



Spruce Up Your Spring!

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THE STEPPING STONES GROUP
Transforming Lives Together

Objectives



1. Identify 3 or more household or classroom based items that can be utilized to design novel, hands on, educationally relevant intervention activities that support student IEP goals.
2. Design 3 novel hands on intervention activities (for OT, SLP, Psych/Social Work) for the educationally relevant setting that supports student IEP goals.
3. Analyze the developmental levels, skill level, and age levels found in the hands-on, educationally relevant intervention activity designed.

Quick Poll



What age groups do you primarily work with?

- A) 0-3 and/or Preschool**
- B) Elementary**
- C) Middle and/or High School**
- D) Adult Transition**

Overview

All activities today will be applicable to OTs, Speech Language Pathologists, School Psychologists/Counselors/Social Workers and Special Education Teachers

Activities will Focus on Elementary School Students with Modifications for Prek and/or Moderate/Severe Populations

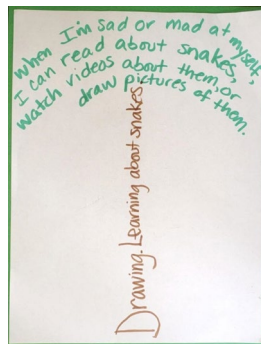
Main Topics:

Things that bug me - (Triggers)



Things that make me strong and resilient - (Coping Strategies)

- Middle School and High School Students



Things That Bug Me!

Primary Focus:

Insects/Bugs

Triggers / Things That “Bug” Me

Materials Needed:

Construction Paper (3 red circles same size, 1 small black circle)



Black Crayon/Marker



Scissors

Glue Stick



Writing Utensil (Crayon/Marker/Pencil)



Pipe Cleaner/Twist Tie (optional)



Googly Eyes (optional)



Things That Bug Me! - CREATE!



Things That Bug Me! - Alternate OT Activities



Things That Bug Me!

Speech/Language:

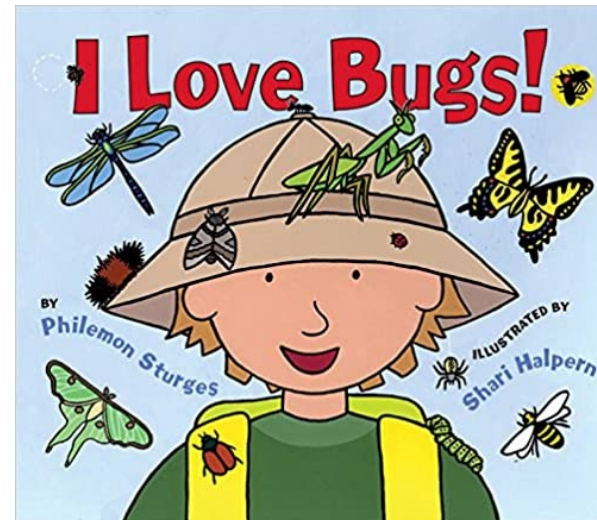
- Use Expanding Expression Tool (EET) to describe bugs
- Green Group (category): insects
- Blue Do (verbs): walk, fly, crawl, move, eat, build
- What Does It Look Like (appearance): colors, shape, size
- What Is It Made Of/Where Does It Come From (origin): eggs, other bugs
- Pink Parts (parts of a whole): head, body, legs, antennae, wings
- White Where (location): outside, dirt, flowers, ant tunnels, hives, etc
- What Else Do I Know (personal connection): opinion, books and movies about bugs, favorite bug, discuss what type of bugs/insects students have seen outside: share a story!



Things That Bug Me!

Speech/Language:

- Pair with a book about bugs/insects such as: An Ant's Day Off, Beetle Bop, Bob and Otto, Bugs, Bugs, Bugs!, Buzz, Diary of a Spider, The Crunching Munching Caterpillar (see resource section for details)
- Articulation: multisyllabic words, find words containing target sound in names of bugs, books, etc.
- How many words can you rhyme with bug?



Things That Bug Me!

