When the World Gives You Lemons
Make Lemonade

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NESCA
“According to the latest research, the average human body is 20% water and 80% stress.”
3 Ingredients to a Better Life

• Self-Awareness
• Social Competency
• Stress Management

CASEL:
SEL Core Competencies
Self-management
Self-awareness
Social awareness
Responsible decision making
Relationship skills
Self-Awareness

• Recognize one’s emotions and values as well as one’s strengths and challenges

• Manage emotions and behaviors to achieve one’s goals

• Use knowledge of who I am in relationship to myself and others, the environment, activities and more
Social Competency

• Social skills and social thinking generalized across people and settings
• Demonstrates understanding and empathy for others
• Forms positive relationships, works in teams effectively, deals effectively with conflict
• Makes ethical constructive choices about personal and social behavior
• Employs compassion and gratitude towards others
Stress Management

• Understands stress is a part of life—neither good nor bad
• Acknowledges, Recognizes and Understands internal and external triggers
• Links thoughts, feelings and behavior
• Recognizes stress responses
• Develops and utilizes a coping tool box of self-regulation and stress management strategies
Special Education vs Positive Psychology vs Charting The LifeCourse

- **Special Education** is a deficit-based, pathology-based model ....challenges/disabilities qualify you for services
- **Psychology** is the study of the mind and behavior & DSM focuses on pathology
- **Positive Psychology** brings a paradigm shift in the field of psychology away from a deficit model to a strengths-based model
- **Charting the LifeCourse** – brings a paradigm shift to creating a good life & uses universal design. Core Belief: All people have the right to live, love, work, play and pursue their life aspirations in their community.
Martin Seligman – Positive Psychology

- **Three Pillars:** Positive Experiences, Positive Individual Traits & Positive Institutions
- is the scientific study of:
  - the strengths that enable individuals and communities to thrive.
  - the belief that people want to
    - Lead meaningful and fulfilling lives,
    - Cultivate what is best within themselves, and
    - Enhance their experiences of love, work, and play.
Positive Psychology & Charting the LifeCourse

Positive Psychology

- To Improve the Quality of Life of each person
- To facilitate growth in each person’s understanding of him/herself
- To bring meaning to the internal and external world of each person
- To bring meaning to the interpersonal and intrapersonal realm
- To enhance self-esteem and self-control
- To nurture transformational growth in each person
- To increase independent functioning
- To help each person feel empowered and honored for who he is
- To help each person develop optimism, courage and resiliency
- To encourage each person to laugh

Charting the LifeCourse

- All people have the right to live, love, work, play and pursue their life aspirations in their community.
- ALL people are considered in the vision, values, policies and practices for supporting individuals with disabilities
- People exist and have reciprocal roles within a family system, defined by that individual. Roles adjust as the individual members change and age.
- A vision for a good, quality life, and opportunities, experiences and support help move the life trajectory in a positive direction
- Individuals and families plan for present and future life outcomes that take into account all facets of life and have life experiences that build self-determination, social capital, economic sufficiency and community inclusion.

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Physiological reaction of the body to life situations which can be both positive (*eustress*) or negative (*distress*) events.

**Stressor**

Demands placed on the individual that disturb homeostasis and require an adjustment on the part of the individual. — Hans Selye (1956)
Cycle of Stress

Parasympathetic NS (rest/digest, brake pedal) and Sympathetic NS (fight/flight, gas pedal)

Perceived or Actual Threat

Sympathetic Nervous System is Activated (3 Fs). Stress hormones released

Breathe faster and shallower, blood flows to extremities, pupils dilate, heart beats faster…

Anxiety Alarm! Stress hormones Body-wide changes
Stress Impacts All Aspects of US
Anxiety

- Anxiety is a response to stress
- Anxiety can be a learned response to stressed
- Psychological, physiological state and phenomenological (first person view) response characterized by cognitive, somatic, emotional, and behavioral components
- Generalized or specific /situational mood condition that can often occur without an identifiable triggering stimulus
- Distinguished from fear, which occurs in the presence of an observed threat
- Result of threats that are perceived to be real, imagined, uncontrollable or unavoidable
- Different types of anxiety (social, generalized, panic disorder, selective mutism, agoraphobia, separation anxiety etc)
Challenges in the Treatment of Stress/Anxiety in Persons with Special Needs – Multiple Sources

- Medical Issues linked to anxiety: asthma/COPD, diabetes, thyroid issues, drug use...
- Genetic predisposition
- Traumatically Induced changes in biochemistry of the brain
- Dysfunction of other systems of the body (Brain-Gut Connection)
- Bio-Chemical irregularities

Risk Factors
- Trauma
- Stress related to illness/lack of acceptance of disability
- Stress Build up – One big event of multiple smaller stressful life events – lead to excessive anxiety/worry = Chronic stress build up
- Personality Types (i.e. Type A)
- Other mental health conditions
Challenges in the Treatment of Stress/Anxiety in Persons with Special Needs

