

Plan for Independence – Positive Self-Talk, Self-Calming and Self-Advocacy (middle school)

GOAL – Working to complete ALL expectations with schoolwork on time (full support to reduced support)

What I may be thinking:

Boring Work:

I don't want to do this
Logically, I shouldn't have to
This won't benefit me in the future
I shouldn't have to...work with others,
Say answers out loud, get this done

Challenging Work:

I don't know how to do this
It is too much
I can't get it all done by the due date
I don't know how to get started
I can't work in a group
The members of the group don't listen to me

Anxiety and Stress:

I can't speak in front of others in class
I worry someone will look at me or think
I am not doing well
It is too stressful to work in a group
It is too loud, too chaotic, too many people
I am too rushed and overwhelmed

What I can say: Flexible Thinking

I can get work done, even if it is boring
It won't take very long
I may not know the reasons, but I can do what
is expected of me anyway
Everyone has to do the assignments, I can too

I can take on challenges one step at a time
I can ask for help when I need it
Challenges can be frustrating, but I can do it
I have met many challenges in the past
I can practice working in groups and talking
with the kids to get my point across

I can get help and practice in small steps
I can calm myself down and do it
I can do the work a little at a time with help
I can calm myself down when I am overwhelmed
I can use strategies to manage my anxiety
I will be able to finish this work and it will feel great
I am just in the stress response; I can change that
Using my strategies

What I can do: Calming, Self-Advocacy

Ask for help – it is a short-cut
Use DEEP belly breaths
Take a movement break
- walk, stretch
Set goals with incentives to get it done

Ask for help
Set a work plan with fun time in it
Work with the tutor, parent, teacher
Take a break & get back to it
Have the teacher show you
group work early to prepare

Take a break and get back to it
Use DEEP belly breaths
Take a movement break
-walk, stretch
Have the teacher show you
group work early, practice
speaking French first

Short-Term Goal – NOW - Meeting all expectations – with support in place to complete work and improve anxiety and positive self-talk

Long-Term Goal –By end of school year and next year - Meeting all expectations with no support on some tasks and a minimum of support on other tasks

Goal 1 – Support Incentive

Stay current with math homework and turn completed work in on time

Step 1: Do homework in structured place with adult supervision – afterschool in room with teacher help

Do homework in 3 different places at home – one of the places at a standing location, one-two with adults in the room

Teacher/Parent will help student get started and answer questions

Teacher/Parent will check work to ensure completion

Teacher will ask for homework in class to turn it in

Teacher will give homework assignment to student and verify they have assignment written down and understand it

Parent will ask student what homework they have to complete, verify completion and check that completed assignment is in backpack ready to turn in

Incentive: Free time/videogame/screen time earned (can be 3 tiers of earned time based on level of completion and self-calming)

Step 2: Remove one support in each step for the child do on their own. Do checks when first practicing independence to ensure completion. Watch progress to see if they can consistently perform AND have positive self-talk before going to the next step to remove more support.

Step 3:

Step 4:

Step 5:

Step 6:

Short-Term Goal – NOW – Practicing self-calming – with support in place to support practice and improve anxiety and positive self-talk

Long-Term Goal –By end of school year and next year – Self-calm with no support on some tasks and a minimum of support on other tasks

Goal – _____ **Support** _____ **Incentive** _____

Practice self-calming when frustrated, annoyed or upset

Step 1:

Teacher/Parent will provide a calming space with options of calming activities the child can use when upset

Teacher/Parent will provide a cue when time to go to the calming space

Teacher/Parent will practice and roleplay with the child on how to use the calming space

Teacher/Parent will practice, talk and roleplay when the STOP moment is and show them how to identify it sooner

Teacher/Parent will help child predict when they might have trouble in the future and how to prepare (get ready, memorize what to do)

Teacher/Parent will practice and discuss self-talk statements that support self-calming, practice, dealing with mistakes

Child will learn about what their body feels like when stressed, what their mind thinks and how they feel

Child will learn about brain science of stress responses (amygdala)

Child will learn about calming strategies (Body (Breaths, fidgets, stretch), Brain (self-talk), Behavior (choices and actions))

Child gets incentives for practicing and talking about strategies at first

Incentives: Time to do activities they enjoy if they have success practicing, talking about the skills and self-talk and using skills in the moment (at first if they try and use them whether successful quickly or not)

Step 2: Remove one support in each step for the child do on their own. Do checks when first practicing independence to ensure completion. Watch progress to see if they can consistently perform AND have positive self-talk before going to the next step to remove more support.

Step 3:

Step 4:

Step 5:

Step 6:

Short-Term Goal – NOW - Meeting most or all expectations – with support in place

Long-Term Goal –By end of school year and next year - Meeting all expectations with no support on some tasks and a minimum of support on other tasks

Goal – _____ **Support** _____ **Incentive** _____

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6: