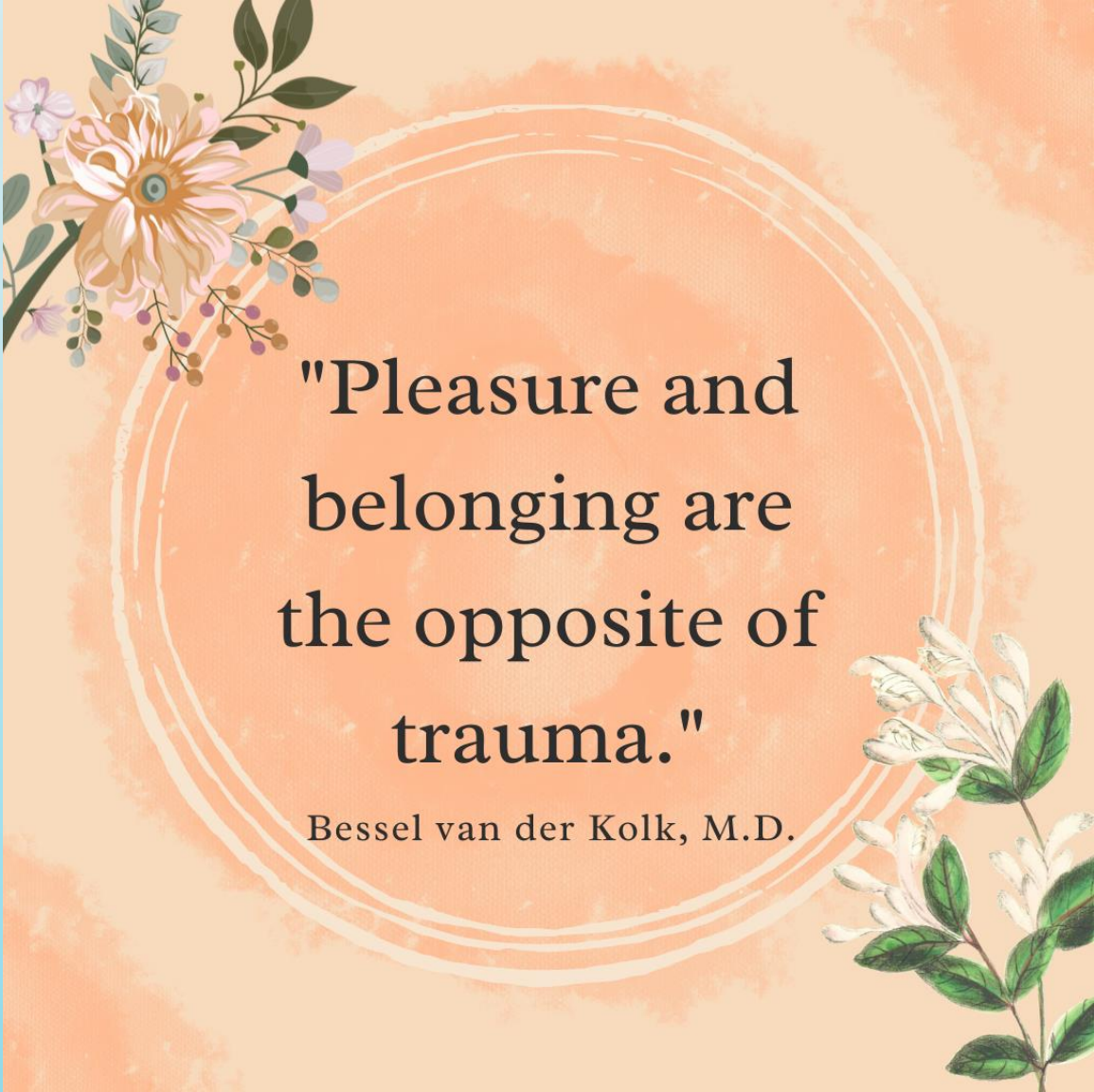
Where there is a lack of such connection during infancy, development is disrupted. As a result, the infant might not reach the developmental stage of integration. He could be described as unintegrated or unconnected. The unintegrated traumatized brain is not functioning together as a connected whole. Parts are fragmented, split off, closed down, not developed, dissociated, etc. Dissociation, which is a central feature of trauma, literally disconnects a person from himself and the world around him. The disconnection is a form of protection and it usually happens in terrifying situations from which there is no physical escape. Traumatized people are often disconnected from their bodies. The body is a source of pain rather than pleasure. It also let the person down by not aiding his escape from trauma.

The building of connections is central to recovery. This work can be considered on different levels. The individual's connection with himself, his own body, his thoughts, sensations and emotions. His connection with others and the world around him. Connections between the different parts of his history and identity.

I am highlighting the importance of connection though the complexity of this work cannot be done justice to here. Before connections can be achieved, safety must be established. Only when the disconnected or unconnected person begins to feel safe will he be able to take the risks involved in connecting. Once the process of connecting begins the person is moving towards integration. The foundations of well-being can be considered as safety, connection and integration.



Patrick Tomlinson, Integration and Connection in Well-Being and Recovery from Trauma, May 3, 2015

- <https://www.linkedin.com/pulse/integration-connection-well-being-recovery-from-trauma-tomlinson/>



"Pleasure and
belonging are
the opposite of
trauma."

Bessel van der Kolk, M.D.



"Research suggests that just
one caring, safe relationship
early in life gives any child a
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Concerns

The state of Utah designates a Mandatory Reporter as “any person who has reason to believe that a child has been subjected to abuse or neglect” (**Utah Code Ann. §62A-4a-403**). This report must be made to a law enforcement agency or the Division of Child and Family Services.

- What to report, what not to report
 - How to report
 - What they will ask
-
- Teacher
 - Principal
 - 1-855-323-3237
 - <https://dcfs.utah.gov/services/child-protective-services/>

Thank you!!!



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MLL Students

- [How It Feels To Be an MLL](#)
- [Level 1](#)
- [Level 2](#)
- [Level 3](#)
- [Level 4](#)
- [Level 5 & 6](#)