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Using Puppets to Teach Sensory and Coping Strategies to Students with Special Needs

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August 3, 2012
USING PUPPETS TO TEACH SENSORY AND COPING STRATEGIES TO STUDENTS WITH SPECIAL NEEDS

THESIS ABSTRACT

This project, which has expanded the earlier work of Leah Kuypers in *Zones of Regulation* (2011), Williams and Shellberger in *Alert Program- How Does Your Engine Run?* (1996), and MindWing Concepts Inc. *Braidy the StoryBraid* (1991) utilizes puppets, script training, role-play, modeling, music, visual aides, and reinforcement and generalization techniques to offer a new curriculum. This extension curriculum is focused on and created for students with sensory processing deficits, for students with Autistic Spectrum Disorder, and for students with Emotional Disorders. The sensory and coping strategies that are taught in these curricula assist these students in managing their interfering thoughts or feelings, either sensory or emotionally based.

The researcher has observed that students who were unable to regulate their sensory or emotional responses independently have difficulty in sustaining focus on academic tasks or classroom instruction. In addition, their relationships with caregivers or peers are often hindered due to the maladaptive behaviors they engage in as a result of their conditions. The aim of this project is to offer a research-based, entertaining and effective curriculum that teaches students how to independently recognize, implement and regulate appropriate sensory and coping strategies, which in turn, fosters success in academic and social settings.

KEYWORDS: Autism Spectrum Disorder, Emotional Disorders, puppets, coping strategies, modeling, music, role-play, sensory processing.
Author’s Note

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Chapter 1

Using Puppets to Teach Sensory and Coping Strategies to Students with Special Needs

Puppetry is a captivating art form and, when used in education, assists in solving one of the most challenging aspects of teaching: student motivation (Keogh et al., 2006; Peck & Verkler, 2006; Naylor et al., 2007). Malcolm Gladwell once said: “Breakthrough insight: if you can hold the attention of children, you can educate them.” In this passage, Gladwell is referring to the famous children’s television program, Sesame Street. The creators of Sesame Street, Joan Cooney and Lloyd Morisett, understood this concept when they created this educational program over 30 years ago. Their philosophy is that children need to be motivated and captivated in order to learn at optimal potential. Using summative and formative research they created a program, which uses puppets, modeling, repetition and humor to teach cognitive and affective skills. Since 1969 the show has been viewed by an estimated 120 million viewers in over 140 countries in 20 international versions, won a Lifetime Achievement Emmy, and affected the lives of countless children.

Puppets capture not only the hearts and minds of children but also of adolescents and adults. The researcher recently attended an adult puppet show in which a room full of adults from ages 15-60 years-old watched intently as the puppeteers expertly wielded figures, sets and props. The puppeteers received a standing ovation and expressions of gratitude and awe during the question and answer session following the show.

Why is this art form, educational tool or use of a ‘toy’ so captivating for children and adults alike? Is it the idea of bringing something inanimate to life? Is it the freedom of expression that is allowed when speaking through another form? The answers to these questions continue to be the topic of academic study. The attraction to this fascinating art form began over 3,000 years
ago and continues to evolve and grow today. From entertainment to education to artistic expression and social commentary, puppets continue to be a powerful and motivating tool for the artist and the educator.

**Purpose of Project**

The purpose of this project, which builds upon the work of Leah Kuypers *Zones of Regulation* (2011), Williams and Shellberger *Alert Program- How Does Your Engine Run?* (1996), and MindWing Concepts Inc. *Braidy the StoryBraid* (1991) is to design a curriculum, which utilizes puppets to teach students with disabilities specific skills, which are otherwise difficult to grasp both cognitively and affectively. Specifically created to aid students in acquiring coping strategies, the goal is to help them to manage interfering behaviors in a socially acceptable and effective manner. Providing stimulating, motivating activities for students is crucial to student participation and acquisition of knowledge (Keogh et al, 2007). This is particularly true when working with students this curriculum will target: Students who have difficulty attending to academic tasks and instruction due to disabilities such as Attention Deficit Hyperactive Disorder, Sensory Processing Deficit, Autism or Emotional Disorders.

Students with disabilities of this nature often display interfering, maladaptive behaviors, which impede their learning and strain relationships with teachers, family and peers. These maladaptive behaviors are often misinterpreted as defiance by instructional staff and students are given inappropriate consequences without provision of better means with which to cope with their learning difficulties or social problems. Students need to be taught appropriate behavioral responses in order to meet their own needs, whether emotional or sensory based. In order to be heard, respected and self-directed, these students need to learn and develop these skills. This requires instruction of appropriate replacement behaviors. Replacement behaviors are defined as
pathways to meet the same function of the maladaptive behavior, but in a more effective and appropriate way.

Every behavior has a function. Students with sensory processing deficits, emotional disabilities or Autism often have a physical or emotional need, which is the function, which they do not meet with appropriate behavior. For example, if a student is given an assignment he or she feels incapable of completing; he/she may yell in frustration or fear and push over a desk. The function of this behavior, yelling and pushing over his/her desk, can occur for a variety of reasons: possibly to release his/her tension or to avoid doing the assignment. This is a ‘maladaptive’ behavior because he/she met his/her need but he/she has also alienated himself from his teachers and peers and has possibly received a consequence. An appropriate replacement behavior, or a better method to meet the function of the behavior can be to utilize a coping strategy and ask for help on the assignment that appeared to be too difficult. Socially appropriate strategies to manage feelings or meet individuals’ needs, either physical or emotional, must be taught to these students. Over time, if students’ do not learn to meet their own needs appropriately, social relationships with peers and caretakers are damaged and learning time is lost (Dunn, Saiter & Rinner, 2002).

This project uses puppets, script training, modeling, repetition, role-play, reinforcing and generalization techniques to create a replacement curriculum for a variety of students and their needs. These students include students with sensory processing deficits who are hyper or hypo sensitive to their environment, students with Autistic Spectrum Disorder or an emotional disturbance. The overarching goal is to support these students by offering observable curriculum to help increase awareness of their sensory needs and physical arousal levels to train for independent implementation of an appropriate sensory strategy and then, to generalize and
maintain these skills across time and settings. Additionally, this curriculum is designed to support students with emotional disturbance who struggle with interfering thoughts and feelings need to learn to use coping strategies and exercises to regulate their emotions.

**Preview of Literature**

A multitude of benefits have been attributed to the use of puppets in the classroom for both typical students and students with a variety of special needs. These benefits include increased motivation and participation (Keogh et. al, 2006; Peck & Verkler, 2006; Naylor et. al, 2007); support for tactile learners (Asher, 2009; Riedmiller, 2008), and increased use of appropriate language (Burroughs & Murray, 1992; Servizzi, 2008). Additional studies have established that the use of puppets has been a successful tool for teaching social skills to students with autism (Sherrat, 2002; Shrandt, Townsend & Poulson, 2009), behavior and emotional needs (Selman, 1971; Caputo, 2007) and visual impairments (Gronna et al., 1999).

The researcher has found that much research has been conducted on the affect sensory processing deficits may have on a student’s access to learning, however, gap exists in the research in determining how puppets can be used to teach coping strategies to students with sensory processing deficits. The researcher has observed educational staff often misinterpreting behaviors that are a result of this faulty sensory processing as behavioral problems or defiance. As a result, students are not provided with the appropriate sensory strategy or coping strategies to successfully meet their needs and so negative behaviors continue. Over time, if students’ sensory needs are not met appropriately learning time, as well as social relationships with peers and caregivers, are negatively affected (Dunn, Saiter & Rinner, 2002).

**Preview of Methodology**
This project is based upon formative research methods for effective teaching to ensure that student participation and retention is high. These methods include: motivational learning tools such as puppets, puppet parts, and visuals; interactive and hands-on activities; research based relaxation techniques; reinforcement and generalization techniques; music and an effective lesson plan format. These teaching systems, as well as the use of humor, are the means through which students will be able to relax, to experience and to observe puppets acting out their own problems and finding appropriate resolutions, which is in fact the replacement behavior intended as the learning goal.

Curriculum participants include children, from early childhood through primary school age, with sensory processing deficits, who are hyper or hypo sensitive to their environment, students who live with emotional disorders or cognitive deficits, and finally students with Autistic Spectrum Disorder. To best meet the needs of this population of students, the curriculum works to support a variety of learning preferences. The tactile aspect of puppets benefits kinesthetic learners, the visual novelty supports visual learners and the dialogue supports students who prefer auditory channels for learning. Students with auditory processing deficits benefit from using a microphone or FM system when using puppets or engaging in role-play activities. Additionally, the curriculum includes visual aid of behavior expectations and learning objectives.

Although the curriculum was specifically designed for students with sensory processing and emotional regulation deficits, the coping strategies presented in the curriculum are beneficial to a variety of learners and may be incorporated into many settings. These include; both general education and special education classroom settings, occupational therapy and speech therapy settings as well as therapeutic settings.
Lessons plans follow Madeline Hunter’s lesson plan model and the “I do”, “We do”, “You do” format. The lesson objective is modeled for students using the visual props and puppets. Then students are invited to work with teachers to use the puppets to perform the lesson objective. Finally, students are asked to role-play the new replacement behavior. This role-play step helps students to show not only what they learn but to work toward mastery of the new skill presented in the lesson. The repeated role-play also supports students to generalize the behavior for their own use, transferring to themselves from the puppets.

Research has shown that high interest materials, with which students’ are able to make a personal connection, increase their acquisition of targeted skills. As such, the curriculum is designed so that puppet characters may be altered or created to fit each student’s personal interests. A variety of character stories for each puppet are provided in the appendices of the program and educators are encouraged to customize puppets and puppet stories to meet the student’s individual interests.

In addition, the use of puppets increases the use of academic language and improves students’ verbal abilities in academic and therapeutic settings (Burroughs & Murray, 1992; Servizzi, 2008). In order to optimize these benefits of puppets, this curriculum provides scaffolds such as sentence frames and vocabulary words, to increase academic language and improve verbal discourse.

Finally, this curriculum includes resources for collecting data. Data recording sheets are found in the appendices of the program and should be utilized before and after implementing the program. The researcher suggests collecting baseline data to determine the frequency and intensity of the participants’ maladaptive behaviors before implementing the program. This data will allow the instructor to determine an appropriate goal for each participant. Following the
implementation of the program, post-intervention data should be collected to determine the
efficacy of the program and the progress of each participant.

Significance of Project

This project, which builds on Leah Kuypers’ Zones of Regulation (2011), Williams and
Shellberger’s Alert Program- How Does Your Engine Run? (1996), and MindWing Concepts
Inc.’s Braidy the StoryBraid (1991), uses the motivational and instructional tools of puppetry,
researched based teaching methods and role-play to improve student behavior by supporting
students to meet the function of their sensory and emotional needs in an appropriate way. It is
significant in that it teaches independent thinking and problem solving, life-long coping
strategies and skills which will improve relationships with family, teachers and peers and allow
for increased self-confidence, access to learning and academic success.

The methods of instruction and lessons this curriculum provides can be used in special
education classroom setting, therapy settings, occupational therapy settings, speech and language
settings and the general education setting with students 3-15 years old.

For thousands of years puppets have been utilized as a tool to educate individuals on a
variety of topics from religion and politics to, more recently, academics and emotional
development. The following chapter will detail the role puppets have played in history, the
current studies conducted on the use of puppets in academic and therapeutic settings, the benefits
these studies have evidenced and finally, the areas in which a gap exists in research on the use of
puppets as an educational medium.

Definition of Terms

Function of behavior: the inner need the individual is attempting to meet.
Maladaptive behavior: is an inappropriate way to meet a physical, emotional or sensory need (function).

Sensory processing deficits: students who are impacted include, but are not limited to, students with Autistic Spectrum Disorders or Other Health Impairments.

Sensory strategies: used to help students cope with these deficits. Sensory strategies may include a sensory diet in which students engage in exercises throughout the day that help them regulate sensory input. Exercises may include swinging or wearing a weighted vest for time intervals throughout the day. Students can be taught to recognize when their body is un-regulated and understand what activity will help them to return to a comfortable place within their body.

Strategies students can use are either alerting (i.e. jumping jacks, wall push-ups or other high energy activities) or calming (i.e. deep breaths, arm or joint compressions, or cross motor activities).

Replacement behavior: an appropriate way to meet the same function of the maladaptive behavior.
Chapter 2

A Review of Literature

Students acquire knowledge most readily through motivating activities, which provide support for all learning styles (Keogh, Naylor, Downing, Maloney, & Simon, 2006). Puppets provide an instructional medium that increases student motivation and participation, improves language skills, supports kinesthetic, visual and auditory learners and provides a safe means of expression for feelings and ideas (Naylor et al. 2007, Peck & Verkler, 2006, Keogh et al. 2006, Asher, 2009). For these reasons, utilizing puppetry in academic and therapy-based lessons can be successful for both typical students and students with special needs. Due to the transformative nature of puppets, which allow for novel ways to repeat concepts, they are especially beneficial when working with children with special needs who require repetition to attain mastery of skills (Caputo, 1993). This curriculum, Ready to Learn, uses puppets as tools to model appropriate behaviors, increase participation and motivation, improve language skills and support a variety of individual learning styles.

History of Puppets

As far back as 3,000 BC (Asher, 2009), puppets have been employed to educate both the privileged and masses alike on social and political ideas, religion and, more recently, academics and social skills. The practice has spanned continents and cultures. Internet sources reveal, the earliest puppets can be found in India and across the continent of Asia, later appearing in Europe and the Americas (Asher, 2009).

Internet sources reveal that India was home to the first puppeteer, Sutradhada, which literally means ‘holder of strings’. He was an expert in playing a variety of musical instruments,
theatrical speech and movements. It was his responsibility to then pass these talents and understandings onto novice puppet masters.

The nations surrounding India were influenced by this new art form. The Indonesian people adapted the Indian puppets by creating Wayang puppets or shadow puppetry. Similar to the Indian Sutradada, the Dalang or puppet master, was director of the production and chose which lessons to teach and how to perform each show. This puppet shows told tales of love and current events. As seen by the research during her time living in Indonesia, this tradition continues to be a strong force in Indonesian culture today.

According to Internet sources, puppetry first arrived in Europe in Greece. Greek philosophers Aristotle and Plato used Puppet Theater to perform the great epic; Homer’s the Iliad and the Odyssey (Canatella, J. 2006).

Italy is known as the geographic of marionette puppetry. This form of puppetry was used by the Catholic Church to spread Christianity throughout Europe educating the masses about Christ and his teachings through morality plays.

In North America puppets were used as early as 600AD. These early puppet presentations were used for funeral and religious rituals. By the 15th century Europeans had brought their unique forms of puppetry to North American. Throughout the world puppetry continues to be used to educate and entertain to this day.

Over the last century there has been much research conducted regarding the effectiveness of puppetry in therapy and academic settings. The many benefits include increased motivation, support for kinesthetic learners, increased use of appropriate language and a variety of other benefits.

**Motivation and Participation**
Student motivation and participation are integral aspects of learning and are prerequisites for higher-order thinking (Keogh et al., 2007). Sustained student attention can be difficult for teachers’ to elicit, specifically in children with special needs, who may struggle with attention deficits or interfering thoughts or feelings. Student motivation and engagement has been shown to significantly increase with the use of puppets (Naylor et al. 2007, Peck & Verkler, 2006, Keogh et al. 2006, Asher, 2009). Researcher Naylor and his colleagues conducted a study, which examined whether the use of puppets during a science lesson would increase student motivation and language skills. These researchers describe student participation by stating, “The impact on children’s engagement was obvious. Children could be seen focusing intently on puppets, maintaining high levels of concentration, talking to puppets and being eager to contribute to the lesson (p.3).”

From shadow puppets to giant puppets, this medium provides a tool that continues to transform real situations into imaginary situations for students, creating interesting and novel experiences, as well as concept development, similar to puppetry on times past. This flexibility improves creativity and motivates students (Peck & Verkler, 2006). Another study cites the success of an educator who used shadow puppetry to increase literacy skills found that students were so motivated by the use of puppets, they often wrote their own puppet show scripts at home to bring into class to share (Peck & Verkler, 2006). When writing about her experience in a university level art class, Professor Rikki Asher (2009) states, “Excitement level and involvement of the class increased as puppet sketches changed from drawing to three dimensional elements (Asher, 2009, p. 11).”

Students with learning disabilities often require repeated instruction and practice in order to attain mastery. Puppets allow for repetition of skills in novel and motivating ways (Caputo,
1993). For example, when developing literacy skills, students are more motivated to re-read text using the puppet and so are able to then gain a deeper understanding of the material, which increases comprehension, fluency and expression (Peck and Verkler, 2006). An educator working with preschool age children with developmental delays discussed her experience using hand puppets to engage students to read aloud, reported that students, who often had difficulty sustaining attention, responded by sitting attentively and leaning toward the book to listen. If children in the class became disruptive, the other students ‘hushed’ them so that they could hear the story, which, the teacher reported, was a rare occurrence (Servizzi, 2008).

As well as increasing students’ motivation, meaningful participation is also greatly increased with the use of puppets. In therapy settings students are able to project their inner feelings onto the puppet and thereby escape the expression of ‘inappropriate’ feelings they are experiencing that they may not otherwise share for fear of judgment (Caputo, 1993). When discussing how puppets support students with emotional and behavioral disabilities in a special classroom setting Caputo wrote, “puppet characters are able to assist students in self-expression while leaving them free from possible intimidating pressures from classmates or ‘helping’ adults (p. 27).”

**Improved Language Skills**

Studies show that students are able to use more appropriate language skills when using puppets. In a study that sought to determine if puppets enhanced student motivation and language skills in a science lesson, researchers Keogh et al. (2006) found that students provided fuller explanations and justified their ideas more through using puppets, as well as listening more attentively. Teachers from the study reported that students seemed more prepared to share ideas
and that the puppets had “raised the level of talk” in the lesson exchange (Keogh et al., 2006, p. 3).

In addition, further studies have demonstrated that the use of puppets increases participation by otherwise shy or reluctant speakers. Students from this study, identified by teachers as students who rarely shared or raised their hand in class, became much more involved in lessons with the use of puppets. One of these students reported, “It’s more comfortable talking to the puppet” (Keogh et al., 2006, p. 3).

Asher (2009) also established in her project using giant puppets that using puppetry gave students who were shy or had limited language abilities a means to more effectively express themselves. Asher felt that this could have been due to the nature of puppets, which allow students to communicate through improvisation and body language rather than only using verbal language (Asher, 2009).

In the class of preschool students with developmental disabilities, as presented earlier in this chapter, students showed increased vocabulary understanding of body part words, verbs and feeling words after working with a variety of puppets, including finger puppets, hand puppets and shadow puppets (Servezzi, 2008).

**Supporting All Learning Styles**

The use of puppets in instruction supports students with all types of learning styles. It specifically supports kinesthetic learners due to the physical relationship between the puppet and the puppeteer, which helps these haptic learners acquire information more easily (Asher, 2009). Researchers Sarah S. Gronna, Loretta A. Serna, Craig H. Kennedy and Mary Anne Prater build upon previous studies about using puppets to teach students with special needs by using puppets to teach social skills to a student with visual impairment in their study entitled, “Promoting
generalized social interactions using puppets and script training in an integrated preschool: a single-case study using multiple baseline design.” The purpose of this study was to determine the effectiveness of a social skills training program that incorporated the use of puppets for socio-dramatic script training, systematic instruction to 100% mastery of skill, and generalization techniques for a student with visual impairments. Although this method had already proven to be effective for a variety of disabilities, the intervention had never been proven to be successful for students with visual impairments.

The authors followed a multiple baseline research design. Baseline data was collected during observations pre- and post-intervention. Five social skills were taught including: greeting; response to greeting; response to a verbal initiation of a conversation; verbal initiation if participant approached a peer, and verbal initiation of a peer-approached conversation. These five social skills were taught in a structured setting, until the participant could perform the skill 100% of the time. Once this mastery of the skill was attained, observations were made about the generalization of that skill while the next social skill was taught in the structured setting. The authors used entrapment to increase likelihood of generalization. Entrapment is defined as, “a behavioral process by which newly acquired social responses are under the control of naturally occurring reinforcers such as the social behaviors and interactions of peers” (Gronna et al., 1999, p.422).

To teach the 5 social skills desired for the study, the authors adapted a published script by Cartledge and Kleefeld (1991), which incorporated puppets. Training of the social skills ended when the individual subject demonstrated 100% mastery of each skill. During training sessions, the instructor used a handheld puppet to accomplish certain goals: Introduce the social skills; check for understanding of why the skills were important; outline components of skills; review
components and, model skills. The trainer then assigned the children puppet roles and they were prompted to follow the socio-dramatic script. Guided practice of social skills using the puppets followed, in which students practiced each component of the skill. A prompt hierarchy (from most to least) and fade of prompts were implemented. Students then participated in games to continue the practicing the skill. Immediately after training sessions, the subject and her 4 typical peers joined mid-morning recess with approximately 40 general education peers.

Social behavior assessments were provided for the subject’s teacher, which included pre and post intervention in order to rate her performance. A Likert-type scale was used with 1-5 rating system, 5 being the optimum performance. Pre intervention data indicted that the subject never emitted a greeting or response to a peer; she demonstrated a mean of 4 % of skill components for conversation and 12% of conversation skill components when she was approached by a peer and further, the subject, never initiated conversation when approached by a peer. Post intervention the same subject increased greeting and response when approached by a peer to 100%; in response to conversation initiated by a peer she increased to 94% and she was also able to increase conversation initiations, when approached by a peer, to 93%. The subject was also able to increase conversation initiation and eventually she approached 100%. Follow-up data at 3 and 24 months showed that she maintained all target behaviors and increased skills in four out of five skill components.

Teacher assessment results showed an increase in mean score of 1.8 prior to intervention to 5.0 post intervention. Results from the study established that script training and the use of puppets could increase appropriate social behaviors for visually impaired preschool students in a generalized setting. The authors hypothesize that the Cartledge and Kleefeld (1991) puppet script used was so successful because the behaviors taught were naturally reinforced by the subject’s
environment. The authors of this study discussed the power of the naturally occurring reinforcement of peer interaction and question whether the program would have been so effective if the training times had not been directly followed by the recess time. Also, using the common stimuli of her typical peers in the training sessions as well as the generalized setting may have added to the success of the intervention since the students familiar with the targeted social skills were able to interact with the subject during free-play. The authors commented that future studies could include data collection about activities in which the discriminative stimuli (peers who were present in training sessions) was not present such as in unstructured play with siblings or neighborhood children in the home (Gronna et al. 1998).

Using puppets as instructional tools for students with autism, behavior or emotional disabilities has also shown to produce positive results. Researchers Schrandt, Townsend and Poulson conducted a study, which explored the extent to which students with autism were able to acquire empathy skills. They also sought to determine whether students were able to generalize these skills to materials not present in training sessions and to actual people. Participants included four children, between the ages of four to eight years old, all diagnosed with autism and all of who attended an in-home behavioral intervention program for 5.5 hours, five days per week. Students had been identified by caregivers as “not regularly displaying empathy”. Using puppets, researchers performed a short vignette displaying sadness or pain, happiness or excitement, and frustration. Students were then taught a verbal and motor response to respond appropriately to each emotion with appropriate empathy. In addition, the researchers used various modeling, prompting and behavior reinforcement techniques. To promote generalization, different puppets were used to perform vignettes within and amongst each emotional category. Generalization exercises were extended to non-training probe stimuli (new dolls or puppets) and
then to non-training people and settings. Results from these lessons revealed that all participants increased empathy responses in each emotion category during training sessions and with training stimuli. The students also demonstrated that they were able to generalize these skills to non-training dolls and puppets. Of the four participants, two were able to generalize empathic responses to non-training situations with actual people. Although generalization was present with non-training toys and doll items, the skill application was more limited with actual people. Authors noted here that baseline behaviors supported the hypothesis that empathy was present in students with autism, but the students had an inability to distinguish the appropriate response under real life conditions. These researchers also found that using puppets allowed for frequent repetition, which would be more difficult to achieve with actual people (Schrandt et al. 2009). However, to increase generalization to peers, the researchers hypothesize that human, rather than pretend, play could be a more effective strategy.

Sheperd and Koberstein’s study, “Books, puppets, and sharing: teaching preschool children to share”, utilizes bibliotherapy as well as puppetry to teach appropriate behavior and study skills. This study discusses and cites previous studies, which showed the success of the use of bibliotherapy and puppetry as an effective means of teaching appropriate behavior and study skills. These researchers report that both methods have been individually researched but that the current study seeks to determine whether the use of both programs concurrently would create a greater positive change in the sharing skills for preschool age children. Six preschool children between the ages of three to five were chosen. The children were identified as being from white middle class families and were chosen because of their availability to the researcher. Books about sharing were read to the children and the children used the puppets to act out the roles of the characters. Five pre-intervention observations were made and five post-intervention
observations also were also made. The data recorded showed that sharing behavior post-intervention increased from 27 to 44 sharing attempts during observation times. Since bibliotherapy and puppetry are proven and effective methods for modeling, results are congruent with current research, which states that modeling is an effective teaching strategy (Sheperd & Koberstein, 1989). The success of the study may also be due to the previously stated benefits of using puppets, which include increased student motivation, participation and support for tactile learners.

Summary

A multitude of benefits have been attributed to use of puppets in the classroom for both typical students and students with a variety of special needs. These benefits include: increased motivation and participation (Keogh et. al, 2006; Peck & Verkler, 2006; Naylor et. al, 2007); increased use of appropriate language (Burroughs & Murray, 1992; Servizzi, 2008) and support for all learning styles (Asher, 2009; Riedmiller, 2008). Studies have repeatedly established that puppets have been successful in teaching social skills to students with autism (Sherrat, 2002; Shrandt, Townsend & Poulson, 2009), behavior and emotional needs (Selman, 1971; Caputo, 2007) and visual impairments (Gronna et al., 1999).

A gap in research exists in exploring how puppets can be used to help support students with sensory processing deficits. These students include, but are not limited to, students with Autistic Spectrum Disorders or Other Health Impairments. As stated in chapter one of this study, the human sensory system is made up of seven sensory systems, which include touch, taste, sight, sound, smell, movement and body position (Dunn, Sailer & Rinner, 2002). Many people are familiar with the five senses of touch, taste, sight, sound and smell but may be unaware of body position and movement sense. Body position refers to proprioceptive input, in which,
“sensors are in the joints and tendons and allow an individual to know the location of each body part “(Lynch & Simpson, 2004. p. 2). Movement is called the vestibular sensory input. This sensory input enters through the inner ear and allows for body awareness in relation to its surroundings (Lynch & Simpson, 2004). Students who have sensory processing deficits typically have all the physical characteristics of the sensory system in place, however, the problem occurs in the brain’s ability to appropriately process the input from the sensory systems (Dunn, Saiter & Rinner, 2002). Sensory strategies are utilized to help students cope with these deficits. Sensory strategies may include a sensory ‘diet’ in which students engage in exercises throughout the day that help them regulate sensory input. Exercises may include swinging or wearing a weighted vest for specific time intervals throughout the day. Students can be taught to recognize when their body is un-regulated, or feels ‘out of control, and then understand what particular activity will help them to return to a comfortable place with-in their body. Strategies students can use are either alerting, like jumping jacks, wall push-ups or other high energy activities or calming, like deep breaths, arm or joint compressions, or cross motor activities, exercises in which students stretch across their body to cross their mid-line (Kuypers, 2011; Williams & Shellberger, 1996).

Unfortunately, educational staff as behavior problems or defiant behavior often misinterprets behaviors, which are a result of this faulty sensory processing. As a result, frequently these students are not provided with either the replacement and/or appropriate sensory strategy or coping strategy to use in order to have their needs met and so negative behaviors continue. Over time, if students’ sensory needs are not met, learning can be impeded because students are unable to attend to tasks or access curriculum (Dunn, Saiter & Rinner, 2002).

The puppetry curriculum designed in this project is highly focused in order to help students increase their awareness of: (a) their sensory needs and physical arousal level (i.e. Too
high, just right or too low), (b) allow for independent implementation of appropriate sensory strategy to meet sensory needs, and (c) ability to generalize and maintain these skills across time and setting. Additional lessons are included for assisting students with emotional disabilities, who have difficulty coping with interfering thoughts and feelings, learn to use coping strategies and exercises to regulate their emotions.

In the following chapter the methodology utilized when creating this curriculum will be discussed. The program design as well as the participants and setting, the procedures employed and the instruments included will be detailed.
Chapter 3
Methodology
This chapter details the methodology employed by the researcher when creating *Ready to Learn*, a curriculum, which utilized puppets, role-play and music to provide a fun and interactive way to improve students’ behavior, increase positive social relations and increase learning time. The chapter outlines the design of the program as well as the participants and the settings in which the program may be implemented in the future. In addition, it describes the instruments incorporated in the program and the procedures followed during its creation and initial implementation.

Design

*Ready to Learn* was built on the earlier work of Leah Kuypers *Zones of Regulation* (2011), Williams and Shellberger *Alert Program- How Does Your Engine Run?* (1996), and MindWing Concepts Inc. *Braidy the StoryBraid* (1991). It was created to teach students with disabilities specific skills, which were otherwise difficult for them to grasp both cognitively and affectively. The overarching goal of the program was to aid students in acquiring coping strategies and managing interfering behaviors in a manner that was both socially acceptable to students and effective. It was the author’s aim that, following the completion of the 8-Week curriculum, students would show significant improvement in relations with family and peers and increase the time they are able to attend to lessons and academic tasks.

*Ready to Learn* first taught the participating students to understand their sensory systems and identify their arousal levels, and then to implement appropriate coping strategies to regulate their sensory systems. Each unit in the curriculum built upon the preceding units and should
therefore, be implemented sequentially. The objective of Unit 1 was for students to become aware of their sensory system and be able to identify their arousal levels: (a) low or the Blue Zone, (b) just right or the Green Zone, (c) high or the Yellow Zone and (d) extremely high or the Red Zone. Once students were able to identify these zones independently in generalized settings, Unit 2 was implemented. The goal of Unit 2 was to teach students appropriate coping strategies, as well as how and when to implement them. These strategies may have been stimulating activities such as jumping jacks or swinging, as when the student is in the low arousal or Blue Zone, or calming activities, such as deep breathing or stretching, when students were experiencing high arousal levels such as the Yellow or Red Zones.

Whereas in Units 1 and 2 students used puppets to model target behaviors and display comprehension of the skills taught, in Unit 3 students utilized role-play to practice the target skills. This allowed students to generalize target behaviors from the puppets to themselves. As students mastered these skills within the structured setting of the lesson, target behaviors were then generalized to less supported settings such as whole group instruction, unstructured play or home settings. Generalization techniques such as reinforcement, using primary or secondary reinforcers, for student engagement in target behaviors or approximations to the target behavior were given to encourage the students to engage more frequently in the appropriate behavior to meet their sensory and emotional needs, rather than using maladaptive behaviors. At the completion of Unit 3 students were able to independently identify their arousal level, either too high or too low, within a variety of school and home settings, and then independently implement appropriate coping strategies to move their body to a ‘just right’ arousal level and return to tasks or activities.
Unit 4 focused on teaching students the ability to regulate emotional stress and utilize problem-solving skills. Lesson objectives in this unit built on the students’ prior knowledge, from Units 1 and 2, of arousal levels and coping strategies, and addressed student interaction with peers when dealing with conflict. Students were taught to find solutions to problems using appropriate language and problem solving techniques such as ‘I messages’, deep breathing, ignoring, or telling an adult. MindWing Concepts Inc.’s *Braidy the StoryBraid* (1991) and puppets were incorporated into the lessons to promote students’ social thinking and awareness of the outcomes of their behavior, both positive and negative. Through puppets and the use of the StoryBraid students identified and modeled appropriate problem solving strategies and determined the beneficial outcomes of these behaviors.

**Participants/Setting**

*Ready to Learn* was designed for educators, therapists, parents and puppeteers who wish to positively impact the lives of students with special needs. As students on the Autistic Spectrum, students with sensory processing deficits, ADHD or emotional deficits most often have difficulty with sensory and emotional regulation; professionals and families who work with this population of students were the primary target audience.

The inability of these students to regulate their arousal levels comes from a dysfunction in the way sensory input is relayed to their brains. These students typically have the physical components of the sensory system in place, but a problem occurs in their brain’s ability to appropriately process the input from the sensory structures (Dunn, Saiter & Rinner, 2002). The sensory system includes: touch, taste, sight, sound, smell, movement and body position (Dunn, Saiter & Rinner, 2002). Many students were familiar with the first 5 senses (touch, taste, sight, sound and smell), but some may be unaware of the body position and movement sense. Body
position refers to proprioceptive input, whose “sensors are in the joints and tendons and allow an individual to know the location of each body part “(Lynch & Simpson, 2004. p. 2). The movement sense is derived from vestibular sensory input. This input enters through the inner ear and allows for body awareness in relation to its surroundings (Lynch & Simpson, 2004).

Students with sensory processing deficits perceive this sensory information much differently than a typical person and as a result are either hyper or hypo sensitive to their environment and need support within their environment to cope with this misperception.

The versatile curriculum developed in this project used research-based teaching methods and tools, evidenced to be beneficial for a range of students in a variety of settings (Naylor et al. 2007, Peck & Verkler, 2006, Keogh et al. 2006, Asher, 2009). Although the program was specifically designed for participants with Emotional Disturbance, Sensory Processing Deficits or Autism, from early childhood through primary school, many students, both typical and with disabilities, benefit from the strategies the program provides. Settings in which the program may be implemented include general education and special education classrooms, occupational therapy settings, speech therapy settings or therapeutic counseling sessions.

Instrument

In order to utilize the most beneficial teaching models and instruments, research was conducted on the current best practice methods utilized in education. To create effective lesson plans throughout the curriculum, the author chose to incorporate Madeline Hunter’s Seven Point Lesson Plan model. In addition, the author incorporated puppets, visual aides, music and humor to ensure that students were engaged and learning throughout each lesson.

Hunter’s lesson plan model ensured that students were: engaged and focused from the start of each lesson; they were provided ample opportunities to practice lesson objectives; time
was allotted to display what students had learned, and mastery of each skill was attained. The lessons followed the “I do”, “We do”, “You do” model. Each new skill was modeled for students using puppets and other visual aides. Students were then invited to work with teachers to use the puppets to perform lesson objectives and finally students were asked to role-play the behavior. This final role-play step helped students to, not only display what they have learned and work towards mastery of the skill, but it also helped them to generalize the behavior to themselves rather than limiting the behavior to the puppets.

Research uncovered that puppets provided an excellent tactile support for kinesthetic learners and visual experience for students who prefer the visual channel for learning (Asher, 2009; Riedmiller, 2008). In addition, Ready to Learn puppet lessons utilized fun and interactive dialogue for students who prefer to access information auditorally. When working with students with auditory processing deficits, the author suggested using a microphone or another amplification system.

Research has shown that motivational learning materials, with which students can make a personal connection, increased learning acquisition (Keogh et al, 2007). As such, puppet characters were designed to represent students who exhibit similar behaviors and experience similar challenges as the population of students this program seeks to target.

In addition, research has shown that using puppets in educational and therapeutic settings increases academic language acquisition and improves verbal abilities (Keogh et al., 2006). To ensure students were accessing the optimal benefit from this aspect of puppetry, sentence frames were provided in the appendices of the program. Sentence frames were posted and reviewed before a discussion and students were encouraged and praised for using ‘accountable talk’ or academic language.
To support retention of strategies and skills, a CD of songs to accompany each lesson was produced. As well as providing a fun way to conclude each lesson, the songs and visual aides, allowed students a memorization tool and motivates them to work to keep their bodies in the ‘just right’ zone.

**Procedure**

This curriculum was created to support a student need that the researcher observed in her special education classroom environment. Out of the population of students in this special education classroom 7/11 were unable to regulate their sensory system independently and 3/10 struggled with emotional stability and the ability to utilize appropriate problem solving skills at the outset of the project. The researcher achieved some success utilizing Leah Kuypers’ *Zones of Regulation* (2011), Williams and Shellberger’s *Alert Program- How Does Your Engine Run?* (1996) and MindWing Concepts Inc.’s *Braidy the StoryBraid* (1991) theories and tools to support these students. However, the researcher reached the conclusion, based on this limited success, that a curriculum to teach these students how to implement these strategies independently was necessary to achieve greater student success.

Once the need was established, research was conducted on the most effective teaching methods and modalities, which could be utilized in the curriculum. From this research 5 teaching methods emerged: (a) motivational learning tools, (b) modeling, (c) use of visual supports, (d) tactile activities and (e) role-playing. Based on the researcher’s review of various teaching practices, she concluded that utilizing puppets would incorporate these 5 best practice methods, as well as providing a fun and entertaining learning experience.

Puppet characters were then created. These characters were specifically designed to enable students to find a personal connection to the puppets. Puppet characters were described as
being in a school setting and having struggled with similar issues as the students the curriculum targets. The curriculum used these puppets to model for students’ similar problems to those they experience daily and then displayed appropriate solutions to these problems. Students were then asked to become the puppeteer and act out these problem/solution plays. This allowed for student comprehension of target skill as well as providing supported practice.

In order to ensure that all 5 of the researched effective teaching methods identified in the author’s research were utilized, visual aides, changeable puppet parts and role-playing were incorporated into the curriculum. Visual aides allowed for the success of students who are visual learners as well as providing students a reference tool that can be reviewed throughout each lesson. As puppets resolved problems facial features and clothing of the puppets changed. This corresponded to the puppet’s sensory level or emotional state. Students engaged in this tactile activity throughout the puppet play. This benefitted students whose optimal learning modality was through touch. Finally, role-playing allowed for generalization from the puppet to the student as well as further mastery of skills.

