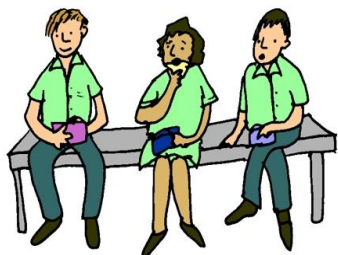


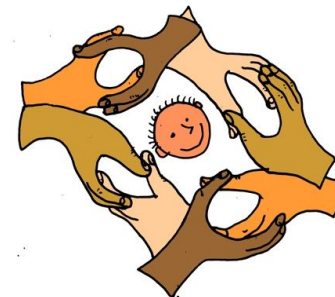
Behaving socially



Solving problems



Caring relationships



Self regulation



GETTING STARTED!!! Using Visual Systems to Support the Development of SELF ESTEEM

By
Dolly Bhargava
Disability Specialist Speech Pathologist

Connectedness



Setting goals



Bounce back



Self hood



ACKNOWLEDGEMENTS

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This manual was developed by Dolly Bhargava, Disability Specialist Speech Pathologist. She works with children and adults with intellectual and/or multiple disabilities in a variety of settings. Dolly has also completed a Masters in Special Education (Sensory Disability). She provides consultancy and training services on a range of communication, behaviour management, literacy and vocational related issues nationally and internationally.

She developed this manual in collaboration with the teaching staff at Armadale Education Support Centre. The images are from and copyright of the following picture software programs:

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INTRODUCTION TO SELF ESTEEM

Self esteem is about the way you see and value yourself. Self esteem affects how we learn, how we work, how we relate to ourselves, to others, and to life in general. Students with disabilities face a unique range of challenges that are associated with having a disability. These can include low expectations, reduced opportunities and outright discrimination. Just how well a student contends with these challenges will depend on the strength of their self esteem. For this reason, supporting students with disabilities to explore and enhance their self-esteem is always a high priority.

A student is described as having a positive or healthy self esteem when they feel good about themselves, believe in themselves and accept the way they are. Research shows that students with positive self-esteem do better at school, have more appropriate friends, and fewer problems with parents and teachers. They are also less likely to become involved in destructive behaviours. Positive self esteem is widely viewed as critical to psychological well being and is thought to underlie feelings of adequacy, strength and self confidence. Students are also likely to be better at working on and achieving their goals, dealing with challenging situations and asserting themselves. Positive self esteem doesn't mean the student won't experience sadness, regret or a sense of failure at times. It means that they will have a basis for coping with daily challenges and keeping things in perspective. On the other side of the coin is negative or unhealthy self esteem. Negative self esteem results in the student having a negative self picture of themselves with little awareness of their personal strengths and needs. The student can then feel inadequate, unlikeable and ashamed. The student may participate in negative behaviour patterns, interact with others inappropriately or withdraw from interaction. They may refuse to participate in things they feel unsure of, or they may take unnecessary risks.

This manual is designed for students with a mild to moderate intellectual disability. The ideas discussed in the manual are intended to be a starting point for the enhancement of self esteem. The visuals used are not templates but examples of strategies that have been used with specific student/s. Please adapt or modify the suggestions contained in the manual to suit your individual circumstances. Eight building blocks that are important for the student to develop and maintain a high level of self-esteem will be discussed in this manual. The building blocks include:

1. Who one is (SELFHOOD)
2. What one does (SETTING GOALS, BEHAVING SOCIALLY, SELF REGULATION)
3. To whom or what one is attached (CONNECTEDNESS, CARING RELATIONSHIPS)
4. How one copes with positives and negatives in their life (BOUNCE BACK, SOLVING PROBLEMS)

Please note the development of these building blocks is not sequential or hierarchical. They all play an important role in the development of positive self esteem. The development of these blocks doesn't happen overnight and it is a lifelong task as they are always being refined.

True self esteem is developed over a lifetime as we all experience the many highs and lows that are part of the journey through life. As educators our role is help the student with a disability to understand who they are, and to help them learn the skills they need so that they can feel more capable when faced with any of life's many challenges.

SELF ESTEEM BUILDING BLOCK - BEHAVING SOCIALLY

WHAT DO WE MEAN BY BEHAVING SOCIALLY?

Whether or not a student has a disability, all children must behave in socially appropriate ways to ensure social, emotional, cognitive and academic development. Behaving socially, or social skills is an “umbrella term” that includes a set of verbal, non verbal and written forms of communication skills. These skills enable us to communicate, relate and socialise with others. Social skill competence is measured by how and when the student uses these non-verbal, verbal and written skills according to the social conventions of a particular setting.

The terms verbal, nonverbal and written communication social skills are explained as follows:

- **Verbal** social communication skills – You choose the appropriate greeting depending on the person to whom you are speaking, the time and place. For example, at school when greeting a teacher a student might say “Mrs Woods, Good Morning!” whereas if greeting a peer the greeting might be “Hi, Jake.”
- **Nonverbal** social communication skills – Using the right words is not enough. It is important that the words are said in the right way so that the non – verbal communication matches the words. This skill includes using appropriate eye contact (looking at the person); facial expression (smiling); proximity (standing at an appropriate distance to the teacher); posture (holding yourself in a way to indicate interest); voice (using an audible voice); hands (giving a ‘Hi Five’ to a friend vs. shaking the hands of the Principal).
- **Written** social communication skills – The rapid growth of our technology rich environment, heavily influenced by the Internet has added a new dimension to communicating, socialising, staying informed and entertainment. However, it has also makes the student and their friends vulnerable to risks and dangers. Whilst it has opened up positive new ways to communicate, it has also given rise to endless new ways that the student can be a bully or a victim. As educators we need to educate the student on how to communicate appropriately on the Internet. For example, the student should not give out personal contact information (e.g. full names, age, location, phone number, school name). The student should also not post inappropriate or provocative information or images because once something is posted online, it cannot be taken back and it can be accessed by everybody.

Richard Lavoie in his book *It's So Much Work to Be Your Friend*⁸ talks about social skills as being the ultimate determining factor in the student's future success, happiness and acceptance as an adult. He discusses extensive studies that have examined students with disabilities who have experienced chronic failure at school and who have been unsuccessful in the workplace. The studies have clearly demonstrated that this failure is due to the student's social skills (i.e. inability to connect with others, form friendships, resolve conflicts) and not their academic skills. **Therefore, it is imperative that social skill difficulties be identified early and addressed because without intervention it can be a lifelong problem.**

WHY DO STUDENTS WITH DISABILITIES HAVE DIFFICULTIES BEHAVING SOCIALLY?

Factors related to the student

Good social skills require good communication skills. Because we communicate verbally, nonverbally and through the written medium, these types of skills contribute to how well students relate to their peers. Some of the types of communication skills difficulties the student may experience include:

Non-verbal communication skills:

- Eye contact
- Facial expression
- Gestures
- Posture
- Proximity
- Body language
- Listening
- Grooming and hygiene

Verbal and written communication skills:

- Greet others
- Gain attention
- Ask for help
- Have a conversation
- Share jokes
- Join a group
- Work co-operatively
- Problem solve
- Make and maintain friendship
- Be culturally sensitive
- Understand and express emotions
- Communicate assertively
- Deal with teasing, bullying and victimization
- Chat on the telephone
- Chat on the internet

Many students with disabilities have difficulties with one or more of the above discussed communication skills. In addition, the student may have a speech impairment which makes it difficult for others to understand them and/or put their messages into words to express themselves clearly. The student may not be able to find the right words to use, or put them together in a way that makes sense. The student may have trouble understanding what others are saying and what they mean. Students who have emotional and behavioural disorders often experience great difficulty in making and keeping friends. Students who have attention difficulties may have trouble listening and keeping up with the conversation because they cannot remember what was just said. Students with particular disorders e.g. Autism, have difficulties understanding non verbal communication, social cues or rules, participating in group activities or relating to others. Also, if the student has low self esteem they may worry about how others see them, experience anxiety when having to interact with others and avoid participating in networks.

Factors related to the environment

Students with social skills difficulties may experience their peers reacting to them by:

- Ignoring them
- Rejecting and ostracizing them
- Teasing and bullying them

Students with social skills difficulties do not automatically change their pattern of behaviour without specific teaching from the environment. For example, if the student has never had models of appropriate social behaviour the student is not going to know another way to react other than their present pattern of behaviour. The adults in the environment may lack understanding of the student's social skills difficulties and may not have provided formal explicit instruction to teach the student how to behave socially. Students with disabilities require multiple opportunities to practise a skill before they can use it competently. Many students have not had enough practice to change and display their skills competently.

It is important to remember that students with disabilities will not just pick up the social skills by osmosis. The student will benefit from being taught social skills explicitly, with repeated instruction and opportunities for practice.

HOW CAN WE HELP THE STUDENT WITH A DISABILITY LEARN HOW TO BEHAVE SOCIALLY?

First, it is necessary to work out what social skills need to be taught to the student. Teaching social skills can be compared to teaching academics. The first step involves knowing where to start. Parents, siblings, teachers, peers and the student can provide information about social skills that need to be addressed. You can also use direct observation, checklists, social skills scales, functional behaviour assessment, identifying solutions to problem scenarios and reports to develop a comprehensive picture of the student's social skills. Below is a social skills profile that you could use to assess the student's abilities. Please note the profile does not contain a comprehensive list of all the skills that might be found in each of the categories, nor all of the skills that you need to focus on for your student.

Social Skill	SOCIAL SKILLS PROFILE - Behaviours to consider
Non-verbal communication	<p>Gestures - Does the student use gestures to emphasise or convey your message such as waving; head nodding/shaking to indicate “yes” or “no”; pointing; shoulder shrugging; shaking hands; hugging/kissing appropriately; and covering the mouth when yawning?</p> <p>Eye contact – Does the student orient his/her body towards the person? Look towards the face of the person when speaking?</p> <p>Facial expression – Does the student’s facial expression match the message (eg: an excited look when talking about a competition they have just won)?</p> <p>Posture – Does the student’s posture communicate interest or disinterest to the other person?</p> <p>Proximity- How close is the student to the person when speaking?</p> <p>Listening – Does the student give the speaker full attention? Does the student interrupt the speaker? Does the student make comments about what the speaker is saying (i.e., asking questions, repeating words)?</p> <p>Grooming and hygiene – Does the student wear appropriate clothes? Is the student properly groomed? Does the student’s appearance suit the situation?</p> <p>Voice – Is the voice audible? Is it too soft or too loud?</p> <p>Private vs. Public behaviours - Does the student know... which parts of their body are public vs. private? Which parts of their body they can and can’t touch/show at school? Difference between acceptable and unacceptable touching by others? What to do if someone interacts with them inappropriately? Can the student identify and use public vs. private places appropriately?</p> <p style="text-align: right;"><i>Briggs, 2000; Sacks & Wolffe, 2000; Wolffe, Sacks & Thomas, 2000</i></p>
Emotions	<p>Identifying emotions in others - Is the student able to perceive and identify emotions by reading the person’s body language and/or or tone of voice? Able to label emotions that others are experiencing such as by sensing when another person is angry by the tone of voice?</p> <p>Identifying own emotions – Is the student able to describe personal feelings? Label feelings? Discuss how they are feeling?</p> <p>Understanding the triggers – Is the student able to identify things that can trigger emotions in oneself and in others (eg, <i>I feel angry when someone takes my things without asking or someone suddenly touches me</i>)?</p>

	<p><i>Expressing emotions appropriately</i> – Is the student able to express emotions in appropriate ways? Identify and understand another person's perceptions, ideas and feelings, and convey that understanding through an appropriate response? (For example, initially when the student became angry, he would hit the person causing the anger. However, after he received specific instruction on how to effectively deal with his emotion, he would then (1) Stop; (2) Take a deep breath; (3) Relax; and (4) Deal with the issue when calmer.)</p> <p><i>Dealing with situations</i> – Is the student able to make decisions about situations in effective ways? (For example, when uncertain about how to deal with a situation, the student needs to stay relaxed and find his teacher or a friend to help him think of an effective solution.)</p> <p style="text-align: right;"><i>Bloom and Bhargava (2004b)</i></p>
Friendship skills	<p>Does the student know how to approach a peer or a group? How to make friends? Keep friends? Be a good friend? Change friends?</p> <p style="text-align: right;"><i>Sacks & Wolffe, 2000</i></p>
Talking about their disability	<p>Is the student able to inform others about their disability? Its impact? Modifications others may need to make for assistance?</p> <p>Does the student tell the teacher when he/she is disturbed by classroom learning distractions?</p>
Conversational skills	<p><i>Topic</i> – Is the student able to initiate? Maintain? Elaborate? Extend topics appropriately. Is the student able to end the topic of conversation? Change topics appropriately?</p> <p><i>Content</i> – Is the content appropriate and relevant to the situation? Does the student converse with others to get to know more about them or only talk about him/herself? Is there an understanding of social boundaries, or does the student frequently discuss inappropriate things?</p> <p><i>Turn-taking skills</i> – Is the student able to take turns as a listener? Speaker?</p> <p><i>Clarification Requests</i> – Does the student ask for explanations of information when it is unclear?</p> <p style="text-align: right;"><i>Freeman and Dake (1997); Kelly, 1996</i></p>

Social etiquette	<p>Greetings – Does the student greet people appropriately?</p> <p>Social Courtesies - Does the student use social courtesies appropriately (i.e., <i>Please, Thank you, and Excuse me</i>)?</p> <p>Situation specific – Does the student use appropriate language according to time? Place? Person? Are behaviours appropriate to a specific situation (i.e., a restaurant)? Does the student know which behaviours are private, such as scratching, twitching, rocking and swaying?</p> <p>Private vs. Public behaviours - Does the student know which parts of their body are public vs. private? Does the student know which parts of their body they can and can't touch/show at school? Can the student differentiate between acceptable and unacceptable touching by others? Does the student know what to do if someone interacts with them inappropriately? Can the student identify and use public vs. private places appropriately?</p> <p style="text-align: right;"><i>Bishop, 1996</i></p>
Playing	<p>Playground – Does the student know where and which games to play outside the school? How to use playground equipment? Does the student play with others or alone?</p> <p>Games – Does the student know how and when to play the game? Necessary equipment? Game rules? Where and with whom to play the game? How to share?</p> <p style="text-align: right;"><i>Bloom & Bhargava, 2004a</i></p>
Independent travel	<p>Is the student able to tell his/her destination to the bus or taxi driver? Able to ask the driver to indicate when they arrive at the destination if needed?</p> <p>Does the student know how to ask for assistance? Directions?</p> <p>Know how to pay for the bus or taxi?</p>
Relationships	<p>Types - Does the student understand different types of relationships (i.e., family, friendships, or employer/employee). Display appropriate levels of affection according to the relationship with the other person?</p> <p>Dating – Does the student know how to choose a date? Where to go? What to talk about? Appropriate public dating behaviours?</p> <p>Sexuality – What are socially acceptable appropriate and inappropriate public sexual behaviours? Has the student been provided with information in an understandable manner about sex, sexual relationships, reproduction and birth control, menstruation, managing periods, sexually-transmitted diseases, and sexual abuse?</p> <p style="text-align: right;"><i>Bishop, 1996; Wolffe, Thomas & Sacks, 2000</i></p>