Multiple Sources of Differences in Overall Functioning
  • Heightened Anxiety as a baseline
  • Cognition
  • Flexibility
  • Theory of Mind/Perspective Taking
  • Motor Differences
  • Sensory Processing
  • Executive Functioning
  • Processing - Speed, Regulation, Modulation, Multitasking, Problem Solving...
  • Communication
  • Social/Emotional
Challenges in the Treatment of Stress/Anxiety in Persons with Special Needs

- There is often a disconnect between the presence of anxiety and the experience of anxiety
- There can be a disconnect between physical sensations and feeling states
- There can be challenges in understanding their own thoughts/mind and understanding other’s thoughts/mind
Challenges in the Treatment of Stress/Anxiety in Persons with Special Needs

- With all of these potential sources of anxiety and with the frequent challenge of reading one’s self with accuracy; the person with special needs will be exponentially successful when the source of the anxiety is in one’s awareness in real time.

- Awareness treats the anxiety and offers greater control; WHICH ALSO TREATS THE ANXIETY!

- Self Awareness & Self-Control =↓ Anxiety
The Learning Process

Knowledge → Understanding → Embedded Practice → Embedded Experience with Feedback → Transfer/Generalization of Skills & Strategies
WHY Teach About Stress?  
Because everyone gets stressed

Efficient Emotional Regulation is an Important Life Skill

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Stress Happens – Teach it

- A certain level of Stress is necessary
- Stress is an interaction between the external environment and the person with past experiences as well as coping style
- Fight, Fright, Flight is a physiological state & response to stress
PEA Model – A way to Think About Life

(Person) → Performance → Environment → Activity

(Law et. al., 1996)
Circles of PEA

**Person**
- Subject of situation
  - Child, Teacher, Family member
- Personal factors
  - Physical abilities
  - Sensory preferences
  - Cognitive abilities
  - Spiritual aspects
  - Motivation
  - Likes/Dislikes
  - Past experiences

**Environment**
- Where and when the situation is taking place
  - Classroom, bathroom, playground...
  - Social environment
  - Political Climate
  - Cultural/Ethnic Aspects
- Physical, social and temporal factors considered
  - Time, temperature...

**Activity**
- What the subject is engaged in
  - Morning meeting, partner work, drawing, talking...
- Activity demands
  - Skills needed to do the activity
    - Requirements of body
    - Requirements of brain
  - Length of activity

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Lemons Happen – Try Multiple Approaches to Make Lemonade

- Positive Psychology
- Explanatory Style
- Resiliency/Humor/Optimism
- Mindfulness
- Positive Scanning
- Positive Affirmations
- Cognitive Picture Rehearsal
- ABC Model
- Progressive Muscle Relaxation (PMR)
- Cognitive-Behavioral Therapies (CBT or DBT)
“The greatest discovery of my generation is that a human being can alter his life by altering his attitudes of mind.”

William James, 1842-1910
Self-Awareness & Stress Management

- Know thyself

- Acknowledge & Understand stress is a part of life—neither good nor bad

- Acknowledge & Understand internal and external triggers

- Link thoughts, feelings and behavior

- Know my stress responses

- Develop and utilize a coping tool box of self-regulation and stress management strategies
Relaxation

- Teaching children to cope with the everyday stressors of their lives is a valuable life skill – knowing their triggers

- Teaching ways to relaxation is a way to help children cope with these daily upsets

- Relaxation is a way that children gain power over their thinking and their emotions
Relaxation vs. Relaxing

- Relaxation
  - Mindfulness
  - Breathing
  - PMR
  - Imagery/Visualization
  - Yoga
  - Positive Self-Talk
  - Mindset
  - CBT/DBT
  - Biofeedback
  - RR
  - Help you Feel Good + Lower heart rate + more

- Relaxing
  - Being with friends
  - Reading
  - Playing a game
  - Video gaming
  - Social media
  - Listening to music
  - Watching a movie
  - Going for a run
  - Engaging in a hobby
  - etc
  - Help you feel good. May increase or decrease heart rate
Emotional Wellness: Teaching from the Inside, Out

What is Your Explanatory?
Resilience...

- is the capacity to cope and feel competent
- Is the ability to adapt to stress and adversity
- The resilient child deals more effectively
  - with stress and pressure,
  - responds effectively to challenges,
  - ‘bounces back’ from adversity and trauma, and
  - develops clear and realistic goals.”
- (Brooks and Goldstein, 2001)
Optimistic/Pessimistic Explanatory Style

A person’s explanatory style is the way they explain events to themselves. This is particularly crucial in the way they interpret their own successes or setbacks. Their conclusions influence whether they become optimistic or pessimistic.
Dimensions of Explanatory Style

- **Permanence** – believes that the cause of a “bad event” is permanent, never-changing (pessimistic) or temporary (optimistic)

- **Pervasiveness** – the extent of the problem – is it global and effects everything (pessimistic) or specific and effects only one thing (optimistic)

- **Personalization** – who’s fault is it that the “bad event” occurred
Optimism

• Seligman... “the basis of optimism does not lie in positive phrases or images of victory, but in the way you think about causes of events.”
An Optimistic Explanatory Style

Incident
colleague Bill
not saying hello

Thoughts
"I wonder what's up with Bill. Maybe he's really tired from this big project."

