

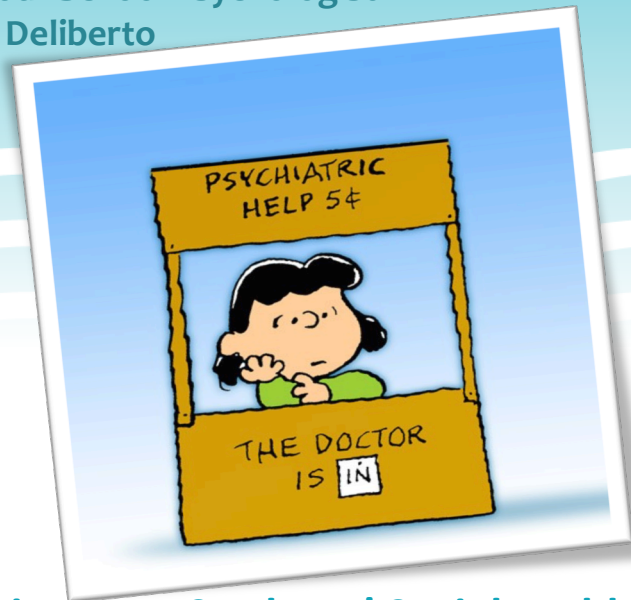
M A R C H 2 0 1 8

# Psych Up Ashford!

Brought to you by your School Psychologist:  
Emily Deliberto

## March Madness

- The month of March can be a challenging one. While many students often benefit from the consistency of the schedule, it can be a difficult time as well. Increased time in school means spending more time with peers, which can potentially increase the likelihood of peer-to-peer conflict. As we work as a school team to develop the whole child, it is important for students to learn both academic *and* social problem solving, which are essential life skills.
- As we teach **empathy** to our student's, *don't forget to put yourself in your student's shoes*. As an adult, it is natural to view a child's problem through an adult lens. While this can be beneficial in helping kids to solve their problems, it's important to remind yourself that while the problem may seem small to you, it feels and is perceived as a big problem to them. Make sure to validate their feelings while helping them identify their problem size.
- As you read through the resources below consider ways you might align problem sizes to how they are addressed in the classroom. For example, what level of problem means talking with the teacher later, restorative justice circles, taking a break before talking, etc.



## Enhancing Your Students' Social Problem Solving Skills in the Classroom

This month's newsletter is focused on supporting your student's social problem solving skills. While the classroom is often focused on building up academic problem solving skills, at times social problems can interfere with your student's ability to attend and best access their education. This newsletter will encompass a variety of social-emotional curricula and resources that teachers can use to support their students in solving social problems and strengthen their restorative circles within the classroom.

### Save The Date!

#### Absolutely Incredible Kid Day

**\*March 15<sup>TH</sup>\***

Great job having students share why they love Ashford in February. Now it's the teachers' turn to tell their students why they think *EACH* of their students are **INCREDIBLE**! Give a compliment as each student walks in the door, give compliments at morning meeting, leave them each a surprise note on their desk in dry erase, or write them each a short note telling something awesome about them. More ideas at:

<https://campfire.org/absolutely-incredible-kid-day/>

#### National Developmental Disabilities Month March

Developmental Disabilities is a broad term for a chronic disability that impacts multiple areas. This can include Autism, Down syndrome, Cerebral Palsy, etc. At some point, all teachers will work with and learn from these amazing students. It's important to remember that some students and staff can struggle with expectations for students with developmental disabilities that are "invisible" (lack of physical symptoms).

# ...Building on What You Know...

## Using Zones & Superflex to Support Problem Solving

The ZONES of Regulation® Reproducible V

Size of the Problem Worksheet  
Big vs. Little Problems

People see these as Big Problems	5	
	4	
People see these as Medium Problems	3	
	2	
People see these as Little Problems	1	

### Zones of Regulation

from January's newsletter can easily connect into social problem solving! (See visuals on page 3). The **Green Zone** indicates very *small or minor problems* and the **Yellow Zone** indicates *medium problems*. You can add in **"Orange"** for *larger problems* and keep **Red Zone** for *emergencies*.