Telephone Skills	Is the student familiar with the different parts of a telephone? How to make a phone call? How to answer the telephone and take messages? Whom to contact in case of an emergency? How to carry on a phone conversation with friends?
Internet Skills	Does the student understand and use Netiquette? Does the student understand the implications of communicating on the Internet? Does the student know how personal information should be provided online? Does the student know what to do if someone is interacting with them inappropriately?
Leisure time	<p>Within school - Does the student know available leisure activities for free time? Where games and equipment are located or stored? How to use the items appropriately and independently? Does the student need to have organized activities for leisure time?</p> <p>Outside of school - Does the student have hobbies or creative interests at home? Know where to get information about potential leisure activities? Have the ability to join in these activities?</p>
Conflict resolution Skills	Can the student identify situations that can cause a conflict? Does the student know with whom to discuss conflicts? Can the student provide the relevant information about the conflict-causing situation (i.e. <i>Who? What? Where? When? How? Why?</i>)? Think of solutions and identify the best one? Have the skills to resolve the conflict? Know how to prevent the situation from arising again? <i>Bloom & Bhargava, 2004 b</i>
Cafeteria Skills	<p>Within school – Does the student know or can he/she ask for assistance with:</p> <ul style="list-style-type: none"> – Locating the canteen? Locating the line? Asking what is available? Making an order? Paying for food? – Finding somewhere to sit? – Using appropriate eating etiquette? <p>Outside of school - Does the student know or can s/he ask for assistance with:</p> <ul style="list-style-type: none"> – Reading what's on the menu? Making an order? Paying for their food? – Finding a table to sit at? – Use appropriate eating etiquette? <p style="text-align: right;"><i>Kelley & Smith, 2000</i></p>

Once you have identified the social skills that will benefit the student, before teaching the social skill it is important that you have a discussion with the student's caregivers. It is important to give them the opportunity to contribute ideas and suggestions. This discussion is extremely important since as teachers, we need to be sensitive to the cultural and religious beliefs of the family (Wolffe, Sacks & Thomas, 2000).

In thinking about how to teach social skills systematically, you can employ the steps identified in this instructional sequence as a guide to facilitate learning.

- Step 1:** **Provide a rationale** – Help the student understand “why” the social skill is useful.
- Step 2:** **Provide modeling** – As you demonstrate the skill, provide the student with specific rules or steps involved in the skill. As you produce the skill, give verbal descriptions of the people involved in the situation, their actions and reactions. For many students, it is helpful to provide an example of someone using a skill correctly and incorrectly.
- Step 3:** **Provide guided practice** – Provide the student with opportunities to practise or rehearse skills in staged situations that simulate the actual situation. Provide the student with multiple opportunities to practise the skill in small, structured groups with same-age peers in a comfortable, fun, and supportive environment. Initially you may have the student practising these skills with an adult and then proceed to practising with peers. You can use a variety of teaching techniques to help your student learn social skills, such as:
- Coaching the student through the steps
 - Role playing
 - Videotaped interactions
 - Structured games and activities
 - Organising jobs for the student

All of these activities require you to freeze the activity at key points ask questions, comment on the skills and identify strategies on how to fix the situation. Having practised the words and the movements associated with an interaction, the student is more likely to be comfortable in the applied situation. Remember to support your student's learning by providing positive encouragement and praise. As the student develops their skills and becomes confident, minimise your assistance so that the student can participate independently as possible.

When first learning a new skill, the student needs feedback and specific encouragement on their efforts to continue using the skill. Filling your interactions with positive statements and providing a positive environment is a big step towards building your student's self-esteem. *PRAISE and ENCOURAGEMENT* are essential vitamins for a student but there is a difference between them.

Praise focuses on the end result whereas encouragement focuses on the process of what a student does i.e. the effort, participation, improvement or displays of confidence the student exhibits during the learning process. Hence, use a combination of praise and encouragement to provide timely guidance and ongoing reassurance, so that the student feels secure and valued. They will then develop greater confidence to explore and build on their social abilities.

When working with the student you need to understand and accommodate their learning style or learning channel. Learning style refers to *how* your student approaches learning. Researchers discuss a variety of learning styles but in this manual we will discuss only four – visual, auditory, tactile and kinaesthetic learning styles. Some students may have a dominant style of learning, with far less use of the other styles. Other students may find that they use different styles in different circumstances. There is no right mix, nor are the styles fixed. Your student can develop ability in their less dominant styles with guidance and support.

Visual learning style

Student processes information best when it is presented pictorially or in a printed format and they can see the skill being performed.



Auditory learning style

Student processes information best when it is presented orally and with a verbal cue (e.g. music, a phrase that is a verbal cue and is said each time the behaviour is required).



Tactile/Physical learning style

Student processes information best when it is presented through the sense of touch and hands on.



Kinaesthetic learning style

Student processes information best when it is presented through the sense of movement i.e. their bodies through the steps of the skill, manipulate tools and items to understand and use them.



Many students are not easily able to understand the verbal messages that you use to shape their behaviour e.g. the steps they need to follow, or your constructive feedback. The use of visual systems can supplement this verbal information and clarify the information.

Step 4: Teach self-regulation – Self-regulation is the ability to evaluate one's own behaviour and emotions in terms of their appropriateness so as to regulate them accordingly. Self-regulation includes skills such as self awareness, self monitoring, self evaluating, self managing, and self reinforcing oneself. Self-monitoring involves conducting an assessment of one's own behaviour as appropriate or inappropriate. Initially you may need to prompt the student to become more aware of their own behaviour. It is important to encourage the student to self-evaluate skill performance and think of strategies for doing things differently. This process helps the student with the promotion of skill maintenance and growth through self-monitoring. Strategies such as audio taping, videotaping, role-playing social situations, visual systems, structured games and activities and using individualised stories can promote self regulation. Please refer to the self regulation section (page 53 – 62) for more information.

Step 5: Promote generalisation – Generalisation is a form of a critical yardstick by which the effectiveness of the skills and strategies can be informally gauged in terms of how well the student can adapt the skills taught into their everyday life settings. Generalisation programming should be considered from the start and become a part of the social skills instruction program. It will be important to provide opportunities for the student to use newly acquired social skills in a variety of settings, people, situations and time. The goal at this stage of instruction is for the student to use the social skills they have learned in a variety of situations, helping them build satisfying relationships with their peers. They are then motivated by their successes, and the joy they experience in developing relationships, and this promotes further building of their skills.

It is important to remember that learning how to use social skills is a life-long process. It involves the continuous refining and adaptation of skills according to the expectations, people and situations that we encounter. This means that getting a head start on social skills acquisition is *critically important* to the students in your class.

CASE STUDY 1


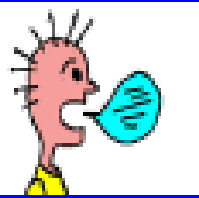

Student: Syriana

Age: 11 years old


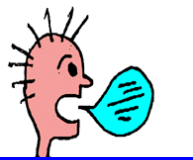








Purpose of visuals: To help Syriana's ability to use appropriate volume

- Visual 1 - Different types of volumes
- Visual 2 - When and where should she use the different volume
- Visual 3 - Benefit of using the appropriate volume
- Visual 4 - A self regulation sheet to help the student adjust their volume

Visual 1

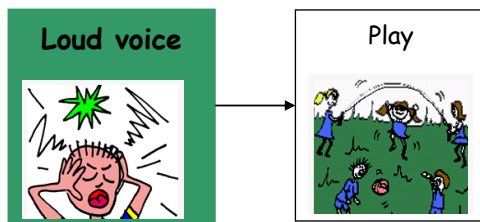
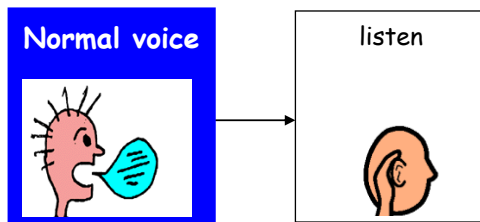
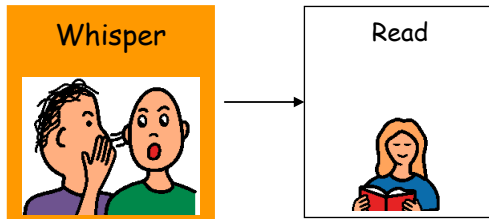
Whisper	1
	2
	3
Normal voice	4
	5
	6
Loud voice	7
	8
	9

Visual 2

Whisper	Normal voice	Loud voice
		
Quiet time	News time	School Playground
		
Outside on bench	Work	
		
Library	Inside class	
		

Visual 3

If you whisper other children can:



Visual 4



Where am I?



What voice should I be using?



What should I do to use the right voice?

- Stop



- Think 'I need to lower my voice'

- I should use my finger down my chest to lower my voice (Volume Control Button)



Am I using the right voice? Well done!!!

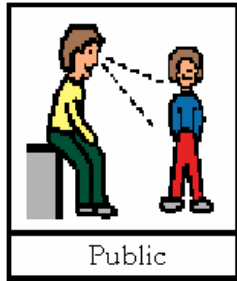


CASE STUDY 2

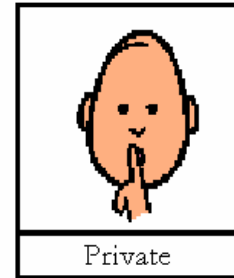
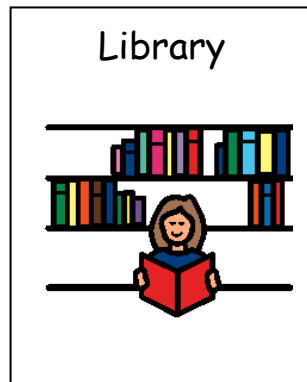
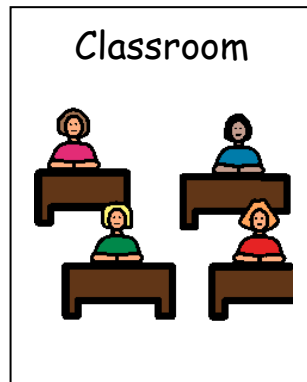
Student: Collin

Age: 12 years old

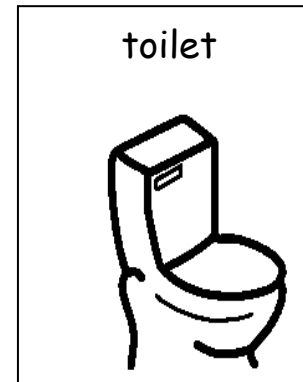
Purpose of visuals: To help Collin learn the difference between acceptable behaviours in private and public settings. The distinctions between public and private behaviours were reinforced by using the visuals shown on the following pages. In conjunction strategies such as modelling, explanations and persistent reminders about appropriate/inappropriate behaviours in the teachable moment were used.

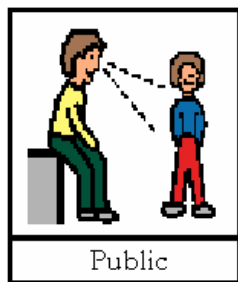


Public places

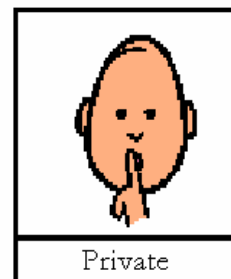
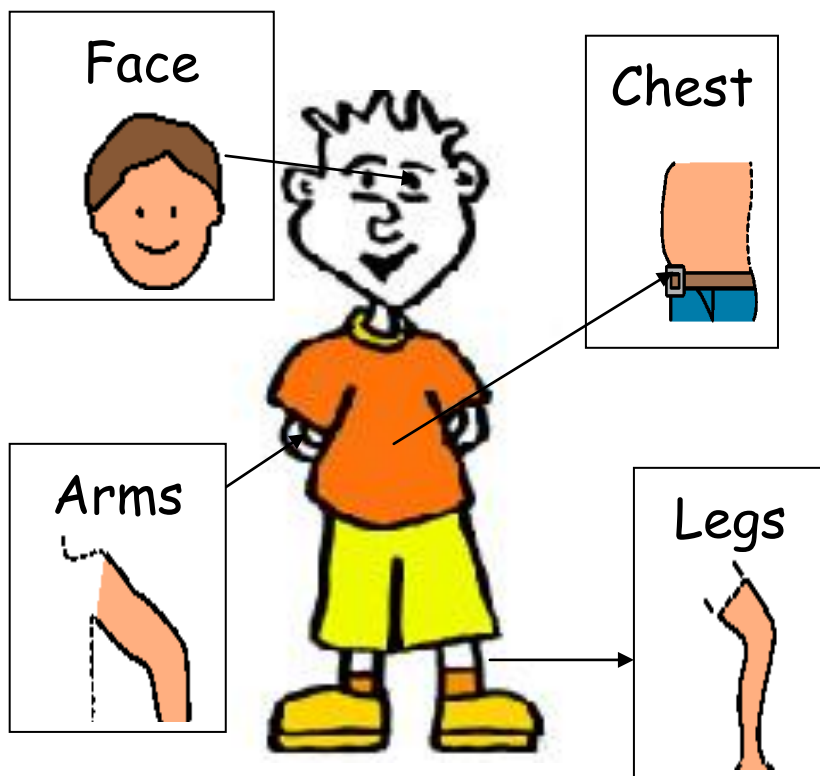