Feelings
carened for Bill

Behaviours
see Bill later in day, ask if he needs help with project.
A Pessimistic Explanatory Style

Pessimism Cycle

Incident: colleague Bill not saying hello

Thoughts: "I must have offended him in some way. I'm always doing that."

Feelings: sad, rejected

Behaviours: withdraw, don't talk to Bill
Optimistic & Pessimistic Explanatory Styles

Bad Events

Optimistic
1. Temporary
2. Isolated
3. Beyond their control

Pessimistic
1. Permanent
2. Far reaching
3. Due to their own effort

Good Events

Pessimistic

Optimistic
What the Styles Sound Like in a Student

<table>
<thead>
<tr>
<th>Pessimistic Style</th>
<th>Optimistic Style</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Permanence</strong></td>
<td></td>
</tr>
<tr>
<td>I’ll never be able to drive a car</td>
<td>Temporary I’m driving in the parking lot every weekend and getting better at turning.</td>
</tr>
<tr>
<td><strong>Pervasiveness</strong></td>
<td></td>
</tr>
<tr>
<td>Every time I try to learn something new I can’t.</td>
<td>Specific Driving a car is difficult for everyone and I’m getting better at turning.</td>
</tr>
<tr>
<td><strong>Personalization</strong></td>
<td></td>
</tr>
<tr>
<td>I’m un-coordinated.</td>
<td>Impersonal Other drivers struggle when learning how to drive. I’m not the only one.</td>
</tr>
</tbody>
</table>
ABC Model

- A = Adversity (negative event)
- B = Belief (or Explanatory Style)
- C = Consequence (feelings and behaviors after the adversity)
ABC Journal

- Adversity - Who, What, When, Where (be specific)
- Beliefs – Record each belief (thought, how you interpreted the adversity) that you had about the adversity & on a scale of 1-10 how certain you are about each one.
- Consequence – rate the feeling you had and how intense it was on a scale of 1 -10
## ABC Chart

<table>
<thead>
<tr>
<th>Adversity</th>
<th>Beliefs/Thoughts</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>I didn’t do well on the test. I got a 64.</td>
<td>I’m going to get in trouble at home.</td>
<td>Scared 10</td>
</tr>
<tr>
<td></td>
<td>My teacher told me I was goofing off.</td>
<td>Embarrassed 5</td>
</tr>
<tr>
<td></td>
<td>I know I can get a better grade if I studied</td>
<td>Guilty 8</td>
</tr>
</tbody>
</table>
ABC Chart Variations

• Adversity:
• Because of Me Belief:
• Consequences: Because of Someone Else or Something Else Belief:
• Consequence:

• Adversity:
• Beliefs:
• Consequences:
• Evidence For:
• Evidence Against:
• Other Ways of Seeing It (Disputation):
• Energization:
Why Develop Optimism?
Lemons happen

- People who are more optimistic...
  - Enjoy better psychological and physiological health
  - Use a wider range of coping strategies
  - Feel that they are able to accomplish their goals and have fewer barriers to success
  - Have more social connections and support in times of stress
Optimism

- https://www.youtube.com/watch?v=KFZaCHJCKyc
Mind Full, or Mindful?
Mindfulness

- Helps individuals develop attentional skills (selection, shifting, maintaining, inhibition)
- Helps individuals develop concentration, purpose and peaceful control
- Teaches individuals to pay attention to the present moment with kindness and curiosity
- Overtime enables individuals to respond rather than react
Being Mindful/“Mindfulness Check”

Practice Activities: Mindful eating, seeing, hearing, walking, writing, drawing...
Deep (Diaphragmatic) Breathing

Pay attention to breath - Chest/lung/ belly, nose/mouth....

Belly Breathing: Why & When

Why?
★ Reduces stress.
★ Calms the body.
★ Helps you relax.
★ Helps your brain grow.

When?
★ Before or after a test or quiz.
★ When you finish your work early.
★ After recess or during break or lunch time.
★ When you’re feeling upset or angry.

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Progressive Muscle Relaxation

