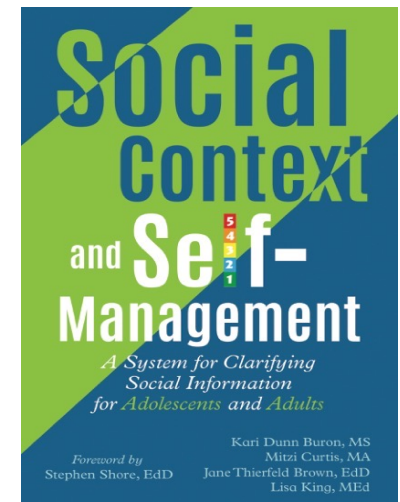
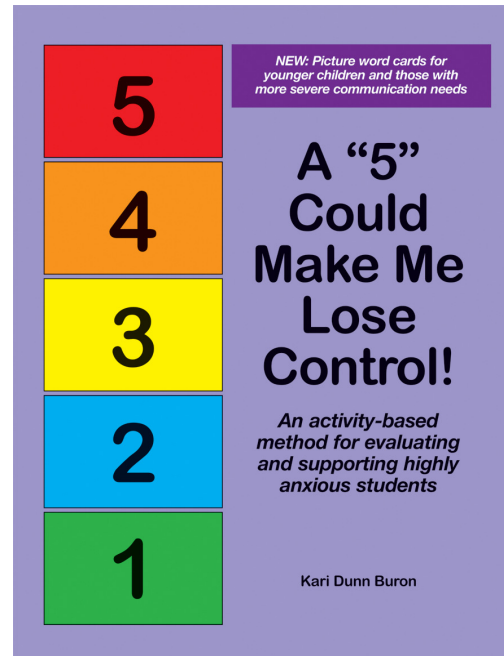
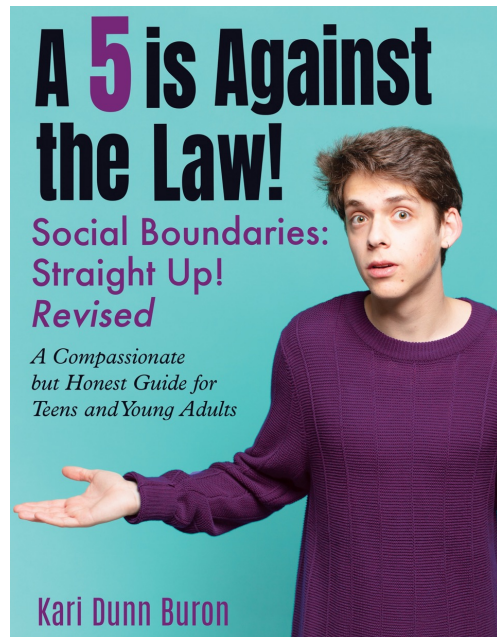
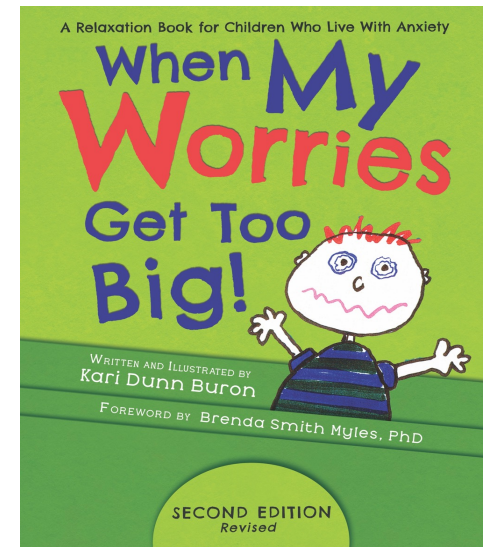


## The 5 Point Scale Series



Functional behavior assessment should leave you at  
*the doorstep of intervention.*

Ross Greene

# Motivation

“The way nature gets us to do what it wants is by making it a pleasure.”

Daniel Goleman  
Emotional Intelligence

“Be the yellow thing.”