Private places

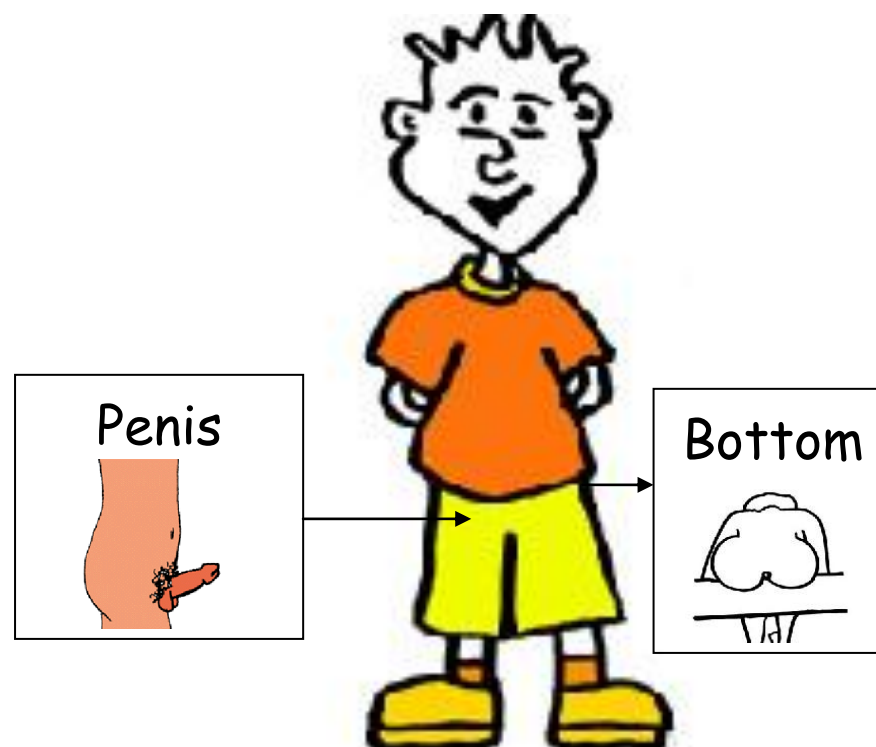


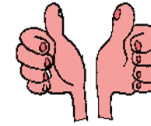
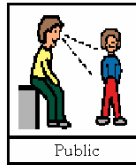


Public Body parts

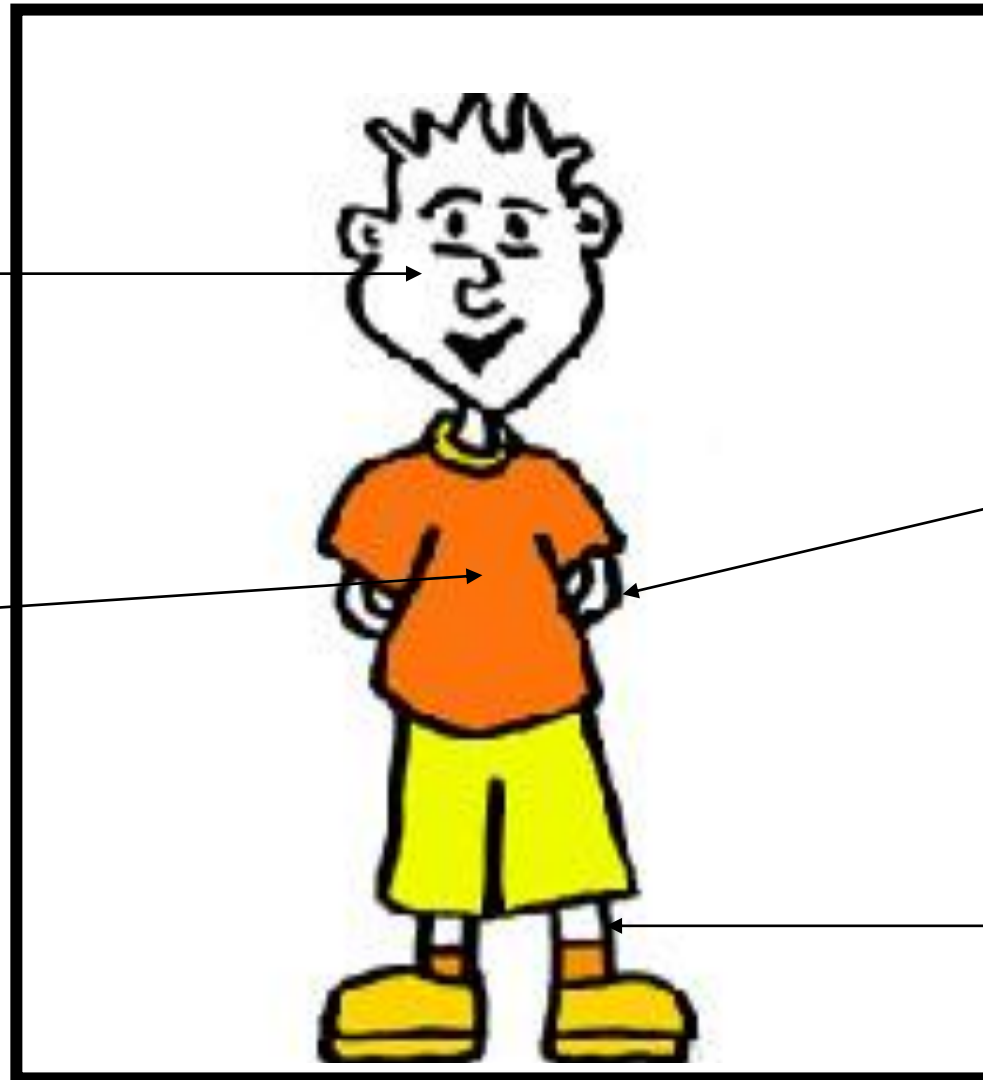
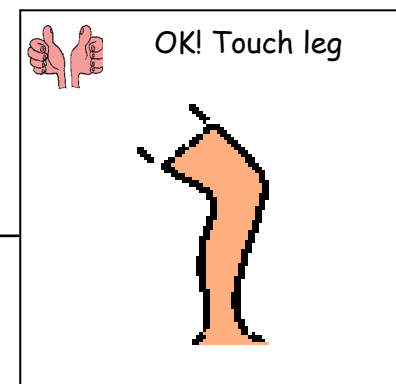
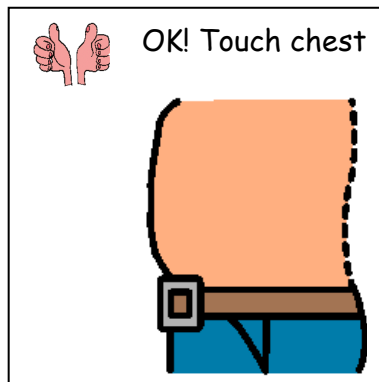
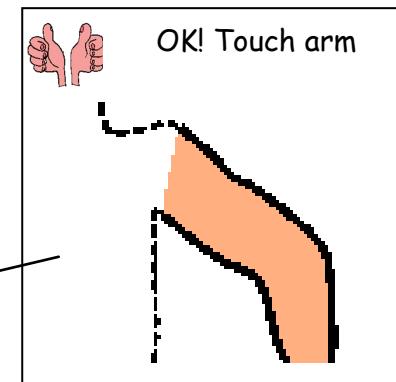
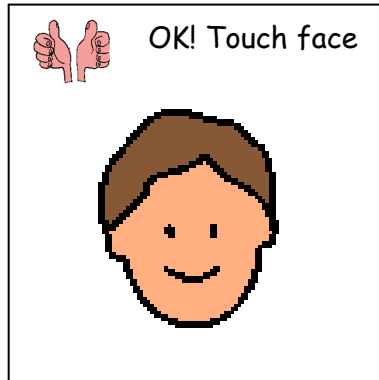


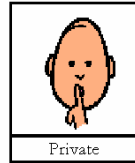
Private Body parts



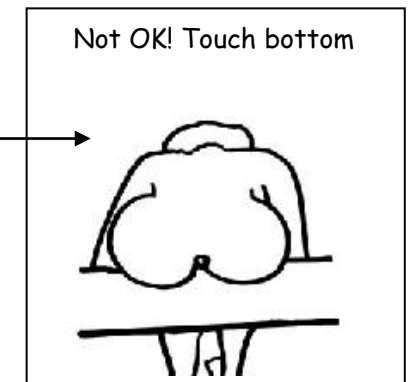
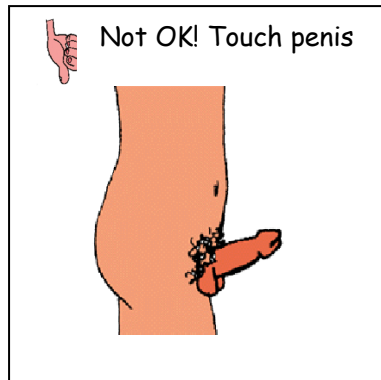


In the public areas I can touch my public body parts

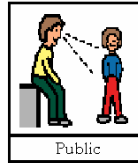
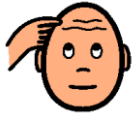
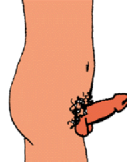




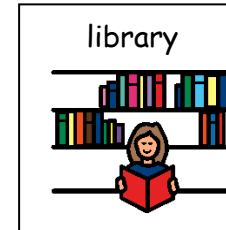
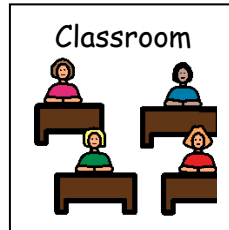
In the public areas I cannot touch my private body parts



If you are touching your penis:



Think: Is this a public area?



If it is a public area:

1. Stop



2. Take 5 deep breaths



3. Wash your hands



4. Put your hands down



SELF ESTEEM BUILDING BLOCK - BOUNCE BACK

WHAT DO WE MEAN BY BOUNCE BACK?

All children need a certain amount of 'bounce back' to be able to cope with the ups and downs that occur as part of living. 'Bounce back' is the ability to cope with and overcome unfortunate circumstances, unfair setbacks or personal difficulties in a positive and creative way. It requires the student to firstly successfully handle negative thoughts, feelings and behaviours that arise from emotional, social and physical challenges. Secondly, they need to persist and continue working towards their goal even when they have encountered the setback. Having positive self esteem enables the student to bounce back. However, if a student has low self esteem and lacks the ability to bounce back, the student will dwell on problems, feel victimized, become overwhelmed and turn to unhealthy coping mechanisms.

WHY DO STUDENTS WITH DISABILITIES HAVE DIFFICULTIES WITH BOUNCE BACK?

Factors related to the student

Intellectual disability is a general term. It refers to a group of disorders where there may be significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. The person has difficulties with thought processes, learning, communicating, remembering information and using it appropriately, making judgements, and problem solving. The student may also have problems in self-regulatory behaviours, social perception, and social interaction with other conditions (for example, sensory impairment, Autism).

Having a disability in and of itself does not predict the student's ability to 'bounce back' from negative experiences in a positive or negative way. For the student with disability, the school environment is riddled with conditions that place the student at risk of feeling different. For example, failed attempts at completing or mastering tasks result in feelings of being less competent than their peers. Peer rejection in the form of being neglected, teased and bullied results in the student experiencing feelings of fear, humiliation and anger. If the student has experienced several failures it is likely that their self esteem has eroded and their ability to 'bounce back' from negative events is diminished. A negative cycle is then set in motion where the child believes that things will not improve, and this sense of hopelessness becomes a barrier to attempting tasks and future successes.

Factors related to the environment

The student with disability is often misunderstood because the adults in the environment are unable to comprehend their difficulties. As a consequence the student does not receive necessary supports and accommodations. With continued failures, their perception of their competence is diminished.

Encouragement builds students' self-confidence, competence, and self-esteem whereas negative feedback contributes to feelings of low self esteem. At times, the student's completed work is greeted with comments that suggest that it is not their best work or reflects limited effort rather than encouraging, constructive and positive feedback. This can cause disappointment, increase frustration and contribute to feelings of incompetence.

Demeaning comments or negative offhand remarks about their performance and abilities reinforce feelings of inadequacy. This does not instil the positive belief that is required to work through the setback in a capable, confident and effective manner.

HOW CAN WE HELP THE STUDENT WITH DISABILITY LEARN HOW TO BOUNCE BACK?

All the ideas in this manual will help develop the student's ability to bounce back. In this section we will focus on the use of positive affirmations to build the student's ability to bounce back. People think thoughts throughout the day. These thoughts are called 'affirmations' because they affirm and reinforce ideas. People can send themselves negative thoughts or affirmations which result in a negative outlook and lower self esteem. On the other hand if people send themselves positive thoughts or affirmations it can result in them experiencing a positive outlook and lift their self esteem.

Positive affirmations are a great tool to reprogram the way the student thinks of a situation. They are short, simple, positive statements the student thinks or says to themselves on a daily basis. Repetition of positive affirmations helps counteract negative thoughts of a situation by challenging, reversing and replacing their opinion of the situation from the negative to the positive. Positive affirmations help the student focus on what they want instead of what they don't want by directing them to produce positive actions. Positive affirmations can positively affect the student's opinion of themselves and their abilities, even during times of difficulty.

Affirmations should be personalized for each child depending on their age, vocabulary comprehension, and unique needs and interests. The following key points serve as guidelines to get started:

- Write the statement in the first person, for example, 'I am...'.
- Make the affirmation positive
- Keep the language short, simple and clear.
- Use a visual to support the written affirmation (e.g. picture to support the meaning of the text or a calming down picture)
- Find a place to relax and read out your affirmations.
- Repeat the affirmations several times every day (e.g. in the morning, midday and afternoon).

Ways to store the affirmations:

- Write them on index cards which can be carried around.
- Place the written affirmations in a special box.
- Create an affirmation chart or collage that is placed on the wall.
- Write the affirmations in the front of the student's diary or journal.