1. Sit on a chair.

2. Scrunch your face. Count to 3. 1,2,3... Take a deep breath. Relax.

3. Tense your arms. Count to 3. 1,2,3... Take a deep breath and relax.

4. Tense your arms and shoulders. Count to 3. 1,2,3... Take a deep breath. Relax.

5. Tense your legs. Count to 3. 1,2,3... Take a deep breath. Relax.

6. Breathe in relaxation breathe out tension.
Yoga

TEENAGE BOYS DO THE YOGA CHALLENGE
<table>
<thead>
<tr>
<th><strong>FIXED MINDSET</strong></th>
<th><strong>GROWTH MINDSET</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• SOMETHING YOU’RE BORN WITH</td>
<td>• COME FROM HARD WORK.</td>
</tr>
<tr>
<td>• FIXED</td>
<td>• CAN ALWAYS IMPROVE</td>
</tr>
<tr>
<td></td>
<td><strong>CHALLENGES</strong></td>
</tr>
<tr>
<td>• SOMETHING TO AVOID</td>
<td>• SHOULD BE EMBRACED</td>
</tr>
<tr>
<td>• COULD REVEAL LACK OF SKILL</td>
<td>• AN OPPORTUNITY TO GROW.</td>
</tr>
<tr>
<td>• TEND TO GIVE UP EASILY</td>
<td>• MORE PERSISTANT</td>
</tr>
<tr>
<td></td>
<td><strong>EFFORT</strong></td>
</tr>
<tr>
<td>• UNNECESSARY</td>
<td>• ESSENTIAL</td>
</tr>
<tr>
<td>• SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH</td>
<td>• A PATH TO MASTERY</td>
</tr>
<tr>
<td></td>
<td><strong>FEEDBACK</strong></td>
</tr>
<tr>
<td>• GET DEFENSIVE</td>
<td>• USEFUL</td>
</tr>
<tr>
<td>• TAKE IT PERSONAL</td>
<td>• SOMETHING TO LEARN FROM</td>
</tr>
<tr>
<td></td>
<td><strong>SETBACKS</strong></td>
</tr>
<tr>
<td>• BLAME OTHERS</td>
<td>• IDENTIFY AREAS TO IMPROVE</td>
</tr>
<tr>
<td>• GET DISCOURAGED</td>
<td>• USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.</td>
</tr>
</tbody>
</table>
10 Growth Mindset Statements

What can I say to myself?

Instead of:
- I'm not good at this.
- I'm awesome at this.
- I give up.
- This is too hard.
- I can't make this any better.
- I just can't do Math.
- I made a mistake.
- She's so smart. I will never be that smart.
- It's good enough.
- Plan "A" didn't work.

Try thinking:
1. What am I missing?
2. I'm on the right track.
3. I'll use some of the strategies we've learned.
4. This may take some time and effort.
5. I can always improve so I'll keep trying.
6. I'm going to train my brain in Math.
7. Mistakes help me to learn better.
8. I'm going to figure out how she does it.
9. Is it really my best work?
10. Good thing the alphabet has 25 more letters!

(Original source unknown)

@sylviaduckworth
CBT & DBT

How we THINK about our feelings Impacts the feelings we have

Positive Thinking Skills:
- Positive Self-talk
- Coping Self-talk
- Stopping Negative Thoughts
- Cognitive Restructuring
COGNITIVE BEHAVIORAL THERAPY (CBT)

- Thoughts affect behavior and emotions (feelings)

- Thoughts may be monitored and altered

- Desired behavior change may be brought about by changing the thought or responding versus reacting

- Directive vs Insight based

- Doing vs talking therapy

- Homework is central
Refframe negative thoughts

**Situation Scene 1**

Dylan sees his friends cooking together, he crosses the room and they do not seem to notice him.

‘My friends don’t like me!’

‘My friends are busy. I can wait, listen, and then slowly join in!’
DIALECTICAL BEHAVIORAL THERAPY (DBT)

- Dialectic – opposites/two truths can coexist and be synthesized
- Like CBT it is a “doing” therapy vs a “talking therapy”
- Learns to move from B/W thinking to the grey zone
- Thoughts affect behavior and emotions
- Acceptance of oneself AND the need to change
- Acceptance of the uncomfortable thoughts/feelings and behaviors
- Directive vs Insight based
- Homework is central
- The middle path is not halfway between opposites but a completely new path
- Skill Sets taught: mindfulness, interpersonal effectiveness, emotion regulation and distress tolerance, self management similar to CBT
Dialectical Behavioral Therapy

• 3 States of Mind

- **Reasonable Mind** – approaching situations reasonably, logically, rationally. Is planful, purposeful and attentive (studying for a test, asking for directions)

- **Emotional Mind** – thinking and behavior controlled primarily by your emotions (impulse shopping, cuddling with a pet) Logical thinking is difficult. Facts distorted to fit affect/emotions

- **Wise Mind** – coming together of or the overlap of emotion mind and reasonable mind…the aha moment, a feeling of knowing what’s right, a felt sense, intuition, just know it, able to see the big picture clearly, hold all perspectives, feel centered
COGNITIVE DISTORTIONS

Distorting the MAGNITUDE of a situation

- **Catastrophizing** – things will always turn out badly, underestimating one’s ability to cope an undesirable situation is unbearable when it is really just uncomfortable
- **Overgeneralizing** – a negative event as part of a never ending pattern of negativity
- **Dichotomous thinking** - “black and white” or “all or nothing” thinking
- **Discounting the Positive** – believing that one’s positives don’t count to hold onto a negative view
- **Mental Filter** – focus on a single negative detail until it clouds the truth/reality
COGNITIVE DISTORTIONS

Making the wrong **ATTRIBUTION** for a situation

- **Mind Reading** - Assuming the wrong intent for another person’s actions, not checking it out

- **Unfair Judgments** - Assuming the wrong locus of control in a given event, assuming you are responsible for events that aren’t under your control
COGNITIVE DISTORTIONS

Holding unrealistic EXPECTATIONS for a given situation

- **Perfectionism** – having a fixed idea of how you should act, Expecting self to be perfect (should haves, could haves, must...)