The featured **UNTHINKABLES** for March may get in the way of your students' social problem solving!

### One Sided Sid's Powers

One Sided Sid will get the person to *only talk about themselves*, their own set of topics or own plan. Even when someone else brings up their interests, One Sided Sid just talks about his or her own interests. This person may interrupt to talk about what's on their mind, not seeing that someone has another plan.



#### Try A Strategy:

Teach students to look for clues that other's are not interested (bored look, trying to change the subject, looking away, etc.)

D.O.F. The Destroyer of Fun  
©2010



### D.O.F.'s Powers

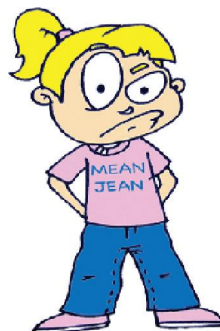
Destroyer of Fun (D.O.F) often pops up during games or competitive activities. This person becomes overly competitive, insists on going first, playing only what they want to play, and does not think about compromising or how they make others feel.

#### Use Self Talk Strategies:

"My friends won't have a good time if I only think about me." "It's okay. I might win next time."

### Mean Jean's Powers

Mean Jean will get the person to be just plain mean to other people. This person insults or criticizes others. They may take things away from others, be very bossy, or hog all the attention when others are trying to talk.



#### Try A Strategy:

Teach students to Think Before You Say (TBYS!)

**Practice Self Talk:** Will this hurt my friend's feelings?

# Problem Size Visual Ideas

Full Size Versions on March Social Emotional Google Drive Folder

## How Big is My Problem?

5	<b>Emergency</b> You definitely need help from a grownup (fire, someone is hurt and needs to go to the hospital, a car accident, danger).	
4	<b>Gigantic problem</b> You can change with a lot of help (getting lost, hitting, kicking, or punching a friend, throwing or breaking things, bullying).	
3	<b>Big problem</b> You can change with some help (someone is mean to you or takes something that is yours, a minor accident, needing help calming down).	
2	<b>Medium problem</b> You can change with a little help (feeling sick, tired, or hungry, someone bothering you, being afraid, needing help).	
1	<b>Little problem</b> You can change with a little reminder (not being line leader, not winning a game, not taking turns, making a mess).	
0	<b>Glitch</b> You can fix yourself (changing clothes, cleaning up toys, forgetting favorite toy or blankie).	

The ZONES of Regulation® Reproducible W

## Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?

0	1	2	3	4	5

Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation® from the original work of Winner's Think Social! (2005), pages 44-45, www.socialthinking.com, and Baron and Curtis' The Incredible 5-Point Scale (2003), www.spotscaler.com

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## Size of the Problem

<b>BIG</b>	<b>MEDIUM</b>	<b>SMALL</b>
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## How Big is My Problem?

5	Emergency, Tragedy, Danger	Crying uncontrollably, Very Upset, Scared	
4	People talking about you, someone hits you	Crying, Very Sad, Mad, Frustrated	
3	Having to work with someone you don't like, receiving consequences for unexpected behavior	Nervous, Sad, Irritated, Disappointed	
2	Not being first in line, having to wait or take turns	Uncomfortable, Disappointed	
1	No Real Problem	Happy, Calm, Relaxed	

The size of my REACTION should match the size of the PROBLEM!  
\*Don't overreact

Created by: A. Wink, updated by: The Social Thinking Team

Size of My Problem	Size of My Reaction
<b>My Problem</b> Big: Adults need to solve Medium: Someone needs to help me (often adults) Small: I can solve myself	<b>What I did</b> Really... Scared Hurt Upset Worried Worried Frustrated Confused Sad Mad A little... Worried Annoyed Sad
10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

1 Write my problem.  
2 Circle the size of the problem number (left side).  
3 Circle the size of the reaction number (right side).  
4 Explain how I reacted (What I did).  
5 Draw a line from the problem number to the reaction number.