Dave Hewett

# Mood Induction

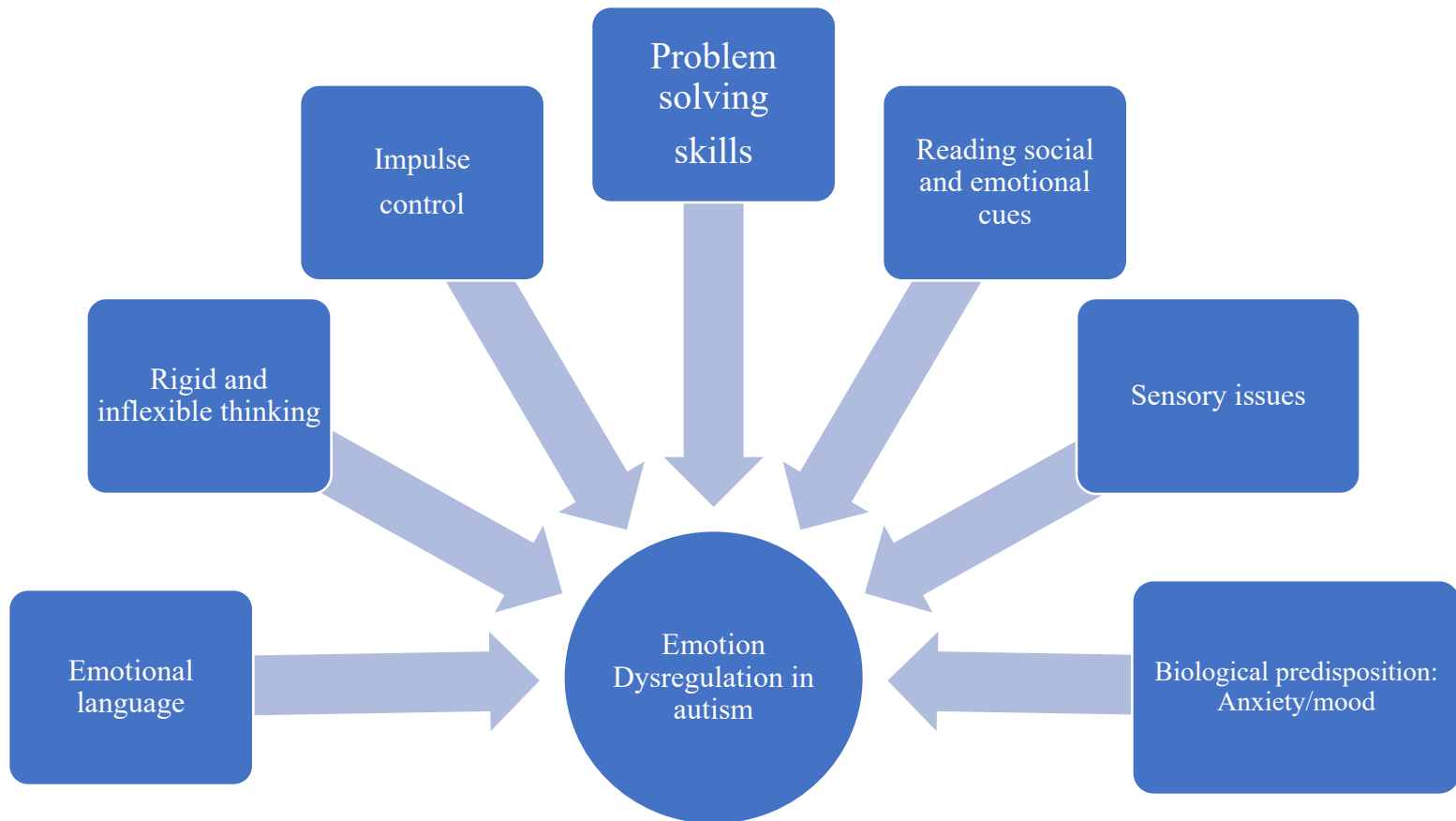


Pleasurable, Predictable, Calming

# Emotion Regulation

- The ability to control the outcome of ones' emotions
- To keep the level of emotions, both positive and negative, in check in order to achieve a goal