Speech/Language:

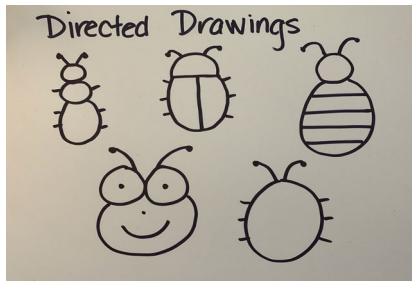
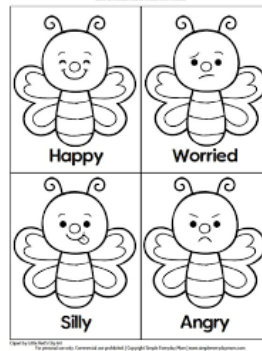
- Nature walk/Scavenger hunt to find different type of bugs
- Compare/Contrast different types of bugs using graphic organizers
- Pros/Cons of bugs: needed to make honey, pollinate flowers, sting, itch, etc



Things That Bug Me! - PreK Alternatives

OT

- Emotions on Bugs' faces
- Co-regulation - how does my teacher or parent make me feel better when I'm sad or angry?



SLP

- Identify different colors
- Count the number of spots, legs, wings, antennae
- Talk about the shapes, sizes, of the body (circle, oval, long, short, skinny/thin, large)
- Favorite bug and why

Things That Bug Me!

School Psychologists, Counselors & Social Workers

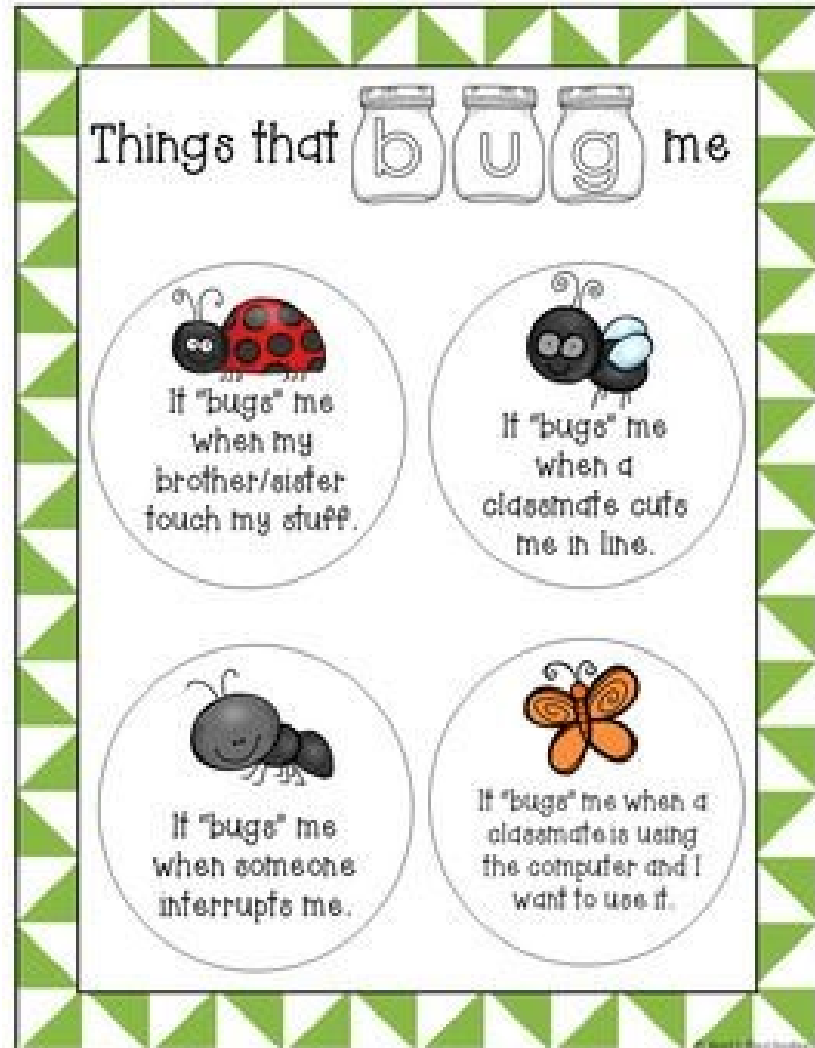
Identifying triggers and feelings of frustration:

What bugs you _____?

