SEL Sioux Falls
Supporting Students With Emotional Behavior Disabilities in PE

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Description:

Behavior is one of the biggest topics teachers complain about. When we look at students who are labeled EBD or with a social emotional disability, many people see a "bad kid." This disability can be looked at as a hidden disability as most of these students are able-bodied and active, yet still are adversely impacted in accessing the physical education curriculum. During this session we will look at relationships, Positive Discipline approach, student behavior as communication, as well as from the lens of trauma-informed practice. We will discuss tips and strategies, go over specific games and activities, and provide resources for trauma-informed practices and ACES. Lastly, we will unpack an activity and look at intentional planning for student success.

I have one hour with you but a TON of information- some we won't get to but I want you to have the resources.
When you see this photo, how does it connect to our SEL work?

Think individually, then share with a partner or small group.
What is SEL?

• Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Definition by CASEL-
https://casel.org/what-is-sel/
Looking at the Disability

• What is your district acronym?

• EBD, SEL, ....?
Unpack and Overview

• Personal Philosophy- Type of teacher & your behavior
• Systems, Guidelines, and Rules
• Curriculum
  – Physical Education
  – Behavior
• Interventions, Strategies, and Resources
• Students
• Relationships
• And?
Activities

• Warm up
• Fitness exchange – 3 60 sec
• Poly spots- same color
• Cone running relay (water bottle flop)
• Tic tac toe
• Memory game with bean bags
• Kick ball
• Cooperative volley
Warm up and why-

In my Day Treatment Program

(different than my other programs)
Systems in place

• Syllabus
• Rules
• Expectations
• How do you communicate with the stakeholders (parents, students, staff, administrators)
  – Group norms, post, direct…?

• Examples
  • https://www.pinterest.com/search/pins/?q=PE%20rules&rs=typed&0=PE%7Ctyped&1=rules%7Ctyped
  • https://www.teacherspayteachers.com/Browse/Search:pe%20rules
  • http://www.pecentral.org/LessonIdeas/SearchResults.asp
Identify what is out there

Why

- ACES
- RULER
- Culturally Responsive Classroom/Teaching
- Teaching Tolerance
- Second Step
- Sound Discipline
- Verbal De-escalation
- CPI- Crisis Prevention Institute
- Zones of regulation
- Kelso’s Choices (wheel)
- Mind up (brain based curriculum)
- How does Engine Run
- CASEL
- PACER
- ABA
Behavior

- RTI or MTSS
  - http://www.rtinetwork.org/learn/what/whatisrti
  - http://www.k12.wa.us/mtss/
- RULER
  - http://www.casel.org/videos
  - http://ei.yale.edu/ruler/ruler-overview/
- Sound Discipline
  - https://www.sounddiscipline.org/
- PBIS
  - http://www.pbis.org/
- Conflict Resolution
- ABA
- PACER- https://www.pacer.org/cmh/

What else?
Interventions, Strategies, and Resources

• Special Education - ABA, FBA, BIP, (QAFB)
• Functional Behavior
• Show the Positive Support Plan
• Group activity
  – Reflect and debrief
• Resources
  – Connect with your special education staff
• Stems for discussions with the team

• Start with strengths
**Self-awareness:** Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

**Self-management:** Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

**Social awareness:** Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

**Relationship skills:** Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

**Responsible decision-making:** Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.
Fun game - Relay race - Cone flip

call out-why flip
Adverse Childhood Experiences (ACE) Study

- N=17,337 men and women, varied demographics, recruited 1995-1997
- Lifespan perspective on effects of ACEs on health and well-being
- Identified 10 ACEs that were highly predictive of poor outcomes

Why is talking about Trauma so important

- We are not getting big into the research and science, but I encourage you to do some of your own research
Adverse Childhood Experience (ACE) Study

Without intervention, adverse childhood events (ACEs) may result in long-term disease, disability, chronic social problems and early death. Importantly, intergenerational transmission that perpetuates ACEs will continue without implementation of interventions to interrupt the cycle.

**Adverse Childhood Experiences**
- Abuse of Child
  - Psychological abuse
  - Physical abuse
  - Sexual abuse
- Trauma in Child’s Household Environment
  - Substance Abuse
  - Parental separation &/or Divorce
  - Mentally ill or suicidal Household member
  - Violence to mother
  - Imprisoned household member
- Neglect of Child
  - Abandonment
  - Child’s basic physical &/or Emotional needs unmet

**Impact of Trauma & Adoption of Health Risk Behaviors**
- Neurobiologic Effects of Trauma
  - Disrupted neuro-development
  - Difficulty controlling anger
  - Hallucinations
  - Depression
  - Panic reactions
  - Anxiety
  - Multiple (6+) somatic problems
  - Impaired memory
  - Flashbacks
- Health Risk Behaviors
  - Smoking &/or Drug abuse
  - Severe obesity
  - Physical inactivity
  - Self Injury &/or Suicide attempts
  - Alcoholism
  - 50+ sex partners
  - Sexually transmitted disease
  - Repetition of original trauma
  - Eating Disorders
  - Dissociation
  - Perpetrate domestic violence