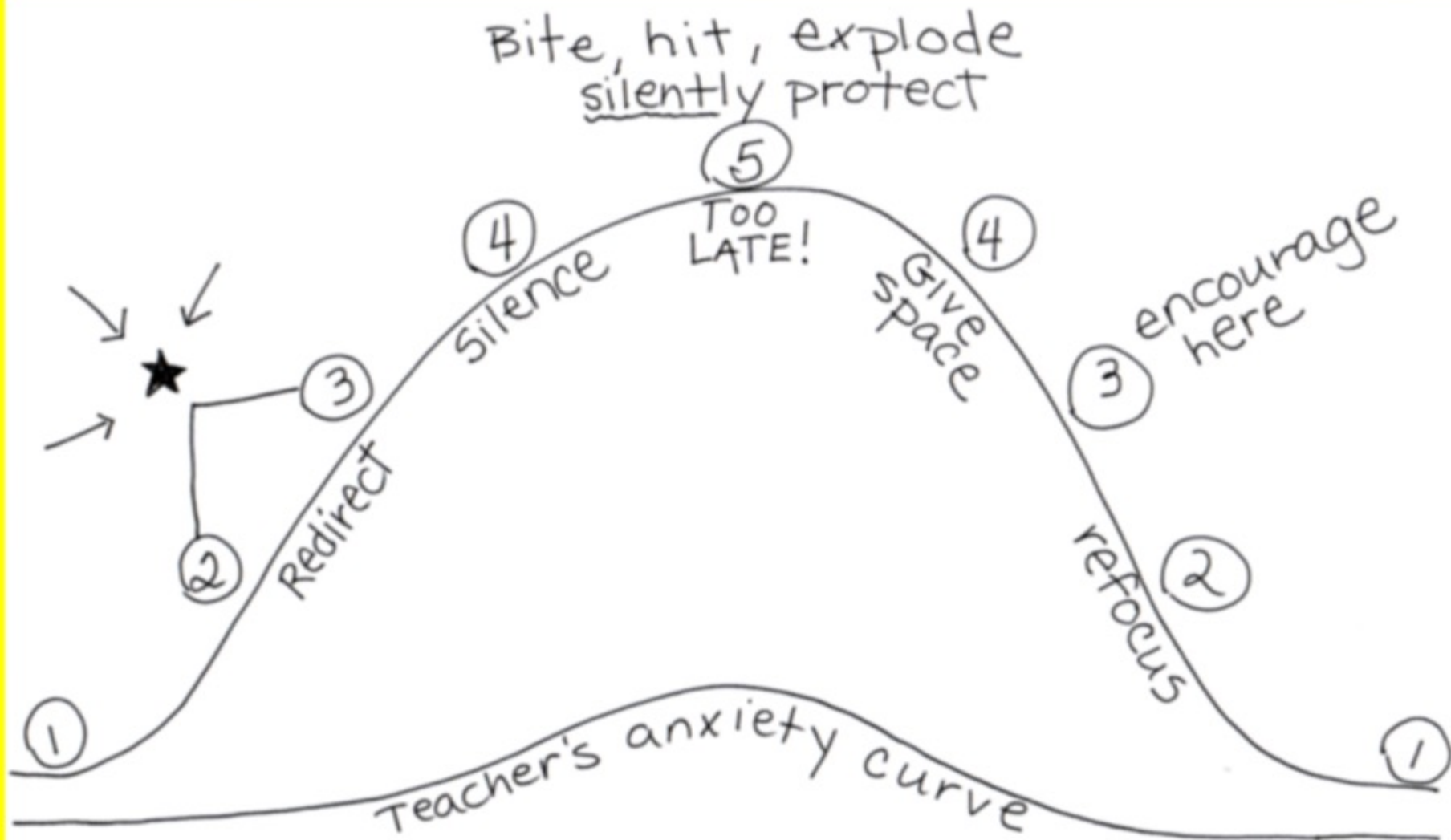
**Carla Mazefsky and Susan White**



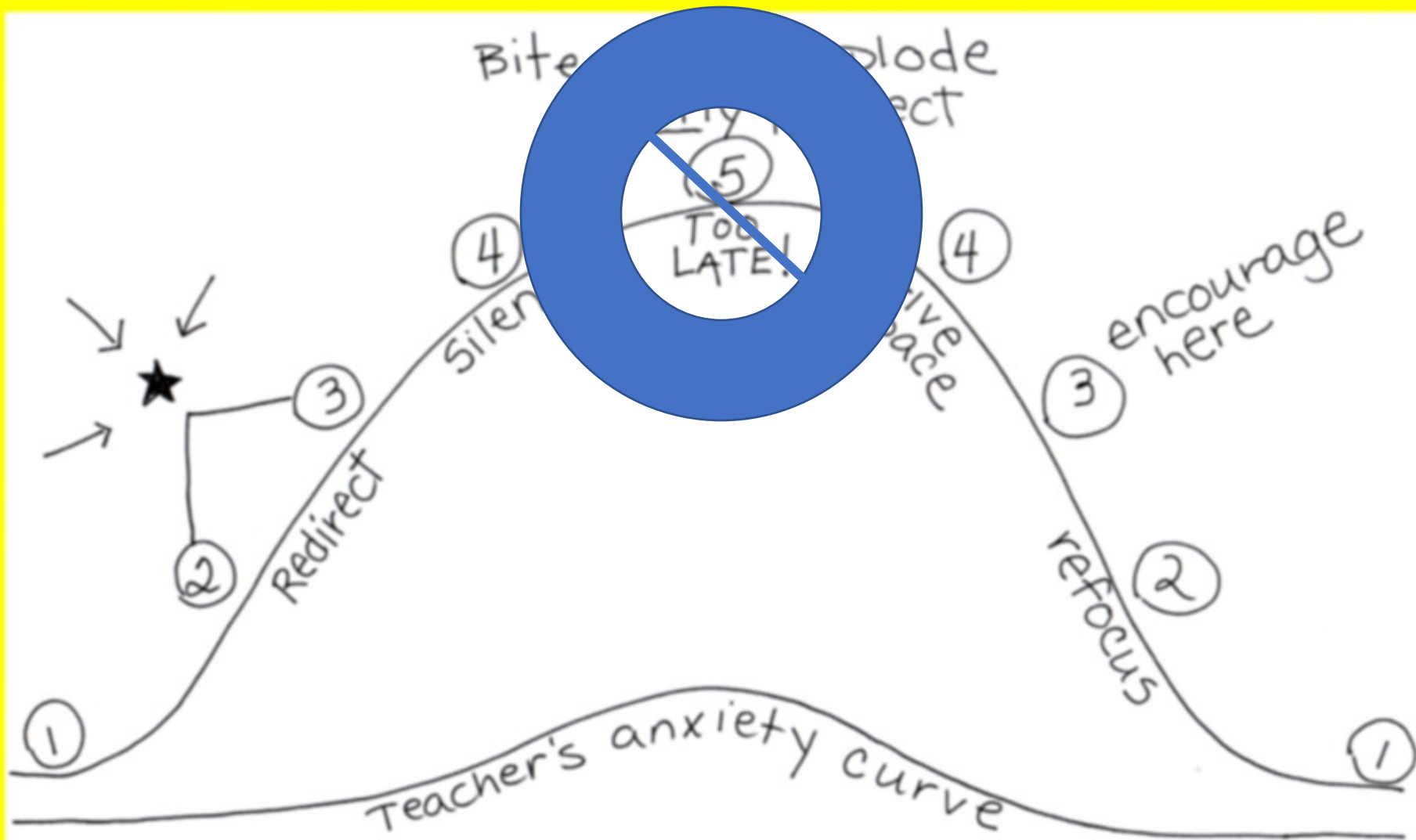
# Anxiety is the most contagious of all human emotions