If my reaction size was the same size as my problem, or smaller, people usually don't think a new problem was created.  
If my reaction size was bigger than my problem size, this often creates a new problem for the people around me.  
If the line went "up" to a bigger reaction size, the new problem could be \_\_\_\_\_

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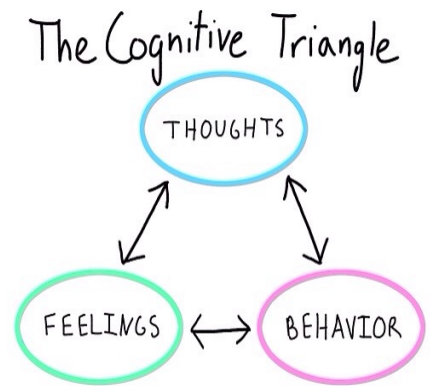


# Social Behavior Mapping

(Great for Upper Grades!)

## What is Social Behavior Mapping?

*Social Behavior Mapping* is a framework developed by Michelle Garcia Winner (who brought us the Unthinkables). Social Behavior Mapping serves as a **visual problem solving processing tool** to support students in understanding how their *behavior affects others' thoughts and feelings* and how their thoughts and feelings can be influenced by what's happening around them. This is a great tool for establishing classroom rules but is also helpful for breaking down peer conflicts in *Restorative Circles*. The March Social Emotional Google Drive folder contains printable social behavior maps that you can use or you can easily create your own. Common problems can be anchor charts in the classroom.



## Social Behavior Mapping

Situation: \_\_\_\_\_

### Expected

My behavior that is expected in the situation	Others' feelings about my behavior(s)	How others treat me based on how they feel about my behavior(s)	How I feel based on how I am treated in the situation

### Unexpected

My behavior that is unexpected in the situation	Others' feelings about my behavior(s)	How others treat me based on how they feel about my behavior(s)	How I feel based on how I am treated in the situation

# Add One of These to a Morning Meeting or Second Step Lesson!

## Primary Grades

Believe it or not, Sesame Street has some great clips and even fun parodies of popular shows and songs that drive home important social emotional skills ranging from emotion regulation to self-control! I've used these with up to 3<sup>rd</sup> grade students and older as the humor appeals to a broad range. Introduce social problem solving skills with the following clips:

**Empathy** (Marc Ruffalo & Murray)

[https://www.youtube.com/watch?v=9\\_1Rt1R4xbM](https://www.youtube.com/watch?v=9_1Rt1R4xbM)

**Conflict** (Robin Williams & Two Headed Monster)

<https://www.youtube.com/watch?v=G13e-OUnavQ>

**Strategy** (Dwight Howard & Elmo)

<https://www.youtube.com/watch?v=x-rIPVzwLrI>



## Middle School Grades

This video clip is focused around a hospital and the different emotions people may be feeling at a given moment (sadness, happiness, excitement, relief, despair, etc.) It's a great conversation starter on **Empathy** to have students consider what we don't know, what people may be going through, and why we should always treat others kindly. You may want preview before showing to your class to ensure it's appropriate for your students.

[https://www.youtube.com/watch?v=cDDWvj\\_q-o8](https://www.youtube.com/watch?v=cDDWvj_q-o8)

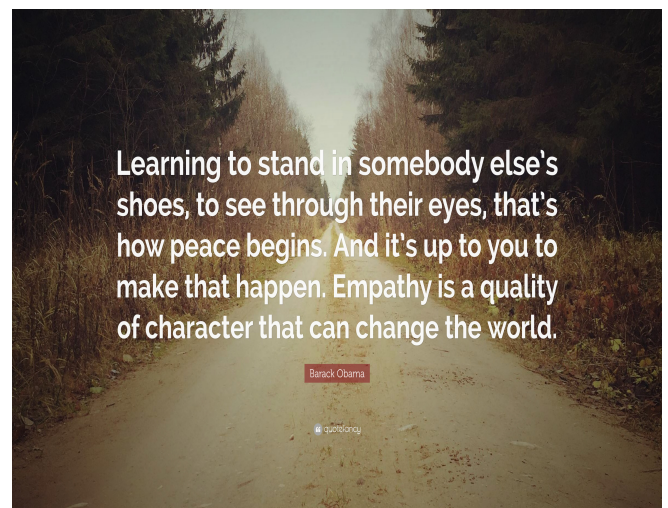
## Intermediate Grades

Kid President often appeals to the Intermediate grade range. The video *20 Things We Should Say More Often* is well-known and a great conversation starter on **Kindness**.