As a final activity, the researcher chose to incorporate music into the program. From her experience, students with special needs respond favorably to music and it acts as a beneficial memorization tool.

Summary of Chapter

This project created a replacement curriculum for a variety of students and their needs using the following methods: (a) puppets, (b) script training, (c) modeling, (d) repetition, (e) role-play, (f) music and (g) generalization. The students for whom the curriculum was created may include: (1) those with sensory processing deficits, (2) students who are hyper or hypo sensitive to their environment, (3) students who live with emotional disorders or cognitive
deficits, and (4) students with Autistic Spectrum Disorder. The overarching goal of the project was to support these students by offering observable curriculum to help increase awareness of their sensory needs and physical arousal levels to train for independent implementation of an appropriate sensory strategy and then, to generalize and maintain these skills across time and settings. Students with interfering thoughts and feelings generally benefit from learning to use coping strategies and exercises to regulate their emotions. Chapter 4 sets forth a completed version of Ready to Learn curriculum, including a teacher’s guide to instruction, learning materials as well as the 17 instructional lessons.
Chapter Four

Project Overview

This program utilizes puppets to provide a fun and interactive way to improve students’ behavior and increase learning time! The program, builds on Leah Kuypers’ Zones of Regulation (2011), Williams and Shellberger’s Alert Program- How Does Your Engine Run? (1996) and MindWing Concepts Inc.’s Braidy the StoryBraid (1991). Its goal is to entertain students while teaching them to implement coping strategies. These strategies serve to help them to regulate their sensory system and control their emotions in an attempt to improve their peer relations and increase learning time. It may be a curriculum like one may have never worked with before. The instructor will become the puppeteer, teacher, and director all in one.

Purpose and Target Population

This curriculum utilizes puppets to teach students with disabilities specific skills, which are otherwise difficult for these students to grasp both cognitively and affectively. The curriculum was specifically created to aid students in acquiring coping strategies and to help them to manage interfering behaviors in a socially acceptable and effective manner. Providing stimulating, motivating activities for students is crucial to student participation and acquisition of knowledge (Keogh et al, 2007). This is particularly true when working with students who have disabilities. The curriculum specifically targets students who have difficulty attending to academic tasks and instruction due to disabilities such as; (a) Attention Deficit Hyperactive Disorder, (b) Sensory Processing Deficit, (c) Autism or (d) Emotional Disorders.

Students with disabilities of this nature often display interfering, maladaptive behaviors, which impede their learning and strain relationships with teachers, family and peers. These maladaptive behaviors are often misinterpreted as defiance by instructional staff and students are
given inappropriate consequences without providing them better means to cope with their learning difficulties or social problems. Students need to be taught behavioral responses in order to meet their own needs, whether emotional or sensory based. In order to be heard, respected and self-directed, these students need to learn and develop these skills. This requires instruction on appropriate replacement behaviors. Replacement behaviors are defined as pathways to serve the same function as the maladaptive behavior, but in a more effective and appropriate way.

Every behavior has a function. Students with sensory processing deficits, emotional disabilities or Autism often have a physical or emotional need, the satisfaction of which is the function that they do not meet with appropriate behavior. For example, if a student is given an assignment he or she feels incapable of completing, he/she may yell in frustration or fear and push over a desk. This behavior, yelling and pushing over his/her desk, may serve any of several functions, such as releasing tension or to avoid doing the assignment. This is a ‘maladaptive’ behavior because he/she met his/her need, but he/she has also alienated himself from his teachers and peers and has possibly experienced a negative consequence of the behavior. An appropriate replacement behavior, or a better method to meet the function of the behavior would be to utilize a coping strategy and ask for help on the assignment that appeared to be too difficult. Socially appropriate strategies to manage feelings or meet individuals’ needs, either physical or emotional, must be specifically taught to students with disabilities. Over time, if students’ do not learn to meet their own needs appropriately, social relationships with peers and caretakers are damaged and learning time is lost (Dunn, Saiter & Rinner, 2002).

This project created a replacement curriculum for a variety of students and their needs using the following methods: (a) puppets, (b) script training, (c) modeling, (d) repetition, (e) role-play, (f) reinforcing and (g) generalization. The students for whom the curriculum was
created may include: (1) those with sensory processing deficits, (2) students who are hyper or hypo sensitive to their environment, (3) students who live with emotional disorders or cognitive deficits, and (4) students with Autistic Spectrum Disorder. The overarching goal of the project was to support these students by offering observable curriculum to help increase awareness of their sensory needs and physical arousal levels to train for independent implementation of an appropriate sensory strategy and then, to generalize and maintain these skills across time and settings. Students with interfering thoughts and feelings generally benefit from, learning to use coping strategies and exercises to regulate their emotions

Implementation

The researcher found that providing rules and expectations to students before beginning the program helps to set students up for success. In order to do this, behavior and academic expectations should be clearly stated and presented visually before, during and after each lesson. Before beginning this program, some teachers may choose to generate rules and expectations with their students as a working constitution. Others may choose to use one of the lists provided in the appendices of the program. For those teachers who choose to create their own rules and expectations, the following are some examples of behavior expectations, which are suggested to ensure a fun, safe learning environment.

1. Listen to teachers and friends with your whole body (refer to listening chart)
2. Be gentle with puppets and all puppet parts
3. Use your words- Keep hands and feet to self
4. Have fun
It is important to post these rules and expectations in a place where all students can refer to them easily. Also, for those who choose to generate their own unique lists, the lists can be made accessible to non-readers by adding picture cues.

Reinforcement for appropriate behavior should be provided throughout the lesson. Although the hope of all educators is that students become intrinsically motivated, and reinforced by their own success, many students with disabilities rely on external reinforcement to display appropriate behaviors and feel success. Reinforcement can range from verbal praise or applause to primary and secondary reinforcement.

Primary reinforcers are rewards, such as a food items (try to make them as healthy as possible) provided immediately after an exemplary behavior is exhibited. A secondary reinforcer is used when primary reinforcement can be delayed. Students may earn stickers or hole punches on a chart for positive behaviors in order to earn a primary reinforcer. When using a secondary reinforcement system, it is important that it be clearly posted so students are aware of how much they have earned and how much more they need to work to access their primary reinforcement.

It is important to decide what reinforcement system will work best for a given student population before beginning this program and to make sure all students and staff members understand how the reinforcement system works. Establishing this preliminary understanding helps to prepare students by outlining what is expected of them and what they will be receiving for displaying appropriate behaviors.

**Lessons**

Student motivation is the key to effective instruction and with the use of puppets, puppet parts, visuals and humor this program is sure to have students engaged and learning. The lessons follow the “I do”, “We do”, “You do” model. The lesson objective is modeled for students using
puppets and other visual aides. Students are then invited to work with teachers to use the puppets to perform lesson objectives and finally students are asked to role-play the behavior. This final role-play step helps students to not only display what they have learned and work towards mastery of the skill, but it also helps them to generalize the behavior to themselves rather than limiting the behavior to the puppets.

This multi-faceted program supports students of all learning preferences. Puppets provide an excellent tactile experience for kinesthetic learners. They also provide visual support for visual learners. Puppets utilize fun and interactive dialogue for students who prefer auditory channels for learning. When working with students with auditory processing deficits it is beneficial to have students and puppets use a microphone or other amplification system.

Research has shown that motivational learning materials, with which students can make a personal connection, increase learning acquisition. As such, puppet characters are designed to represent students who exhibit similar behaviors and experience similar challenges as the population of students this program seeks to target.

It is also suggested by the authors that in order to make the puppet activities as motivating as possible teachers should try to be flexible and creative in accommodating particular student preferences. For example, if students have a specific affinity to a television show or character such as Strawberry Shortcake, it is recommended that the puppet characters’ names be changed to the characters’ names in Strawberry Shortcake. These names might include Blueberry Muffin, Apple Dumpling or Huckleberry Pie. It is crucial to be in tune with the students and use what the teacher working with the curriculum knows will motivate and work best for them.
Finally, research has shown that using puppets in educational and therapeutic settings increases academic language acquisition and improves verbal abilities. To ensure students are accessing the optimal benefit from this aspect of puppetry, sentence frames are provided in the appendices of the program. Please review and post them before a discussion and encourage and praise students for using ‘accountable talk’ or academic language.

The Art of Puppetry

Teachers have no problem speaking to large groups of people, albeit possibly children, commanding an audience’s attention and inspiring individuals to change for the better. That said, the idea of becoming a puppeteer could feel like a daunting task to any educator. Speaking through an inanimate stuffed animal may feel awkward at first, but with some practice, effort and a smile the puppets will begin to come to life and speaking through a green, wild-haired friend will become as natural as walking your students to recess.

Tips from Sharon Peck, an expert puppeteer and educator, may help the novice puppeteer get a better idea of how puppeteering works. According to Peck it is important to always remember “The Three E’s”: Energy, Exaggeration, and Establish the Mood.

Energy brings life to the puppet. Brainstorm how puppet characters would walk, talk or breathe. For example, if the character were a happy, young child would the character walk quickly or with a hop?

The second ‘E’, Exaggeration refers to how the puppet character expresses emotion. Puppets used in this program do not have moving mouths or eyes so it is the objective of the puppeteer to show emotion through exaggerated movements. An example of this is a vigorous nod instead of a casual head movement or any other wide range motion movement.
The final ‘E’, Establish the Mood, further fleshes out the character of the puppet. Imagining the mood of the puppet will help determine the movement and develop fitting characteristics.

Another key component of successful puppetry is voice. The characteristics of each puppet will help to guide the puppeteer to identify a voice that will be consistent with the puppet character. For example, the puppet character of a young girl will not speak in a gruff voice but with a sweet or soft voice, etc.

It is the hope of the author that educators will find these novel educational tools as fun, entertaining and effective as the target student population. It is worth remembering that children are much more forgiving than adults; if their teacher is having fun, they will too.

**Designated Classroom Area to Implement Strategies**

A teacher who wishes to implement this curriculum should first identify and designate an area in the classroom where students can implement these strategies and activities. This area may be called the Engine Room, or some other name that is more meaningful to the students. As students may be utilizing this area when they are in an escalated state, it is best to make sure it is away from student work areas or fragile or dangerous classroom materials (i.e. computers or scissors). Make the space welcoming by adding pillows or rugs.

In addition, the area should have the visual aides for zone identification and helping activities posted and accessible to students. These visual aides can be found in the appendices of the program. In order to be effective, the helping activity items must be readily available to students. Helping activity items may include items that must be gathered and placed an area where students can independently access them. These items may include; (a) a jump rope, (b) therapy band, (c) weighted vest or (d) calming music in a portable CD player with headphones.
In short, for implementation of strategies and coping skills, create a space, away from works areas or fragile materials, and include:

1) Zone Chart with student names attached to pegs (see appendices)
2) Helping Activities Chart (see appendices)
3) Helping Activity Items
4) Pillows or rugs (optional)

**Assessment and Evaluation**

Ongoing informal assessment of students’ progress will help guide the pace of the program. The ‘I do’, ‘We do’, ‘You do’ teaching model will assist in determining if students have mastered material. If, during the independent practice portion of the lesson, students are unable to independently perform the appropriate behavior or skill, repeat lessons to re-teach the skills or concepts, which students are unable to display. Puppets help to create novel learning experiences so that students do not tire of repeating lessons again and again. It is important that educators Do not move forward until students are able to independently perform target skills.

This curriculum is also a great tool to teach skills that are targeted for IEP (Individual Educational Program) goals. When using this program to meet IEP goals it is important to first determine the behaviors that will be targeted. Data on this behavior should be collected prior to beginning the implementation of the program. This pre-intervention data is called baseline data. Using data collection sheets provided in the appendices of this program, functions of the behavior would be determined as well as how often the behaviors are occurring and the intensity of the behaviors. Once this baseline data is collected, and reasonable goal is written the intervention, consisting of this program, should be implemented.
To ensure student success across settings, it is important to provide students with the environmental supports and tools for them to implement these new strategies learned in this program. Environmental supports include; (a) prompts to engage in newly acquired coping skills, (b) reinforcement for approximations to appropriate behavior, and (c) physical areas designated to sensory regulation and de-escalation provided. Post-intervention data should be collected to determine whether students have met IEP goals. Data collection sheets are provided in the appendices of the curriculum.

It is the hope of the author that this program meets the needs of a wide variety of students and guides them to behavioral, academic and social success.
Chapter 5

Project Recommendations

Many students, with sensory regulation and emotional deficits who have average or above average intelligence levels, are significantly behind their typical peers in one or more academic areas. The researcher believes that this is due to these students’ inability to manage their interfering thoughts or feelings, which impacts their ability to focus on instruction or complete tasks.

In order for any child to progress successfully through the general education system today, he or she must be capable of focusing on the instructor over an extended period of time, attending to tasks and completing assignments independently. In addition, much of today’s instruction incorporates a high proportion of paper-pencil tasks, which does not allow for movement or stimulating multi-sensory activities. These learning requirements and the educational structure make academic achievement difficult for students with sensory or emotional deficits. To meet the needs of this population of students and support them so that they are able to progress through the educational system successfully, the researcher designed an observable curriculum, which teaches these students to independently identify and regulate their sensory alert level, and utilize appropriate sensory or emotional coping strategies.

This chapter discusses lessons learned by the researcher throughout the creation and implementation of the curriculum, the educational implication of the project, the project implementation plans, the limitations of the project and the researchers’ future research or project suggestions.

Lessons Learned
The researcher experienced a range of challenges and learned a variety of lessons throughout the creation and implementation of this program. The researcher learned a number of lessons regarding the students themselves were learned, as well as some regarding her fellow professionals. The implementation of the program also served to identify weak aspects of the curriculum.

Creating this curriculum allowed the researcher time to focus acutely on the target population of students. The focused attention on these students revealed how difficult a task it is to teach these students to be aware of their sensory alert levels and independently implement coping strategies. Students with sensory or emotional deficits, such as Autism or Emotional Disturbance, have lived in unregulated physical or emotional states since birth. Therefore, teaching them to be aware of the differences within their bodies, when they are too low, just right or too high, proved to be more difficult than expected by the researcher.

Another lesson the researcher learned was how difficult it can be to altering fellow professionals teaching methods and help them to adapt new attitudes and teaching models based on current research. The researcher found that many teachers and instructional assistants in the field today subscribe to obsolete models of behavior training. As a result, they failed to incorporate current research into their behavior modification practices. The researcher learned that altering the behaviors and ideas of professionals can be as difficult as modifying the behaviors of students.

Finally, the curriculum proved difficult to utilize with shy or reserved students. These students often did not want to participate in either the puppet-play or the role-modeling components of the curriculum. These activities are both crucial to the success of the program and to the acquisition of the skills being taught. The researcher believes that allowing these students
to work in a one-on-one setting with instructors or in very small groups could reduce the anxiety, associated with performance.

**Educational Implications**

Throughout the development of this program, the researcher gathered a multitude of useful insights, which would be valuable to fellow educators who adopt the program. First, as in all aspects of teaching, setting students up for success in the program is critical to student achievement. The researcher strongly suggests that, before professionals begin utilizing the program with students, they establish and teach appropriate behavior expectations. These rules and expectations should be prominently posted and clearly stated. Also, a reinforcement system should be in place so that students are motivated to exhibit appropriate behavior. Exemplary behavior should be reinforced and commended throughout the program lessons. The researcher has observed that use of these methods is a critical component to the success of the program.

In addition, the researcher believes that instructors should support students so that they are able to utilize strategies in generalized settings. Students should be provided the necessary tools, as well as designated areas within their environment, where they can implement coping strategies and be reinforced for using these strategies appropriately. The researcher found that allowing for independence within structured settings increased the level of success experienced by the students. This controlled independence helps students attain the ability and confidence to utilize their skills and strategies effectively in unstructured settings.

Finally, the researcher found that students responded much more positively to the program when the instructor was enjoying teaching the lessons. When educators were enthusiastic about implementing the program and enjoying the puppet plays and other components of the curriculum, the students were more engaged, confident in their own use of
puppets and retained skills at higher rates. Performing in the various capacities required to effectively implement the program expects may be daunting for many professionals. However, the researcher consistently observed that students were eager to have fun and learn when the teacher was having fun too.

**Project Implementation Plans**

It is the goal of the researcher to publish and promote the curriculum’s use in schools, occupational therapy, and speech therapy settings as well as with families in home settings. To attain this goal the researcher intends to continue refining the curriculum by; (a) utilizing the program in her own special education classroom, (b) sharing the curriculum with her colleagues and peers to be piloted in their classrooms and therapy settings, and (c) holding training sessions and seminars in order to implement the program throughout her school district.

The researcher intends to implement the program in her special education classroom setting, gathering data and modifying the curriculum as problems arise. The complexity and variance within the target population of students will inevitably uncover aspects in the program that will need to be altered. The researcher intends to identify and address these aspects, as they appear, to prepare for the next piloting phase.

Once the researcher has adjusted the program to meet the needs of students within her special education classroom setting, she intends to recruit other professionals, including occupational therapists, speech therapists and special educators to pilot the program in their professional settings. The researcher believes that it is necessary to have other professionals utilize the program in order to determine whether if it will be difficult for others to implement. The researcher believes she is not in a position to accurately evaluate the difficulty of implementation, due to her long-term involvement and intimate knowledge of the program.
Feedback and data recovered from these teachers and professionals are anticipated to continue to help the researcher to adjust and refine the curriculum.

Following this individual teacher/professional piloting phase, the researcher hopes to expand the testing of the curriculum throughout the researcher’s school district. This stage of the testing will entail the researcher holding seminars and teacher trainings for individuals interested in piloting the program within the district.

At the conclusion of these piloting stages, the researcher intends to collect and evaluate data concerning the experience of other professionals in implementing the program and to make the necessary modifications to the curriculum. It is the hope of the researcher that, following these final changes to the program, the curriculum will be suitable for publication and utilization in districts throughout the nation and, eventually, internationally.

**Limitations of Project**

The limitations of this project included time, adequate feedback from the colleagues and peers, and financial capacity. The researcher believes that this additional time, feedback and financial backing could have allowed her to more fully explore the various areas of the project that may have needed additional support and attention.

Additional time would have allowed the researcher to improve the curriculum in a variety of ways. First it would have allowed for the implementation of the before mentioned piloting phases so the researcher could have adjusted the curriculum and included the changes in this paper. In addition, as the program incorporates puppets and required instructors to perform puppet shows, given more time, the researcher could have created a training DVD. Such a DVD could support teachers by giving them the confidence they would need to practice an art form with which they may be very unfamiliar or hesitant to incorporate into their teaching practices.
Also, the researcher believes that the design of the curriculum necessitated adequate feedback from an assortment of teachers and other educational professionals. Feedback required included information about: (a) whether the program design is feasible for educators to implement given the limited time students are allotted in the school day; (b) whether it is realistic to require teachers to follow the scripted portion of the curriculum; (c) whether monetary restraints in the public educational system would allow for the necessary financial investment the program requires, and (d) how students in various settings and age groups targeted by the program responded to the puppets.