Hence, being able to bounce back is not about making the problem disappear, instead it is about improving the way the student approaches and responds to the problem. On the next page are lists of affirmations that have been used by various students

SOCIAL AFFIRMATIONS	HEALTH AFFIRMATIONS	EMOTIONAL AFFIRMATIONS	SELF CONFIDENCE AFFIRMATIONS
<p>I am friendly. I am helpful. I am a good listener. I express myself clearly. People do care about me I am valued for being me I make friends easily. I have lots of friends who love me. I play well with others.</p>	<p>I am healthy. I am strong. I love my body. I eat healthy food I enjoy exercising. I take good care of my body. I like the way I look The way I look is OK</p>	<p>I am loved. I am a loving boy/girl. I am beautiful, inside and outside. I feel calm and relaxed. I love who I am. I choose how I feel by the way I think and talk. I feel happy. I can stay calm under pressure. I always have a choice. I am a positive person and am not affected by the negative words and attitudes of others. I now decide to create positive thoughts.</p>	<p>I am beautiful. I am important I believe I can do it I trust myself It is OK to make mistakes I will learn from my mistakes To make a mistake is the way I will learn I am a loving boy/girl. I am good at... riding my bike, maths, science. I am a good reader. I am a fast learner. I am smart. I am full of good ideas. I am very creative. I am a good influence on others. I am unique and valuable. I am always doing the best I can at the moment, and so are you. I am proud of my computer skills. I deserve good things. I am a good person I will respect myself</p>

CASE STUDY 1

Student: Jayden

Age: 15 years old

Purpose of visuals: To help Jayden

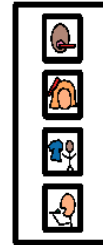
- Identify what makes him angry (Things that make me angry)
- Learn about the body's physiological responses to anger (Body chart)
- Rate degree or intensity of emotion (Anger scale)
- Identify and implement anger control strategies (How am I feeling?)

What makes me angry?

People do not understand me



Routine has changed



Someone has done something wrong



Activity is boring



Activity is too hard



I have lost a game



Someone has touched my things



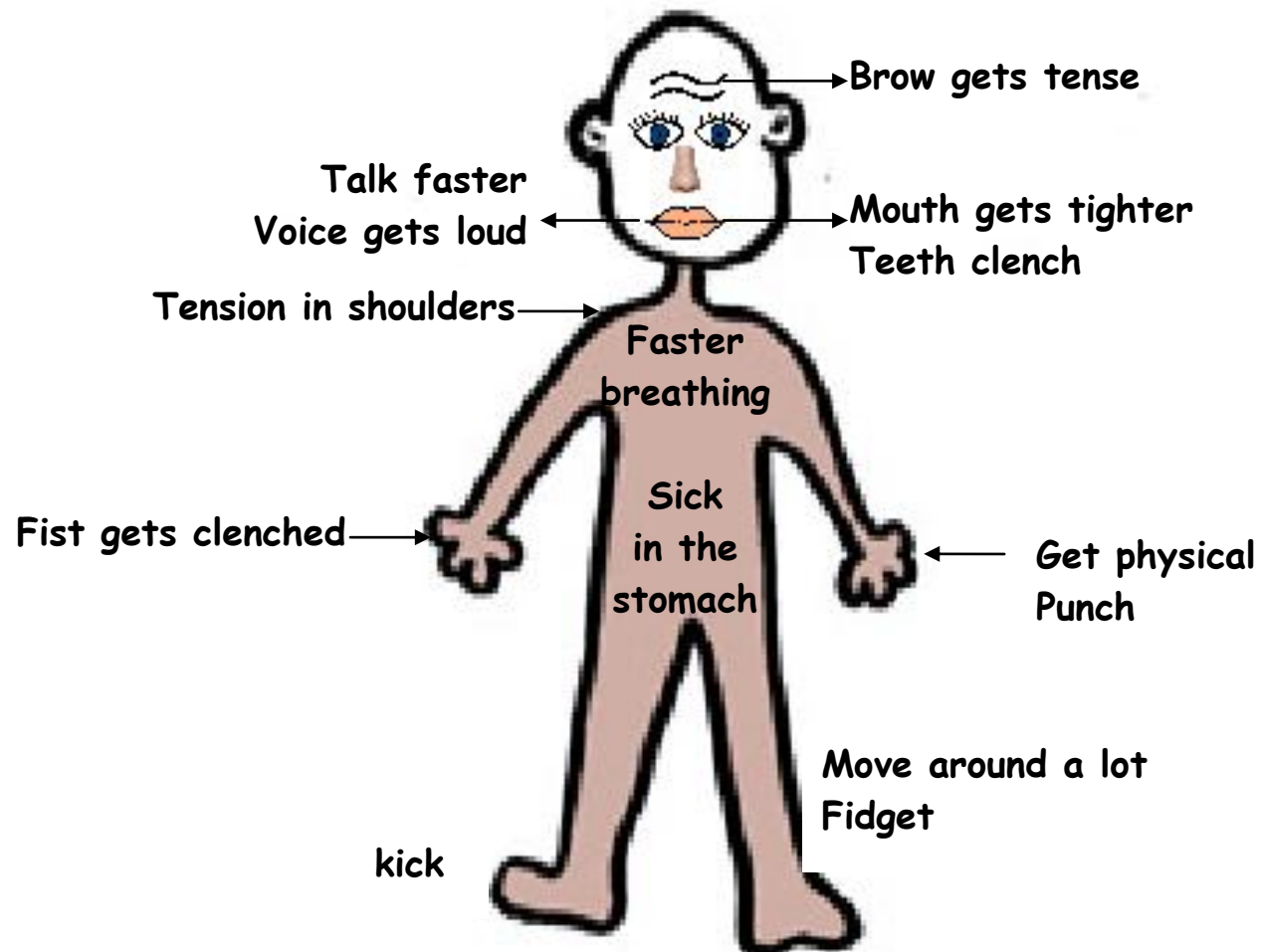
Someone has entered my personal space

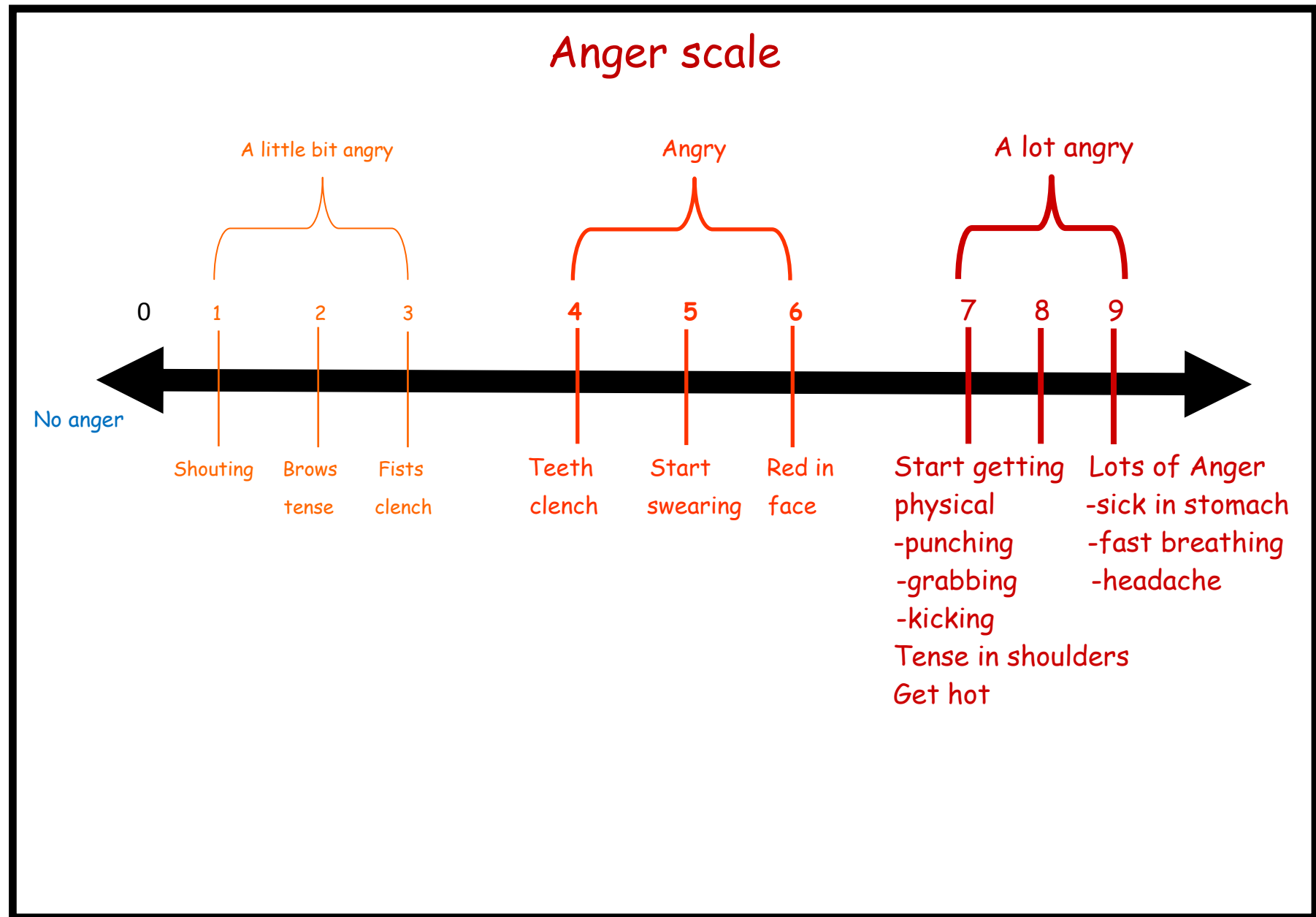


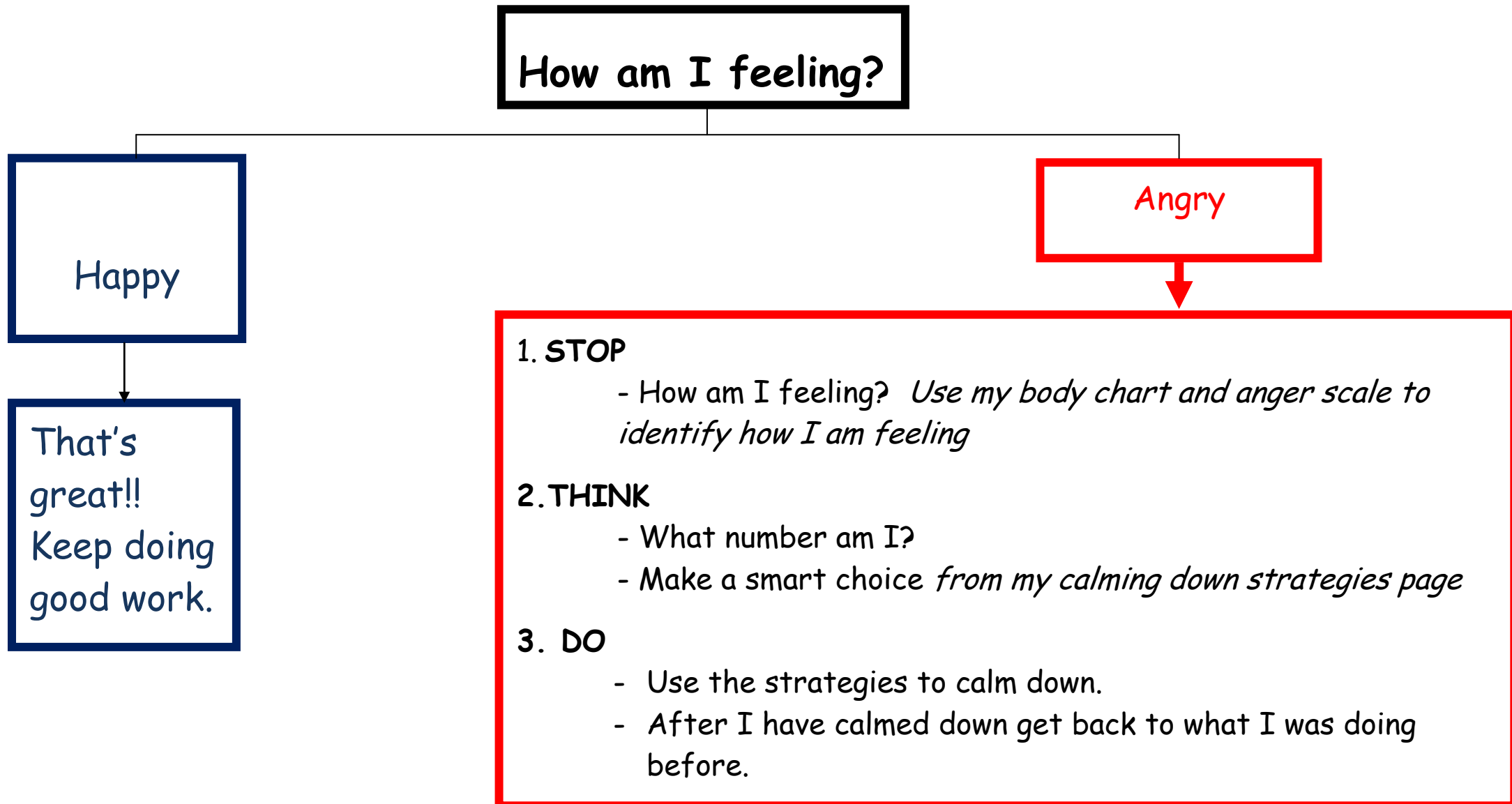
Someone has teased me



Body Chart







3
2
1

A little bit angry



When I am a little bit angry I:

- find it difficult to pay attention
- find it difficult to follow instructions
- start to shout
- my brows tense
- my fists clench

When I am a little bit angry I need to:

- sit at my desk
- Open my 'thinking calm box' and read my affirmations
- Raise my hand
- Talk and sort the problem with my teacher

When I have calmed down I need to get back to what I was doing.

'Thinking Calm' box - Positive Affirmations

I am the one in control, not my anger.



I choose what I do with my anger.



Find out what is the problem that is making you angry.



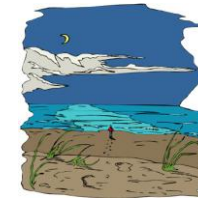
Attack the problem not a person.



I am responsible for what I think, say and do.



I can control how I let my anger out by letting off STEAM smartly to solve the problem.



6
5
4



When I am angry I:

- Start fiddling with my hands
- Clench my teeth
- Start swearing
- Red in face

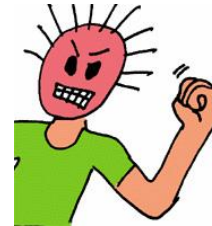
When I am angry I need to:

- Get my hassle book
- Write down the problem
- Raise my hand
- Talk and sort the problem with my teacher

When I have calmed down I need to get back to what I was doing.