★ Positive Support Strategies – Teach here 😊



★ Positive Support Strategies – Teach here 😊

Become the source of calm.



“Chronic Overwhelm”

Daniel Goleman/Richard Davidson. *Training the Brain*

## ***Teach recovery for best prognosis***

- Every time your child explodes his brain reinforces that pattern.



# What do we do with anxiety?

- Recognize it.
- Know that it is contagious.
- Know that learning does not happen when you are in a state of high anxiety.
- Know that it is physically harmful to experience chronic anxiety.
- Develop a program for it.

“Under stress the brain favors r  
over more flexible cognitive me

Dr. Margaret Schmidt, Biologist



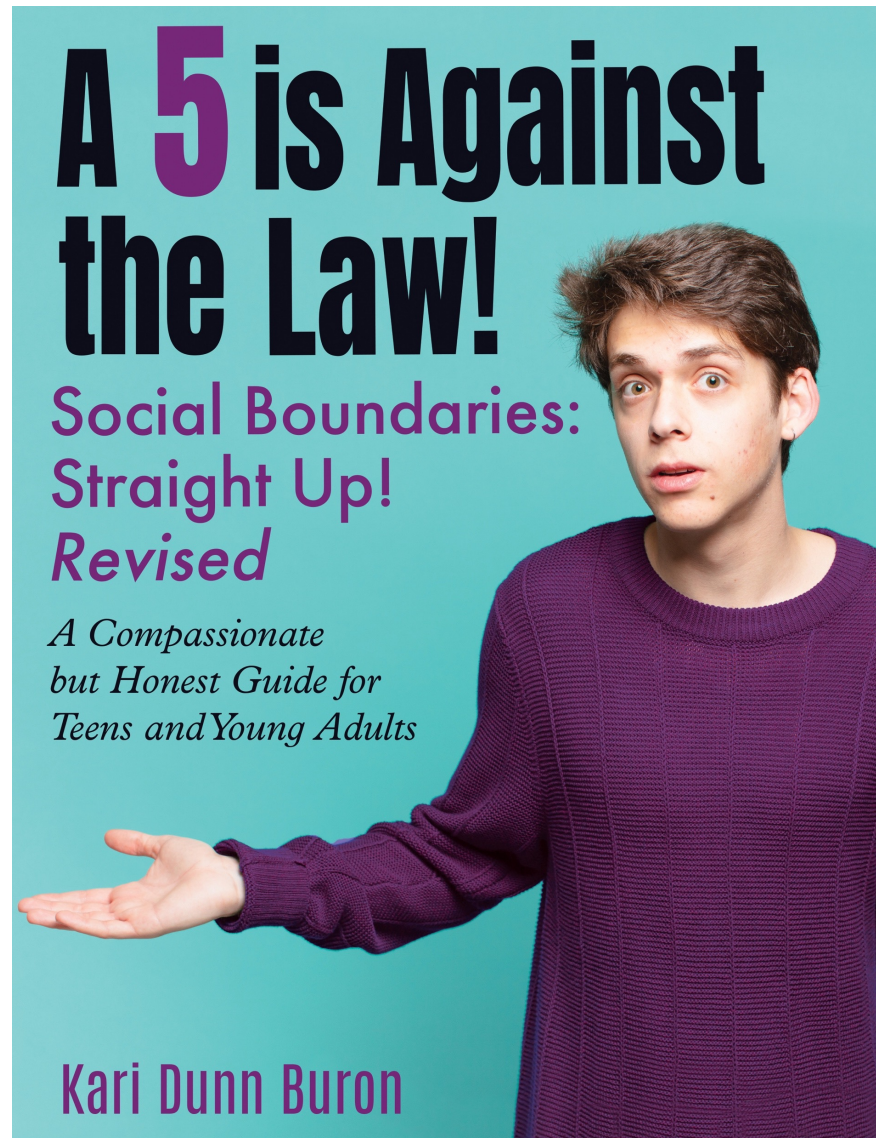
# Anxiety's affect on the body – Help your students to recognize their own symptoms

- Breathing fast
- Butterflies in tummy
- Crying
- Sweating
- Stomachache
- Shaky
- Headache
- Hot
- Clenching jaw



***Interoception***





**How do you know how close is too close?**

# Chad's scale

5 = No question. Against the Law!

4 = Could be against the law if someone is afraid. Will get you fired and people will be angry.