Finally, if the researcher were provided unlimited monetary funds, a performing arts puppeteer troop could be utilized in the beginning stages of the program’s implementation. A puppeteer troop, trained in the theory and design of the program, would be the optimal staff to train educators how to utilize the program in their classrooms. Puppeteers could act as models for the teacher. These puppeteers would display the appropriate pace of curriculum implementation and puppet manipulation techniques. In addition this team could help to set up appropriate designated areas in the implementing classroom where students could employ coping strategies. Finally, they could act as catalysts to motivate and excite teachers and students about implementing the program.

**Future Research**

The teaching methods and techniques employed in this program may be successfully applied to a wide variety of settings, student populations and subject areas. Future research would be required in order to establish the benefits of utilizing the program to; (a) increase language acquisition in English language learners, (b) support a variety of needs of students on the Autistic Spectrum, and (c) teach learning strategies to students with learning disabilities.
Dr. Stephen Krashen, language acquisition expert, states that language acquisition is high when students are provided comprehensible input paired with an environment, which lowers their affective filter (Krashen, 1988). Comprehensible input refers to the coupling of language with visual supports to aide comprehension of language. The affective filter refers to the student’s stress, fear or anxiety levels. When the affective filter is high, the student is experiencing high levels of anxiety, and is unable to assimilate comprehensible input or learn language. The researcher believes the program would support English language learners, by satisfying both of Krashen’s language acquisition requisites. The program provides both visual aides and allows for a low-stress, motivating environment where students can both acquire and practice language using a novel medium. Studies have also shown that students use more appropriate language skills when using puppets (Keogh et al., 2006). Future research should determine whether the use of teaching methods embodied in Ready to Learn including; (a) puppet, (b) script-training, (c) visual aides, (d) music, and (e) reinforcement techniques increases language acquisition and fluency in English language learners.

The researcher believes that further research into the variety of ways this program may be used to support students on the Autistic Spectrum, including social skills training and modification of ritualistic behaviors, should be conducted. Research has shown that the use of puppets and script training are successful in teaching social skills to students with Autism in the therapy setting (Schrandt et al. 2009). Further research on how Ready to Learn, which, in addition to these teaching methods includes music, role-play, reinforcement and generalization techniques, should be tested to determine its effectiveness in teaching social skills to students with Autism in the educational setting.
Students with Autism typically exhibit interfering ritualistic behaviors, which can impede their progress socially, behaviorally and academically. These ritualistic behaviors are often linked to a ‘trigger’, a sound, place or encounter within their environment, which drives them to react by exhibiting the ritualistic behaviors. These behaviors are often maladaptive and socially inappropriate, therefore resulting in negative consequences such as loss of learning time, danger to themselves or others and/or hindered development of relationships with teachers or peers. The researcher believes that research into utilizing Ready to Learn to modify these ritualistic behaviors and teach replacement behaviors should be conducted to determine whether the methods incorporated into the program would be successful in supporting students to modify these maladaptive behaviors.

Students with learning disabilities often struggle to independently discover and utilize learning strategies, such as word attack skills for reading or problems solving skills in mathematics. In addition, these students typically have a deficit in one or more learning modalities. A student with a learning disability may be a strong visual learner but will struggle comprehending auditory information. Alternatively, he or she may be a tactile learner who needs to engage in an activity to understand a concept. These unique and specific learning needs are addressed in Ready to Learn. Visual, tactile and auditory learning methods are woven into each lesson. In addition, the program allots excess time to students on each skill to allow them to attain mastery. Due to these program attributes, the researcher believes that the curriculum would be beneficial to students with learning disabilities. Specifically, the researcher suggests that research be conducted in teaching learning strategies to these students to ascertain whether this medium would be a benefit.

Conclusion
The project curriculum was the researcher’s attempt at supporting her students in the area she feels most impacts and hinders their social and academic progress. Although recent research suggests that students with sensory processing and emotional deficits may benefit from particular diets and food regimens, there continues to be no absolute cure for their condition. As a result, these students need to be taught skills, within their learning, home and therapy environments, to maintain stable physical and emotional regulation as much as possible.

The program, Ready to Learn, works to meet this need in a variety of ways. Using; (a) puppets, (b) script training, (c) music, role-playing, (d) visuals, (e) reinforcement, and (f) generalization strategies, the curriculum teaches students to identify their sensory alert level as too high, too low or just right, and to implement regulation strategies to maintain or calm their systems in the ‘just right’ alert level. When these students are ‘Ready to Learn’ or are at the ‘just right’ alert level, they are then able to attend to instruction, maintain social relationships and progress through the education system successfully. It is the hope of the researcher that the program will positively impact this population of students to such a degree that they become able to achieve academic, social and behavioral success at the rate of their typical peers or others with their same intellectual abilities.
References


Hanson, Art. (1947, September 23). Student at Work (Figure 1). Retrieved from http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=558225


READY TO LEARN

USING PUPPETRY TO TEACH COPING AND SENSORY REGULATION SKILLS

CHRISTIN CARLESS
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Unit 1 Alertness Level Identification

Lesson 1: Identify Arousal Level- The Green Zone

Age: 3-8

Estimated Time: 40 minutes

Objective: Students will identify characteristics of the Green Zone and meet the puppet characters.

Materials- Puppet show theater, 5 puppet characters: Polly, Tim, Hector, Arnie and Mrs. Carless, Props 1-3 (math page, artwork, writing page), Visual Aid 1- Green Zone Chart, Visual Aid 8, Visual Aid 11 and Zones CD

Introduction

**Teacher:** “Today we are going to meet some friends from Green Grass Elementary School. They are going to tell us all about what they do at school, the fun they have at school and what things they enjoy learning.”

“Let’s be polite listeners so we can hear about them and so they know that we are excited to meet them.”

Body of Lesson: Puppet Dialogue

*Enter Puppet Polly Polly:* “Hi, Welcome to Green Grass Elementary School! We have so much fun here and we learn so many things. We are going to tell you about the different things we learn at school. My favorite subject is math and look (show prop 1 math page with an A) I got an A on my last math paper- that is 100%! My mom and dad are so proud of me (little giggle).”

*Enter Puppet Tim*

“That is my friend Tim over there. He loves art. He is just finishing his art project. He is really working hard. He is always really careful so he can do his best work. I love playing with him at recess. We always play tether ball.”

*To the audience:* “Have you ever played tether ball?”

**Students:** Yes

**Polly:** “Well, it’s great fun and good exercise, don’t you think? Whenever Tim wins, I always tell him what a good game he played, even when he beats me. He always tells me that I did a good job too. That’s why I like him so much- he makes sure everyone feels good!”

**Tim:** “Hi, Polly who are you talking to?”
**Polly:** “This is- what is the name of your school again?”

**Students:** (Give school name)

**Polly:** “Oh yes, these students are from ______ school. I was just telling them about how you love art so much.”

**Tim:** “Yes, and look (hold up Prop 2 artwork). I was really careful with this part. I wanted to make sure the colors were just right. It can be hard but I feel so good today because I think I did a good job.”

“Polly, Mrs. Carless told me that its time for you to start your writing project.”

**Polly:** “Ok, thanks Time. To audience: Writing is really hard for me and sometimes I become a bit worried but today I think I can try my best to do good work without being worried.”

**Tim:** “That’s good thinking Polly. That kind of thinking helps you do a better job, and besides, I think you are a good writer”

**Polly:** “Thanks, Tim! Hector is the best writer though. It looks like he has just finished his story. Here he comes.”

*Exit Puppet Polly*

**Hector:** “Hey Tim, what’s up? Check out the story I just wrote (prop 3 writing page). Its called The Adventures of Pants Man and Evil Underwear”

**Tim:** “Ha that sounds hilarious! You write the funniest stories.”

**Hector:** “Thanks Tim. Do you think your new friends would like to hear some of my story?”

**Tim:** “Sure, I think so... To the audience Would you like to hear some of Hector’s story?”

**Students:** Yeah!

**Hector:** “(Clears his throat) Well, here goes. It was a dark and dreary day and the Mayor of Hanes Heights was sitting in his office on the 23rd floor of Falling Down Towers when suddenly Evil Underwear crashed through...”

*Puppet Mrs. Carless calling to Puppet Tim from the background*

**Tim:** “Wow that sounds like an exciting story! I think I hear Mrs. Carless calling me to math. Math is so hard for me but I know I can do it if I try hard and don’t give up!”

**Hector:** “That’s the way to do it, bro.”

*Exit Puppet Tim*

**Hector:** “It was nice meeting you. I think you have met everyone in our class except Arnie. He’s shy. Hey Arnie (calling in a loud voice), you want to come meet these nice kids?”
Arnie: "Um, ok. Hello. What is your name? Each one call out your name!"

Students: Call out their names

Arnie: "It is nice to meet you. I was just studying for my spelling test. Spelling is the subject that is so hard for me. I want to earn a good score, so I have to keep trying and trying. Last week I got 100% for the very first time. It felt really good because I know I worked hard."

“I better get back to it. See you later.”

Enter Puppet Mrs. Carless

Mrs. Carless: “Hello and well done Arnie, you are improving on your spelling skills every day.”

Arnie: “Thank you Mrs. Carless”

Exit Puppet Arnie

Mrs. Carless: “Well, it looks like you’ve had a chance to meet all my wonderful students from Green Grass Elementary School. They love working hard, helping each other and being good friends.”

“Did you enjoy meeting them?”

Students: respond

Mrs. Carless: “This is a great class and they usually they work hard and learn every day. Sometimes one of them becomes frustrated or worried or has an argument with a friend. Sometimes one or two of them get really tired and it is hard for them to learn. All the students were in the Green Zone today. That means that their bodies were calm and they were ready to learn. The Green Zone is the very best for learning and having fun. I was very proud of all of them today.”

Show Green Zone Visual Aid 1

“Can you see all those boys in girl on this poster? They are in the Green Zone.”

“What do their faces look like?”

Students: Happy, smiling, alert

Mrs. Carless: “Great! What do their bodies look like?”

Students: Calm, alert, ready to learn position

Mrs. Carless: “It looks like you are in the Green Zone today too!”
“Look how lovely you are sitting and listening so nicely. I can tell your body is calm and you are ready to learn. You bodies are just right! This is when your brain is ready to think the very best! Give yourselves a round of applause for your great work today.”

“Next time you meet my students I hope they will be in the Green Zone, like they were today, but if they are not, you will learn about what is like to be in the other zones. They are not so nice to be in. If you see any of the students at Green Grass Elementary in one of those other zones it will be your job to help them get back to the Green Zone. Do you think you could help them do that?”

“I’ll help you learn how. But for now keep doing great work and stay in that Green Zone.”
Lesson 2: Identify Arousal Level- The Blue Zone

Age: 3-8

Estimated Lesson Time: 45 minutes

Objective- Students will identify emotions and feelings associated with the low arousal level- the blue zone. Students will identify facial features and show appropriate behaviors related to the Blue Zone.

Materials: Visuals of students looking sad and tired, 4 puppets characters- Polly, Arnie, Hector, Tim, puppet show theater, Velcro puppet body parts and clothes, Visual Aid 3- Blue Zone Chart, Visual Aid 8- I’m Feeling Blue song chart, Zones CD, Visual Aid 11- Sentence Frames found in the appendices.

Teacher’s Note:

Before beginning each lesson-

- Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
- Review sentence starters and accountable talk (see teacher’s manual)
- Be prepared and have fun!

Introduction:

Teacher: “Today we are going to learn how to listen to our body. Sometimes our body tells us that we are ‘ready to work and we feel great’. Do you remember what zone that is?”

Students: The Green Zone

Teacher: “That’s right. Sometimes our body feels tired and low. Other times our body is all tensed up. When our bodies aren’t in that just right zone, it’s hard to think or learn.”

“Let’s try to figure out by watching my body clues how my body is feeling and what zone I am in.”

Show a tired face “Look at my face”

“How do my lips look?”

Students: Turned-down at the ends, yawning

Teacher: “That’s right. How do my eyes look?”

Students: They are drooping at the sides, half-closed
Teacher: “That's right- smart answers.”
(Continue questioning with eyebrows)

Show Visual Aid 3 Blue Zone Chart

“Let's look these students”

“How do you think they feel?”

Students: Sad, tired

Teacher: “How can you tell?”

Students: Eyes are drooping at the sides, mouth is turned down and they are slouching

Teacher: “Do you think they are able to do their smartest, best learning when they feel tired or sleepy?”

Students: No

Teacher: “Show me your most tired looking face”

“Oh, you look so tired! Nice job”

“These clues are telling us our body is feeling low. We call that the Blue Zone.”

“Can you tell me what zone we are in if our bodies feel low, tired or sad?”

Students: The Blue Zone

Body of lesson: Puppet Dialogue

Teacher puts the blue dress, tired eyes and mouth props from the blue zone on Polly the puppet

Enter Polly the Puppet

Teacher: “This is Polly. Today she is feeling very tired today so we are going to call her Sleepy Polly.”

“Can everyone say, hi Sleepy Polly?”

Students: Hi Sleepy Polly

Polly: In a tired voice “Hi, I am Polly. I feeling very tired today. I don't want to work, I don't want to be at school. I want to go home and go to bed.”

Teacher: “Oh no Polly, that is not a nice way to feel. I bet you are not having fun and you are not learning or getting really smart like your friends either.”
“Polly you are in the Blue Zone.”

**Polly:** “The *WHAT* zone?”

**Teacher:** “The BLUE ZONE”

*Show Visual Aid 3 Blue Zone Chart*

“That means you are feeling very low. Take a look at the kids on this chart. You could be tired, sad, or depressed. Your body has no energy and it needs a kick-start!”

**Polly:** “I don’t know what you’re talking about- I’m just tired and that is all.”

**Teacher:** “Class can you help me tell Polly what Zone she is in? You better tell her loudly because she didn’t hear me the first time!”

**Students:** The Blue Zone

**Teacher:** “Thank you. Can someone tell Polly how her body might feel if she is in the Blue Zone?”

**Students:** Read off the chart other feelings that are in the blue zone

**Polly:** “Well, I guess I’m in the Blue Zone then- is that why I have a Blue shirt on?”

**Teacher:** “Yes Polly, it is.”

**Polly:** “Thank you, next time I’ll know, when I’m feeling tired, sad or depressed- I am in the Blue Zone. I guess that’s not the zone that is best for learning and having fun.”

**Teacher:** “No Polly its not. Over the next few weeks we will learn how to get our bodies back to the Green, just right, Zone. Let’s look at what that Green Zone looks like.”

*Show Green Zone Visual 1 and review Green Zone characteristics*

**Polly:** “OOOO I can’t wait. I hope I will feel better soon!”

**Guided Practice**

**Teacher:** *To students* “Now you get a turn to show me what the Blue Zone will look like using our puppet friends.”

*Show all the puppets.*

“We already met Polly. These are her friends. They all go to Green Grass Elementary School. They all like to work hard so they can be super smart and be good friends but sometimes they have a hard time being the best they can be. Today they are feeling low.”

“What zone would they be in?”
**Students:** “The Blue Zone”

**Teacher:** “That’s right- very good!”

“So, let’s use our puppet parts to show what they may look like in the Blue Zone.”

*Give each child a turn to come up with the puppet and put the puppet correct parts, associated with the Blue Zone, on a puppet. Remind them that they may not get the puppet or puppet parts they want this time but if they do their best work they will have lots of chances to use the other puppets.*

Once students have put all the puppet parts on, have each student take a turn to come up to the puppet show theater or in their seat, and act out the way their character would act if they were in the Blue Zone.

*Remind students that when it’s not their turn, the puppet needs to be on the floor or on their desk so they can watch and listen to their friend. Provide positive reinforcement to students following directions. For example: “I like the way Sarah has her puppet on her desk and her eyes are watching her friend- nice work!”*

*Students may use the puppets to provide feedback to friend. Ask students to use ‘smart words’ to give their friend feedback. Remind them to use a sentence starter, Visual Aid 11, to give feedback.*

I liked the way you…

I was confused when …

Can you explain why you …

I agree/disagree with …

**Conclusion**

**Teacher:** “Today you learned what your body looks and feels like when it is in the Blue Zone. Can someone stand up and show me what that may look like?”

*Students role-play Blue Zone characteristics*

“Great job!”

“When our body is in the Blue Zone it is too low. We need to kick-start it so we can get to the best, smartest Zone- the Green Zone.”

“Let’s sing this song to help us remember”

*Using CD and Visual Aide 8 have student sing I Am Feeling Blue*
“Let’s finish with our Green Zone song so we can remember what our bodies should feel like and look like when we are ready to learn and have fun.”

*Using CD and Visual Aide 6 sing Yes I Can*
Lesson 3: Identify Arousal Level- The Yellow Zone

Age: 3-8

Estimated Lesson Time: 45 minutes

Objective: Students will identify emotions and feelings associated with the agitated arousal level- the yellow zone. Students will identify facial features and show appropriate behaviors related to the Yellow Zone.


Teacher’s Note:

Before beginning each lesson-

➢ Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
➢ Review sentence starters and accountable talk (see teacher’s manual)
➢ Be prepared and have fun!

Introduction:

Teacher: “Today we are going to learn how to listen to our body. Sometimes our body tells us we are ‘ready to work and we feel great’. And that is the ____”

Students: Green Zone

Teacher: “That is right! Sometimes our body feels low and tired and is called the ____”

Students: Blue Zone

Teacher: “Smart remembering! Other times our body is all tensed up and it’s hard to think or learn.”

“Let’s try to figure out by watching my body clues how my body is feeling and what zone I am in.”

Show a frustrated face

“Look at my face”

“How do my lips look?”

Students: Turned-down at the ends, tense
Teacher: “How do my eyes look?”

Students: They are half-closed, confused

Teacher: “That’s right- smart answers.”

(Continue questioning with eyebrows)

Show Visual Aid 2 Yellow Zone Chart

“Let’s look these students.”

“How do you think they feel?”

Students: Upset, frustrated, annoyed, tense

Teacher: “How can you tell?”

(Provide prompts for students to look at body and provide vocabulary and language as needed)

Students: Their bodies are tensed up, they are stiff, and their eyes are narrow

Teacher: “Do you think they are able to do their smartest, best learning?”

Students: No

Teacher: “Show me what you look like when you are annoyed or frustrated”

“Oh, you look so upset! Nice job”

“These clues are telling us our body is feeling agitated. We call that the Yellow Zone.”

Body of Lesson: Puppet Dialogue

Put the yellow shirt, frustrated eyes and mouth from the yellow zone on Arnie the puppet

Enter Puppet Arnie

Teacher: “This is Arnie. Today he is feeling very annoyed and frustrated today so we are going to call him Annoyed Arnie”

“Can everyone say, hi Annoyed Arnie?”

Students: “Hi Annoyed Arnie!”

Arnie: In an upset voice “Hi, I am Arnie. I am feeling really upset today. Nothing is going my way. My work is too hard and I want to go play. I don’t want to work, I don’t want to listen to my teacher. My friends are being mean.”
Teacher: “Oh no Arnie, that is not a nice way to feel. I bet you are not having fun and you are not learning and getting super smart like your friends either.”