**Long-Term Consequences Of Unaddressed Trauma**
- Disease & Disability
  - Ischemic heart disease
  - Cancer
  - Chronic lung disease
  - Chronic emphysema
  - Asthma
  - Liver disease
  - Skeletal fractures
  - Poor self rated health
  - HIV/AIDS
- Social Problems
  - Homelessness
  - Prostitution
  - Delinquency, violence & criminal Behavior
  - Inability to sustain employment
  - Re-victimization: rape, domestic Violence
  - Inability to parent
  - Inter-generational transmission Of abuse
  - Long-term use of health & social services


Activity

- What are your stressors?
- What do you do to practice self care?
In addition, as the number of ACEs increase, so does the level of risk for each of these health issues in a strong and graded fashion.

### Probability of Outcomes

<table>
<thead>
<tr>
<th>33 No ACEs</th>
<th>51 1-3 ACEs</th>
<th>16 4-8 ACEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>WITH 0 ACEs</td>
<td>WITH 3 ACEs</td>
<td>WITH 7+ ACEs</td>
</tr>
<tr>
<td>1 in 16 smokes</td>
<td>1 in 9 smokes</td>
<td>1 in 6 smokes</td>
</tr>
<tr>
<td>1 in 69 are alcoholic</td>
<td>1 in 9 are alcoholic</td>
<td>1 in 6 are alcoholic</td>
</tr>
<tr>
<td>1 in 480 uses IV drugs</td>
<td>1 in 43 uses IV drugs</td>
<td>1 in 30 use IV drugs</td>
</tr>
<tr>
<td>1 in 14 has heart disease</td>
<td>1 in 7 has heart disease</td>
<td>1 in 6 has heart disease</td>
</tr>
<tr>
<td>1 in 96 attempts suicide</td>
<td>1 in 10 attempts suicide</td>
<td>1 in 5 attempts suicide</td>
</tr>
</tbody>
</table>

Learn more about the connection between ACEs and later health and behavior outcomes.

- CDC: [https://www.cdc.gov/violenceprevention/acesstudy/about.html](https://www.cdc.gov/violenceprevention/acesstudy/about.html)
- [https://www.iowaaces360.org/ace-study.html](https://www.iowaaces360.org/ace-study.html)
Think of a young person leading in a negative direction and turned the corner

What changed them?

What helped them?

What made a difference?

Resiliency is when the scale tips toward the good even when there are stressors and hard things.

http://buncombeaces.org/home/
Resiliency Window

- What makes you more uncomfortable
- Closes your window

- What makes you more comfortable
- Opens your window

- 
- 
- 
- 
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-
How students or people react within different baselines

Activities

- Warm up
- Fitness exchange – 3 60 sec
- Poly spots- same color
- Cone running relay (water bottle flop)
- Tic tac toe- relay
- Memory game with bean bags
- Kick ball
- Cooperative volley
Assessments

- Pacer
- Push-ups
- Curl-ups
- Sit & Reach

Choice:
- 60 sec
- Soccer taps
- Basketball shots
- Jump rope

60 seconds:
- Soccer taps
- Jump rope

60 seconds:
- Basketball shots
Use of visual posters-
Up on wall for learners to always reference

https://www.tes.com/teaching-resources/shop/hannahleecapon
Encouraging Empowering Statement

• With a Partner give 2 “I notice....”
Statements from today

• What's the difference of praise and encouragement?
Encouragement and Praise

- I really like how you kept persevering, kept attacking that problem
- I trust your judgement
- You don’t give up easily and take bumps in the road to make you better.
- When it gets tough I see you keep trying
- What do you think and feel about it

- Great Job
- You’re a winner
- You ROCK
- WOW Amazing
- Keep it up
- You're Number 1
- I like it
- Good Girl

Encouragement vs. Praise:

Specific to the situation, acknowledges effort and aims to create the want to do good things for oneself, motivating children to work intrinsically

vague, uses a personal judgment and creates a desire to do well for others, discouraging children from learning independent judgment

SHAPE America
health. moves. minds.
Go through a class structure

• Entry
  – laps
• Warm up
  – Motor, fitness, flexibility
• Activity
• Closure
  – Compliments-
    Give, Receive, Pass
• Mindfulness
  – Five finger breathing
• Everything is locked, go early to set up gym, hardly anything on the walls
Your Tool box

- Connect before correct
- Relationships
- Breathing
- Pay attention to power of perception
- Social skills-problem solving, cooperation

- Who you are and how you show up makes a difference
- Mirror neurons
- Classroom set up
- Consistency
- Expectations
Function of Behavior Data

- Informs practice
- Evidence based
- What data are you taking
- How can it help you

Diagram:
- Problem Behavior
  - Obtain/Get Something
  - Escape/Avoid Something
    - Stimulation
      - Adult
    - Social
      - Peer
    - Tangible
Quick play

What activities do we play that set students up for success and what sets them up for challenges?

