

Priming Strategies Part 1 – Self Regulation

Self-Identify Anxiety

1) I do not like being anxious. When I am anxious, _____

(Hint: Describe what body does, how I feel, what I say, what I feel like saying.)

Instructor: Can this be presented in a graphic organizer, a 5-point scale or written list, will picture or photo cues help here?

2) When I feel these things (feel anxiety), I can: _____

(Hint: Follow my script, follow a specified calming routine, ask for a break, etc.)

Self-Identify Anger

1) I do not like being angry. When I am angry, _____

(Hint: Describe what body does, how I feel, what I say, what I feel like saying.)

Instructor: Can this be presented in a graphic organizer, a 5-point scale or written list, will picture or photo cues help here?

2) When I feel these things (feel anger), I can: _____

(Hint: Follow my script, follow a specified calming routine, ask for time to talk with _____, ask for a break, etc.)

Instructor: Note that solutions may be different for anger vs. frustration/anxiety. Self labeling and differentiation of strategies must be considered carefully.

Self-Identify Fatigue

1) Sometimes I get tired at work (or in class). When I am tired, _____

(Hint: Describe what body does, how I feel, what I say, what I feel like saying.)

Instructor: Can this be presented in a graphic organizer, a 5-point scale or written list, will picture or photo cues help here?

2) If I feel tired often at work or in school, am I getting enough sleep at night?

Yes / No / Maybe

How can I make sure that I get enough sleep so that I can do my work? _____

(Hint: Follow an evening schedule, identify practices that help me sleep, etc.)

When I feel tired, I sometimes still have to keep working. When I have to keep working, I can:

(Hint: Follow my script, follow a specified routine to cope [get water, stretch, etc.], ask for a break, use my schedule to identify when I get a break, etc.)

Self-identify Discomfort or Illness

1) Sometimes I get hungry. When I am hungry, _____

(Hint: Describe what body does, how I feel, what I say, what I feel like saying)

Instructor: Can this be presented in a graphic organizer, a 5-point scale or written list, will picture or photo cues help here?

2) When I feel hungry, I sometimes still have to keep working. When I have to keep working, I can: _____

(Hint: Carry snacks that are easy to eat at work or school, etc.)

3) Sometimes I do not feel good. I _____
(get headaches, have allergies, get a stomach ache, get cramps, etc.).
When I feel pain, I can _____

(Hint: Notify my teacher/supervisor, take prescribed medication according to a plan, ask for a break, use a script to identify problem, etc.)

4) Everyone gets sick. When I get sick, I may feel _____

It is important to let others know if I am feeling sick. Who will I tell if I am feeling sick?
When I get sick, I can _____

(Hint: Follow a script to label what is wrong, follow a script to call in sick, notify supervisor, etc.)

Self-Identify Environmental Stressors

Instructor: Refer to the Environmental Assessment to support completion of this section.

In _____ (specific class or work setting), some things bother me.
I feel _____
because of _____ (specific environmental stressors
[tactile, light, noise, smells, etc.]).
When this happens, I can _____

(Hint: Wear a baseball cap in rooms with florescent lights, wear headphones, ask for a quiet place to work, ask to change seating, etc.)

Self-Advocacy

Self-advocate for accommodations

Instructor:

Consider providing a short list of the student's right under IDEA. Make sure that the list emphasizes things that are directly relevant to the student (e.g. his IEP or 504 Plan accommodations). Creating this list may be a process of negotiation in which you show the student a right and then give a directly relevant example that motivates the student to focus on and remember this specific right.

Consider providing a short list of the individual's rights under ADA. Make sure that this list is directly relevant to the student's needs and concerns. Creating this list will need to be individualized.

Consider creating a graphic organizer that shows "rights" on the left side and "my specific needs" on the right side. Have the student fill this out so that he can see how his needs relate to the rights identified in the law.

Once you have written out and shared a list of basic rights, determine with the student which rights are his priorities and define how he will act to address these rights.

For instance:

When I am in class, I can be distracted by movement of people. When other students move around, I may not hear the teacher.

I can fix this by asking for a seat at the front corner of the class.

-or-

When I am at work, the sound of the fan and the intercom can be irritating.

I can ask my employer if I can wear headphones while working. I will tell him that I will work faster if I wear my headphones to cut out the noise.

Self-advocate for a role that plays to strengths

Instructor: The short list of individual rights under ADA, mentioned above, may be important in building this set of self-advocacy skills as well. More importantly, use the information gathered from self-assessments in Career Planning and from job training experiences, school projects, and volunteer & summer employment.

Consider creating a graphic organizer with two columns:

My Past Strengths in Jobs

Future Jobs that May Use My Strengths

Start by having the student list his strengths in the column on the left, “My Past Strengths in Jobs.” This should be a visual representation of the things that he has done, of the skills he has developed. He may need your prompts to complete this column. Try to assure that there are multiple elements in this column. Change the column title depending on the student’s experiences. For instance, if he only has done school projects and volunteer work, change the column to say “My Strengths in Volunteer & School Jobs.”

Once you have completed the left column, present him with an array of job settings or job options. Consider using the categories of jobs in Career Planning or design your own list of jobs that may fit better with this student. Have the student look at the list and determine which jobs will use his strengths. Have him list these jobs in the right column.

This graphic organizer may support his job interviewing skills or may assist him in self-advocating with an employer to use his skills.

Identifying bullying or harassment behaviors

Instructor:

Consider creating a list of bullying or harassing behaviors that can be used or referred to as needed.

*Consider creating a graphic organizer that shows “**Friendly Teasing**” vs. “**Mean Teasing**” behaviors in two columns.*

*Consider creating a graphic organizer that shows “**Physical Bullying**” vs. “**Verbal Bullying**” Keep your graphic organizer in a place such that the student can add to the organizer to help him develop the concept of bullying.*

*Consider creating a list of “**Warning Signs**” that the student can use to define and recognize bullying: Winks, rolling eyes, other people smirking or laughing close by, etc.*

Consider a script card that supports the student in recognizing bullying:

- 1) What is this person **saying**?
- 2) What is he **doing**? (body & face)
- 3) What are **others** doing? (body & face)
- 4) **Stop & Think**: Does this fit together?

Responding to and coping with bullying or harassment

Instructor:

*Consider creating a script card to use in practicing how to respond to bullying. The card may need to be individualized but may involve the following steps: 1) **tell the person to stop**, 2) **walk away**, 3) **find someone to keep safe or report it to** _____.*