What is Anger?

- Anger is a normal feeling
- The feeling of anger can be extremely intense, especially if it is not known how to be dealt with
- The way anger is expressed can lead to negative behaviors

(Hall, 2010)
Why is Anger Management Needed?

- When anger is not expressed properly it leads to negative behavior issues
- Teaching a student how to properly deal with anger equips them with skills that will last a lifetime
- Teaching a student to express their anger positively leads to positive behaviors

Anger Style: Acting Out
The solving problems together model

- Involves teaching anger management in a group of peers so they realize they are not the only ones struggling.
- Encourages students to take analyze a problem situation, gain knowledge on how to handle the situation, then apply the knowledge.
- Encourages independent learning.
- Takes all knowledge learns and groups together the knowledge.
- Allows the student to brainstorm their own positive solutions to problems.

(Hall, 2010)

What I used...

- Sarah and I did a lot of work with creating solutions to problems she was facing.
- I focused a lot on allowing Sarah to problem solve her own solutions.
Structured programs and interventions

- Emphasizes looking at anger in a different way—analyzing the situation
- Encourages the student to look at what they might be doing wrong to encourage anger
- Use an ABC model (A= Action that triggered the problem, B=Behavioral response to A, C=Consequence)

(Hogan, 2004)

ABC Model

Antecedents -- setting the stage

Behaviour -- performance

Consequences -- reinforcer/punisher

Source: Aubrey Daniels & Associates
What I used...

- Sarah and I used Power Cards to break down situations where someone had been angry at her (We will discuss these more later)
- We spent time discussing actions that Sarah takes/doesn’t take that encourage other’s anger

Peers as teachers of anger management

- Intervention containing five steps:
  - Direct instruction
  - Modeling
  - Practice
  - Performance feedback
  - Activities
Week 2: Solutions

- Sarah and I wrote out seven different scenarios that could make her angry
- Sarah had to take the seven scenarios and write out at least two solutions
- The solutions to choose from included: Walk away, write an angry letter and throw it away, vent to a friend, count to 10 taking deep breaths, and go to the gym to run it off
- At this point Sarah and I were still brainstorming solutions together
Week 3: Yoga

Sarah and I discussed strategies to redirect a conversation.

We made a list of things that cause her anger and I used that list to try to talk about the things she listed. *** I made sure she knew it was all for practice and I didn’t mean any of it.

We used the strategy of taking what I said and using a word to change the subject.

Example: “I think your friends are weird and crazy.” “Speaking of crazy, did you see how crazy cold it’s supposed to be tomorrow? It’s supposed to be 3 degrees!”

Week 4: Redirecting Conversations

- Sarah and I discussed strategies to redirect a conversation.
- We made a list of things that cause her anger and I used that list to try to talk about the things she listed. *** I made sure she knew it was all for practice and I didn’t mean any of it.
- We used the strategy of taking what I said and using a word to change the subject.
- Example: “I think your friends are weird and crazy.” “Speaking of crazy, did you see how crazy cold it’s supposed to be tomorrow? It’s supposed to be 3 degrees!”
Week 5: Power Cards

- Sarah and I made power cards to break down scenarios where someone else had gotten mad at her.
- Sarah filled out five categories on each card: Situation, what was the error, who was harmed by the error, steps to correct the error, and plan to avoid the error.

Week 6: Apps

- Sarah and I looked through different iPhone apps to help her track her anger and stay calm.
- We looked through the Cool It app, Anger Control app, and other apps that could help calm her down.
- Sarah and I discussed ways she could use the different apps and in what situations.
How ANGRY are you?

Click on a colour below and Cool-IT!

Calm  Irritated  Annoyed  Angry  Rage

Anger-O-Meter

©2013 New Oceans  About COOL-IT

COOL-IT!

ANOYED

You've noticed you're annoyed, it's time to explore these strategies...

COLLAPSE-IT

SPIN-IT

POUR-IT

POZ-IT
SPIN IT...

Did you know every emotion can be thought of as a spinning wheel - with rotation direction, speed, and colour...

Perhaps stress - red, fast and clockwise, and calm - yellow, slow and anti-clockwise.

So let's get spinning away your stress!