“Arnie you are in the Yellow Zone.”

Arnie: “The WHAT zone? I don’t know what you’re talking about!”

Teacher: “The YELLOW ZONE Show Zone Chart- that means you feel frustrated and a bit angry. Your work or a friend could frustrate you. Your body is all tense and you need to relax!”

Arnie: “That does sound like how I feel. What was that zone again?”

Teacher: “Class can you help me tell Arnie what zone he is in? You better tell him loudly because he didn’t here me the first time!

Students: The Yellow Zone

Teacher: “Thank you. Can someone else tell Arnie how his body might feel if he is in the Yellow Zone?”

Students read off Visual Aid 2- Yellow Zone Chart

Arnie: “Well, I guess I’m in the Yellow Zone then- is that why I have a yellow shirt on?”

Teacher: “Yes Arnie it is.”

Arnie: “Thank you, next time I’ll know, when I’m feeling frustrated, a little angry or upset that I am in the Yellow Zone. I guess that’s not the zone that is best for learning and having fun.”

Teacher: “No Arnie its not. Over the next few weeks we will learn how to get our bodies back to the Green, just right, Zone when we aren’t feeling great. Let’s look at what that Green Zone looks like.”

Show Visual Aid 1 Green Zone Visual and review Green Zone characteristics

Arnie: “Alright, that sounds good. I hope it will make me feel better!”

Independent Practice

Teacher: “Now you get a turn to show me what the Yellow Zone looks like using our puppet friends.”

Show all the puppets.

“We already spoke with Arnie today. These are his friends. They all go to Green Grass Elementary School. They all like to work hard so they can be super smart and be good
friends but sometimes they have a hard time being the best they can be. Today they are feeling frustrated and upset.”

“What zone would they be in?”

**Students:** The Yellow Zone

**Teacher:** “That’s right- very good! So, let’s use our puppet parts to show what they may look like in the Yellow Zone.”

*Give each child a turn to come up with the puppet to put the puppet correct parts on. Remind them that they may not get the puppet or puppet parts they want this time but if they do their best work they will have lots of chances to use the other puppets.*

*Once students have put all the puppet parts on, have each student take a turn to come up to the puppet show theater or in their seat, and act out the way their character would act if they were in the Blue Zone.*

*Remind students that when it’s not their turn, the puppet needs to be on the floor or on their desk so they can watch and listen to their friend. Provide positive reinforcement to students following directions. “I like the way Sarah has her puppet on her desk and her eyes are watching her friend- nice work!”*

*Students may use the puppets to provide feedback to friend. Ask students to use ‘smart words’ to give their friend feedback. Remind them to use a sentence starter; Visual Aid 11, to give feedback.*

I liked the way you...

I was confused when ...

Can you explain why you ...

I agree/disagree with ...

**Conclusion**

**Teacher:** “Today you learned what your body looks and feels like when it is in the Yellow Zone. Can someone stand up and show me what that may look like?”

*Student’s role-play Yellow Zone characteristics*

“Great job!”

“When our body is in the Yellow Zone it is too high. We need to calm it down so we can get to the best, smartest Zone- the Green Zone.”

“Let’s sing this song to help us remember”
Using CD and Visual Aid 7 have student sing Yucky Yellow

“Let’s finish with our Green Zone song so we can remember what our bodies should feel like and look like when we are ready to learn and have fun.”

*Using CD and Visual Aide 6 sing Yes I Can*
Lesson 4: Identify Sensory Regulation Strategies for Red Zone

Age: 3-8

Estimated Lesson Time: 45 minutes

Objective- Students will identify emotions and feelings associated with the escalated arousal level- the Red Zone. Students will identify facial features and show appropriate behaviors related to the Red Zone.


Teacher’s Note:

Before beginning each lesson-

➢ Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
➢ Review sentence starters and accountable talk (see teacher’s manual)
➢ Be prepared and have fun!

Introduction:

Teacher: “Today we are going to learn how to listen to our body. Sometimes our body tells us we are ‘ready to work and we feel great’. Sometimes our body is in the Blue Zone and feels low and tired. Other times we are frustrated or annoyed and our body is in the Yellow Zone. Finally, other times we may be really angry or upset and our brains shut down and it’s really hard to think or learn. That is called the Red Zone.”

“Let’s try to figure out by watching my body clues how my body is feeling.”

“Look at my body and actions”

Show angry, tense, tantrum like behaviors

“How does my body look?”

Students: Tense, rigid, out of control

Teacher: “How do my eyes look?”

Students: They are half-closed, angry

Teacher: “That’s right- smart answers.”

(Continue questioning with eyebrows)
“Let’s look these students”

*Show Visual Aid 4 Red Zone Chart*

“How do you think they feel?”

**Students:** Very angry, temper tantrum, enraged

**Teacher:** “How can you tell?”

(Provide prompts for students to look at body and provide vocabulary and language as needed)

**Students:** Their bodies are tensed up, they are stiff, and their eyes are narrow

**Teacher:** “Do you think they are able to do their smartest, best learning?”

**Students:** No

**Teacher:** “Show me what you look like when you are very angry or upset.”

“Oh, you look so mad! You look enraged. Nice job”

“These clues are telling us our body is feeling really upset. We call that the Red Zone.”

**Body of Lesson: Puppet Dialogue**

*Put the red shirt, angry eyes and mouth from the Red Zone on Tim the puppet*

**Teacher:** “This is Tim. Today he is feeling very angry. He is having a tantrum so we are going to call him Tantrum Tim.”

“Can everyone say, hi Tantrum Tim?”

**Students:** “Hi Tantrum Tim!”

**Tim:** *In an enraged voice* “Hi, I am Tim. I am feeling so angry. I just feel like yelling and I am so mad I can hardly breath. My friend won’t play with me and my work is too hard. I hate it! Ahhh!”

**Teacher:** “Oh no Tim, that is a terrible way to feel. I bet you are not having fun and you are not learning and getting super smart like your friends either.”

“Tim you are in the Red Zone. That is not a good place to be. Your heart is racing very fast and your body is all tensed up.”

**Tim:** “The WHAT zone? That does NOT make any sense! I hate this!”

**Teacher:** “The Red Zone Show Zone Chart- means you are feeling very angry and upset. Your body is tense. You need to stop, take some deep breaths and try to relax your body so
you can think! Did you know that when your body engine is running too high your brain shuts down and you can’t even think?”

**Tim:** “What was that zone again?”

**Teacher:** “Class can you help me tell Arnie what Zone he is in? You better tell him loudly because he didn’t here me the first time!”

**Students:** “The Red Zone.”

**Teacher:** “Thank you. Can someone else tell Tim how his body might feel if he is in the Red Zone?”

**Students:** Read off the chart other feelings that are in the red zone

**Teacher:** “Can he even think when he is in the Red Zone?”

**Students:** “No!”

**Teacher:** “That’s right because his engine is running so high that his brain shuts right down. He needs to take some deep breaths so his brain can start working again and he can think!”

*Show puppet taking deep breaths-in through his nose and out through his mouth.*

**Teacher:** “That’s right Tim- In through your nose and out through your mouth. Pretty soon your brain will turn back on and you can make a good choice about what you need to do to feel better.”

**Tim:** “I do feel a bit better now. Thank you, next time I’ll know, when I’m feeling so mad and upset that I am in the Red Zone. I guess that’s not the Zone that is best for **Teacher:** “No Polly its not. Over the next few weeks we will learn how to get our bodies back to the Green, just right, Zone when we aren’t feeling great. Let’s look at what that Green Zone looks like.”

*Show Green Zone Visual Aid 1 and review Green Zone characteristics*

**Tim:** “Alright Mrs. ________, that sounds like a good idea. I hope it will make me feel better!”

**Independent Practice**

**Teacher:** “Now you get a turn to show me what the Red Zone looks like using our puppet friends.”

*Show all the puppets.*

“We already spoke with Tim today. Do you remember his friends? They all like to work hard so they can be super smart and be good friends but sometimes they have a hard time being the best they can be. Today they are feeling so angry and upset. They are enraged!”
“What zone would they be in?”

**Students:** The Red Zone

“That’s right- very good!”

**Teacher:** “So, let’s use our puppet parts to show what they may look like in the Red Zone.”

_Give each child a turn to come up with the puppet to put the puppet correct parts on. Remind them that they may not get the puppet or puppet parts they want this time but if they do their best work they will have lots of chances to use the other puppets._

 _Once students have put all the puppet parts on, have each student take a turn to come up to the puppet show theater or in their seat, and act out the way their character would act if they were in the Red Zone._

_Remind students that when it’s not their turn, the puppet needs to be on the floor or on their desk so they can watch and listen to their friend. Provide positive reinforcement to students following directions. “I like the way Sarah has her puppet on her desk and her eyes are watching her friend- nice work!”_

_Students may use the puppets to provide feedback to friend. Ask students to use ‘smart words’ to give their friend feedback. Prompt them to use a sentence starter, Visual Aid 11, to give feedback._

I liked the way you...

I was confused when ...

Can you explain why you ...

I agree/disagree with ...

**Conclusion**

**Teacher:** “Today you learned what your body looks and feels like when it is in the Red Zone. Can someone stand up and show me what that may look like?”

_Students role-play Red Zone characteristics_

“Great job!”

“When our body is in the Red Zone it is much too high. We need to calm it down so we can get to the best, smartest Zone- the Green Zone.”

“Let’s sing this song to help us remember”

_Using CD and Visual Aide 9 have student sing Raging Red_
“Let's finish with our Green Zone song so we can remember what our bodies should feel like and look like when we are ready to learn and have fun.”

*Using CD and Visual Aide 6 sing Yes I Can*
Lesson 5: Extended Practice- Independent Identification of Arousal Level

Time: 30 minutes

Objective: Students identify arousal level independently

Materials: 5 puppets, Zone Color Cards, puppet parts, Visual Aid 11 Sentence Starters, Visual Aid 6 Yes I Can, Zones CD. NOTE: for this activity put the puppet parts behind the stage so students can secretly choose the puppet parts

Teacher's Note:

Before beginning each lesson-

- Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
- Review sentence starters and accountable talk (see teacher’s manual)
- Be prepared and have fun!

Introduction

**Teacher:** “Today we are going to play a fun card game. We will need to figure out which zone our puppet friends are acting out.

*Show cards* “When it is your turn, you will pick a card. The cards are blue, green, yellow or red. You will put the correct puppet parts on your puppet to match your color zone and act out the zone you pick.”

“The rest of your friends will try to figure out what zone your puppet is in by the puppet parts and the way your puppet is acting.”

Body of Lesson

**Teacher:** “I will show you an example and then you will each have a chance to try. I love the way you are sitting ready to listen. I can tell you are in the Green Zone!”

*Model each part as you go through each step.*

“First I choose a card. I won’t show you what it is.”

“Then I put the puppet parts on my puppet that match the right zone. I am going to leave the shirt color off because if I show you the shirt color it will be too easy for you.”

“Then I act what zone my puppet is in.”

*Exaggerate movements or provide further prompts if the students guess incorrectly. Modify activity by adding puppet clothes, which match the zone color.*
“Wait until I have had a chance to act out all of my show before you raise your hand.”

“Remember to be a respectful audience.”

“Now you may raise your hand and tell me what zone you think my puppet is in.”

Choose student to provide answer.

Independent Practice

Write the steps on the board in simple phrases and read them aloud to students. Then have the students read the steps together with you. Finally, if you have reading students, ask for volunteers of students who can read the steps aloud.

Steps to write on the board may look like:

1) Choose a card
2) Put the matching puppet parts on the puppet
3) Act out how the puppet will act in that zone
4) Choose a friend to guess your zone

Note: Modifying the steps and providing support by a teacher or peer helper throughout each step will make the activity accessible to younger or lower functioning students.

Remind them that they may not get the puppet or puppet parts they want this time but if they do their best work they will have lots of chances to use the other puppets.

Students may use the puppets to provide feedback to friends. Ask students to use ‘smart words’ to give their friend feedback. Prompt them to use a sentence starter, Visual Aid 11, to give feedback.

I liked the way you...

I was confused when ...

Can you explain why you ...

I agree/disagree with ...

Conclusion

Teacher: “You were amazing puppeteers today! I like the way you really showed how the puppets would act in each zone. Nice job!”

“Let’s finish with our Green Zone song so we can remember what our bodies should feel like and look like when we are ready to learn and have fun.”

Using CD and Visual Aide 6 sing Yes I Can
Unit 2 Sensory Regulation Strategies Using Puppets

Lesson 1: Identify Sensory Regulation Strategies for Blue Zone

Estimated time: 45 minutes

Age: 3-8

Objective: Students will identify attributes of the Blue Zone and sensory strategies to elevate arousal level to the Green Zone

Materials: 4 Puppets, Visual Aids 1-4, props 5 and 6 (jump rope and water), Visual Aid 11 Sentence Starters, Visual Aid 6 Yes I Can, Zones CD.

Teacher’s Note:

Before beginning each lesson-

➢ Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
➢ Review sentence starters and accountable talk (see teacher’s manual)
➢ Be prepared and have fun!

Introduction

Teacher: “There are some students at Green Grass Elementary who are not feeling like super learners today. Let’s have a look and see what zone we think they are in and then figure out some ways we can help them to feel better. This will help their bodies to feel good, their brains do their best thinking and they can have fun with their friends.”

“First lets try to figure out what zone they are in.”

“Do you remember the different zones our bodies can be in?

Show zone charts Visual Aids 1-4, and choose students to review each zone

Teacher: “Great remembering. So let’s see if we can figure out by the clues of our puppet friends’ bodies what zone they are in.”

Body of Lesson: Puppet Dialogue

Enter Puppet Tim-tired eyes and mouth, blue shirt, slouching, and speaking in a tired voice.

Show Tim with his head down

Teacher: “Wow, it looks like Tim is feeling tired.”
“Let’s try to wake him up a bit. Shout his name with me.”

**All:** “Tim!”

**Tim:** *Yawn* “Yes, what?”

**Teacher:** “Tim, you don’t look like you are ready to learn. You look very tired. You can’t learn your best or have fun when your body feels like that!”

**Tim:** “Mm hmm.”

**Teacher:** “Class, what zone do you think our friend Tim is in?”

**Students:** “The Blue Zone!”

**Teacher:** “I think you’re right! Look how he is slumped over and his eyes are half open. He looks like he might fall asleep! We have to get Tim back into the Green Zone.”

“Let’s tell Tim that he is in the Blue Zone. Then we can help him to feel better and get back into the Green Zone.”

“Tim, look you are in the Blue Zone!”

**Tim:** “Oh yeah, maybe I am.”

**Teacher:** “Tim, let’s look at the activities we can do to get your body back into the Green Zone and get your brain thinking again!”

**Tim:** “Hmm, I could do jumping jacks, run a lap, drink water, do wall push ups, listen to high energy music or jump rope.

*Tim looks at the activities posted in the Blue Zone* “I think I will jump rope and run a lap.”

**Teacher:** “Great choices.”

**Tim:** *Picks up prop 5- a jump rope. Show Tim jumping rope.* "Wow, I feel better already.”

**Teacher:** “That’s great Tim.”

**Tim:** “Now for my lap.” *Run Tim in a large circle around the theater.*

*Replace tired eyes and mouth with alert eyes and a smile.*

“Wow, I feel great. Now just a drink of water and I will be just right. Thanks for helping me! I think I am ready to learn again!

**Teacher:** “Let’s clap for Tim! He is back in the Green Zone. His brain is ready to think and his body is feeling just right. Way to go Tim!”

*Show Tim getting back to work*
Independent Practice

**Teacher:** “Friends, how did we know that Tim was not feeling well and was not ready to learn?”

**Students:** Give Blue Zone characteristics

**Teacher:** “That is exactly right! How did he make his engine rev up so he could get his body back into the Green Zone and be ready to learn and do his best?”

**Students:** “Picked from the list of Blue Zone activities, jumped rope and ran a lap.”

**Teacher:** “Now its your turn to be the puppeteers.”

“I want you to choose 1 puppet and show what your puppet would look like in the Blue Zone. Put tired or sad eyes and mouth on your puppet, as well as a blue shirt or dress.

Next, I want you each to show me how your puppet would act in the Blue Zone. Remember in the Blue Zone friends move slower and their voice sounds a bit sleepy.

Then tell your puppet he or she is in the Blue Zone and that he or she needs to get their body going again.

Next, have your puppet choose 1 or 2 activities from the Blue Zone Help list.

After they do the activities, change their eyes and mouth to happy, alert Green Zone faces.”

*Write these steps on the board in simple phrases and read them aloud to students. Then have the students read the steps together with you. Finally, if you have reading students, ask for volunteers of students who can read the directions.*

*Steps to write on the board may look like:*

1. Choose a puppet
2. Put Blue Zone puppet parts on the puppet
3. Act out puppet in the Blue Zone
4. Tell the puppet he or she is in the Blue Zone sign and choose helping activities
5. Do the activities and show your puppet in the Green Zone

*Note: Modifying the steps and providing support by a teacher or peer helper throughout each step will make the activity accessible to younger or lower functioning students.*

*Modified steps:

1. Choose a puppet
2. Show puppet in Blue Zone*
3. Choose Blue Zone helping activities
4. Show puppet in the Green Zone

Give each child a turn to come up with the puppet to put the puppet correct parts on. You choose to have students come up in pairs depending on the number of students participating. Remind them that they may not get the puppet or puppet parts they want this time but if they do their best work they will have lots of chances to use the other puppets.

Once students have put all the puppet parts on, have each student take a turn to come up to the puppet show theater or in their seat, and act out the parts of the puppet show reviewed.

Remind students that when it’s not their turn, the puppet needs to be on the floor or on their desk so they can watch and listen to their friend. Provide positive reinforcement to students following directions. “I like the way Sarah has her puppet on her desk and her eyes are watching her friend- nice work!”

Students may use the puppets to provide feedback to friends. Ask students to use ‘smart words’ to give their friend feedback. Prompt them to use a Sentence Starter, Visual 11, to give feedback.

I liked the way you...

I was confused when ...

Can you explain why you ...

I agree/disagree with ...

Conclusion

Teacher: “Today we learned how to identify the Blue Zone and what we need to do to get our bodies back to the Green Zone. Remember, the Green Zone is where all the best learning and fun happens.”

“Let’s finish with a song to help us remember that we can help ourselves feel better too. Yes we can!”

Play song ‘Yes I Can’ on Zones CD and show Visual Aid 6 to accompany song.

“Great job today! Next time we’ll help make sure some of our other friends get back to the Green Zone.”
Lesson 2: Identify Sensory Regulation Strategies for Yellow Zone

Estimated time: 45 minutes

Age: 3-8

Objective: Students will identify attributes of the Yellow Zone and sensory strategies to decrease arousal level to the Green Zone


Teacher’s Note:

Before beginning each lesson-

- Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
- Review sentence starters and accountable talk (see teacher’s manual)
- Be prepared and have fun!