9
8
7

A lot angry



When I am a lot angry I:

- Start getting physical (punching, grabbing, kicking)
- Get tense in my shoulders
- Get hot
- Have lots of anger (sick in stomach, fast breathing, headache)

When I am lot angry I need to:

- Get my bubbles
- Walk quietly to the door
- Go outside and blow some bubbles
- When I have calmed down I need to go back inside.
- Tell my teacher that I am calm and talk to her about the problem.

I then need to get back to what I was doing.

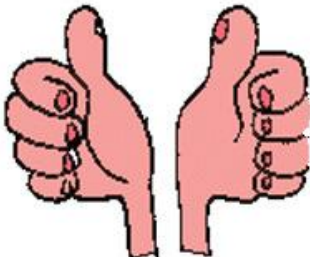
CASE STUDY 2

Student: Rita

Age: 15 years old

Purpose of visuals: A 'working smart' collage was made to help Rita focus on her work and not get distracted.

Learning is fun!!!



I can focus on my work.



I can ignore distractions



I can try my best.



SELF ESTEEM BUILDING BLOCK - CARING RELATIONSHIPS

WHAT DO WE MEAN BY CARING RELATIONSHIPS?

It can be defined as the student's perception of the caring quality of a relationship with a family member, a teacher, a peer or another authority figure. Some of the qualities of a caring relationship involve: feeling comfortable and safe; knowing what is expected; being able to depend on the individuals and situations; comprehending rules and limits. It is also important that in the classroom appropriate supports (i.e. resources and strategies which enable student participation) and accommodations (i.e. changes made in how the student accesses the curriculum) are made.

Caring relationships involves more than simply heaping more praise on the student or being more permissive when conflict arises. It involves interacting with the student in ways that implies acceptance and communicates that they are worthy of being heard, are loveable and capable. Research has shown communicating acceptance or criticism to a student over time has a powerful and direct effect on their self esteem. If more time is spent criticizing a student, it can be harder for the student to develop positive self-esteem, while positive messages can raise their self esteem.

WHY DO STUDENT WITH DISABILITIES HAVE DIFFICULTIES WITH HAVING CARING RELATIONSHIPS?

Factors related to the student

The way family members, teachers and other authority figures view, communicate and treat the student can influence the values, beliefs and ideas the student develops about themselves. Students with high self esteem know they are lovable, capable and worthy. Whereas students with low self esteem often view themselves as unlikeable, unworthy and feel bad about themselves. They may participate in negative behaviour patterns and treat others in a negative manner which makes it hard for them to develop and maintain caring relationships. For example, they may tear other people down to lift themselves up, dominate them, or view them as less important or less useful persons. They feel that they have to prove themselves by boasting or showing off all the time. The student may refuse to participate in activities he or she feels unsure of which further contributes to their sense of isolation.

Factors related to the environment

All students with disabilities should be a part of caring relationships but some people in their environment may interact in ways that don't promote the development of such relationships. For example a person may:

- Constantly reject the student's ideas, actions and feelings
- Constantly criticise the student without any positive feedback
- Communicate messages to the student that exhibit lack of appreciation of what the student does and who they are
- Not minimise or eliminate the obstacles that prevent the student from succeeding (e.g. making information explicit, giving simple and short instructions, removing distractions)

- Be too controlling – making the student feel like that no one trusts them or that they are incapable of making decisions. On the other hand, students who experience little or no control over their lives often feel neglected – that no one cares about them.
- Provide indiscriminate feedback that does not really help the student because it does not tell them which aspect of their behaviour is being reinforced. Moreover, such vague praise does not build self-esteem because the student soon realises that terms like ‘great’ are used widely and without meaning by adults who don’t take the time to notice unique and special aspects of an accomplishment.

HOW CAN WE HELP THE STUDENT WITH DISABILITY BE PART OF CARING RELATIONSHIPS?

Developing a student’s self-esteem is one of the greatest gifts we can give to the student. Through the quality of our interaction which includes the way we treat the student, communicate with them, encourage them and provide accommodations / supports we can enhance their self-esteem.

Treat the student at all times with

- Respect
- Dignity
- Sincerity
- Consistency
- Sensitivity
- Empathy not sympathy
- Acceptance
- Positivity
- Objectivity

Communicate

- Using a friendly manner and a warm approach
- Genuine interest
- Unconditional acceptance
- Maintain a comfortable level of eye contact with the student
- Use appropriate amount of smiles, gestures and other non verbal responses (e.g. touch) to show involvement in the conversation.
- Use reflective/active listening

Encourage by:

- Recognising their talents, interests and abilities
- Acknowledging their feelings
- Providing positive feedback on effort, perseverance, courage and improvement
- Providing more positive feedback than negative feedback.
- Choosing your words carefully to avoid labelling the student or give them harsh criticisms and putdowns.
- Valuing the student's opinion
- Avoiding comparisons

Accommodations and supports

- Understanding and realistic expectations of the student's needs and abilities.
- Model what you expect
- Provide specific information on who, what, where, when, why and how of a task to set the student up for success.
- Display clear rules that are short and easy to understand
- Use positive language to emphasize what you want.
- Check for understanding and be prepared to repeat what you have said using different words
- Provide choice making opportunities.
- Safe emotional and physical environment
- Teach in small steps with repetition.
- Speak clearly using uncomplicated language and statements.
- Allow sufficient time for the student to respond and to ask questions.
- Use a wider range of teaching strategies such as illustrations, pictorial systems and opportunities for hands on learning.

SELF ESTEEM BUILDING BLOCK - CONNECTEDNESS

WHAT DO WE MEAN BY CONNECTEDNESS?

All children need to feel that their world is a welcoming place for them to be in, where people care about them, where their needs for support, respect and relationships will be met, and where they will be able to get help to work out any problems. Connectedness is this sense of belonging, which is developed through their needs being met by being involved in social networks (e.g. scouts, sport groups, youth groups) and personal relationships (e.g. peer relationships, friendships, teacher-student relationships). Schools where students with disabilities are nurtured promote a sense of connectedness which is important in enhancing better self esteem. Without these connections the student feels isolated as they do not receive the social, emotional and practical support that is critical for creating positive and long-lasting changes.

WHY DO STUDENTS WITH DISABILITIES HAVE DIFFICULTIES WITH CONNECTEDNESS?

Factors related to the student

The ability to behave socially is important for connectedness for a number of reasons. Students with good social skills are able to build positive relationships with their peers at school, participate in recreational activities and be a part of social networks. Also, well-liked students get more social reinforcement (messages from other people that they are worthwhile and okay), so they tend to have better self-esteem, which can also help them through tough times. However, many students with disabilities have difficulties with behaving socially with people in their environment. This often results in the student being unable to sustain meaningful friendships and be part of supportive networks. Please refer to the section on 'BEHAVING SOCIALLY' for more information.

Factors related to the environment

While many students with disabilities want connectedness, their social skill difficulties result in them experiencing:

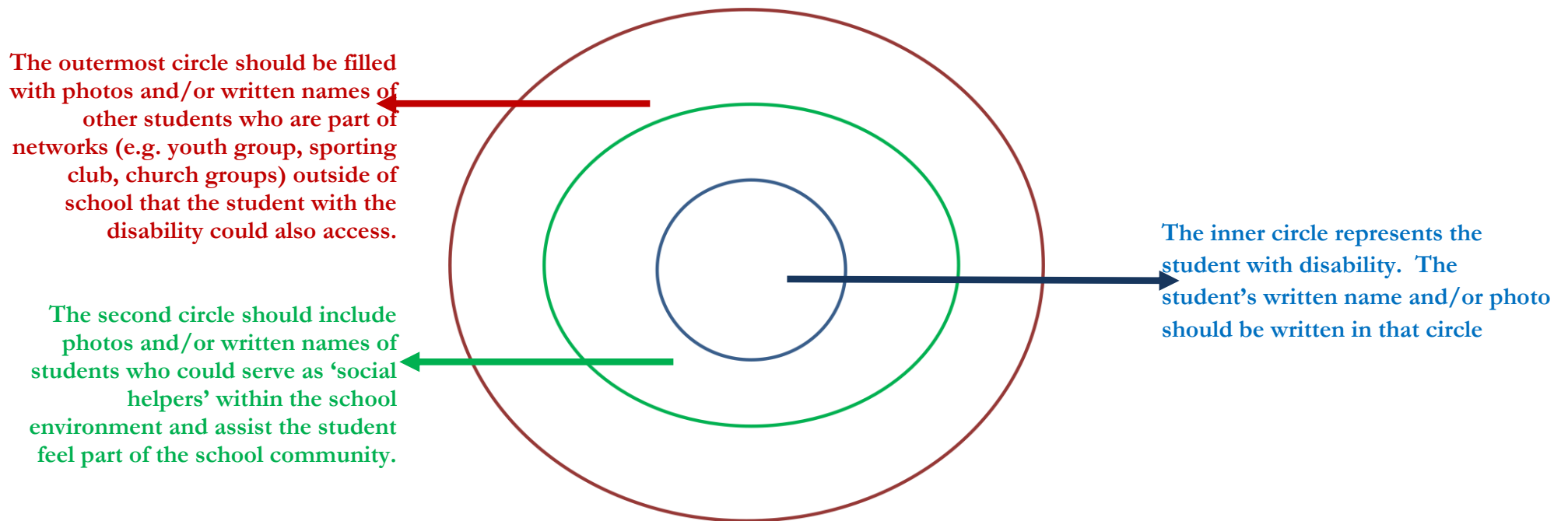
- Lack of acceptance, and rejection
- Being misunderstood
- Being ostracized
- Neglect
- Negative beliefs and attitude towards them

Physical barriers such as lack of access ramps, reliance on others to access people and networks and limited transportation choices can act as further obstacles to achieving connectedness. Also it is important to remember that relationships between students with and/or without disabilities are not formed by simply grouping them together. It takes effort to help students with disability establish connections. Without supports, assistance and facilitation, the student may not have the opportunity to fit into networks and build relationships.

HOW CAN WE HELP THE STUDENT WITH DISABILITY LEARN HOW TO ACHIEVE CONNECTEDNESS?

While it is not possible to force the student into a relationship or a network, it is possible to create opportunities for the student that encourages the development of such connections. As a teacher you can guide the student to make and maintain these connections by setting up a '*Circle of Connections*'. *Circle of Connections* is a support structure that aims to provide opportunities, support and encouragement to the student to make connections. It is made up of a group of students who are intentionally invited to come together in friendship to support the student with disability, so that their dreams of being connected have a better chance of becoming a reality. The students in this circle offer emotional and practical support in a planned way so that the student with disability can make changes in their life.

Once the students who would like to assist the student with disability have been identified (called 'social helpers'), set a meeting time where you can begin the program. As a group discuss with all the invited students the importance of friendships and what it would be like not to have friends. Inform them you will be starting a program called *Circle of Connections*. This program will assist students who would like to make connections, but for a number of reasons are finding it difficult. Draw 3 concentric circles as shown below to guide the discussion. Instead of circles you could use a different shape e.g. rectangle, square etc.



During the meeting, explore the social skills that the student needs to learn. The “social helpers” can be assigned responsibilities of assisting the student develop the social skills needed in different school location areas and networks. For example, all “social helpers” have to greet the student, be friendly and helpful to the student as appropriate throughout the day. Some “social helpers” can be then assigned to help the student specifically in the playground, whereas others can be responsible for helping the student in the cafeteria, and so on. The hope is that practice and repetition of the skills within context will help the student develop their social skills. Along with assisting the student, encourage the “social helpers” to think of ways in which they can become true friends.

It is important that the “social helpers” are provided support and given opportunities to talk. Initially, a weekly meeting needs to be organised so that they have the opportunity to talk about the good things that happened during the week and to discuss issues that may have arisen. Suggestions on how to deal with problems can be provided.

In conclusion, it is important to re-emphasise that the development of social competencies, peer relationships and being part of networks can’t be left to chance. ‘Rome wasn’t built in a day’. Similarly, to build a supportive *‘Circle of Connections’* will not happen overnight, but as teachers we must do all in our power to promote connectedness.

SELF ESTEEM BUILDING BLOCK - SELFHOOD

WHAT DO WE MEAN BY SELFHOOD?

Selfhood is our acceptance and understanding of who we are. To have a high self esteem you need to know who you are. Selfhood affects the way we think, feel, communicate and act. We develop our selfhood based on how we view ourselves and how others view us. Selfhood is believed to be the sum of various components. In this resource we will be focusing on two components that make up selfhood: physical component and mental component.

- ***Physical component*** of selfhood focuses on what we feel or think of our body size, function, appearance, potential and desirability. This is based on one's perspective of him/herself and the real or perceived reactions of the world to him/her. It also includes the student's perception of the people around him/her.
- ***Mental component*** of selfhood focuses on what we feel or think our qualities and preferences to be. This is based on one's perspective of him/herself and the real or perceived reactions of the world to him/her. It also includes the student's perception of the people around him/her.

Students need to have a balanced perspective on their abilities and disabilities. When discussing and explaining to the student their strengths and weaknesses, parents and teachers need to be open, honest, and supportive. This will enable the student to have a greater understanding of their needs, abilities and preferences. This should make it more likely that they will seek appropriate assistance and find educational and vocational opportunities that incorporate their strengths.

WHY DO STUDENTS WITH DISABILITIES HAVE DIFFICULTIES WITH SELFHOOD?

Factors related to the student

- Many students have developed habits of thinking negatively most of the time. Their dominant focus is on their weaknesses or what's wrong them. Hence, the student may dislike themselves, feel deficient and inadequate.
- Students with disabilities are often all too aware of what they cannot do, and they often are not so much aware of what they can do.
- The student may overestimate underestimate or have an accurate sense of selfhood. Students who *overestimate* their selfhood have positive views of their competence which are unrealistic. Students with *underestimated* selfhood have negative views of their competence which are unrealistically lower than they actually are. Students with *accurate* self-concepts have realistic views of their competence levels.
- Students with disabilities have few opportunities to make appropriate choices based on personal preferences and interests.

Factors related to other people in the environment

Our selfhood is gained, at least in part, from other people's reaction towards us. Students with disabilities may develop a negative selfhood because of negative interactions with other people in their surroundings. For example,

- Adult may have an aversive or hostile attitude toward the student because they have a disability.
- Adult may have a negative view of the student's abilities
- Adult may make their disappointment towards the student obvious
- Adult may have low expectations and marginalise the student with disability by preventing them from participating in certain activities, sports, or occupations.
- Adult rejects the student openly which will make it extremely difficult for the student to feel positive about him/herself.