ANGER-O-METER

Everybody gets angry. But, how do you know if your anger is a real concern? These quizzes will help you assess your ability to cope with anger and determine whether or not anger management is a problem for you.

ANGER QUIZ

ANGER STUDENTS

And check out your stress level...

STRESS QUIZ
Week 7: Stress Kit

- Sarah and I compiled what we had learned in envelopes with titles such as “Friends to call” “Yoga exercises to try”
- Sarah and I also decorated a box together to put all of her tools in she’s made over the past weeks
- We also made a stress ball together

What I’ve Learned

- It is very important that you establish a friendship before you try to correct someone
- I heard a lot of gossip, sometimes it’s ok to just let her vent and know she’s in a safe environment where nothing will be repeated
- Anger is a touchy subject, some things I let Sarah do without showing me, such as her assessments
- I’ve learned that I probably don’t handle anger as well as I should either
What did Sarah learn

- https://www.youtube.com/watch?v=7hdz3s20Jq0&feature=youtu.be

Implications for the Future

- Anyone could struggle with anger- helping them express it in a positive way is the challenge
- As a future speech therapist I will be working with clients daily helping them express themselves through speech
References


PEER TEACHING OF SOCIAL SKILLS AND PERSONAL DEVELOPMENT: PCP MEETINGS
Tori Paige Moss
Western Carolina University
NCDCDT Conference
April 23, 2015
PCP MEETINGS

What are PCP Meetings to You?

• Jalen Cash: ‘It’s about yourself and about goals that you set and that you accomplish’

• Trace Shuler: ‘It’s very important to me because it’s my goals, and what I’m going to do in life. What I’m going to do after college; to be a nurse and to be independent.’

• Zach Benton: ‘Is that mostly a meeting to reach my goals and to think about what my future holds and graduate on time.’

SELF DETERMINATION SKILLS

Self determination is defined as the process by which a person controls his or her own life. Some of these skills include:

• Self instruction
• Self understanding
• Self advocacy
• Leadership
• Positive self-efficiency and outcome expectancy
• Problem solving
• Self awareness
• Choice making

SELF DETERMINATION SKILLS IN INDIVIDUALS WITH INTELLECTUAL DISABILITIES

- **Participants:** 480 youth with an intellectual disability from ages 16-18.

- **Intervention:** Self Determination scaled test, and Math, English, and Science tests.

- **Lessons Learned:** Evidence shows that the more empowered they felt, the better they did on the other tests. Self determination skills give positive feedback in many ways like productivity and organization during school and quality of life as an adult.

- **Limitations:** More often than not the individuals that had a cognitive limitation showed self determination limitations as well.

PERSON CENTERED PLANNING AND AUTISM

- **Participants:** 47 high school students in a span of 28 schools who were on the Autism Spectrum.

- **Intervention:** Introduction and Personal History, Career Profile: Skills, Accomplishments and Personal Qualities, Career Profile: Preferences and Aspirations, Vision For The Future, Resources, and Barriers, Transition and Career Goals, Career Exploration and Work Experience Action Steps

- **Lessons Learned:** Individuals benefited from PCP meetings in that they did better when they chose and made most of the decisions themselves, and they were more likely to accomplish what they said they would because they actually wanted to.

- **Limitations:** The survey was only done with individuals with Autism, and they only had 2 girls out of the 47.
PLANNING FOR THE FUTURE

Participants: 7,945 high school students 9th-12th grade

Intervention: Student survey on family economics, parents level of education, parent respect and identification, parents educational expectations, rural identity, school characteristics, and perception of local job opportunities.

Lessons Learned: If a student has a lot of support and drive, they usually do better when planning and implementing that plan, along with their background and financial status.

Limitations: This study had too many people that were in such a broad range, it made it hard to compare.

WEEKLY LESSONS

- Lesson 1: How self-determined are you?
- Lesson 2: First PCP review
- Lesson 3: How to Take Compliments
- Lesson 4: Summer 2015 Roadmaps
- Lesson 5: PCP Meeting Details and Fall 2015 Roadmap
- Lesson 6: Roadmap for Spring 2016 and Graduation
- Lesson 7: Finish Spring 2016: What do I do after Graduation?
- Lesson 8: Finalizations and Assessment
WEEK 1

WEEK 2

My PCP: How did it go?