- **Pessimism** - expecting things to always go wrong

- **Emotional reasoning** – assuming one’s negative emotions reflect the way things really are...I did something stupid therefore I am stupid
Cognitive Restructuring

- Identifies the dysfunctional sets of thoughts and beliefs, & challenges them with actual data to change distorted thoughts/beliefs
- Situation
- Emotions/Ratings
- Automatic Thoughts/Ratings
- Evaluate/Modify Thoughts
Sub-cortical Lock Down
Modeling

- Think Out Loud – Demonstrate optimistic thinking.. (i.e. a preferred activity is cancelled).
- Video Modeling – students observe videos of themselves, peers engaging in role plays of optimistic explanatory styles related to classroom situations
- Read books with optimistic themes
- Watch movies with people overcoming adversity
- Ask students to come up with optimistic thoughts
Positive Scanning

- Begin the day with a question...What are ____ (activities, people etc) are you looking forward to today?
- End the day with a review of these things and if other positive events happened
- Have a gratitude moment at the end of everyday/evening
- Keep track of the positive things, hopefully showing more positives happened than they thought
- Create books of Positive Affirmations or Positive Scans
Positive Affirmations

- Identify positive traits of students
- Have students think of/write positive affirmations for themselves and/or others
- Have the group/family create an optimistic environment.
- Have students notice each other’s affirmations
- Affirmations can be general or specific, written and/or verbalized and reinforced
- Read books about positive affirmations, watch movies, Youtube clips etc.
Positive Affirmation & Scanning Activities

- Things I Look Forward to worksheet
- Optimistic Thinking related to the day - schedule, activities - use emojis/images to indicate happiness/joy
- Behavior Plan/Reward for thinking positively about somethings that are challenging, recognize change
Cognitive Picture Rehearsal (CPR)

- Cognitive Picture Rehearsal - is an instructional strategy that uses repeated practice of a sequence of behaviors to teach appropriate socially desirable behaviors.

- The sequence is introduced to the student in the form of pictures, flip book, audio recordings, and an accompanying script.
Sometimes the routine changes
I can handle it.
I say to myself “I’m fine”
things have changed before.
I take a deep breath.
I count to 3 breath in and
count to 3 breathe out. I am
relaxing. I do this 3 times. I
see myself listening to my
MP3 player.
Then I can put my earbuds in
and listen to music for 5
minutes. Ahh....I’m okay.
Changes are okay.
CPR increases optimistic thinking

- Card 1 I am going on a field trip to the College
- Card 2 It’s hard to sit on the bus in traffic I am a patient person (challenging event/positive affirmation)
- Card 3 I take deep breaths and relax (coping strategy)
- Card 4 I listen to my music - I like my music (coping strategy)
- Card 5 I am on the bus going to the College
- Card 6 I know the bus driver is driving as fast as he can (Impersonal & Temporary)
- Card 7 I know if I relax I will be better prepared for my college tour
- Card 8 I had fun at the college tour
- Card 9 Now I imagine that my teacher is proud of me for being in control on the bus
Humor

- Humor:
  - Fundamental to human interaction and emerges in infancy
  - Fosters social connection
  - Improves physical health
  - Is a coping mechanism
  - Can alleviate stress

- Humor compliments cognitive development

- Humor, cognition, and emotional development are mutual processes, synergistically affecting one another
### Developmental Stages of Humor

<table>
<thead>
<tr>
<th>Piaget’s Stage</th>
<th>Humor Stage</th>
<th>Age</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensorimotor</td>
<td>0</td>
<td>0-6 months</td>
<td>Laughs - physiologically based (bouncing on knee)</td>
</tr>
<tr>
<td>Sensorimotor</td>
<td>1 (Laugh at parents)</td>
<td>6-15 months</td>
<td>Earliest engagement with others – silly/exaggerated behaviors</td>
</tr>
<tr>
<td>Moving towards Pre-operational</td>
<td>2 (Object Substitution)</td>
<td>15 months – 5 years</td>
<td>Pretend play-use a bowl as a hat</td>
</tr>
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## Developmental Stages of Humor

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</thead>
<tbody>
<tr>
<td>Pre-Operational</td>
<td>3 Misnaming Objects/Actions</td>
<td>2-4 years</td>
<td>Language play – call a cat a dog,</td>
</tr>
<tr>
<td></td>
<td>4a Playing with word sounds</td>
<td>3-5 years</td>
<td>Substituting sounds/letters – daddy-faddy</td>
</tr>
<tr>
<td>Pre-Operational</td>
<td>4b Nonsense real-world combinations</td>
<td>3-5 years</td>
<td>Word play combinations – I want tree milk.</td>
</tr>
</tbody>
</table>
# Developmental Stages of Humor