*Prompt with various settings... in the classroom, on the playground, in the cafeteria.

*Provide examples of what might bug someone.

*Allow students to write, draw, or color this feeling or situation.



Coping with Things That Bug Me!

What to do or say when I'm bugged...

- *student brainstorming-no wrong answer (unless inappropriate or hurtful)
- *allow student to take ownership - only guidance
- * encourage narratives, examples, and predicted scenarios



What to Do When Something or Someone Is Bugging You!

What you can say:



"What you are doing makes me feel angry."



"Please stop doing that."

"I feel angry when you ____."



"I'm upset because ____."



"I don't like it when you ____."

What you can do:

Walk away.



Take 10 deep breaths.

Write about it.



Talk to someone else.

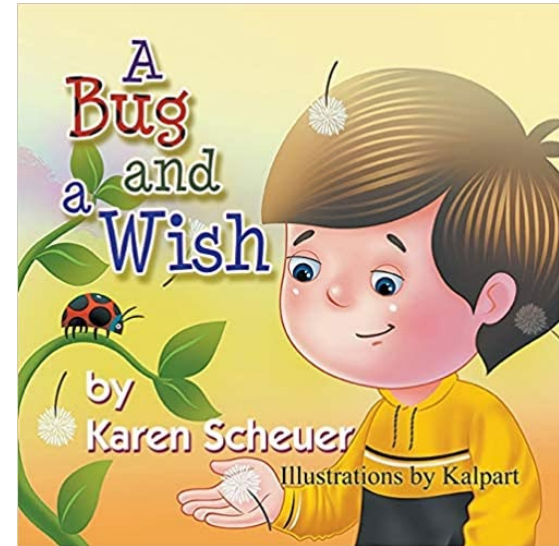
Talk about it when you are calm.



Possible Extension: Pair With a Book!

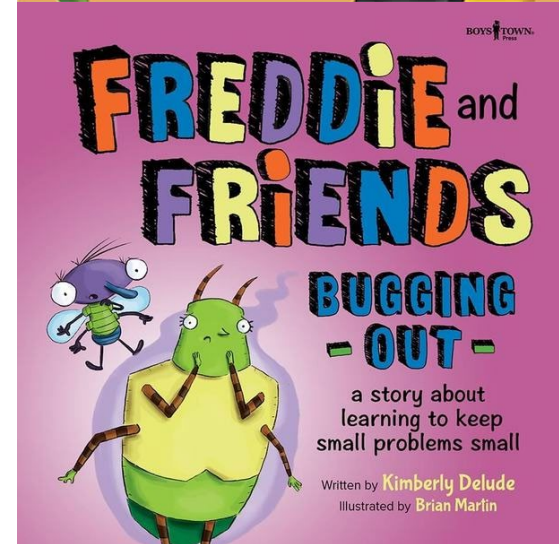
Bullying

A Bug and a Wish by Karen Scheuer tells the story of how students deal with bullying by relaying what 'bugs' them and what they wish for. Appropriate for ages 4-9.



Self-Regulation

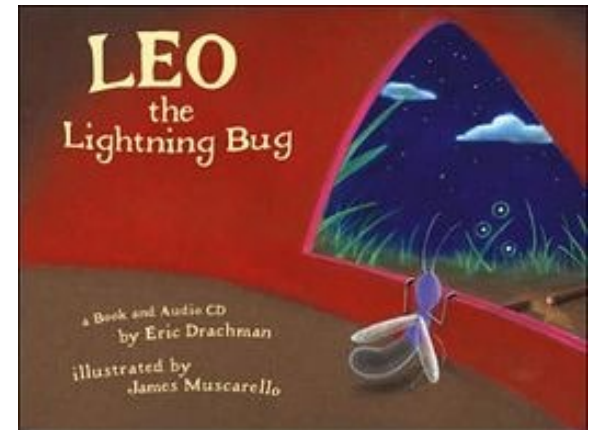
Frieddie and Friends: Bugging Out by SLP Kimberly Delude uses the idea of stink bugs making a big stink to relay a story about students learning, with help from their teacher, to determine the size of a problem and how to match their reactions to the problem. Appropriate for K-5.