1. Did I prepare for my meeting?
   - Yes
   - No
2. Did I keep my promises to others?
   - Yes
   - No
3. Did I listen to my patient's pain?
   - Yes
   - No
4. Did I assist my team in the meeting?
   - Yes
   - No
5. Did I attend all the meetings?
   - Yes
   - No
6. Did I understand my role in the meeting?
   - Yes
   - No

Explain:

I evaluated my PCP experience:

- Excellent
- Average
- Fair
- Poor

I would do different things next:

- More research
- Better communication
- More confidence

I would do more of the same:

- Better communication
- More confidence

If I had one thing I would change:

- Better communication
- More confidence
### WEEK 3

"Don't be mean, be meaningful." — Kid President

<table>
<thead>
<tr>
<th>How you feel giving compliments</th>
<th>How you feel receiving compliments</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Honest</td>
<td>* Twice as Happy</td>
</tr>
<tr>
<td>* Like it helps them have a better day</td>
<td>* Excited</td>
</tr>
<tr>
<td>* Like I should give compliments more often</td>
<td>* More confident</td>
</tr>
</tbody>
</table>

I don't know about that but thank you.

### WEEKS 4&5

<table>
<thead>
<tr>
<th>For Me</th>
<th>For Others</th>
<th>For My Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit Charlotte</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Go to Carowinds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Go see the Charlotte Knights</td>
<td></td>
<td></td>
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<tr>
<td>- Baseball team play</td>
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<td></td>
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<tr>
<td>- Visit places around Charlotte</td>
<td></td>
<td></td>
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<tr>
<td>- Buy the XBox One</td>
<td></td>
<td></td>
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<tr>
<td>Family</td>
<td></td>
<td></td>
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<tr>
<td>- Community, cut grass</td>
<td></td>
<td></td>
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<tr>
<td>- High School football</td>
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<tr>
<td>High School Football</td>
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<tr>
<td>Lowes</td>
<td></td>
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<tr>
<td>Western Carolina Football Practice and Camps</td>
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<td>Oklahoma Road Race</td>
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WEEK 5&6

Fall 2015

Leadership for groups
Continuing to schedule my own stuff
Driving to school
Intermediate Sports - Football/Basketball

Motivational speak at High School and College
Talking to kids with disabilities
Upcoming UP Students

Sport Management Career Class
Football Team
CRC
Jobs

WEEK 6&7

Spring 2016

Interview
Athlete Training Clinics - class
PE Camp - Teaching class

Help others kids with disabilities - Motivational Speaking

Applying for jobs like: (interns, teachers, professionals)
Complete RAs
Letters

College

Future
Class Athletic Training class - PE class
Teaching - Becoming a PE teacher for Elementary School
ROADMAPS

Spring 2016 Roadmap

For Me
- Interim work
- More involved
- Volunteering with the UP: BLC
- For my future
- Volunteering with up: see
- Participate in more community activities

For Others
- Volunteering with up: see
- Community clean up

For My Future
- Close: Interim Period
- Links to sign long
- Volunteering with the UP Program: BLC
- For more involved
- Interim work

Fall 2015 Roadmap

For Me
- Close: Interim Period
- Links to sign long
- Volunteering with the UP Program: BLC
- For more involved
- Interim work

For Others
- Volunteering with the UP Program: BLC
- Community clean up

For My Future
- Close: Interim Period
- Links to sign long
- Volunteering with the UP Program
- Volunteering with others
- Community clean up

ROADMAP ACTIVITY

<table>
<thead>
<tr>
<th>For Me</th>
<th>For Others</th>
<th>For My Future</th>
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<tbody>
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</table>
### WHAT IT SHOULD LOOK LIKE

<table>
<thead>
<tr>
<th>For Me</th>
<th>For Others</th>
<th>For My Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work at Ingles</td>
<td>• Volunteer more at church with kids</td>
<td>• Get apartment essentials for this fall</td>
</tr>
<tr>
<td>• Church functions</td>
<td>• Help clean up more at home</td>
<td>• Clean out and go through room at home.</td>
</tr>
<tr>
<td>• Truett Camp Counselor</td>
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</table>

### WHAT I HAVE LEARNED WITH JALEN

**Tori:**
- Expect the Unexpected
- Boys can be macho
- Always plan what needs to be learned
- Honesty is your best friend
- Be confident
- Plan longer lessons than you need
- Use interests to encourage attention and participation