Students with disabilities are faced with the same unrealistic standards as the rest of the population of beauty, competence and perfection that media and society tell us we must live up to in order to be accepted. However, this is further complicated or exacerbated by physical differences the student may have. In a society that views any physical imperfection as a sign of unworthiness students with a physical difference often **have feelings**, whether conscious or unconscious, of 'not measuring up' to the ideal. As a result the student may experience shame, self hatred and a negative body image, resulting in low self esteem. Hence, the attitudes and the way adults interact with the student play a crucial role in helping to build positive selfhood.

HOW CAN WE HELP THE STUDENT WITH DISABILITY DEVELOP POSITIVE SELF HOOD?

Self esteem can be cultivated by identifying, acknowledging and reinforcing the student's positive qualities and strengths. Sample worksheets have been provided on the following pages to give you ideas on how to encourage the student to better understand themselves and others. The worksheets address the physical and mental components that make up selfhood. The aim of these worksheets is to help the student adjust their views of themselves and others. Remember perfection is not required to select these items, since nobody does any of these all of the time.

Emphasise that each one of us is unique in terms of our physical component (e.g. looks) and mental component (e.g. the way we do things, the way we think, things we like and dislike). We can have things that are the same as and also different from others. It is OK to have these differences and despite our differences, we all have certain things in common, in particular the fact that we are all human beings and deserve to be treated equally.

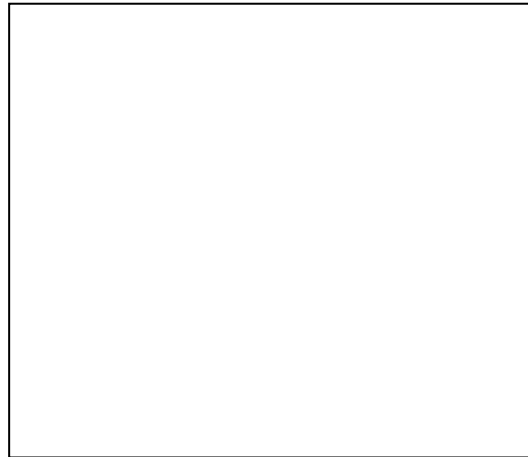
Example of other headings

- | | |
|--|---|
| - What do I like about who I am? | - What am I good at? |
| - What are my special talents? | - What are some of my special achievements? |
| - What are some challenges I have overcome? | - What do others say they like about me? |
| - What are some attributes I like in others? | - What compliments would I give _____? |

NB: This is not a comprehensive guide of all the visuals that are needed to promote positive selfhood. They are just to give you an idea of the types of visuals you could develop. If you do decide to use any of them it is important to individualise the worksheets depending on the needs and interests of your student.

This is _____

Paste a picture in the space below.



Name _____.

Birthday _____. Age _____ years old.

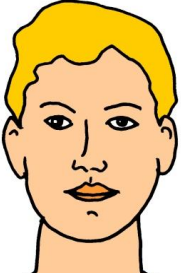
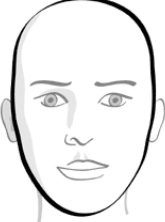
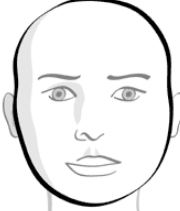

Address _____.





Brothers and sisters names and ages are _____.

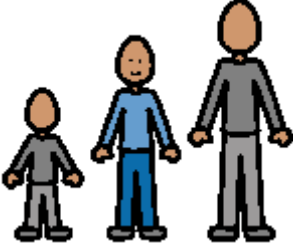
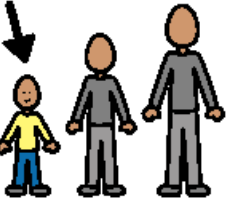
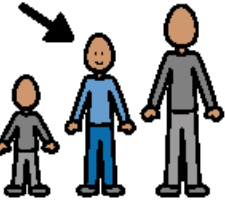
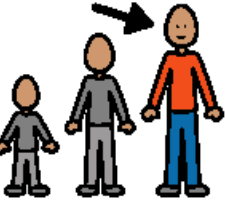






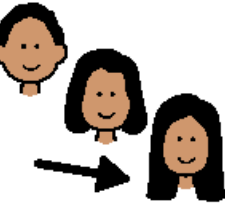


School Name _____.

APPEARANCE- Describe how I look. Describe how does ____ look?






Circle the characteristic that applies to you:

Face	Oval	Round	Square	Other
				?

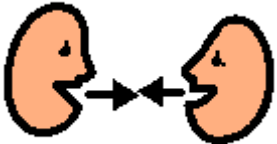

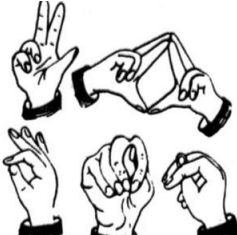


Eyebrows	Arched	Curved	Bushy	Other
				?

<p>Height</p> 	<p>short</p> 	<p>Average</p> 	<p>tall</p> 	<p>Other</p> <p>?</p>
<p>Eyes</p> 	<p>Blue eyes</p> 	<p>Brown eyes</p> 	<p>Green eyes</p> 	<p>Other</p> <p>?</p>
<p>Hair</p> 	<p>Short hair</p> 	<p>Long hair</p> 	<p>Curly hair</p> 	<p>Straight hair</p> 

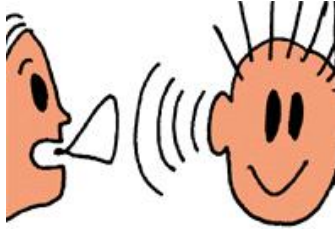
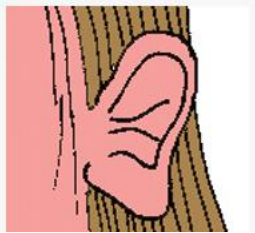


GETTING AROUND- How do I get around? How does _____ get around?

<p>Getting around</p> 	<p>Walk</p> 	<p>Wheelchair</p> 	<p>Walking frame</p> 	<p>Other</p> 
---	---	--	--	--

COMMUNICATION- How do I communicate? How does _____ communicate?

<p>Communication</p> 	<p>Talk</p> 	<p>Sign</p> 	<p>Pictures</p> 	<p>Other</p> 
--	---	--	---	--









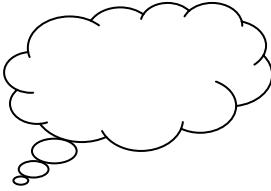
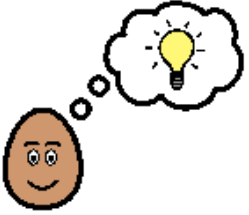
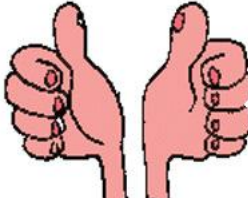
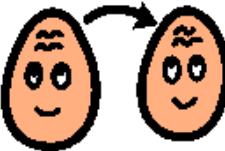
LISTENING- How do I listen? How does _____ listen?



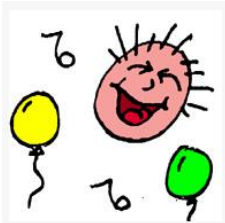



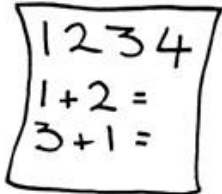



<p>Listening</p> 	<p>Ears</p> 	<p>Hearing Aid</p> 	<p>Cochlear Implant</p> 	<p>Other</p> <p>?</p>
--	---	---	---	-----------------------

LOOKING- How do I see? How does _____ see?

<p>Looking</p> 	<p>Eyes</p> 	<p>Glasses</p> 	<p>Magnifying Glass</p> 	<p>Other</p> <p>?</p>
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CHARACTERISTICS - What do others think about me? What am I good at?

<p>Practical</p> 	<p>Making things</p> 	<p>Cleaning</p> 	<p>Hard worker</p> 	<p>Other</p> <p>?</p>
<p>Physical</p> 	<p>Sporty</p> 	<p>Strong</p> 	<p>Neat and tidy</p> 	<p>Other</p> <p>?</p>
<p>Thinking</p> 	<p>Have good ideas</p> 	<p>Positive</p> 	<p>Flexible</p> 	<p>Other</p> <p>?</p>

Social 	Friendly 	Funny 	Helpful 	Other 
Academic 	Maths 	Science 	Social Studies 	Other 

OTHER DESCRIPTORS





Honest
 Good friend
 Brave
 Understanding
 Gets things done
 Hard worker
 Disciplined
 Creative
 Enthusiastic

Artistic
 Kind
 Organised
 Fit
 Appreciative
 Healthy
 Compassionate
 Calm
 Polite

Dependable
 Athletic
 Loving
 Listener
 Cooperative
 Loyal
 Daring
 Supportive
 Thoughtful

Generous
 Considerate
 Responsible
 Courteous
 Accepts advice
 Musical
 Doesn't give up
 Trustworthy
 Fun

LIKES - What do I like? What does ___ like?

<p>Activities</p> 	<p>Computer</p> 	<p>Gardening</p> 	<p>Reading</p> 	<p>Other</p> <p>?</p>
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DISLIKES - What do I dislike? What does ___ dislike?

<p>Activities</p> 	<p>Cricket</p> 	<p>Cleaning</p> 	<p>Cooking</p> 	<p>Other</p> <p>?</p>
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SELF ESTEEM BUILDING BLOCK - SELF REGULATION

WHAT DO WE MEAN BY SELF REGULATION?

Self regulation is a term used to describe a number of complex mental abilities that enables a student to deliberately manage their thinking and behaviour to attain a goal and complete a task. It involves the use of following complex mental abilities such as:

- Self awareness – It is defined as awareness of one's thoughts and actions as one is working towards meeting a goal or completing a task.
- Self directing – It is defined as the ability to direct one's thoughts and actions as one is working towards meeting a goal or completing a task.
- Self monitoring – It is defined as the practice of observing and recording one's own behaviour and/or thoughts as one is working towards meeting a goal or completing a task.
- Self evaluation – It is defined as the practise of thinking of the appropriateness of one's thoughts and behaviour as one is working towards meeting a goal or completing a task.
- Self management – It is defined as the practise of adjusting one's thoughts and behaviours in order to meet a goal or complete a task.
- Self reinforcement – It is defined as the practise of reinforcing oneself for meeting a goal or completing a task.

Self regulation engages the student as an active participant in tracking what they are doing. Without the ability to self regulate, students with disabilities feel that they don't have any control over their thoughts and behaviours. They attribute their thoughts and behaviours to reasons outside of themselves (e.g. blame others for not getting something right or think they were lucky or the task was too easy or the adult is not giving them honest feedback) and don't make the connections between their efforts and the outcome.

Research has shown that the ability to self regulate plays a critical role in increasing on-task behaviour in the classroom, improving both academic performance and social skills, and reducing disruptive behaviour. Hence, self regulation is an important skill for all students, irrespective of whether or not they have a disability.

WHY DO STUDENTS WITH DISABILITIES HAVE DIFFICULTIES WITH SELF REGULATION?

Factors related to the student

Many students with disability have difficulties with self-regulation.

- Limited understanding of one's own abilities and needs.
- Difficulty with planning, organising and sequencing their behaviour and their thinking to achieve their goals or complete a task.
- Difficulty initiating needed activities or strategies at the right time.
- Difficulty monitoring their own performance, evaluating and acting strategically to meet the goal or complete a task.
- Difficulty with delaying gratification (i.e. resisting immediate temptation and wait for what they really want).

- Difficulty with waiting.
- Difficulty shifting flexibly from one activity to another, from one thought to another, or from one strategy to another.

Factors related to the environment

The student with disability is often misunderstood because the adults in the environment have limited understanding of self regulation and its impact. As a consequence:

- Adults in the environment may misinterpret self regulation problems as behaviour problems.
- Lack of stability, organization, and predictability in the environment.
- Limited opportunities for expressing preferences, making choices and experience outcomes based on those choices.
- Limited opportunities for the student to exercise control over the decisions that impact their lives such as educational and vocational planning.
- Adults have not consistently reinforced the student's understanding of their involvement in an activity and the consequences.
- Adults act as external self regulators (i.e. the adult directs/monitors/evaluates/manages/reinforces) for the student and do not involve the student in assessing and managing their own behaviour.

HOW CAN WE HELP THE STUDENT WITH DISABILITY DEVELOP SELF REGULATION?

Martha Grimes, a famous American author stated “We don’t know who we are until we see what we can do”. So it is important that we give the opportunity to the student to self regulate so that they know for themselves who they are and build their self confidence by doing things as independently as possible.

- Model self-regulation in your words and actions when you are frustrated with a classroom situation.
- Anticipate transitions and announce changes in classroom schedules.
- Provide the student with the opportunities to express preferences, make choices, and experience outcomes based on those choices.
- Actively involve the student in the educational and vocational planning, decision making, and program implementation process
- Set regular routines to provide structure, predictability and consistency
- Provide structured support to enable the student to develop an understanding of how their behaviours impact on others.
- Student and teacher must mutually decide on the focus of self-regulation activities,
- Start with simple tasks and uncomplicated systems of self-regulation
- Initially create opportunities where the student has to use one of the self regulation skills (i.e. self awareness, self directing, self monitoring, self evaluation, self management and self reinforcement) to complete a task or achieve a goal. Gradually increase the number of skills the students needs to self regulate.
- Develop self-regulation visuals (e.g. checklists, tick charts) to help the student focus.
- Make sure that each adult who has some contact with the student knows the behaviours that the student is learning how to do independently.
- Ask students to provide feedback on how they think they are progressing with the skill development.

- Set up the environment for success (e.g. eliminate / minimise distractions).
- When the skill is mastered keep a record of the development of the skill so that the student can reflect on what they have achieved.
- Talk about the ways the development of self regulation has helped the student to become confident in their own abilities.
- Assign the student tasks which involve similar skills.

VISUALS.

The students use the visuals 1- 7 to self regulate their behaviour:

- Self awareness
- Self directing
- Self monitoring
- Self evaluation
- Self management
- Self reinforcement

The students tick off each activity once they have completed it. By ticking it off by themselves they need minimal prompting by the teaching staff.