<https://www.youtube.com/watch?v=m5yCOSHeYn4>

A new Kid President video called **How To Disagree**, ties in nicely to social problem solving lessons:

<https://www.youtube.com/watch?v=ghk-nDJB3Tk>



# Finding Solutions Together

## Rate The Solutions

A visual aid and language that I often use with students working to solve social problems is rating a variety of solutions as “**Good, Better, & Best.**” This is a great tool for *classroom meetings* as well as *restorative circles*. Ask your students to independently generate solutions and as a group rate where they might fall. Solutions can be “in between” and some solutions may not fall on the chart if they aren’t satisfying all parties.



### IDEA!

After a restorative circle or after working with your students to determine solutions, create an anchor chart or a binder of the “best” solutions for common social problems as a resource for students.



## Students Feeling Uninspired? Not Open to Sharing Their Social Problems?

Here’s 10 FREE social problem scenarios from Teachers Pay Teachers to get things started!

<https://www.teacherspayteachers.com/Product/Free-Social-Problem-Solving-Task-Cards-2026178>

## Social Problem Scenarios

Ask your students to each write down one or two problems they’ve encountered with others. It can be a problem from the past or a current problem. It can be a solved or an unsolved problem. It should be anonymous! At morning meeting or during social-emotional lessons, read out a problem and work together as a class to determine possible solutions.

Make sure to preview responses first. Feel free to add problems you’ve observed as a teacher as well!



## ADDITIONAL RESOURCES

A March Newsletter Resources folder has been shared with you on Google Drive with some full-size Social Problem Solving resources for you to use or adapt for use in your classroom.

*Helpful Websites for Social Problem Solving information or inspiration!*

### **University of Florida: Take C.H.A.R.G.E. with Problem Solving:**

<https://education.ufl.edu/behavior-management-resource-guide/2015/01/16/teaching-students-to-solve-social-problems/>

### **Activity for Problem Solving with Bullying:**

<http://preventingbullying.promoteprevent.org/10-problem-solving-activities>

### Picture Books Related to March's Unthinkables

<u>One Sided Sid</u>	<ul style="list-style-type: none"> <li>• Little Miss Chatterbox by Roger Hargreaves</li> <li>• Being Selfish by Joy Berry</li> </ul>
<u>D.O.F.</u>	<ul style="list-style-type: none"> <li>• Liam Wins the Game, Sometimes</li> <li>• Being A Bad Sport by Joy Berry</li> <li>• Well, I Can Top That! By Julia Cook</li> <li>• The Blue Ribbon Day by Katie Couric</li> </ul>
<u>Mean Jean</u>	<ul style="list-style-type: none"> <li>• The Berenstain Bears &amp; Too Much Teasing by Stan &amp; Jan Berenstain</li> <li>• Bully B.E.A.N.S. by Julia Cook</li> <li>• Franklin is Bossy by Paulette Bourgeois</li> <li>• Little Miss Bossy by Roger Hargreaves</li> <li>• King of the Playground by Phyllis Reynolds Naylor</li> </ul>

*Always feel free to pop in for a visit with your friendly school psychologist or send a quick email if you have any questions on how to support Social Problem Solving skill building in your classroom.*



## Thoughts of the Month:

*"Words are, in my not-so-humble opinion, our most inexhaustible magic. Capable of both inflicting injury and remedying it ."*

*-Albus Dumbledore*

*"We can not solve our problems with the same level of thinking that created them."*

*-Albert Einstein*