**Jalen:**
- I learned that I can do anything own my own
- Confidence skills
- Be respectful
- Taking compliments
- Learning about what I want in my future
- There was nothing I didn't like about it
FUTURE PROFESSION

- CSD Major you must have a plan and be creative.
- Thinking outside the box
- Strike the interest of who your working with
- Know the persons strengths and weaknesses
- Failing may be the best way to learn
- Don’t be afraid to ask for others opinions and help

POLL EVERYWHERE

Text TORIMOSS780, with your response, to the number 22333
Tell me what you thought about my presentation!

https://www.polleverywhere.com/free_text_polls/SHdcz7Qct228wap
REFERENCES


Peer Teaching of Social Skills and Personal Development: Safety Training
What is Safety and Emergency Training?

According to FEMA, Emergency management seeks to promote safer, less vulnerable communities with the capacity to cope with hazards and disasters.

Research- Supporting Students With Disabilities During School Crises: A Teacher’s Guide

- Population: School Age Children (Age range not defined)
- Strategies used to teach the skill: Focusing on individual student needs, social narratives, and picture schedules.
- Future Research: After the crisis, signs of developed compounding health difficulties and emotional stress.
- Limitations: Plans cannot account for every scenario.
Research- Safe at home? Factors influencing the safety strategies used by people with intellectual disability.

- Population: 20 individuals with ID. Also interviews were conducted with nine disability policy-makers.
- Strategies used to teach the skill: Exploration of prior knowledge to access skills.
- Future Research: Ways to assess understanding of personal safety and concrete strategies for protection.
- Limitations: Difficulty in putting knowledge into action to protect themselves from danger.

Research- The experiences of people with learning disabilities on social networking sites

- Population: Three women ages 25-30 with mild learning disabilities.
- Purpose: To explore how social networks shape social identities.
- Future Research: Include a wider range of individuals (age, gender, etc.)
- Limitations: Social media replaced face-to-face interactions, cyber bullying, and financial exploitation.
Lesson Topics Each Week

- Week One: Informal Assessment
  1. List 3 environmental clues that a tornado is forming.
  2. What is a tornado watch?
     a. A tornado has been sighted or indicated by weather radar.
     b. Go outside and look for a tornado.
     c. Tornadoes are possible in and near your area.
     d. All of the above.

- Week Two: Stranger Danger
  - Role Playing
  - Case Study

Lessons Continued...

- Week Three: Winter Weather
  - Matching Game
  - Visuals

<table>
<thead>
<tr>
<th>Chilblains</th>
<th>Frostnip</th>
<th>Trench Foot</th>
<th>Frostbite</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Affected areas may be</td>
<td>Pain</td>
<td>Usually affects hands,</td>
</tr>
<tr>
<td></td>
<td>itchy</td>
<td>Needing and swelling</td>
<td>feet, nose, ears, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Itchy or bloody</td>
<td>toes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Usually black and</td>
<td>More severe version of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>edema</td>
<td>Frostnip</td>
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</tbody>
</table>
+ Lessons Continued…

- Week Four: First Aid
- First Aid Kit

American Red Cross

+ Lessons Continued…

- Week Five: Tornadoes
Lessons Continued…

Week Six: Fire Safety

https://www.youtube.com/watch?v=qHbXv1WNiY

Lessons Continued…

Week Seven: Social Media Etiquette
Charts

Week Eight: Final Assessment Socrative.com
Brainstorming…

1. Break into groups.
2. Each group will be given a lesson plan.
3. Read over the objective.
4. Think about your students. Brainstorm ways you could teach that objective to your students.
5. If needed use the lesson plan as a guide for age appropriate materials.

Will's Safety Training Progress

<table>
<thead>
<tr>
<th>Percentage of Questions Correct</th>
<th>Overall Safety Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Assessment</td>
<td>Post-Assessment</td>
</tr>
<tr>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

Overall Safety Knowledge
What I’ve Learned…

- Adaptations: technology, visuals, and hands on teaching methods.
- Comprehensive Lesson Plans.
- Variety of Teaching Mediums.
- According to my assessment results, the UP Student has improved their overall knowledge of each lesson topic.

References