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<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Pre-Operational</td>
<td>Stage 4c-Distortion of Objects/People/Animals</td>
<td>3 – 5 years</td>
<td>Add, eliminate, misplace features to drawings...tail on a person, cow in a city</td>
</tr>
<tr>
<td>Pre-Operational moving into Concrete Operational</td>
<td>Stage 5a Pre-riddle</td>
<td>5-7 years</td>
<td>Imitate verbal humor that they hear without understanding it</td>
</tr>
<tr>
<td>Concrete Operational moving towards Formal Operational</td>
<td>Stage 5b- Riddles &amp; Jokes, puns</td>
<td>7-11 years</td>
<td>Can create jokes, with appropriate punch lines, can understand unrelated/ambiguous words</td>
</tr>
<tr>
<td>Formal Operational</td>
<td>Jokes, Sarcasm, puns</td>
<td>11 – 15 years</td>
<td>Appreciates the complex structure of humor and the motivation behind its use</td>
</tr>
</tbody>
</table>
Humor Guidelines

- Match the type of humor to the cognitive & humor age of the person
- Make it a part of your day
- Provide knowledge if the person doesn’t “get it”...Think Out Loud
- Model an affective response to humor
- Teach discrimination between funny/not funny/hurtful humor, serious/not serious, real/imaginary..etc
- Make it relevant (up understanding, appreciation, and replication)
Humor Guidelines

- Tell jokes and laugh at them!
- Make it relevant to the time of year, holiday, interests, foods, activities etc that the person finds interesting
- Tell jokes and observe the person for indications that they understand if not explain it then laugh
- Be animated, feel free to laugh and exaggerate your reactions within reason
- Use exaggerated body movements and tone of voice – capture their attention
Increasing Joy/Self-Efficacy

• Nurture special abilities/talents - Islands of Competency in Self & Others

• Set high reasonable goals/expectations

• Teach failure is a part of learning and perseverance and humor help along the way

• Encourage students to learn new skills to add to the Island of Competency – mastery, pride and motivation is inherent in new skill acquisition

• Make links between effort and success (use verbal, visual input to show effort; progress charts, videotape, etc)

• Celebrate successes – with laughter, pride and joy
So this is who I am?

Meaning

Pleasure

Strengths

My Heart Path
Sample Technology Supports

VeriCurious

edi INSTITUTE

empatica

embrace

SymTREN

Calm

HeartMath Official Page
Sample Visuals of Identifying Stress & Triggers

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**Sample Visuals of Identifying Stress & Triggers**

- **5: Screaming**
  - Emergency Voice
  - Someone is hurt or in danger

- **4: Outside Voice**
  - Racist voice, cheering at a game, or calling the dogs outside

- **3: Classroom Voice**
  - Talking voice
  - It's time to listen

- **2: Whisper**
  - Soft voice / library voice

- **1: No Talking**
  - It's time to listen

---

**The ZONES of Regulation®**

1. **BLUE ZONE**
   - Sad
   - Sick
   - Tired
   - Bored
   - Moving Slowly
   - Happy
   - Calm
   - Feeling Okay
   - Focused
   - Ready to Learn

2. **GREEN ZONE**
   - Frustrated
   - Worried
   - Silly/Wiggly
   - Excited
   - Loss of Some Control

3. **YELLOW ZONE**
   - Mad/Angry
   - Mean
   - Terrified
   - Yelling/Hitting
   - Out of Control

4. **RED ZONE**
   - Explosing
   - out of control
   - Ready to explode
   - Boiling
   - Heating up
   - Annoyed
   - Frustrated
   - Okay
   - Cool and collected
   - Relaxed and happy
   - 1 Couldn't be better

---

**Diagram: Identification of Stress Triggers**

- **5: Screaming**
  - This is a time to ask the person to make decisions. Make calming strategies.
  - This could include hitting, throwing, biting, screaming, and crying.
- **4: Outside Voice**
  - This is not a time to ask the person to make decisions. Make calming strategies.
  - This is past anxiety. It is not a time to talk, direct on problem-solving.
- **3: Classroom Voice**
  - This is the staff's parent voice. You need to control your own anxiety during a crisis in order to help diffuse the person's anxiety. Your indicators tell you to engage in fight or flight. You can do neither. Use calming techniques.
  - Use encouraging supportive words here. If possible, don't discuss the incident.
  - Use calming techniques here.
- **2: Whisper**
  - This is the time to leave the anxiety-producing event. If possible.
  - Use calming techniques here.
- **1: No Talking**
  - Take the foundation of your plan. This is where positive and calming relationships are built and with your social skills needed to function successfully in challenging situations. Examples might include the 5-point scale, Social Stories, Power Cards, calming sequence, yoga, or social skills.
Integrated Supports: Healthy Living

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This star will help families and individuals think about how to work in partnership to support their vision for a good life.