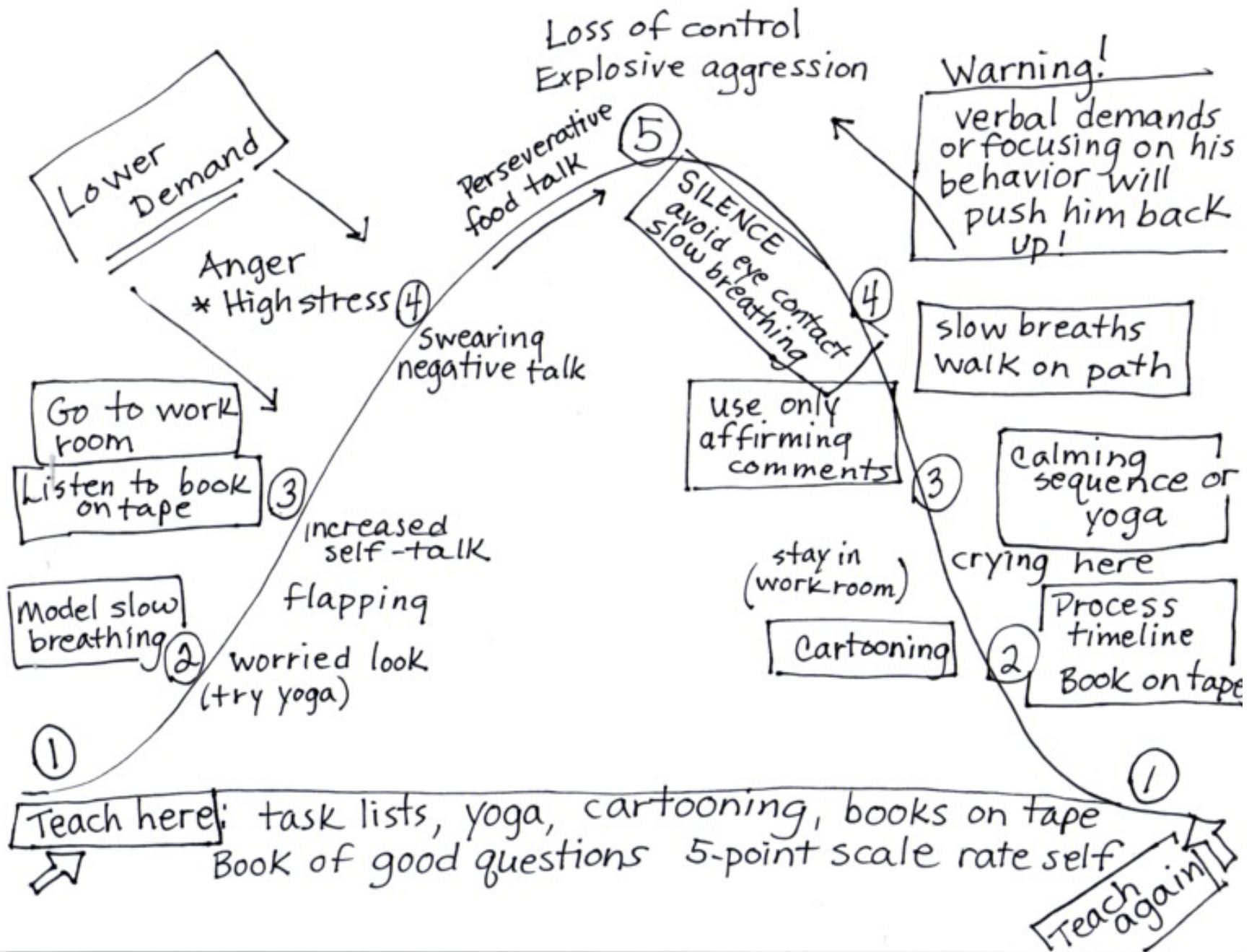
3 = Unexpected behavior. People don't know what to think

2 = OK – other people are feeling OK about you.

1 = Great! This might even make someone happy.

# Thinking through the curve

- What does his best day look like? (1)
- What does a complete loss of control look like? (5)
- As a team (whole family and support people), you need to generate ideas about what defines a 2, 3 and 4
- Your plan will focus on increasing support at a 2 and refocusing or redirecting at a 3 and backing off and silence at a 4