Introduction

**Teacher**: “There are some students at Green Grass Elementary who are not feeling like super learners today. Let’s have a look and see what zone we think they are in and then try to figure out some ways we can help them to feel better. Let’s help our friends at Green Grass Elementary get their bodies into the Green Zone so that their brains can do their best thinking and they can have fun with their friends.”

“First lets try to figure out what zone they are in.”

“Do you remember the different zones our bodies can be in (show zone charts)?”

*Choose students to review each zone.*

**Teacher**: “Great remembering. Let’s see if we can figure out what zone our puppet friends are in by watching body.

Body of Lesson: Puppet Dialogue

*Enter Polly-agitated eyes and mouth, yellow shirt, tense and rigid body movements, and speaking in a flustered and upset voice.*

*Show Polly throwing her hands up in the air and moving about nervously*

**Teacher**: “Wow, it looks like Polly is feeling upset. What zone do you think she is in?”
**Students:** The Yellow Zone

Teacher: “Yes, I think so too. Let’s try to help Polly get back into the Green Zone. Let’s call her name.”

**All:** “Polly!”

**Polly:** “Yes, what!”

**Teacher:** “Polly, you don’t look like you are ready to learn. You look frustrated and upset. You can’t do your best learning or have fun when your body feels like that!”

**Polly:** “Humph!”

**Teacher:** Look how her body is tense and rigid. She looks in danger of going into the Red Zone. We need to help her get back into the Green Zone, and quick.”

**Teacher:** “Class, can you tell Polly what zone she is in?”

**All:** “Polly, you are in the Yellow Zone!”

**Polly:** “Yeah, and what if I am!”

**Teacher:** “Polly, let’s choose from this list of activities you can do to help get your body back into the Green Zone!”

**Polly:** “Well, I just don’t think it will help. This work is too hard. I just can’t do it!”

**Teacher:** “Let’s read the list of things you can do to get your engine slowing down and then you can pick the activities you think will work the best.”

**Polly:** *Reads the activities posted in the Yellow Zone.* “Hmm, those look like good ideas. I think I will swing and get a drink of water.”

**Teacher:** “Great choices.”

**Polly:** *Picks up prop 7- swing. Show Polly swinging.* “Wow, I feel better already.”

**Teacher:** “That’s great Polly.”

**Polly:** “Now for some water.”

*Show Polly having a drink of water. Replace tired eyes and mouth with alert eyes and a smile.*

“Wow, I feel much better. I think I am ready to try again! I feel like my brain is working much better now!”

**Teacher:** “Let’s clap for Polly! She is back in the Green Zone. Her brain is ready to think and her body is feeling just right. Way to go Polly!”
Polly: I think I will ask my teacher for help so I can finish my work. Show Polly raising her hand and getting back to work

Independent Practice

Teacher: “Friends, how did we know that Polly was not ready to learn and the she was not in the Green Zone?”

Students: Review Yellow Zone characteristics

Teacher: “That is exactly right! How did she make her engine slow down so she could get her body back into the Green Zone?”

Students: Picked from the list of Yellow Zone activities; swing and ran a lap.

Teacher: “Now its your turn to be the puppeteers.”

“I want you to choose 1 puppet and show what your puppet would look like in the Yellow Zone. Put upset or frustrated eyes and mouth on your puppet, as well as a yellow shirt or dress.

Next, I want you each to show me how your puppet would act in the Yellow Zone. Remember in the Yellow Zone friends move quickly with a tense or rigid body and their voice sounds a bit angry or upset.

Then show your puppet the Yellow Zone sign so he or she knows they are not in the Green Zone and need help to get their body going again.

Next, have your puppet choose 1 or 2 activities from the Yellow Zone Help list.

After they do the activities, change their eyes and mouth to happy, alert Green Zone faces.”

Write these steps on the board in simple phrases and read them aloud to students. Then have the students read the steps together with you. Finally, if you have reading students, ask for volunteers of students who can read the steps aloud.

Steps to write on the board may look like:

1. Choose a puppet
2. Put Blue Yellow puppet parts on the puppet
3. Act out puppet in the Yellow Zone
4. Show Yellow Zone sign and choose helping activities
5. Do the activities and show your puppet in the Green Zone

Note: For lower functioning students modify the steps and make sure each group of students is able to work with a teacher or peer helper.
Modified steps:

1. Choose a puppet
2. Show puppet in Yellow Zone
3. Choose Yellow Zone helping activities
4. Show puppet in the Green Zone

Give each child a turn to come up with the puppet to put the puppet correct parts on. You choose to have students come up in pairs depending on the number of students participating. Remind them that they may not get the puppet or puppet parts they want this time but if they do their best work they will have lots of chances to use the other puppets.

Once students have put all the puppet parts on, have each student take a turn to come up to the puppet show theater or in their seat, and act out the parts of the puppet show reviewed.

Remind students that when it’s not their turn, the puppet needs to be on the floor or on their desk so they can watch and listen to their friend. Provide positive reinforcement to students following directions. “I like the way Sarah has her puppet on her desk and her eyes are watching her friend- nice work!”

Students may use the puppets to provide feedback to friends. Ask students to use ‘smart words’ to give their friend feedback. Prompt them to use a sentence starter, Visual Aid 11, to give feedback.

I liked the way you...
I was confused when ...
Can you explain why you ...
I agree/disagree with ...

Conclusion

Teacher: “Today we learned how to identify when our bodies are in the Yellow Zone and what we need to do to get our bodies back to the Green Zone where the best learning and fun happens.”

“Let’s finish with a song to help us remember that we can help ourselves feel better too. Yes we can!” Play song ‘Yes I Can’ Visual Aid 6 on Zones CD.

“Great job today! Next time we’ll help make sure some of our other friends get back to the Green Zone.”
Lesson 3: Identify Sensory Regulation Strategies for Red Zone

Estimated time: 45 minutes

Age: 3-8

Objective: Students will identify attributes of the Red Zone and sensory strategies to decrease arousal level to the Green Zone


Teacher’s Note:

Before beginning each lesson-

- Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
- Review sentence starters and accountable talk (see teacher’s manual)
- Be prepared and have fun!

Introduction

**Teacher:** “There are some students at Green Grass Elementary who aren’t feeling like super learners today. They are really having a hard day. Let’s see what zone we think they are in and then figure out how we can help them to feel better. Let’s help our friends get back into the Green Zone so their brains can do their best thinking and they can have fun with their friends.”

“First lets try to figure out what zone they are in.”

“Do you remember the different zones our bodies can be in (show zone charts)?”

*Review Visuals 1-4. Choose students to review each zone.*

**Teacher:** “Great remembering. Let’s see if we can figure out what zone our friends are in by the body clues.”

Body of Lesson: Puppet Dialogue

*Enter Puppet Hector-angry eyes and mouth, red shirt, aggressive body movements, and yelling.*

*Show Puppet Hector throwing his hands up in the air and stomping around the theater*

**Teacher:** “Wow, it looks like Hector is really mad.”
“Let’s try to find out what is zone Hector is in. Can you help me call his name?”

All: “Hector!”

Hector: “Yes, what do you want!”

Teacher: “Hector, you look like you are having a really hard time. Your brain is not able to think. You need to stop and take 5 big breaths. You can’t learn or have fun when your body feels like that!”

Hector: “Grrrrr!”

Teacher: “Class, what zone do you think our friend Hector is in?”

Students: “The Red Zone!”

Teacher: “I think you’re right! Look at his tense and rigid body. He looks a bit out of control. We need to help him get back into the Green Zone, and quick.”

“Let’s tell Hector that he is in the Red Zone and that he needs help to feel better and get back into the Green Zone.”

Hector: “Ahhhh!”

Teacher: “Hector, you need to stop and take some breaths. You can’t even think right now because your brain has stopped working properly.”

“Friends can you help me tell Hector he needs to STOP and take some big breaths!”

Students: Stop Hector! Take big breaths”

*Hector begins to breath quickly through his mouth.*

Teacher: That’s good Hector but we need to slow down and breath in through our nose and out through our mouth.

“Let’s show Hector how we breathe in through our nose and out through our mouth.”

*Model and breathe with students*

*Show Hector breathing in through his nose and out through his mouth*

Teacher: Good Hector now let’s choose from this list of things we can do to help get your body back into the Green Zone and get feeling better and get your brain thinking clearly again!”

Hector: “Ok.”

Teacher: “Let’s read the list of things you can do to get your engine slowing down and then you can pick the activities you think will work the best.”
Hector:

Reads the activities posted in the Red Zone

“Hmm, those look alright. I think I will walk a lap, do stretches and get a drink of water.”

Teacher: “Great choices.”

Hector:

Show him walking around the stage, doing cross-up stretches and getting a drink of water.

Replace tired eyes and mouth with alert eyes and a smile.

“Wow, I feel much better.”

Teacher: “That’s great Hector.”

Hector: “I think I am ready to try again! I feel like my brain is working much better now!”

Teacher: “Let’s clap for Hector! He is back in the Green Zone. His brain is ready to think and his body is feeling just right. Way to go Hector!”

Show Hector getting back to work

Independent Practice

Teacher: “Friends, how did we know that Hector was not ready to learn and he was feeling bad?”

Show Visual Aid 4

Students: Review Red Zone characteristics

Teacher: “That is exactly right! How did he make his engine slow down so he could get his body back into the Green Zone?”

Students: Took deep breaths and picked from the list of Red Zone activities; stretched and walked a lap.

Teacher: “Now its your turn to be the puppeteers.”

“I want you to choose 1 puppet and show what your puppet would look like in the Red Zone. Put upset or angry eyes and mouth on your puppet, as well as a red shirt or dress.

Next, I want you each to show me how your puppet would act in the Red Zone. Remember in the Red Zone friends move quickly with a tense or rigid body and their voice sounds a very angry or upset.
Then show your puppet the Red Zone sign so he or she knows they are not in the Green Zone and need help to get their body going again.

Next, have your puppet take deep breaths through his/her nose and mouth

Next have your puppet choose 1 or 2 activities from the Red Zone Help list.

After they do the activities, change their eyes and mouth to happy, alert Green Zone faces.”

Write these steps on the board in simple phrases and read them aloud to students. Then have the students read the steps together with you. Finally, if you have reading students, ask for volunteers of students who can read the steps aloud.

Steps to write on the board may look like:

1. Choose a puppet
2. Put Red Zone puppet parts on the puppet
3. Act out puppet in the Red Zone
4. Show Red Zone sign
5. Have puppet take deep breaths (in through nose and out through mouth) and choose helping activities
6. Do the activities and show your puppet in the Green Zone

Note: For lower functioning students modify the steps and make sure each group of students is able to work with a teacher or peer helper.

Modified steps:

1. Choose a puppet
2. Show puppet in Red Zone
3. Have puppet take deep breaths
4. Choose Red Zone helping activities
5. Show puppet in the Green Zone

Give each child a turn to come up with the puppet to put the puppet correct parts on. You choose to have students come up in pairs depending on the number of students participating. Remind them that they may not get the puppet or puppet parts they want this time but if they do their best work they will have lots of chances to use the other puppets.

Once students have put all the puppet parts on, have each student take a turn to come up to the puppet show theater or in their seat, and act out the parts of the puppet show reviewed.
Remind students that when it's not their turn, the puppet needs to be on the floor or on their
desk so they can watch and listen to their friend. Provide positive reinforcement to students
following directions. “I like the way Sarah has her puppet on her desk and her eyes are
watching her friend- nice work!”

Students may use the puppets to provide feedback to friends. Ask students to use ‘smart words’
to give their friend feedback. Prompt them to use a sentence starter to give feedback.

I liked the way you...
I was confused when ...
Can you explain why you ...
I agree/disagree with ...

Conclusion

Teacher: “Today we learned how to identify the Red Zone and what we can do to get back
into the Green Zone where all the best learning and fun happens.”

“Let’s finish with a song to help us remember that we can help ourselves feel better too. Yes
we can!”

Play song ‘Yes I Can’ on Zones CD and show Visual Aid 6.

“Great job today! Next time we’ll help make sure some of our other friends get back to the
Green Zone.”

Note to Teacher: Use these strategies in your classroom daily. Show students
appropriate zone sign when you see students out of the Green Zone and help them to
choose activities to move themselves back into the Green Zone. When students show
mastery of these guided strategies move onto the next stage, which is modeled in
Lesson 4. In the next stage students will independently recognize when they are not
in the Green Zone, raise their hand, move to the engine room, show what zone they
are in on the zone chart and implement an appropriate coping strategy. Be sure to
reinforce students for appropriate or approximations to the appropriate student
implementations of the strategies.
Lesson 4: Independent Zone Identification and Independent Implementation of a Coping Strategy

Estimated time: 45 minutes

Objective: Students will independently identify arousal level zone and implement an appropriate coping strategy.

Materials: 5 puppets and puppet parts, Zone Chart Visual Aids 1-4, Zone Color Card Set, props for helping activities, Visual Aid 11 Sentence Starters, Zones CD

Teacher's Note:

Before beginning each lesson-

- Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
- Review sentence starters and accountable talk (see teacher’s manual)
- Be prepared and have fun!

Introduction: Puppet Dialogue

**Mrs. Carless (teacher puppet):** “Welcome back Green Grass Elementary School. My students have been practicing keeping their body in the Green Zone. They have really been doing a great job!”

“When they are feeling tired or upset or angry they raise their hand and tell a teacher they need to go to the special area of our room where they cool down or get their bodies going again.”

“When they are in this area they move their name into the zone they feel like their body is in (show zone chart) and choose a helping activity to move their body back into the green zone.”

“It is really great to see how responsible they are being. They are taking care of themselves. It makes me so proud!”

Body

*Enter Hector slouching and with the blue zone eyes, mouth and clothes on.*

**Mrs. Carless (teacher puppet):** “Oh my, it looks like Hector is not feeling in the Green Zone today. Let’s watch and see if he can figure out what he needs to do.” *Exit Mrs. Carless*
**Hector:** *Show Hector looking sleepy. Yawn* I feel really tired. I think I might be in the Blue Zone. I know that’s not the best zone for learning and having fun.

*Show Hector raising his hand.*

**Teacher:** “Class can we call on Hector and see what he has to say?”

**Students:** “Yes Hector.”

**Hector:** “I think I am in the Blue Zone. Can I go to the helping activity area?”

**Teacher:** “Wow that is very responsible of you Hector. Yes you may.”

*Show Hector going to the zone chart and moving his peg into the blue zone. Then show him reading the list of helping activities.*

**Hector:** “Hmm, I could run a lap and get a drink of water. That would help.”

“Mrs. Carless I need to run a lap and get a drink of water.”

**Mrs. Carless:** *From off stage.* “Hector I think that is a great idea. You may go ahead out to the field and I will watch you. Come straight back when you’re finished and see if you can move your peg back into the Green Zone.”

*Show Hector running a lap and drinking water using helping activity props.*

**Hector:** I have a lot more energy now. My brain is moving much quicker! I will move my peg back into the Green Zone and get back to work!”

**Independent Practice**

**Teacher:** “Now it’s your turn to show the puppets listening to their body and helping themselves feel better.”

(As you explain the directions give a visual of the puppet working through the steps.)

“Each one of you is going to choose a puppet and a card that has a color on it. (Show cards) If you choose a blue zone you will pick the blue zone puppet parts and clothes and then show what your puppet will look like in the Blue Zone. Next show your puppet raising his hand and ask to go to the ‘engine’ room. When your puppet is in the engine room have your puppet move his/her peg into the right zone. Then have your puppet pick and do some (1-2) helping activities. Finally change their puppet parts and clothes to Green Zone parts and move their peg back to the Green Zone.”

*Write the steps on the board in simple phrases and read them aloud to students. Then have the students read the steps together with you. Finally, if you have reading students, ask for volunteers of students who can read the steps aloud.*

*Steps on board may look like:*
USING PUPPETS TO TEACH SENSORY AND COPING STRATEGIES TO STUDENTS WITH SPECIAL NEEDS

1) Choose a puppet and a color zone card
2) Put the puppet parts on your puppet that match that zone
3) Puppet raises its hand and asks to go to the ‘engine room’
4) Puppet moves their peg into the right zone and chooses helping activities
5) Puppet does helping activities and moves back to the Green Zone
6) Change puppet parts and move peg back into Green Zone
7) Puppet gets back to work

Model the steps as many times as needed.

Give each child a turn to choose a card and a puppet and act out the steps. You may choose to have students come up in pairs depending on the number of students participating. Remind them that they may not get the puppet or puppet parts they want this time but if they do their best work they will have lots of chances to use the other puppets.

Remind students that when it’s not their turn, they can watch and listen to their friends. Provide positive reinforcement to students following directions. “I like the way Sarah’s eyes are watching her friend and her body is quiet- nice work!”

Puppets can be handed out for students may provide feedback to friends using puppets. Ask students to use ‘smart words’ to give their friend feedback. Prompt them to use Visual Aid 11 Sentence Starters to give feedback.

I liked the way you...

I was confused when ...

Can you explain why you ...

I agree/disagree with ...

Conclusion:

Teacher: “Today the puppets showed us how to listen to their body clues to know what zone they are in. Then they did the right thing and raised their had to tell a teacher they needed to go to the helping area in the room so that they could get their body back into the Green Zone. Wow that was very smart and responsible of them.”

“You did a great job using the puppets to show the right way to move our bodies back into the Green Zone.”

“Let’s sing our song to remind us that we can do it too!” Show Visual Aid 6 and play Zone CD ‘Yes I Can!’
Unit 3 Sensory Regulation Strategies Using Role-Play and Strategies for Independent Implementation
Lesson 1: Role Play Identification of Blue Zone and Implementation of Sensory Strategies

Objective: Students independently role-play Blue Zone and implement as helping strategy, become familiar with ‘engine room’ and how to use the zone chart, helping activity chart and return to work when back in the green zone.

Materials: Blue Zone Chart Visual Aide 3, Helping Activity Area (see teacher’s manual), Zone Chart (appendices), Helping Activities Chart (see teacher’s manual), items to be used as helping activities, Zone CD, Visual Aide 5 for ‘Yes I Can’

Teacher’s Note:
Before beginning each lesson-
- Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
- Review sentence starters and accountable talk (see teacher’s manual)
- Be prepared and have fun!

Introduction

Teacher: “Ok friends, now it’s our turn to show these puppets how it’s really done! We are going to be show what our bodies look like in the Blue Zone and how we get our bodies back to the great Green Zone. Remember, when our bodies are in the Blue Zone it is hard for our brain to think so we want to rev our bodies back up so we can do our best learning and have fun!”

“I will show you how we do it first and then you will have a turn.”

“First, I want to show you the tools in our helping corner. Can everyone see where the helping corner is?”

“Everyone point to the ‘helping corner.’”

“Great that is where we go to show what zone we are in and pick a helping activity. We practiced this with our puppets and now it’s our turn.”

“Do you remember the steps our puppets followed when they felt like their bodies weren’t in the Green Zone?”

Students: Tell as many steps as they remember
Teacher: “Smart remembering. Those are the same steps we are going to follow in our classroom when we feel like our bodies are not in the Green Zone.”