VISUAL 1 - Health and Hygiene

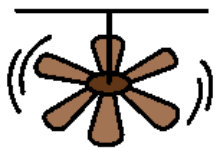
	Wash face
	Wash hands
	Brush teeth
	Brush hair

AM

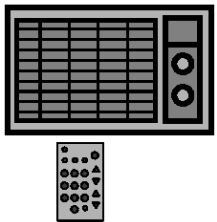
VISUAL 2 - Things to do when you enter the Independent Living Room



Open windows

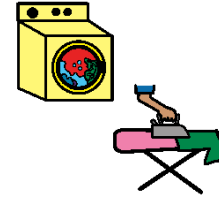


Turn fan on


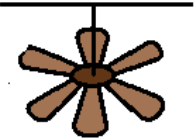
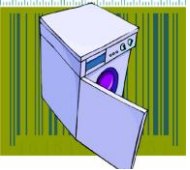




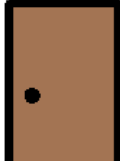
Aircon on (warm =
winter; cold =summer)

PM

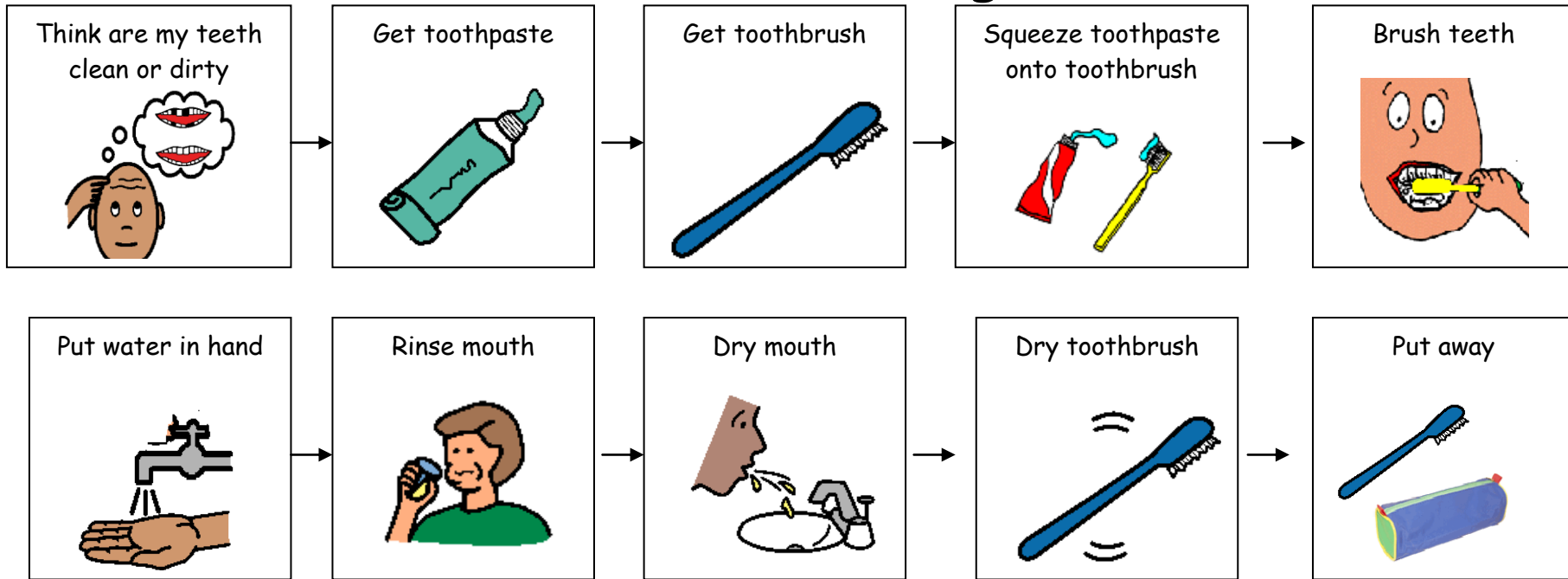


VISUAL 3 - Things to do when you leave the Independent Living Room

	Close windows
	Turn fan off
	Check dryer is empty

	Check washing machine is empty
	Bring washing inside
	Shut door

VISUAL 4 - Brushing teeth





VISUAL 5 - Utensils Checklist

1. What utensils do I need?

2. Get the utensils.



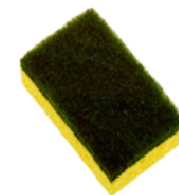
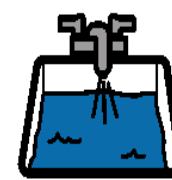
3. Look at the utensil.

4. Is it clean or dirty?



5. If it's dirty → Think what do I need to clean?

- Sink
- Scourer (green part)
- Dish washing liquid



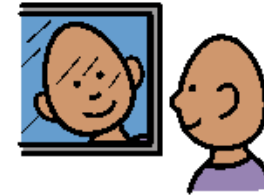
6. Clean the utensil

7. Dry the utensil by using a tea towel



VISUAL 6 - Looking in the mirror

1. Look in the mirror so you can see your face



2. Think is my face clean or is it dirty



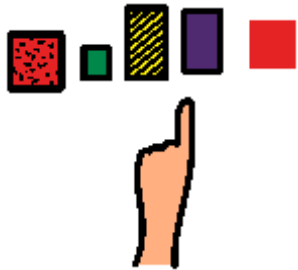
3. If it is dirty I need to clean my face.





VISUAL 7 - Thinking about what I am doing

1.



What's the job I need to complete?

2.



What will I need to complete this job?

3.



Am I doing it correctly?

4



Well done for trying!!!

SELF ESTEEM BUILDING BLOCK - SETTING GOALS

WHAT DO WE MEAN BY SETTING GOALS?

Setting goals means creating a target for what one wants to accomplish or achieve in the future. Setting goals provides us with direction, purpose and meaning to life. When we set realistic goals that we are working towards, it gives us a sense of control over our life and our self esteem grows.

WHY DO STUDENTS WITH DISABILITIES HAVE DIFFICULTIES WITH SETTING GOALS?

Factors related to the student

Students with disabilities may have difficulties with one or more of the following skills:

- Identifying a goal,
- Working out a step-by- step plan on how to achieve the goal,
- Sequencing the steps in the plan,
- Remembering the plan,
- Monitoring their progress as they work towards the goal,
- Making flexible changes in the plan as needed, and
- Evaluating the outcome of the plan.

In conjunction with the above stated factors the student with low self-esteem may not believe that they can set and achieve goals.

Factors related to the environment

Goals are often set for the student by people in their environment without consulting with the student. The well-meaning adults may do this for a number of reasons:

- Attitude and perception that the student is incapable of setting goals,
- Lack of knowledge of the student's abilities so goals are set too high or low,
- Don't want the student to experience failure, and
- Often the student is given assistance with participating in activities, so have few opportunities to independently complete a task
- Unrealistic goals are set for the student which only disappoint and frustrate the student.

The consequence for the student of not being able to set their own goals means they are provided with few opportunities to set goals, take risks, learn how to overcome challenges on their own and succeed at tasks independently. This then denies the student the opportunity to develop their self esteem, which comes from having control over one's own life, instead having someone else make decisions for and about them.

HOW CAN WE HELP THE STUDENT WITH DISABILITY LEARN HOW TO SET GOALS?

STEP 1 – We can ask the student, ‘What is your goal?’ If a student has difficulty with identifying a goal you can collaborate with the student to identify a realistic and achievable goal based on the student’s:

- Needs
- Interests
- Knowledge
- Skills
- Abilities
- Motivation

STEP 2 - Think about when in the future you would like to achieve the goal. It could be:

- An Immediate Goal (Can be achieved in the next 24 hours)
- Short Term Goal (Can be achieved over the next few days and weeks)
- Long Term Goal (Can be achieved over the next few months and years)

STEP 3 - Assist the student to write the goal in a **SMART** way.

SMART GOAL <i>(NB: Not all of these questions will apply to every goal, so pick and choose as appropriate)</i>				
Specific	Measurable	Attainable	Results Oriented	Time Bound
What is it that you want to achieve? What are you going to do? What do you stand to GAIN from the achievement of this goal? What do you stand to LOSE if you do not achieve the goal? Who will be involved in achieving the goal?	How will you know when you have achieved your goal?	Is your goal realistically achievable?	Is your goal relevant to what you want to achieve in your life?	What is your timeline for achieving each of the steps involved in reaching your goal?

STEP 4 - Discuss with the student a plan to meet the goal. The plan should include:

- Steps needed to achieve the goal.
- Rewards for achieving each step and/or staying on track and moving in the desired direction.
- Strategies for the student to track and report their progress.
- Ways to think and stay positive throughout the process.

STEP 5 - Predict obstacles that might get in the way of meeting the goal and ways to overcome these barriers.

STEP 6 - Consider strategies the student can use to self-monitor their progress as they work towards the goal.

STEP 7 - Record the plan in a format that the student can understand.

STEP 8 - Try out the plan

STEP 9 - Periodically review the goal/plan/outcomes and make adjustments as necessary.

CASE STUDY 1

Student: Jai

Age: 13 years old

Purpose of visuals: To help Jai achieve his goal of being on time.

1. What is your goal?

My goal is to be on time.



2. When would you like to reach your goal?

I would like to reach my goal at the end of term - 14/04/11.









APRIL 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16

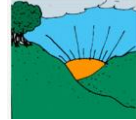









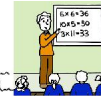






REMEMBER if you can't reach your goal the first time, don't give up. Simply restart. It's important to pick yourself up and keep going towards your goal.

3. Make your goal a SMART goal.

S	To be on time for start of class:	
	In the morning 	After breaks 
M	When I arrive on time on time I will:	
	Tick my wall chart 	Sign it with my teacher 
A	I can REACH my goal 	
R	Be on time for:	
	Work 	Transport 
	Appointments 	
T	I will work on my goal everyday.	Monday Tuesday Wednesday Thursday Friday

4. What do I need to do to make it happen?

- In the morning**
-   → 
- a) I work at the canteen before class in the morning.
-   or  
- b) I can ask the canteen lady to remind me to check the time 5 mins before the bell or remember to look at the clock 5 mins before the bell.
- c) I will quickly tidy up. 
- d) I will say goodbye. 
- e) I will quickly walk to class.  

- After breaks**
- a) When I hear the bell. 
- b) I will stop talking to my friends.  
- c) I will say goodbye to my friends. 
- d) I will quickly walk to class.  

5. What could stop you from reaching your goal? What could you do about it?

In the morning

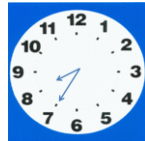
What could stop you from reaching your goal?



What could you do?



I forget to check the time.



I can put a clock picture on the canteen table to help me remember.

After breaks

What could stop you?



Friends are talking to me when the bell rings.

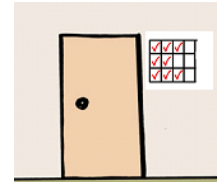
What could you do?



I can say, "I have to go to class. I will chat to you later. Bye".

6. How can you make sure you are on track?

- My tick chart is near the classroom door.



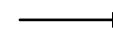
- I will think 'Was I on time?'



- I will put a tick if I was on time.



OR



I will put a cross if I was not on time. I will write why I wasn't on time and what I can do tomorrow to get to class on time.







- I will sign the tick sheet.








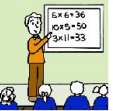
- My teacher will sign the tick sheet.



Cue cards to take to the canteen

Monday	Tuesday	Thursday	Friday
1. At 8:35am I need to stop.			
2. I need to tidy up.			
3. Say 'goodbye'.			
4. Walk quickly to class.			

Wednesday

1. At 8:35am I need to stop.		
2. I need to tidy up.		
3. Say 'goodbye'.		
4. Walk quickly to class.		

CASE STUDY 2

Student: Tina

Age: 15 years old

Purpose of visuals: To help Tina achieve her goal of making friends.

1. What is your goal?

My goal is to make more friends.



2. When would you like to reach your goal?







I would like to reach my goal at the end of term 4 - 14/12/11.

DECEMBER 2011						
SUN	MON	TUES	WED	THURS	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17









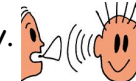




Sometimes it takes time to find that *special* friend that will be your buddy and your pal forever.

3. Make your goal a SMART goal.

S	I want to make more friends so I can:								
	Feel happy 	Hang out 	Not feel lonely 						
M	Write:								
	Names of friends <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Jenny Lucy Craig </div>	My hanging out experience <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <table border="1"> <tr> <th colspan="2">Journal</th> </tr> <tr> <td>Who?</td> <td>Where?</td> </tr> <tr> <td>How?</td> <td>What?</td> </tr> </table> </div>		Journal		Who?	Where?	How?	What?
Journal									
Who?	Where?								
How?	What?								
A	I can REACH my goal 								
R	I need to learn how to make friends at:								
	Work 	Outings 							
T	I will work on my goal every day. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Monday</td> <td>Thursday</td> </tr> <tr> <td>Tuesday</td> <td>Friday</td> </tr> <tr> <td>Wednesday</td> <td></td> </tr> </table>			Monday	Thursday	Tuesday	Friday	Wednesday	
Monday	Thursday								
Tuesday	Friday								
Wednesday									

4. What do I need to do to make it happen?

- a) Look at the person. 
- b) Say 'hello'. 
- c) Smile. 
- d) Say, 'My name is Tina'. 
- e) Ask, 'What is your name?'. 
- f) Ask, 'Can I sit with you?'. 
- g) Speak nicely. 
- h) Ask them about their interests 
- i) Listen carefully to what they say. 
- j) Take turns in talking 
- k) When it is time to go say goodbye. 

5. What could stop you from reaching your goal? What could you do about it?

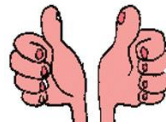
What could stop you from reaching your goal?



What could you do?



They may not want to be my friend.



Remember some people will want to be your friend. Some people will not want to be your friend. It's OK!!! You can make other friends.



Other people may interrupt.



It's OK!! I will wait till they stop talking, then I will keep chatting.

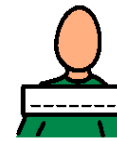


Other people may be loud.



It's OK!! I will wait till they stop being loud, then I will keep chatting.