(5) Issue on the card - Cindy hits crying children

sign that you  
waited  
too  
long

runs toward  
child

Block silently

slow deep  
breaths

disruptive  
signs - act  
now if not  
before

screams at child  
throws toy

no talking

early  
signs of  
stress

Walk with Cindy out of  
area - distract with  
another activity

take a walk

notices child

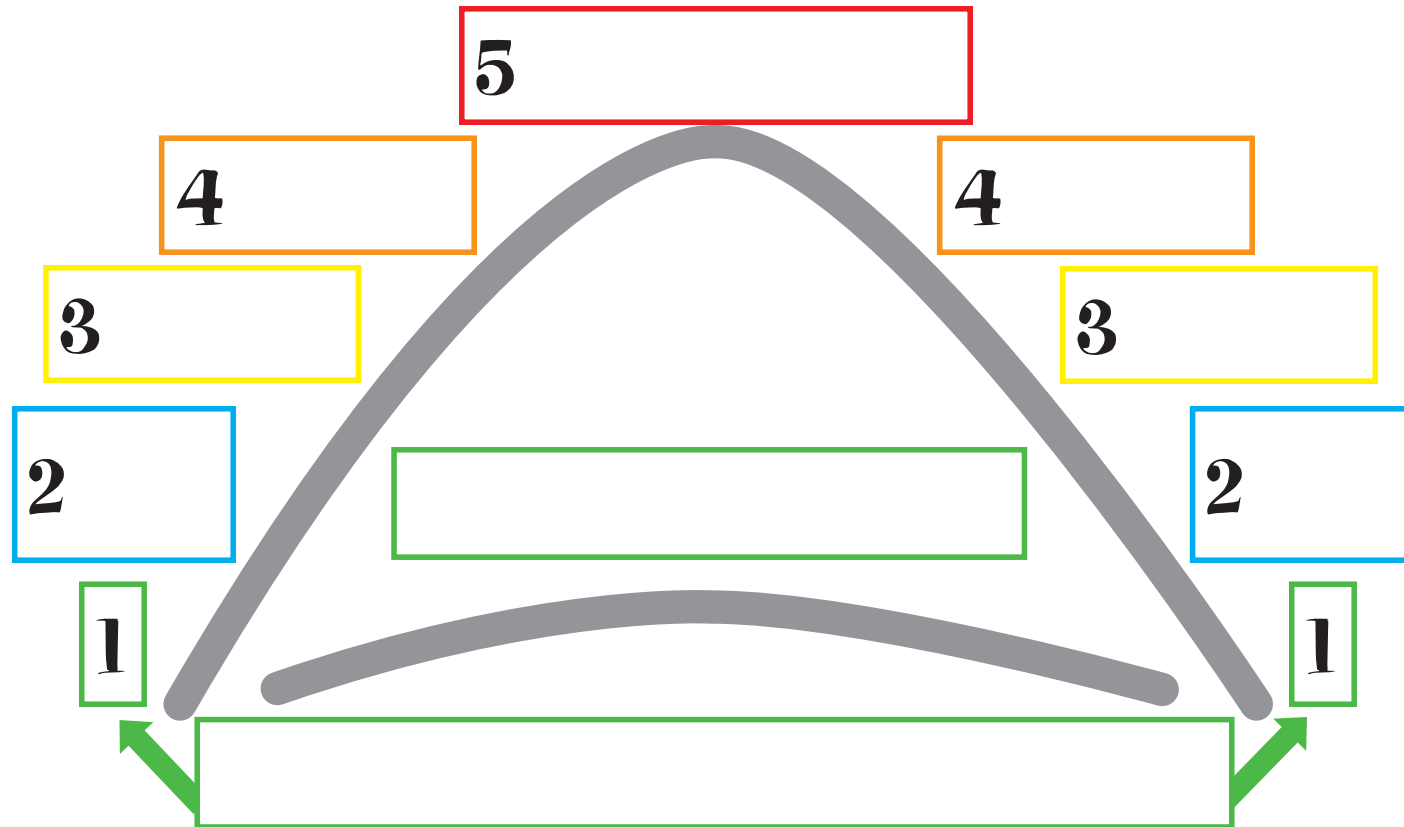
separation - calm other  
child / reward a calm

Cindy  
prompt relaxation what can you  
do?