Write steps on board.

1) Listen to your body and figure out what zone you are in
2) Raise your hand and ask to go to the helping corner
3) Move your peg to the zone your body is in
4) Pick a helping activity from that zone
5) When you are back in the Green Zone, move your peg back to the Green Zone
6) Get back to work

“Watch me as I follow the steps”

Model behavior from Blue Zone and follow through with each of the steps.

“Did I listen to my body?”

Students: yes

Teacher: “Did I raise my hand?”

Continue with each step

Independent Practice

Teacher: “Ok lets read the steps together, then you read them to me and then each of you will have a turn to show us your engine in the Blue Zone and how you get back to the Green Zone.”

Read the steps with the students and have them take turns reading them independently (modify the steps or shadow read as necessary).

Choose each student to role-play the steps. After each student has a turn allow them to give feedback to the performer.

Ask students to use ‘smart words’ to give their friend feedback. Prompt them to use a sentence starter to give feedback.

I liked the way you...

I was confused when ...

Can you explain why you ... 

I agree/disagree with ...

Conclusion
Teacher: “Today you showed how to listen to your body and identify what zone your body was in. Then you used the helping activities to move your body back into the Green Zone. You did an amazing job!”

*Play Zone CD ‘Yes I Can!’ Show Visual Aide 6*
Lesson 2: Role Play Identification of Yellow Zone and Implementation of Sensory Strategies

Objective: Students independently role-play the yellow zone and implement a helping strategy. Students will become familiar with the helping corner, demonstrate proper use of the zone chart, and the helping activity chart.

Materials: Yellow Zone Chart Visual Aide 2, Helping Corner (see teacher’s manual), Zone Chart (see teacher’s manual), Helping Activities Chart (see teacher’s manual) and items to be used as helping activities, Zone CD, Visual Aide 6 ‘Yes I Can’

Teacher’s Note:

Before beginning each lesson-

- Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
- Review sentence starters and accountable talk (see teacher’s manual)
- Be prepared and have fun!

Introduction

Teacher: “Ok friends, now it’s our turn to show these puppets how it’s really done! Today, we are going to be show what our bodies look like in the Yellow Zone and how we get our bodies back to the great Green Zone. Remember, when our bodies are in the Yellow Zone it is hard for our brain to think so we want to slow our bodies down so we can do our best learning and have fun!”

“I will show you how we do it first and then you will have a turn.”

“First, I want to see if you remember the tools in our helping corner. Can everyone see where the helping corner is?”

“Everyone point to the helping corner.”

“Great! That is where we get to show what zone we are in point to zone chart and pick a helping activity just like our puppets did.”

“Do you remember the steps we follow when they felt like their bodies weren’t in the Green Zone?”

Students: Tell as many steps as they remember

Teacher: “Smart remembering. Those are the same steps we are going to follow in our classroom when we feel like our bodies are not in the Green Zone.”

Write steps on board.
1) Listen to your body and figure out what zone you are in
2) Raise your hand and ask to go to the engine room
3) Move your peg to the zone your body is in
4) Pick and do a helping activity from that zone
5) When you are back in the Green Zone, move your peg back to the Green Zone
6) Get back to work

“Watch me as I follow the steps”

Model behavior from Yellow Zone and follow through with each of the steps.

“Did I listen to my body?”

Students: yes

Teacher: “Did I raise my hand?”

Continue with each step

Independent Practice

Teacher: “Ok listen to me read the steps, then lets read the steps together, then you can read them to me. Next each of you will have a turn to show us what your body looks like when it is in the Yellow Zone and how you get back to the Green Zone.”

Read the steps with the students and have them take turns reading them independently (modify the steps or shadow read as necessary).

Choose each student to role-play the steps. After each student has a turn allow them to give feedback to the performer.

Ask students to use ‘smart words’ to give their friend feedback. Prompt them to use a sentence starter to give feedback.

I liked the way you...

I was confused when ...

Can you explain why you ...

I agree/disagree with ...

Conclusion

Teacher: “Today you showed how you are able to listen to your body. You also showed how you moved your body back to the Green Zone by using helping activities. You did an amazing job!”

Play Zone CD ‘Yes I Can!’ Show Visual Aide 6
Lesson 3: Role Play Identification of Red Zone and Implementation of Sensory Strategies

Objective: Students independently role-play the Red Zone and implement a helping strategy. They will become familiar with the helping corner, display proper use of the zone chart, and the helping activity chart.

Materials: Red Zone Chart Visual Aide 4, Helping Corner (see teacher’s manual), Zone Chart (see teacher’s manual), Helping Activities Chart (see teacher’s manual), items to be used as helping activities, Zone CD, Visual Aide 6 ‘Yes I Can’

Teacher’s Note:
Before beginning each lesson-

- Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
- Review sentence starters and accountable talk (see teacher’s manual)
- Be prepared and have fun!

Introduction

Teacher: “Today we are going to show what our bodies look like in the Red Zone and how we get our bodies back to the great Green Zone. Remember, when our body is in the Red Zone our brain cannot think clearly and we feel a bit out of control. We want to slow our engine way down so we can do our best learning and have fun!”

“I will show you how we do it first and then you will have a turn.”

“First, I want to see if you remember the tools in our helping corner. Can everyone see where the helping corner is?”

“Everyone point to the helping corner.”

“Great! That is where we show what zone our bodies are in point to zone chart and pick a helping activity just like our puppets did.”

“Do you remember the steps our puppets followed when they felt like their bodies weren’t in the Green Zone?”

Students: Tell as many steps as they remember

Teacher: “Smart remembering. We are going to follow those same steps but because in the Red Zone our engine is so revved up we need to do one more step before we raise our hand to go to the helping corner. Do you remember what that is?

Students: Take big breaths
**Teacher:** “That is right because when we are so angry or upset our brain cannot even think. We need to slow it down before we go to the helping corner so we are able to make a good choice about how to solve our problem and move back into the Green Zone.

*Write steps on board.*

1) **Listen to your body and figure out what zone you are in**
2) **If you are in the Red Zone- STOP and take big breaths**
3) **Raise your hand and ask to go to the engine room**
4) **Move your peg to the zone your body is in**
5) **Pick and do a helping activity from that zone**
6) **When you are back in the Green Zone, move your peg back to the Green Zone**
7) **Get back to work**

“Watch me as I follow the steps”

*Model behavior from Red Zone and follow through with each of the steps. Exaggerate taking big breaths through the nose and out through the mouth.*

“Did I listen to my body?”

**Students:** yes

**Teacher:** “Did I raise my hand?”

*Continue with each step*

**Independent Practice**

**Teacher:** “Ok lets read the steps together, then you read them to me and then each of you will have a turn to show us your engine in the Red Zone and how you get back to the Green Zone.”

*Read the steps with the students and have them take turns reading them independently (modify the steps or shadow read as necessary).*

*Choose each student to role-play the steps. After each student has a turn allow them to give feedback to the performer.*

*Ask students to use ‘smart words’ to give their friend feedback. Prompt them to use a sentence starter to give feedback.*

I liked the way you...

I was confused when ...

Can you explain why you ...

I agree/disagree with ...
Conclusion

**Teacher:** “Today you showed that you know how to listen to your body and move your body from the Red Zone back to the Green Zone. That is not easy to do because when you are in the Red Zone your brain doesn’t want to think or make good choices. Let’s keep practicing that! You did an amazing job!”

*Show Visual Aide 6 Play Zone CD ‘Yes I Can!’*
Lesson 4: Extended Practice- Independent Implementation

Age: 3-8

Time: 40 minutes

Objective: Students will follow the steps of independent implementation of a coping strategy by identifying their arousal levels and implementing appropriate helping strategies.

Materials: Visuals 1-4 Zone Charts, Zone Color Cards, Helping Corner (see teacher’s manual), Zone Identification Chart (see teacher’s manual), Helping Activities Chart (see teacher’s manual), Helping Activities (see teacher’s manual), Zones CD, Visual Aid 6 ‘Yes I Can’

Teacher’s Note:

Before beginning each lesson-

- Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
- Review sentence starters and accountable talk (see teacher’s manual)
- Be prepared and have fun!

Introduction

Teacher: Today we are going to play our Zones Color Card game but instead of the puppets acting out the Zone Color we are going to act it out.”

“Remember, we pick a card, being careful not to let our friends see, then we act out the zone we pick. Once our friends have figured out the zone, I want you to follow the steps we have been practicing to get back to the Green Zone.’

“Let’s look at our zone charts one more time to remember what each zone looks like.”

Review Visuals 1-4

“Can anyone tell me what the steps to get back to the Green Zone are again?”

Write the steps on the board as students provide answers (provide prompts as needed).

1) Act out the zone you choose
2) Pick a friend to guess your zone
3) Raise your hand and ask to go to the helping
4) Move your peg to the zone your body is in
5) Pick a helping activity from that zone
6) When you are back in the Green Zone, move your peg back to the Green Zone
7) Get back to work

“Very good remembering. I will read the steps first, then let’s read the steps all together and then some of you can read them by yourself.”

Read with students and choose student to read independently (shadow read as needed).

Body

Teacher: “Watch me do the first one and then you will have a chance to show us the skills you have learned.”

Choose a card without showing the students. Display behaviors associated with zone. Let students guess your zone. Raise your hand and ask to go to the Helping Corner. Move a peg into your zone. Choose a helping strategy. Implement the strategy. Display behaviors associated with the Green Zone. Move the peg back to the Green Zone and get back to work.

“So, did I follow all the steps?”

Students: “Yes”

Teacher: “Did I figure out what zone I was in?”

Students: “Yes”

Teacher: “Did I raise my hand and ask to go to the engine room?”

Continue with each step

Independent Practice

Teacher: “You are really getting good at this. What amazing learners you are!”

“Now it your turn. Remember what we have to do?”

“Choose a Zone Color Card. Act out the Zone. Let your friends guess the zone. Then follow the steps to get back to the Green Zone.”

Choose students to perform the role-play game.

Conclusion

Teacher: “Today you showed me that you really know how to listen to your body and get your body to the perfect zone- the Green Zone. I am very proud of you. Now your mission is to follow these steps every day. Let’s review them.

1) Listen to your body to figure out what zone you are in
2) Raise your hand and ask to go to the engine room
3) Move your peg to the zone your body is in
4) Pick a helping activity from that zone
5) When you are back in the Green Zone, move your peg back to the Green Zone
6) Get back to work

“Do you think you could do this all by yourself everyday?”

**Students:** “Yes!”

**Teacher:** “Just like our song says: Yes we can!”

*It may be important, at first, to add an incentive for engaging appropriately in these steps. I.e. every time a student follows the steps to get to the Green Zone the class earns a marble and once the jar is full the class earns a party. This will depend on the independence of your students and how they are motivated. If you do decide to add reinforcement for following the steps appropriately make sure the requisites and rewards are clear.*

*Play Zone CD- ‘Yes I Can’ and show visual aide 5*

**Note to Teacher:** Use these strategies in your classroom daily. Students should independently recognize when they are not in the Green Zone, raise their hand, go to the engine room, show what zone they are in on the zone chart and implement an appropriate coping strategy. Be sure to reinforce students for appropriate or approximations to the appropriate student implementations of the strategies.
Unit 4 Coping Skills and Emotional Regulation Using Puppets and Role Play

Lesson 1: How We Respond to Friends- ‘I messages’

Age: 3-8

Time: 30 minutes

Objective: When in a conflict students will use ‘I messages’ to respond to friends.


Teacher’s Note:

Before beginning each lesson-

➢ Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
➢ Review sentence starters and accountable talk (see teacher’s manual)
➢ Be prepared and have fun!

Introduction

Teacher: “You are mean, you are a bad friend, you did it wrong, you can’t play!”

“When I say those things how does that make you feel?”

Students: Mad, sad, angry

Teacher: “Exactly right. When we are upset with others sometimes we say things like that.” Do you think that is a good way to solve our problem?”

Students: No

Teacher: “Today we are going to learn how to tell our friends how we feel without making them feel more angry or upset.”

“If a friend is bothering us or upsetting us we want to be sure they know how it makes us feel but making them angry or sad won’t help us to solve our problem.”

“The way we do this is by using ‘I messages’.

“‘I messages’ start with the word I.

Refer to Visual aide 14.

“Here are some good examples”
I feel _______ when you _______

I don't like when you _____________

*Read for the students and with the students. Give examples by filling in the blanks and choose students to provide examples by filling in the blanks.*

“Great! Let’s see how our friends at Green Grass Elementary use ‘I messages’ to tell friends how they are feeling.”

**Body of Lesson: Puppet Dialogue**

*Enter Polly and Tim agitated eyes and mouths*

**Tim:** *In sing song* “Polly, Polly pumpkin eater my work is much neater”

**Polly:** “Tim, I don’t like when you say that. I feel sad when you tease me like that.”

**Tim:** “Ok Polly, sorry.”

*Change Polly and Tim to Green Zone eyes and mouths*

**Polly:** “It’s ok.”

**Teacher:** “Did Polly use an ‘I message’ to tell Tim how what he was doing made her feel?”

**Students:** Yes

**Teacher:** “You’re right and did it make him more mad or did he stop and realize how what he was doing made her feel?”

**Students:** He stopped and said sorry.

**Teacher:** “Now let’s see what would happen if she didn’t use an ‘I message’ to tell Tim how he was making her feel.”

*Enter Polly and Tim agitated eyes and mouths*

**Tim:** *In sing song* “Polly Polly pumpkin eater my work is much neater.”

**Polly:** Shut it Tim. Your worker is messy and wrong. I am much smarter than you!”

*Change both to Red Zone eyes and mouths*

**Tim:** Your not my friend anymore Polly and I am not playing tetherball with you ever again! Mrs. Carless Polly told me to shut it and that she was smarter than me!

**Teacher:** “Uh oh, was that a good way for Polly to solve her problem? Did she use an ‘I message’ this time?”
Students: No.

Teacher: “What should she have done differently?”

Students: Used an ‘I message’

Independent Practice

Teacher: “You are right! Now it’s your turn to show our puppet friends using ‘I messages’ to tell their friends how what they are doing is making them feel. When I tell you, you are going to choose a partner to perform your puppet show with. Then decide on a problem the puppets are going to have. Make sure each of you have a turn being the puppet using ‘I messages’ to tell how they are feeling.

Let’s review what we are going to do:

1) Choose a partner
2) Choose 2 puppets
3) Think of the problem they will have
4) Choose the eyes and mouth to put on the puppets
5) Act out the problem and show 1 puppet giving an ‘I message’
6) Change their eyes and mouths to Green Zone eyes and mouth
7) Switch puppet characters

Have children choose partners or assign partner groups. Allow them time to come up with ideas for their puppet show. Once they have their idea and explain it to the teacher, allow them to choose 2 puppets for their puppet show. Remind them that they may not get the puppet or puppet parts they want this time but if they do their best work they will have lots of chances to use the other puppets. Allow them time to practice the show and each takes turns as the character that works through the steps to solve their problem.

If you have time allow students to perform their puppet show for other students. Remind students that when it’s not their turn, they can watch and listen to their friends. Provide positive reinforcement to students following directions. “I like the way Sarah’s eyes are watching her friend and her body is quiet- nice work!”

Puppets can be handed out for students may provide feedback to friends using puppets. Ask students to use ‘smart words’ to give their friend feedback. Prompt them to use a sentence starter to give feedback.

I liked the way you...

I was confused when ...

Can you explain why you ...

I agree/disagree with ...
Note: To modify the activity have the teacher or a peer helper act be partners with students and guide them through the steps. The student should be the puppet character using the strategy to solve the problem.
Lesson 2: Stop, Breath and Think Conflict Resolution Using Puppets

Age: 3-8

Time: 60 minutes (break into this lesson into a 2 or more parts as needed)

Objective: Students will recognize that when a conflict occurs there body is in the Red Zone and they need to Stop, Breath and Think. Students will model the Stop, Breath and Think, ‘I message’, Ignore, Tell a Teacher strategy.

Materials: 5 puppets, puppet show theater and puppet parts, Stop, Breathe and Think Visual Aide 13.

Teacher’s Note:

Before beginning each lesson-

- Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
- Review sentence starters and accountable talk (see teacher’s manual)
- Be prepared and have fun!

Introduction

Teacher: “Raise your hand if you have ever been in a fight or argument with a friend or someone in your family.”

“How do you feel right when that problem happens?”

Students: Angry, upset, enraged

Teacher: “Very good description of your feelings. So, what zone do you think you would be in when that problem happens?”

Students: The Red Zone

Teacher: “That is exactly right- the Red Zone.”

“When you are in the Red Zone can your brain think very well?”

Students: No

Teacher: “That is right because your heart is racing and your body is tense. The blood can’t get to your brain and you can not think properly.”

“What do we need to do to get our body to slow down so we can think again?”

Student: Take deep breaths
Teacher: “That is right! We are going to Stop, Breathe and then we can Think. When we can think clearly we are able to solve our problem the best way.”

Write strategy on the board or use the visual aide 9 found in the appendices.

1) Stop, Breathe and Think
2) Give and ‘I’ message
3) Ignore
4) Tell a teacher

“Let’s say them together.”

Read with students

Have students read the steps independently

Body of Lesson: Puppet Dialogue

Teacher: “Our friends at Green Grass Elementary have been practicing the Stop, Breathe and Think strategy. Let’s watch and see how they do it.”

“It’s recess and Polly and Hector are having trouble playing nicely together.”

Enter Hector (agitated puppet eyes and mouth) and Polly (agitated puppet eyes and mouth)

Hector: “Give me that ball Polly. I want to play with Arnie.”

Polly: “No! Arnie and I are playing. We don’t want you to play with us. We don’t like you!”

Change Hector’s eyes and mouth to Red Zone eyes and mouth

Hector: “What!”

Aside

“I want to hit Polly or tell her I hate her! Mrs. Carless told me that when I feel like this I need to Stop, Breathe and Think.

“What do you think I should do?”

Students: Stop, Breathe and Think

Hector: “Ok”

Model puppet breathing in through his nose and out through his mouth.

“Ok, I feel a lot better now. I am going to take a walk to think about what I should do.

Show Hector walking around

“I think I am going talk to Polly again.”
Hector: “Polly, I didn’t like when you said you didn’t like me and I couldn’t play. I felt sad when you said that.”

Polly: “You’re right Hector. I’m sorry. I didn’t like it when you told me to give you the ball. I thought you should have asked nicer.”

Hector: “You are right Polly. I am sorry too.”

Change puppet eyes and mouth for both characters to happy eyes and mouths.

Polly: “Let’s both go play ball with Arnie.”

Hector: “Ok, Polly”

Teacher: “That was pretty good. Hector was definitely in the Red Zone but he used his Stop, Breathe and Think strategy to solve his problem. He didn’t get in trouble and he got to play with Polly and Arnie.”

“What did Hector do after he stopped, breathed and did some thinking?”

Students: Talked to Polly

Teacher: “That’s right. He used an ‘I message’ to tell Polly how he was feeling.

‘An ‘I message’ is the best way to tell friends how we feel. We start with the word ‘I’. Can anyone give me an example of an ‘I message’?