Technology
- Pill-minders
- Chat with a nurse/nurseline
- Tele-medicine
- Web-MD
- Fit-Bit/Nike Fuel Band
- Exercise equipment (ie treadmill)
- Health/fitness apps for ipad
- Smart Toothbrush

Personal Strengths & Assets
- Communicates with doctors and other medical professionals
- Knowledgeable about own disability or special healthcare needs
- Knows how/when to seek help for health issues
- Understands changes as body becomes adult, and has well woman/man checkups
- Manages (or helps manage) own medication and other healthcare needs
- Understands health risks associated with smoking, drinking, drug use, unprotected sex
- Knowledge and/or ability to plan/execute healthy meals; eats a healthy diet
- Gym membership/exercises regularly/rides bike
- Has health insurance
- Lives at home

Relationships
- Doctor
- Nurses
- Family member or school staff implement therapy
- Parents, siblings, grandparents, other family members (help with meds, healthy eating, etc.)

Community Based
- Gym membership
- Community Centers
- Neighborhood/City Pool
- Community Health Centers
- Health fairs
- Family/General practice providers
- YMCA
- Neighborhood pharmacy

Eligibility Specific
- Center-based therapies (PT, OT, Speech, etc.)
- Special/institutional medical care
- Home/community based therapies
- Special Olympics Healthy Communities Initiative
- Medical home
- Individualized Health Plan

Access the LifeCourse framework and tools at lifecoursetools.com

Developed by the UMKC Institute for Human Development, UCDD. More tools and materials at lifecoursetools.com  SEPTEMBER 2015
Integrated Supports (Stress management focus)-Healthy Living & Social & Spirituality

**Personal Strengths & Assets**
- Knows about his disability
- Knows his likes/dislikes
- Knows triggers
- Has hobbies/interests-relaxing
- Takes medication independently
- Complies with routines-exercise/relaxation
- Practices relaxation strategies
- Tracks sleep, steps, anxiety symptoms, strategies tried and effect

**Relationships**
- Personal Trainer
- OT
- Parents/Siblings
- Yoga classmates
- Friends

**Technology**
- Heartmath/Inner Balance
- Be Calm
- Vericurious
- FitBit
- Treadmill

**Community Based**
- YMCA membership-yoga class
- Community Health Center
- Church/choir
- Therapy
- Anime Club
- Bowling

**Eligibility Based**
- Center based OT therapies
- MassHealth
- Individual health plan
- Social group
HeartMath Products

- **Educational Curricula** for PK – College and adults
  - HeartSmarts
  - Test Edge
  - Inside Story

- **Software**
  - emWave (Desktop)
  - emWave2 (Portable)

- **App**
  - Inner Balance (iPhone/iPad/iTouch)

- **Specific Techniques** (i.e. Freeze-Frame, Quick-Neutral, Heart Lock-In)

- **Books**
Symtrend, Inc.

• Electronic diaries and graphing tools that make health care and educators jobs of data collection easier and more efficient

• Combines the internet, Smartphone technology and statistical methods to form a treatment support system

• A subscription system with data recordings on the web or a Smartphone in diaries that are called Health Logs

• Content able to be created by the educator or parent
Sample SymTrend Stress Screens

Estimate how stressed/anxious you were during the last activity:

5 - Extremely
4 -
3 - A bit stressed
2 -
1 - Not at all

Help

Did you experience discomfort with any of the following during the activity? Check any/many:

- Breathing
- Chest
- Stomach
- Jaw, Neck, or Shoulders
- Back, Arms, or Legs
- Eyes and head
- Shaking
- Perspiring

Deep breathing
Visualization
Progressive muscle relaxation
Clear mind
Counting to 10
Mantra/Om
Taking a break
Do a preferred activity

Check any/many relaxation strategies you used during the previous activity:

MGH YouthCare...
Sample Individual Data
Quick Report: Flex Boy

![Graph showing mood and anxiety levels over time with notations for student and teacher recordings.](Image)
Vericurious

• Enables real-time progress monitoring, preemptive actions, notifications and collaboration tools
• Real-time analytics
• Content self-authored (created by the educator, person with a disability, therapist, parent etc)
• Dashboard based notifications immediate insight into what’s important
• Data informed analysis and treatment plans
• A subscription system with data recordings on the web or a Smartphone
Groden Center Books

- CPR
- PMR
- Resilience
- Optimism/Resilience
- Humor
- Positive Psychology
THE STRESS SURVEY SCHEDULE FOR PERSONS WITH AUTISM
AND DEVELOPMENTAL DISABILITIES
The Groden Center, Inc.