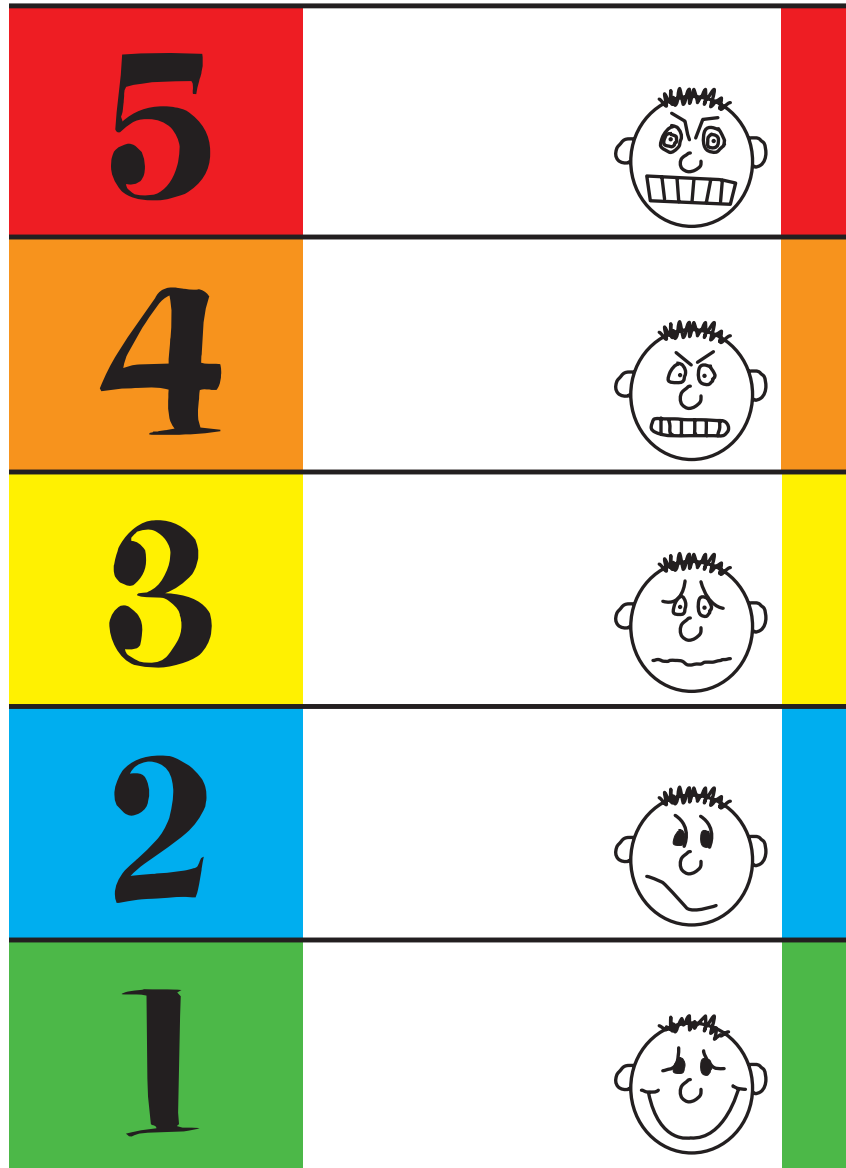
Strategies to teach:

Social story - social awareness  
Comic strip Conversations - relationship awareness  
5 pt scale - self-management  
Video Self-Modeling - self-awareness

# ANXIETY CURVE



# CHECK IN

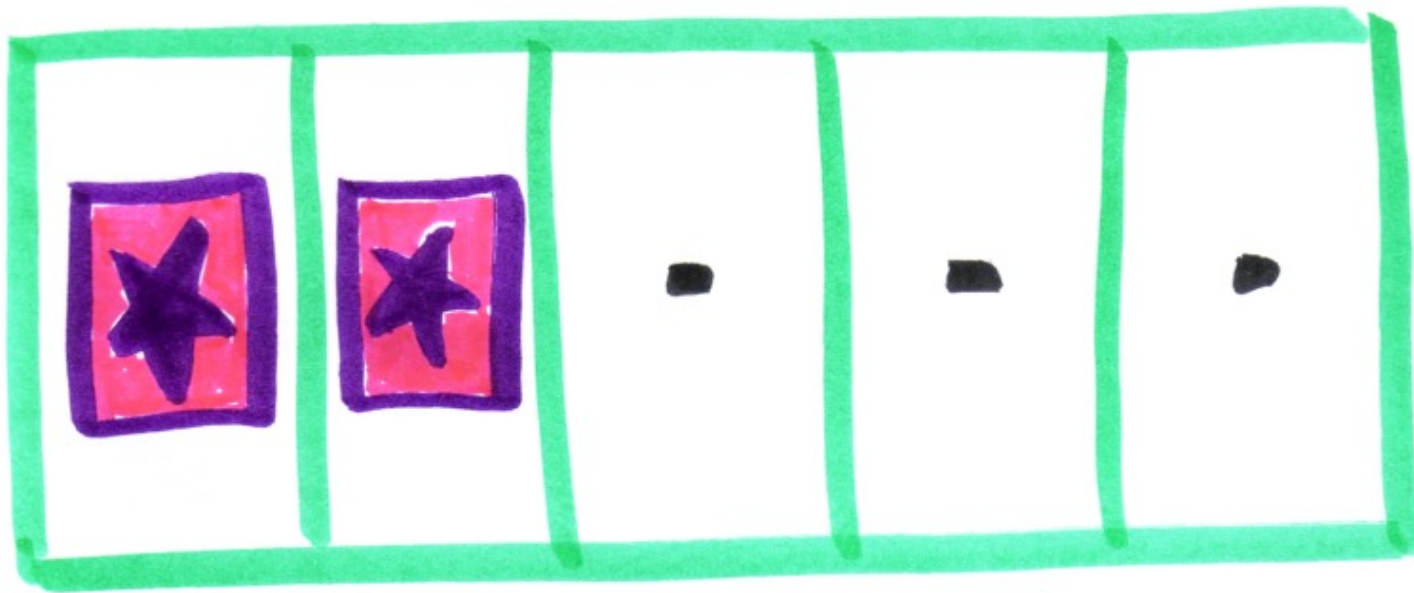




# When Things Fall Apart

- Remain calm (emotions are contagious)
- SILENCE
- Protect others and yourself
- Afterward, rethink the student's support plan to increase chances for a successful day tomorrow.
- Avoid awfulizing (language of doom)