Pick a game
- Elbow tag
- Alphabet partner
- Magic carpet
- Rock paper scissors
- Pin down
- Have you ever

How to adapt
- Instruction
- Environment
- Equipment
- Rules
Rules

• Throwing to base instead of person

• (as you see Owen didn’t know the sequencing of bases, but with his partner, they were successful and he was more interested in participating)

• Can run until pitcher gets the ball

• No outs, change when each person gets to kick once

• Ball is kicked from a stationary position, not rolled
Read Article

Developing a Positive Culture and a Proactive Learning Environment

By: Bill Utsey


  – Individual or small group, write down how you will implement each of the strategies
Other factors?

- IAs and Paraprofessionals
What are you going to do?

• Set one goal for the year

• List 3 objectives to get there
I needed a project to see progress

Have a little background

Not appropriate tools, but ones I could get by

Did research and asked other people

Took me longer than I thought

Turned out to be an amazing thing
Social Media

- Facebook
  - Adapted Physical Education WA State (My page I administer)
  - Adapted Physical Education Specialist
  - What’s New in Adapted Physical Education,
    - PE Central
    - Physedogy
    - thePEGeek
    - missphysicaleducation
• Sound Discipline
  http://www.sounddiscipline.org/

• ACES – Adverse Childhood Experiences
  https://www.acesconnection.com/
• **Individual Education Program (IEP) Development**

• IEP stands for Individual Education Program. Federal law mandates that each individual with a disability have an IEP developed for him/her. Since physical education is specifically listed as a part of special education in the federal law, it is imperative that physical education teachers be a part of the IEP process. One of the best ways to do this is to become an active member of the IEP team.

**WHAT CAN YOU DO?**

• How/what information to give to the special education teacher.

  Example:

  o How is Student’s participation in PE?

  o What is his/her PE setting? (gen ed, inclusion, multi service model, small group, individual)

  o How does he/she compare to general education peers of his grade level?

  o What are his/her strengths?

  o What are his/her challenges or most significant barriers (adverse impact)?

  o What are his/her interests?

  o How often does he/she participate, how many breaks does he need, how much independence or adult support?

  o Do you have any data on him? (fitness, motor, etc.)

  o Any major safety considerations or restrictions?

  o Anything else you would like to add?
Resources

Books
- Discover Inclusive Physical Education (NCHPAD)
  - [http://www.nchpad.org/1402/6261/Discover~Inclusive~Physical~Education](http://www.nchpad.org/1402/6261/Discover~Inclusive~Physical~Education)
- Special Olympics NJ
- Activate –SHAPE AMERICA National Standards
  - [http://www.shapeamerica.org/upload/ScopeSequence.pdf](http://www.shapeamerica.org/upload/ScopeSequence.pdf)
- PE Visuals for Autism
  - Look on Pinterest
- Disability Awareness Activity Packet
- Special Olympics Young Athletes
  - [http://resources.specialolympics.org/Topics/Young_Athletes/Young_Athletes_Toolkit.aspx](http://resources.specialolympics.org/Topics/Young_Athletes/Young_Athletes_Toolkit.aspx)
- Score cards
  - [https://bay179.mail.live.com/mail/ViewOfficePreview.aspx?messageid=mgJ64l0F5i5hGrGAAkgYi1Hg2&folderid=flinbox&attindex=0&cp=-1&attdepth=0&n=71477843](https://bay179.mail.live.com/mail/ViewOfficePreview.aspx?messageid=mgJ64l0F5i5hGrGAAkgYi1Hg2&folderid=flinbox&attindex=0&cp=-1&attdepth=0&n=71477843)

Internet
- PE Central [http://PECentral.org](http://PECentral.org)
- Brad Weiner- Brad works in Montgomery County Schools in Maryland and is on the NCPEID board. He has videos on his website that explain adapted physical education, give fitness activities, sign language, activities for students with severe and profound disabilities, inspirations videos, TED Talks, nutrition videos and much more. [http://www.myphysicaleducator.com/home/videos](http://www.myphysicaleducator.com/home/videos)
- Anne Griffin equipment and resources [http://www.aea10.k12 ia.us/divlearn/APE/equipment.html](http://www.aea10.k12 ia.us/divlearn/APE/equipment.html)

YouTube
- Exercise Buddy for Autism- [https://www.youtube.com/watch?v=WgTFtvYHSP8](https://www.youtube.com/watch?v=WgTFtvYHSP8)
- Jordan Weber- [https://www.youtube.com/watch?v=3tb4Ub7w6H4](https://www.youtube.com/watch?v=3tb4Ub7w6H4)
- Physed Games

SHAPE AMERICA
- The Student Progression Model of PhysEd Instruction: Using Assessment to Motivate Students
  - [http://www.shapeamerica.org/prodev/webinars/webinarlist.cfm](http://www.shapeamerica.org/prodev/webinars/webinarlist.cfm)

Facebook
- Adapted Physical Education WA State, Adapted Physical Education Specialist, What’s New in Adapted Physical Education, PE Central, Physedogy
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