Students: I don’t like when you __. I feel ___ when...

Write ‘I messages’ on the board

Teacher: “That is right that is the best way to tell a friend how we feel- use an ‘I message’.”

“What do you think he could have done if Polly was still mean to him after he used and ‘I message’?”

Students: List ideas. Ignore, tell a teacher.

Teacher: “That’s right. After Hector told Polly how her words made him feel, or gave her an ‘I’ message, if she still wasn’t being nice, he could have just ignored her and played with someone else or told a teacher.”

Teacher: “You are really good at this! So let’s review the steps for what we do when a problem happens with a friend or someone in our family.”

Refer to the visual and read the steps

1) Stop, Breathe and Think
2) Give and ‘I’ message
3) Ignore
4) Tell a teacher

“Let’s read those together.”

Read with students and have some/all read aloud independently (or with shadow reading).

Independent Practice

**Teacher:** “Now its your turn to use the puppets to show the best way to solve a problem. When I tell you, you are going to choose a partner to perform your puppet show with. Then decide on a problem the puppets are going to have. Make sure each of you have a turn being the puppet following the steps to solve his/her problem the best way. Some of your puppets may have to follow through with all the steps and some of your puppets will only have to ‘Stop, Breathe and Think’ and give an ‘I’ message to solve their problem.”

Let’s review what we are going to do:

8) Choose a partner  
9) Choose 2 puppets  
10) Think of the problem they will have  
11) Choose the eyes and mouth to put on the puppets  
12) Act out the problem and the steps to solve the problem  
13) Change the eyes and mouths to Green Zone eyes and mouth  
14) Switch puppet characters

Have children choose partners or assign partner groups. Allow them time to come up with ideas for their puppet show. Once they have their idea and explain it to the teacher, allow them to choose 2 puppets for their puppet show. Remind them that they may not get the puppet or puppet parts they want this time but if they do their best work they will have lots of chances to use the other puppets. Allow them time to practice the show and each takes turns as the character that works through the steps to solve their problem.

If you have time allow students to perform their puppet show for other students. Remind students that when it’s not their turn, they can watch and listen to their friends. Provide positive reinforcement to students following directions. “I like the way Sarah’s eyes are watching her friend and her body is quiet- nice work!”

Puppets can be handed out for students may provide feedback to friends using puppets. Ask students to use ‘smart words’ to give their friend feedback. Prompt them to use a sentence starter to give feedback.

I liked the way you...  
I was confused when ...  
Can you explain why you ...  
I agree/disagree with ...
Note: To modify the activity have the teacher or a peer helper act be partners with students and guide them through the steps. The student should be the puppet character using the strategy to solve the problem.

Conclusion

**Teacher:** “You all did an amazing job today using the problem solving steps to solve your problem the best way!”

“Your puppet shows were amazing! You are really becoming great puppeteers!”

“Remember, when you have a problem just ‘Stop, Breathe and Think’!”
Lesson 3: Stop, Breath and Think Conflict Resolution Using Puppets and Braidy

Age: 3-8

Time: 60 minutes (break into this lesson into a 2 or more parts as needed)

Objective: Students will recognize that when a conflict occurs there body is in the Red Zone and they need to Stop, Breath and Think. Students will model the Stop, Breath and Think, 'I message', Ignore, Tell a Teacher strategy.

Materials: Braidy the StoryBraid (note: this must be purchased separately at [www.mindwingconcepts.com](http://www.mindwingconcepts.com)), 5 puppets, puppet show theater and puppet parts.

Teacher’s Note:

Before beginning each lesson-
- Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
- Review sentence starters and accountable talk (see teacher’s manual)
- Be prepared and have fun!

Introduction

**Teacher:** “I have seen some you practicing the Stop, Breathe and Think strategy with your friends and that makes me very proud. It shows that you are really growing up and are being smart and thoughtful.”

“This is a hard strategy to remember because our brain doesn’t like to think when we are really upset. Even the kids at Green Grass Elementary have a hard time remembering sometimes.”

“What do you think would happen if they got into a fight or argument and didn’t use the Stop, Breathe and Think strategy?”

**Students:** They could hit some one, get in trouble, and loose their friends.

**Teacher:** “That is exactly write and none of those are good solutions to the problem or will help them to feel better. This is Braidy. Can you all say hi to Braidy?”

**Students:** “Hi, Braidy.”

**Teacher:** “Braidy helps us see what might happen when we make good choices or bad choices when solving problems.”

**Teacher:**
Hold up Braidy and show each part as you discuss

- His head is for who is in the problem
- The star is for where the problem occurred
- His shoe stands for the kick off event or how the problem started
- The first heart is for how the person feels when the problem occurs
- The hand is for the plan what needs to happen to solve the problem
- The beads are the attempts at solving the problem
- The bow is the solution at the end
- The last heart is the how the person feels after the problem is solved

Read through it again with the students and have students try to independently identify the Braidy's parts

Body of Lesson: Puppet Dialogue

Teacher: “Let’s watch our friends at Green Grass Elementary and see what happens when they try to solve their problem. If they use their best problem solving strategy I think the will feel better after they solve their problem but if they don't I don't think they will feel very good at all.”

“What were the parts to the Stop, Breathe and Think Strategy?

1) Stop, Breathe and Think
2) Give and ‘I’ message
3) Ignore
4) Tell a teacher

“Good remembering! We are going to see if our puppet friends follow these steps and check with Braidy at the end to see if the puppet friends feel better or what they need to do differently.”

Hang the Braidy puppet on the side of the puppet show theater

Enter Tim and Arnie jumping rope

Tim: “I love jumping rope. This is the best jump rope. Look Arnie- it has sparkles.”

Arnie: “Yeah- I want that one!”

Arnie grabs Tim’s jump rope. Change Tim’s face to Red Zone eyes and mouth.

Tim: “Hey that’s mine!”
Tim grabs the jump rope and they hit each other

Mrs. Carless (puppet teacher): "Excuse me boys, you know that hitting is not acceptable at Green Grass Elementary. Did you use your Stop, Breathe and Think strategy.

Tim and Arnie: Heads down, sad voice “No.”

Mrs. Carless: “Both of you sit on the curb for the rest of recess and you can try again tomorrow.

Teacher: “Uh oh, did the boys solve their problem the best way? Let’s use Braidy to help us figure out what went wrong and how the could of done things differently.”

Hold up Braidy and show each part as you move through the steps. Provide prompts for answers as needed

Teacher: Head- “Who was involved in the problem?”

Students: Tim and Arnie

Teacher: Star- “Where did the problem take place?”

Students: Recess

Teacher: Shoe- “How did the problem start?”

Students: Arnie grabbed the jump rope from Tim

Teacher: Heart- “How did that make Tim feel?”

Students: Angry, sad, upset

Teacher: “Good- what zone was he in?”

Students: “The Red Zone”

Teacher: Hand- “What was his plan? What did he need to solve his problem?

Students: His jump rope back

Teacher: “Good, so let’s see what he did to get his jump rope back and solve his problem.

First bead- What did he do first?”

Students: Say - hey that’s mine

Teacher: Next bead- then what did he do?

Students: Grabbed the jump rope

Teacher: Next bead- then what happened?
Students: They hit each other

Teacher: Bow- “What happened at the end?”

Students: The teacher came and made them sit on the curb for the rest of recess

Teacher: So did he get his jump rope back and solve his problem?

Students: No

Teacher: Heart- “How did he feel at the end?”

Students: Sad, upset

Teacher: “Wow, that’s not good. Do you think he would have felt like that t the end if he had used his Stop, Breathe and Think strategy?”

Students: No

Teacher: “Let’s watch again and see if Tim can solve his problem the best way, using the Stop, Breathe and Think strategy.”

Hang the Braidy puppet on the side of the puppet show theater

Puppet Show II

Enter Tim and Arnie jumping rope

Tim: “I love jumping rope. This is the best jump rope. Look Arnie- it has sparkles.”

Arnie: “Yeah- I want that one!”

Arnie grabs Tim’s jump rope. Change Tim’s face to Red Zone eyes and mouth.

Tim: “Hey that’s mine!”

To audience- “Oh, I want to grab that back but Mrs. Carless told me I need to Stop, Breathe and Think.”

Show Tim breathing in through his nose and out through his mouth

“I am going to get a drink of water and think about what I should do.”

Show Tim walking to get a drink of water. Change Tim’s face back to a Green Zone eyes and mouth.

Tim approaches Arnie

Tim: Arnie, I didn’t like when you grabbed my jump rope.

Arnie: Ok, here you can have it back. Can I have it when you are done?
**Using Puppets to Teach Sensory and Coping Strategies to Students with Special Needs**

**Tim:** Sure you can. Thanks Arnie.

*Show Tim and Arnie jumping rope together again*

**Teacher:** “That was much better. Let’s check Braidy to see if we think they solved the problem the best way.

*Head:* Who was involved in the problem?

**Students:** Tim and Arnie

**Teacher:** *Star:* “Where did the problem take place?”

**Students:** Recess

**Teacher:** *Shoe* “How did the problem start?”

**Students:** Arnie grabbed the jump rope from Tim

**Teacher:** *Heart* “How did that make Tim feel?”

**Students:** Angry, sad, upset

**Teacher:** “Good- what zone was he in?”

**Students:** The Red Zone

**Teacher:** *Hand* “What was his plan? What did he need to solve his problem?”

**Students:** His jump rope back

**Teacher:** “Good, so let’s see what he did this time to get his jump rope back and solve his problem.

*First bead:* hat did he do first to solve his problem?”

**Students:** Said- hey that’s mine!

**Teacher:** *Next bead* “Then what did he do?”

**Students:** Stopped and took deep breaths

**Teacher:** *Next bead* “Then what did he do?”

**Students:** Got a drink of water and thought about what he should do

**Teacher:** “Good job. *Next bead* What did he do next?”

**Students:** Gave Arnie an ‘I message’

**Teacher:** “Perfect! *Bow* What happened in the end?”
**Students:** Arnie gave Tim his jump rope back and they jumped rope together.

**Teacher:** “Great remembering! **Heart**- How did Tim feel at the end this time?”

**Students:** Happy, glad he got his jump rope back, proud of himself for solving his problem the right way.

Teacher: “That is exactly right. Wow, Braidy really helps us to see how using our strategy the right way really helps us to solve our problems the best way!

**Independent Practice**

**Teacher:** “We are going to do some more practice showing how our puppets use our Stop, Breathe and Think Strategy. Remind me of the steps.”

Refer to visual 13 and review the steps

“You are going to create a puppet show where the puppets use the Stop, Breathe and Think strategy and then use Braidy to tell us how they solved their problem the right way an felt happy at the end.”

Let’s review what we are going to do:

1) Choose a partner
2) Choose 2 puppets
3) Think of the problem they will have
4) Choose the eyes and mouth to put on the puppets
5) Act out the problem and the steps to solve the problem
6) Change the eyes and mouths to Green Zone eyes and mouth
7) Use Braidy to explain how they solved their problem the best way

Have children choose partners or assign partner groups. Allow them time to come up with ideas for their puppet show. Once they have their idea and explain it to the teacher, allow them to choose 2 puppets for their puppet show. Remind them that they may not get the puppet or puppet parts they want this time but if they do their best work they will have lots of chances to use the other puppets. Allow them time to practice the show and each takes turns as the character that works through the steps to solve their problem.

If you have time allow students to perform their puppet show for other students. Remind students that when it’s not their turn, they can watch and listen to their friends. Provide positive reinforcement to students following directions. “I like the way Sarah’s eyes are watching her friend and her body is quiet- nice work!”

Puppets can be handed out for students may provide feedback to friends using puppets. Ask students to use ‘smart words’ to give their friend feedback. Prompt them to use a sentence starter to give feedback.

I liked the way you...
I was confused when ...

Can you explain why you ...

I agree/disagree with ...

*Note: To modify the activity have the teacher or a peer helper act be partners with students and guide them through the steps. The student should be the puppet character using the strategy to solve the problem.*

**Conclusion**

**Teacher:** “You all did an amazing job today using the problem solving steps and Braidy to solve your problem the best way!”

“Your puppet shows were amazing! You are really becoming great puppeteers!”

“Lets sing our problem solving song to remember all the steps to solving our problem the best way.”

*Sing- “Yes I Can” with CD and visual aide 6*

“Remember, when you have a problem just ‘Stop, Breathe and Think’!”
Lesson 4: Stop, Breathe and Think Conflict Resolution Using Role Play

Age: 3-8

Time: 45 minutes

Objective: Students role play the Stop, Breathe and Think strategy to solve problems.

Materials: Visual Aid 13 Stop, Breathe and Think, Visual Aid 14 ‘I message’ Chart, Braidy, Braidy Symbol Role Play Worksheet (note: this must be purchased separately at www.mindwingconcepts.com).

Teacher’s Note:

Before beginning each lesson-

- Review behavior expectations and define reinforcement procedure being utilized (see teacher’s manual).
- Review sentence starters and accountable talk (see teacher’s manual)
- Be prepared and have fun!

Introduction

Teacher: “We have seen how our puppet friends have learned how to use ‘I messages’ and the “Stop, Breathe and Think’ strategy. Now its our turn to show how we use these super strategies to solve our problems.”

“Let’s review both strategies then we will use Braidy to brainstorm a who is in our problem and how we will solve it.”

Review Visual aide 14- ‘I messages’

Review Visual aide 13- ‘Stop, Breath and Think’ strategy

Body of Lesson: Puppet Dialogue

Show Braidy and then draw the symbols on the board. As they brainstorm ideas for their problems and solutions write them next to the symbol.

Teacher: Head- “Who is going to be in our problem? Write the names of two students

Star- Where will they have their problem?

Shoe- What will start the problem? (i.e. ___ will call ___ a mean name or ____ won’t let ___ play)
**Heart**- How will this make ___ feel?

**Hand**- What will they need to happen to solve their problem?

**First bead**- After the problem occurs what will be their first attempt at solving the problem?”

**Students**: Stop and take deep breaths

**Teacher**: *Next bead*“ Then what will they do?”

**Students**: Go think and walk or get a drink of water

**Teacher**: “Great thinking! *Next bead* Then what do they do?”

**Students**: Give their friend an ‘I message’

**Teacher**: “Right!” Will this solve their problem or will they need to ignore or tell a teacher?” (Continue with beads as needed) *Bow* What happens at the end to solve the problem? *Heart* How do they feel?

“You guys have really got it! Let’s role play this and watch this great problem solving in action!”

*Choose a student to role-play with the teacher or use a peer helper or instructional assistant to model how to role-play the steps.*

**Independent Practice**

**Teacher**: “Now its your turn. When I tell you, you may choose a partner and fill out your own Braidy Symbol problem-solving plan. Once you have all the parts of your plan filled in you will role-play the problem for us. Remember to include the steps for the Stop, Breathe and Think strategy so you can solve the problem the best way."

Let’s review what we are going to do:

1) Choose a partner
2) Complete the Braidy Symbol Problem Solving Worksheet
3) Act out the problem and the steps to solve the problem
4) Use Braidy to explain how they solved their problem the best way

*Have children choose partners or assign partner groups. Allow them time to complete the worksheet and to practice the show with their partners.*

*Remind students that when it’s not their turn to perform, they can watch and listen to their friends. Provide positive reinforcement to students following directions. “I like the way Sarah’s eyes are watching her friend and her body is quiet- nice work!”*
After the completion of each role-play ask students to use ‘smart words’ to give their friend feedback. Prompt them to use a sentence starter to give feedback.

I liked the way you...

I was confused when ...

Can you explain why you ...

I agree/disagree with ...

Note: To modify the activity have the teacher or a peer helper act be partners with students and guide them through the steps. The student should be the puppet character using the strategy to solve the problem.

Teacher: “You are now expert problem solvers! You will learn more, be better friends and make everyone, including you, very proud!”

Give each student a certificate of completion found in the appendices of the program.
Ready to Learn

Appendices

Visual Aide 1- Green Zone Chart
Visual Aide 2- Yellow Zone Chart
Visual Aide 3- Blue Zone Chart
Visual Aide 4- Red Zone Chart
Visual Aide 5- I Love the Green Zone (song)
Visual Aide 6- Yes I Can! (song)
Visual Aide 7- Yucky Yellow (song)
Visual Aide 8- Feeling Blue (song)
Visual Aide 9- Raging Red (song)
Visual Aide 10- Rules and Expectations
Visual Aide 11- Sentence Starters
Visual Aide 12- Listening Chart
Visual Aide 13- Stop, Breathe and Think Problem Solving
Visual Aide 14- ‘I Message’ Chart
Data Collection Tool
Program Completion Certificate
GREEN ZONE

Ready to Learn

Figure 1

Focused

Happy

Visual Aide 1
Yellow Zone

Frustrated

Silly

Upset
Blue Zone

Sad

Tired

Depressed

Visual Aide 3
RED ZONE

OUT OF CONTROL

ENRAGED

ANGRY
I Love the Green Zone
I love to be in the Green Zone
The Green Zone is where I should be
I can learn and play and enjoy my day
The Green Zone is where I should be

- Take Me Out to the Ball Game
Yes I Can!

I can feel better, yes I can
Oh, I can feel better, yes I can
Breathe in, breathe out
Through my nose and through my mouth
Oh I can feel better, yes I can

I can learn better, yes I can
Oh, I can learn better, yes I can
I can stretch or dance about
I can run but I won’t pout
Oh I can learn better, yes I can
I can be a friend, yes I can
Oh, I can be a friend, yes I can
I can help and I can share
Be unkind I wouldn’t dare

Oh, I can be a friend, yes I can
Yes I can!

Yes I Can- If You’re Happy and You Know It
**Yucky Yellow**

Yellow Zone

Yellow Zone

I’m angry and upset

I cannot learn

and I cannot play

My day can

get better yet

- *Jingle Bells*
Feeling Blue

Blue Zone, Blue Zone

I’m tired and depressed

I’m so lazy, there’s nothing
I want to do

I want to feel much better

The Green Zone would be better
Then I could learn
And I could play

The Green Zone is where
I should be

- Daisy Daisy Give Me Your Answer Do
Raging Red

I’m in the Red Zone

I’m in the Red Zone

I’m so angry and upset

I feel angry

I can’t stand it

What can I do to help?

- La Cucaracha
1. Listen to Teachers and Friends with your whole body

2. Be Gentle with Puppets and Puppet Parts

3. Use Your Words—Keep Hands and Feet to Self

4. Have Fun!
I liked the way you...

I was confused when ...

Can you explain why you...

I agree/disagree with ...

Visual Aide 11
Whole Body Listening

Brain Thinking

Eyes Watching

Body Calm
Stop, Breathe and Think

1. [Image of a figure holding a stop sign]

2. [Image of a nose]

3. [Image of a girl standing thinking]

Visual Aide 13
1. Give an ‘I’ message

2. Ignore

3. Tell an Adult
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Certificate of Completion

This certificate is proudly presented to:

For learning to be the best learner he/she can be!

Date this day of ___________ 20__