**5 Stars – It is a system**

# Teaching Social routines

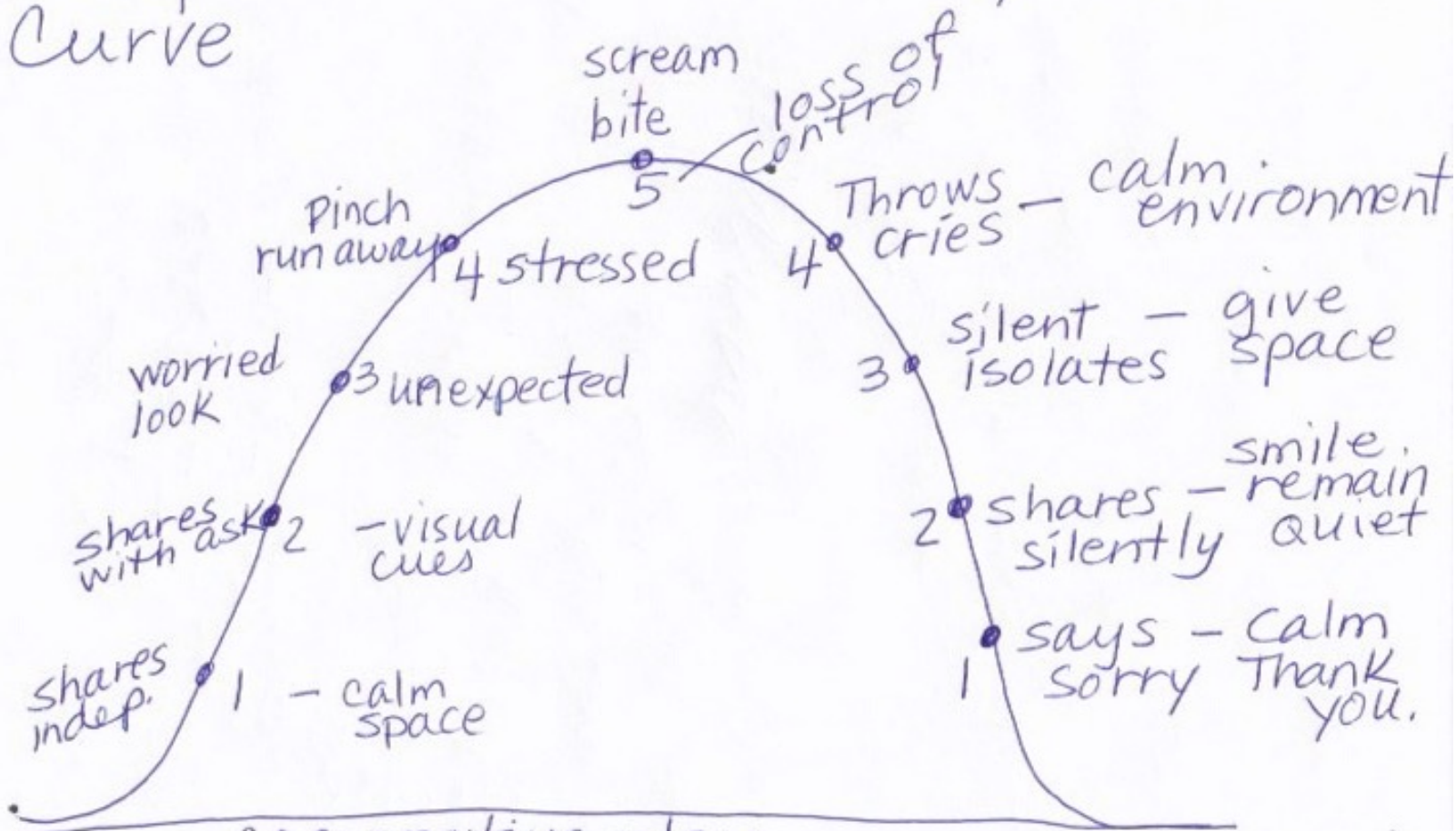
Dylan sharing

# Case study: Dylan

- Bites or hits when a sibling wants to play with Dylan's favorite toys.
- Anxiety curve to visually illustrate what is happening and trouble shoot some ideas.
- Strategies that have been successful?
  - 5 Point Scale
  - Video self-modeling
  - Social Stories
  - Power Cards

# Anxiety Curve

Dylan



cooperative play  
Direct teaching: video modeling  
5 point scale  
social story  
Power cards

Have a *system* for objectively thinking about challenging behavior:

- What is he doing that you wish he wasn't?
- What would you rather he do?
- What skills does he need to do that?
- How can you teach those skills?

Ross Greene

- What is he doing that you wish he wasn't?
  - Hitting/biting
- What would you rather he do?
  - share
- What skills does he need to do that?
  - Joint attention/sharing emotions
- How can you teach those skills?
  - Video self modeling



## *Why a 5 is never worth it:*

The damaging effects of stress hormones (cortisol and adrenaline)

- Repeatedly having to face stressful situations
- Levels too high – too long is bad – a need for relief.
- This can create an imbalance in the immune and nervous systems.
- Negative interactive patterns can develop.
- No teaching happens anyway.
- We can't leave stress management to chance.

Teachers can reduce their own stress and student stress by showing compassion.

You don't need to know *why* to be compassionate.