Possible Extension: Pair With a Book!

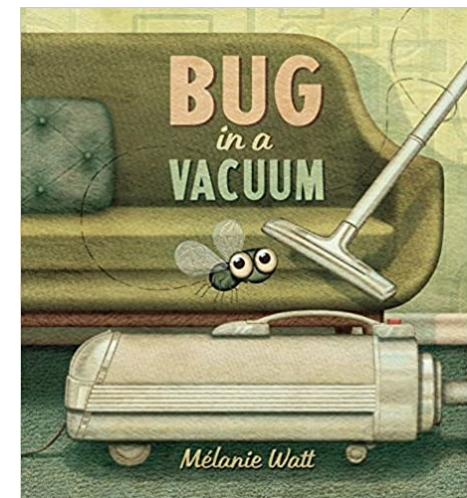
Perseverance

Leo the Lightning Bug by Eric Drachman tells the story of a bug who is smaller than his friends and slower to catch up to their skill level. Dealing with taunting, he attempts to escape/avoid. He finds his ability and is soon filled with pride, after remembering his mother's words about practice. Reading age K-2+.



Grief/Loss

Bug in a Vacuum by Melanie Watt moves through stages of grief with humor, tailored for ages 5-9. "Sucked into the void of a vacuum bag, this one little bug moves through denial, bargaining, anger, despair and eventually acceptance -- the five stages of grief -- as it comes to terms with its fate."



Things That Make Me Strong and Resilient

Primary Focus

Things That Make Me Strong and Resilient
Coping Strategies
Self Esteem/Positive Self Image

Materials Needed

8 ½ x 11" brown construction paper
Black crayon/marker/pencil
Green construction paper
Glue stick/tape
Scissors



Things That Make Me Resilient! - CREATE!



Things That Make Me Strong and Resilient

Alternate OT Activities



Things That Make Me Strong and Resilient

Speech/Language:

- Life Cycle of an Apple Tree/Narrative Retell
- Vocabulary and Multiple Meaning Words:
 - roots, trunk, seedling, branch, bark, leaves, stem, apple core, etc...
- What “nourishes” you or what gives you strength?
 - Example-listening to music, playing sports, writing, singing, dancing, playing an instrument, reading, playing chess, running, yoga, etc
- Children’s books about resilience: <https://biglifejournal.com/blogs/blog/top-childrens-books-resilience>



Things That Make Me Strong - PreK Activities

OT

- Directed drawing using pre-writing strokes; simple tree, apple, flower



SLP

- What are you good at?
 - Examples: coloring, dancing, playing, running, riding my bike, singing, hugging, etc
- What makes you feel good about yourself or what makes you happy?
 - Examples: Family, pets, school, going to the park, swimming, birthday, etc
- Draw a picture of yourself of when you are happy. What are you doing? Who are you with? Where are you?



Things That Make Me Strong and Resilient

While the student works to create (or draw, make, or color) their tree, discuss that the tree needs to feel strong in a storm. What can that tree do or think about to feel strong?

- What **things do you do** that make you feel strong?
- What **thoughts do you have** that make you feel strong?
- What **memories do you have** that make you feel strong?



Things That Make Me Strong and Resilient - Role Play

While you are making your trees and/or when you finish and discuss:

- Talk about the storm

- What it **feels** like, **looks** like, and the **thoughts** it brings up for the tree.

- Role play the tree going through a storm.

- Have the student be the inner voice of the tree to narrate how it weathers the storm



Middle and High School

Primary Focus:

Things That Make Me Strong and Resilient
Coping Strategies
Self Esteem/Positive Self Image

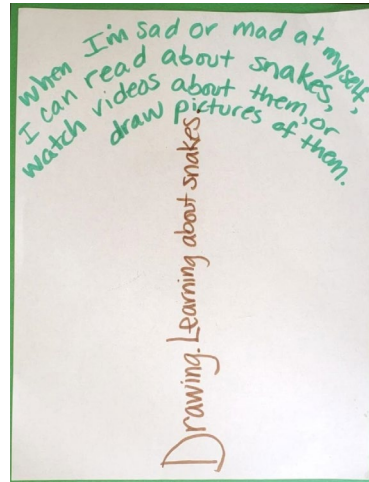
Activity: Concrete Poem/Words

Materials Needed:

Paper
Colored Pencils/Gel Pens



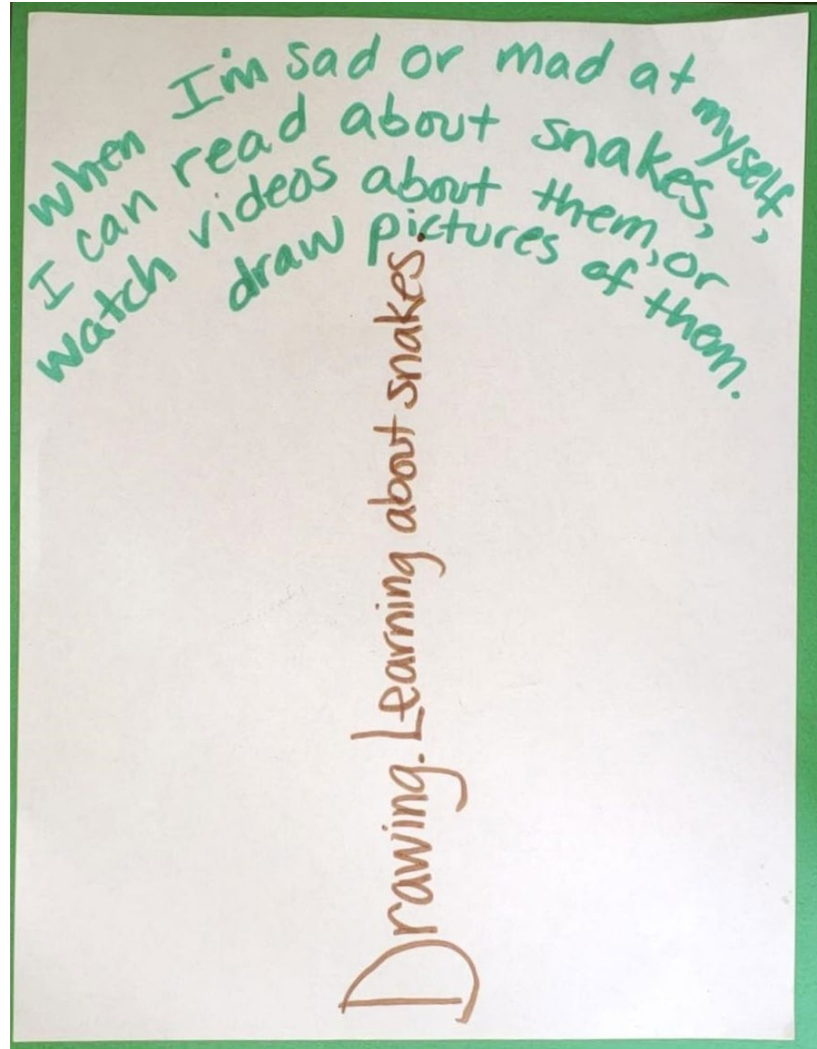
Things That Make Me Strong and Resilient! - CREATE!



Coping Tree

Tree trunk: words or phrases to express activities and thoughts that help the student to feel strong.

Leaves/crown of tree: words, phrases, or narrative to express positive statements about these activities and thoughts. Helpful messages to remind students how to use these activities and thoughts.



Creating one yourself before your session or while you work with the student & including what might also be applicable to the student is a nice way to “suggest without suggesting.”

THE STEPPING STONES GROUP
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Middle and High School

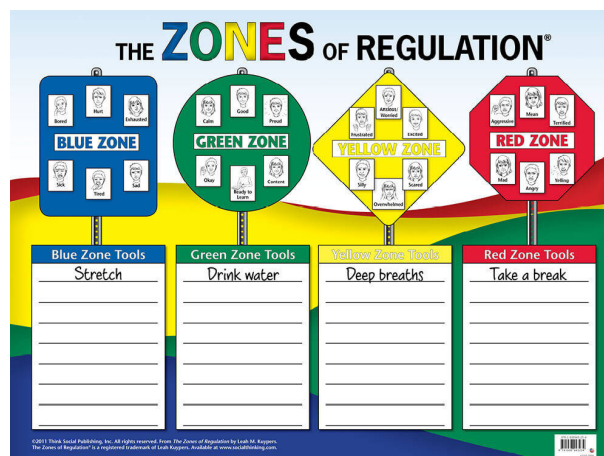
Other ways to address topics with older students:

- Emojis/ Movies/ Anime Characters/ Interests
- Tear strips of paper and write down what “bugs” them and “smash” them (or set them free!)
- Find song lyrics that expresses how they feel or genres of music they enjoy
- What movie/tv show where a character was really “bugged” (Big Bang Theory, Atypical, Mandalorian, Star Wars)



Moderate/Severe Student -Middle/High School

- Consider using any of the previous activities as appropriate based on their functional level
- Collaborate with OT, SW/PSYCH/MH, SLP for Zones of Regulation activities:
 - Discuss feelings, how to express oneself effectively, and how to self-advocate
 - Discuss facial expressions and body language of each zone
 - Brainstorm activities/coping strategies to get back to green zone



Resources



[An Ant's Day Off](#) by Bonny Becker

[Beetle Bop](#) by Denise Fleming

[Bob and Otto](#) by Robert O. Bruel

[A Bug and a Wish](#) by Karen Scheuer

[Bug in a Vaccum](#) by Melanie Watt

[Bugs Bugs Bugs!](#) by Bob Barner

[Buzz](#) by Eileen Spinelli

[Diary of a Spider](#) by Doreen Cronin

[Freddie and Friends Bugging Out](#) by Kimberly Delude, MA, CCC-SLP

[Leo the Lightening Bug](#) by Eric Drachman

Resources (con't)



EET: Expanding Expression Tool by Sara L. Smith, MS, CCC-SLP.

<https://www.northernspeech.com/executive-function/eet-expanding-expression-tool-kit2nd-edition/>

<https://biglifejournal.com/blogs/blog/top-childrens-books-resilience>

[The Crunching Munching Caterpillar](#) by Sheridan Cain

The Zones of Regulation by Leah Kuypers, MA ED., OTR/L

<https://www.zonesofregulation.com/index.html>

Bug Emotions Worksheet

<https://www.simpleeverydaymom.com/preschool-bug-activities/>

Calm Blog: Free mindfulness training tools for teachers

<https://blog.calm.com/blog/calm-classrooms-free-mindfulness-training-tools-for-every-teacher-in-the-world>

Resources (con't)



[Mind Yeti](#) a library of research-based guided mindfulness sessions that help kids and their adults calm their minds, focus their attention and connect to the world around them. Created by nonprofit Committee for Children.

<https://www.youtube.com/playlist?list=PLiaUKiwbiHMQDQLCXoPaMMYotldKIUQCw>

Pintrest for various bug and tree activities

www.pintrest.com

www.ToolsToGrowOT.com

We Thinkers (Formerly Incredible Flexible You) Social Explorers Curriculum - Michelle Garcia Winner

Thank you for joining us today!

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1. Take and pass the QUIZ.
2. Complete the COURSE EVALUATION (top right corner).

Download and save your certificate!

View our webinar calendar and sign up for the next upcoming LIVE webinar. If you want to review this current presentation again, it will be made available on Bridge Academy within 48 hours.

Questions? – Contact
Bridge@thesteppingstonesgroup.com



2021 LIVE Webinar Calendar (4:30 PT and 7:30 EDT)

Jan. 12th

Young Adults with Special Needs

Jan 19th

Creating Cornerstones of Language for Young Learners

Feb 9th

"See" How we Learn!

Feb 17th

Increasing Engagement in the Digital World

March 9th

Spruce up your Spring!

March 17th

Implicit Bias - What we don't think, we think

April 13th

AAC Core Words Teaching Strategies

April 21st

School Impact of Common Mental Health Disorders

May 11th

A 3D Journey into Dyspraxia/Dyslexia/Dysgraphia (2.0)

May 19th

Staying Engaged with Summer Fun!

Recordings of all LIVE webinars will be available on Bridge Academy the following date of LIVE presentation.

Contact Us!

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