Please rate the intensity of the stress reaction to the following events by filling in the appropriate circle:

1. Receiving a present
2. Having personal objects or materials out of order
3. Waiting to talk about desired topic
4. Having a change in schedule or plans
5. Being in the vicinity of noise or disruption by others
6. Waiting for preferred events
7. Having a cold
8. Being touched
9. Having personal objects or materials missing
10. Having a change in task to a new task with new directions
11. Going to the store
12. Being prevented from completing a ritual
13. Having a change in environment from comfortable to uncomfortable
14. Being prevented from carrying out a ritual

Severe
Moderate to severe
Moderate
Mild to Moderate
None to mild
Distress Tolerance Form

- Distress Tolerance Toolkit
- Name a trigger: ____________________________________________
- __________________________________________________________
  (A trigger is an event that makes you upset)
- Describe how the trigger made your body feel: ______________________
  __________________________________________________________
- Describe what thoughts the trigger made you have: _________________
  __________________________________________________________
- Describe what emotions the trigger made you feel: ___________________
  __________________________________________________________
- Name three things I can do in the moment to help me feel calm:
  1. __________________________
  2. __________________________
  3. __________________________
- Name three things that an adult can do to help me feel calm:
  1. __________________________
  2. __________________________
  3. __________________________
## My Checklist of Fears, Worries, and Irritations

I'm afraid of, worried about, or irritated about . . .

<table>
<thead>
<tr>
<th>Item</th>
<th>No</th>
<th>Sometimes</th>
<th>A lot</th>
<th>Stress-o-meter rating (1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being late</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being home alone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making mistakes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The dark</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letting go of past events</td>
<td></td>
<td></td>
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<tr>
<td>Dogs and/or cats</td>
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<tr>
<td>Storms and/or tornados</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Bugs, spiders, and/or bees</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Getting a disease</td>
<td></td>
<td></td>
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<tr>
<td>Being teased</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Germs</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Trying new foods</td>
<td></td>
<td></td>
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<tr>
<td>Being away from family</td>
<td></td>
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<tr>
<td>Using public bathrooms</td>
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<tr>
<td>Talking to new people</td>
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<tr>
<td>Talking in school</td>
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<tr>
<td>Getting to sleep</td>
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<tr>
<td>Scary movies</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Changes</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Asking for help</td>
<td></td>
<td></td>
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<tr>
<td>Parents going out</td>
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<tr>
<td>Getting lost</td>
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<tr>
<td>Dying</td>
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<td></td>
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<tr>
<td>Starting homework</td>
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</tr>
<tr>
<td>World events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to someone's house</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
PHYSICAL STRESS SIGNALS

--- KEY ---

PAIN

TENSION

SWEATING

UNEASINESS

TIRED

Name: Andrew
### Possible Choices/Tool for Calming Strategies:

| Look at a serene picture | Watch and count the glitter fall after shaking a "calming bottle" | Active physical activity | Drink water
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Find &quot;Waldo&quot;</td>
<td>Do a word search</td>
<td>Take a walk</td>
<td>Chew gum</td>
</tr>
<tr>
<td>Read a book/ graphic novel</td>
<td>Listen to music (ex. Meditation, jazz, classical, musical)</td>
<td>Draw</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Color/zentangle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do a puzzle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use fidget, putty, or stress ball</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Smell something calming or pleasant (ex. peppermint, lavender)</td>
<td></td>
</tr>
</tbody>
</table>
Important Beliefs For All Individuals to Believe

- I am appreciated and liked for who I am.
- *What* I do is Different than *Who* I am.
- A sense that I have some control over my life.
- When lemons happen in my life I can make lemonade!
- I have the right to live, love, work, play and pursue my life aspirations in the community of my choice.
- A sense that I am changing over time.
Resources

Collaboration for the Academic, Social and Emotional Learning (CASEL)  
www.casel.org

Dr. Martin Seligman  
The Penn Resiliency Project, www.pennproject.org  
Authentic Happiness  
https://www.authentichappiness.sas.upenn.edu/faculty-profile/profile-dr-martin-seligman

Andrea Duckworth - Mindsets  
http://mindsetscholarsnetwork.org/people/angela-duckworth/

Mindfulness Awareness Research Center (MARC)  www.MARC.org

Carol Dweck  https://mindsetonline.com/abouttheauthor/

Mindfulness-Based Stress Reduction  https://www.umassmed.edu

CBT www.nacbt.org

Daniel Siegel www.drdansiegel.com
Resources

• www.symtrend.com
• www.empatica.com
• www.vericurious.com
• www.heartmath.org
• www.skillssystem.com
• www.greatergood.Berkley.edu
• www.mindsightinstitute.com
• www.grodennetwork.org
• www.ediinstitute.org

• Apps...Mindshift, Smiling Mind, Super Stretch Yoga HD, HeadSpace, Relax Melodies, Breath2Relax, T2 Mood Tracker, Sam, Calm, Optimism, Sosh, Aumi and many more

• Health Trackers
References


References


Do Not Copy Without Permission
References


- Groden, J., Kantor, A., Woodland, C, Lipsitt, L (2011) How Everyone on the Autism Spectrum Young and Old can become resilient, be more optimistic, enjoy humor, be kind and increase self-efficacy


References


• Kabat-Zinn, J. (1994) *Wherever you go there you are*.


• MindUp Curriculum - Scholastic


• Nirbhay, S. et al (2010) Adolescents with Asperger syndrome can use a mindfulness-based strategy to control their aggressive behavior.

References


Thank You
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