6. How can you make sure you are on track?



- a) Ask my friend to write down their names and phone numbers in your address book.

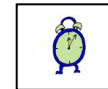
My hanging out experience



Who?



Where?



When?

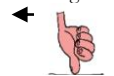


What did you do?

Not good

OK

Good



How did it go?

- b) Complete your journal everyday and talk to your teacher about how you can make it better.

SELF ESTEEM BUILDING BLOCK - SOLVING PROBLEMS

WHAT DO WE MEAN BY SOLVING PROBLEMS?

Problems are a normal part of life. We can face problems at home, at school and in the community. We can face problems with family members, friends, people we know and people in the community. Everyone experiences problems at certain times in their life.

Problems are the difficulties that block our path to achieving a goal. A problem can be between yourself and another person. You can have a problem with something you are trying to do. Sometimes you can have a problem if you don't do something you should have done or do something you shouldn't have done. When you have a problem you need to solve the problem. Solving a problem involves a systematic process that involves using the available information to identify and design a solution to overcome the difficulty.

However, when we cannot solve the problems we are experiencing, our self esteem may suffer. We can start feeling bad about ourselves. Learning problem solving takes time, patience and commitment. This invaluable skill is an integral and integrated part of the student's social, intellectual and personal development.

WHY DO STUDENTS WITH DISABILITIES HAVE DIFFICULTIES WITH SOLVING PROBLEMS?

Factors related to the student

Students with disabilities may have difficulties with one or more of the following skills:

- History of repeated failure in solving problems resulting in low self-esteem.
- Difficulty with the communication skills needed for problem solving.
- Difficulty interpreting the verbal behaviours, non verbal behaviours and emotions of oneself and in others.
- Difficulty in identifying helpful strategies to tackle a problem.
- Difficulty with recalling relevant information.
- Difficulty transferring what has been learnt in one situation to another situation.

Factors related to the environment

Problems are often solved for the student by people in their environment without consulting with the student. The well-meaning adults may do this for a number of reasons:

- Adult has grown accustomed to fixing the student's problems all the time.
- Adult assumes that the student will not benefit from instruction in problem solving.
- Adult has not explicitly taught the student how to problem solve.
- Adult does not give the student the opportunity to solve the problem independently.

HOW CAN WE HELP THE STUDENT WITH DISABILITY LEARN HOW TO SOLVE PROBLEMS?

Learning how to solve problems is not guess work, but a logical and systematic process. We have developed a strategy called the STEAM process to help the student learn how to solve problems in a step by step and logical manner. Remember to actively involve the student in each step of the STEAM problem solving process. The steps include:

- STEP 1** - **Stop, breathe and describe!** – This step requires the student to firstly, take time out from their initial reaction to the situation by staying still for a moment. Secondly, in order to deal with a problem in an appropriate and logical manner it is important to get yourself under control. To achieve this use a calming down strategy such as taking a few long deep breaths or count to ten or visualising a relaxing image. Thirdly, describe the problem by dissecting the situation: What is the problem? When did it occur? Who was involved? Where did it occur? Clearly defining the problem makes the situation feel more manageable and draws attention to things that need to be worked on.
- STEP 2** - **Think of possible solutions!** - This step involves thinking about possible ways of solving the problem. Write down all the ideas, even those that initially seem impractical. Some students may find it difficult to think of alternatives. In that situation the adult may need to think of solutions.
- STEP 3** - **Evaluate all the solutions!** - This step involves working out the advantages and disadvantages for each solution. Identify a solution that results in the best consequence, without causing any further problems for the student or others.
- STEP 4** - **Act out the best solution!** – This step involves trying out the best solution that you have chosen. Remember to interact in a clear, calm and direct manner without becoming defensive or attacking the other person.
- STEP 5** - **Make changes!** – After carrying out the solution it is important to go back and evaluate the effectiveness of the solution. If the solution did work discuss with the student strategies on how to prevent the problem from reoccurring. However, if the solution didn't work out, think about what else can be done to fix the problem. Reassure the student that it is OK to make mistakes, learn from the mistake and, eventually solve problems successfully.

In some situations when a solution is not possible the student needs to change the way they think about the unresolved situation. For example, the student may need to choose to forgive the person or themselves; let go or refuse to get angry again about the situation. If the student is finding it difficult to move on from a situation it may be important to involve an objective person such as a counsellor or a psychologist. Lastly, if the situation is putting the student or someone else at risk then walking away from the situation maybe the best option.

CASE STUDY 1

For the students in Yr 8 visuals inspired by the 'Restorative justice approach' were developed to facilitating dialogue (for the offender and the victim), problem-solve, express emotion and empower the students to take ownership of problems.

What happened?



Restorative Practice

for the victim

WHAT HAPPENED? 	Punched/hit 	Verbal abuse 	Kicked 	Threw something
	In my space 	Touched/poked 	Talked unkindly 	Other ?

WHO? 	Boy 	Girl 	Classmate 	Teacher

HOW? 	Punched/hit 	Verbal abuse 	Kicked 	Threw something
	In my space 	Touched/poked 	Talked unkindly 	Other ?

What happened?



Restorative Practice

for the victim

WHEN?



Recess



During class



Lunchtime



Before school



After school



I FELT



Angry/mad



Scared



Upset



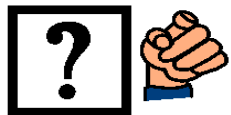
Embarrassed



Hurt



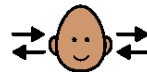
WHAT DID YOU DO?



Said 'stop'



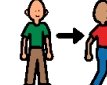
Said 'no'



Told an adult



Walked away



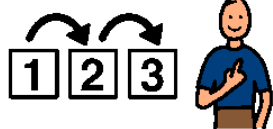
Shouted at them



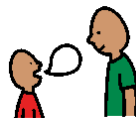
Hit them back



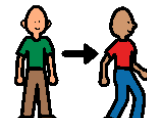
NEXT TIME I WILL



Tell a teacher



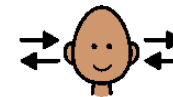
Move away



Talk about it with someone



Tell them 'no'



















What happened?



Restorative Practice

for the offender

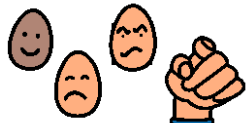
WHAT DID YOU DO? 	I teased/bullied someone 	I swore 	I punched/hit 	Slapped face 	I kicked 
HOW DID YOU FEEL? 	I didn't tell the truth/I lied 	Said mean things about others 	Bumped someone 	Too close – in personal space 	Other ?
	Angry/mad ? 	Annoyed? 	Upset ? 	Bored ? 	Happy? 

What happened?



Restorative Practice for the offender

HOW DID THEY
FEEL?



Afraid?



Mad?



Sad?



Embarrassed?



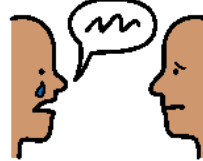
Hurt?



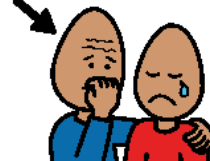
WHAT CAN YOU DO
TO MAKE IT RIGHT?



Apologise?



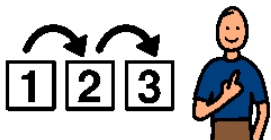
Say sorry?



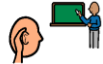
Talk about the
problem?



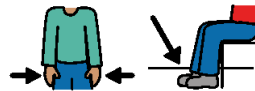
NEXT TIME I WILL...



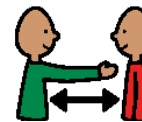
Listen to the
teacher?



Keep my hands
and feet to myself



Keep personal
space?



Tell the truth?



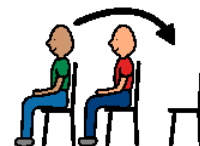
Say good things
about others?



Ask for time or a quiet
space out to deal with
anger or frustrations?



Ask to move my
seat?

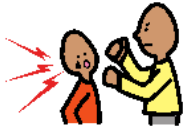


What happened?



Restorative Practice for the offender

If I hit



If I slap



If I kick



If I tease/bully



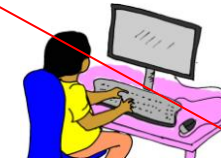
I will be sent home



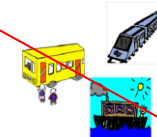
I will miss out on playing
with Uno with my friend



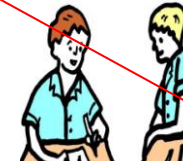
I will miss out on computer
time



I will miss out on community
access



I will miss out on working
with my friend



What happened?



Restorative Practice *for the offender*

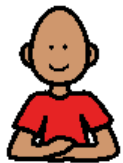
If I take time out



If I talk and sort



If I stay calm



If I talk nicely



I will not be sent home



I will get to play with Uno with my friend



I will get computer time



I will go on community access



I will work with my friend



CASE STUDY 2

The TEACCH (Treatment and Education of Autistic and Communication related handicapped CHildren) approach was being used in the classroom for a group of students with Autism in yr. 7. A TEACCH classroom is usually very structured, with separate, defined areas for each task, such as individual work, group activities, and play. Students sit at a work station and are required to complete certain tasks. The following visuals were designed to help them understand what the expectations were and how they could approach a problem.



What is TEACCH



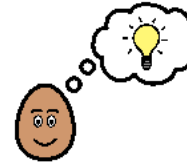
1. Quiet time
2. Time to work by yourself.



3. If you have a question
 - a. Have a go
 - b. Try your best
 - c. Your teacher is proud of you for trying.



- d. If you still have a question raise your hand



When I doing my TEACCH work I must remember to:

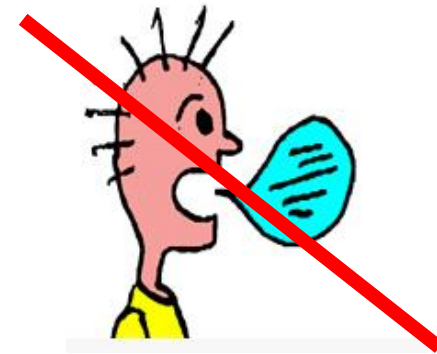
Not get distracted by noise



Not get distracted by people



Not talk to others



Follow the schedule 1 -5

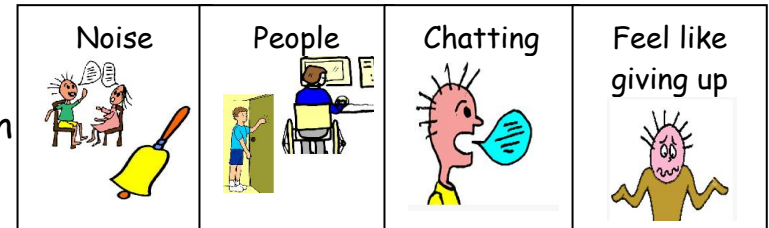
1	2	3	4	5
---	---	---	---	---

Don't give up



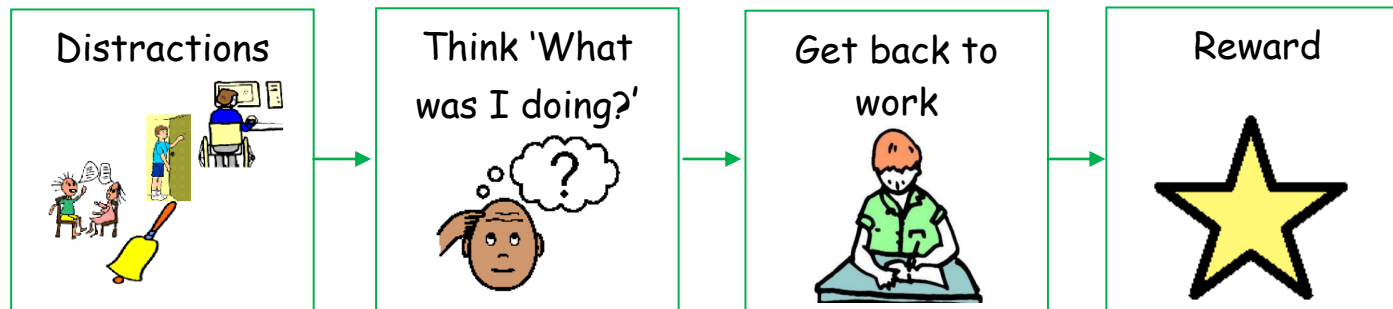
I sometimes get distracted when I am working. To STEAM through the problem I need to:

1. Stop  Breathe  Describe the distraction

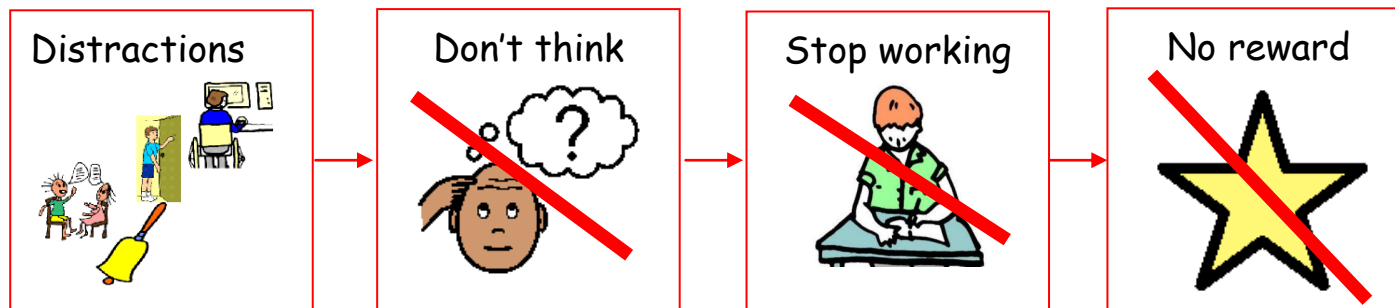


2. Think of possible ways of dealing with the solutions.
 3. Evaluate all the solutions!
 4. Act out the best solution!

SMART
SOLUTION



NOT A
SMART
SOLUTION



5. Make changes as necessary!

CONCLUSION



Each student is a unique individual and the power of self esteem in one's life cannot be overestimated. Positive self esteem is the student's armour against the challenges they will face every day. In this manual we have discussed how effective self esteem enables the student to feel good about themselves which acts as a bridge, leading them on to achieving their full potential. By strengthening the eight building blocks of self esteem we are giving them the keys to happiness, independence and success.

Therefore, it is critical that as educators we do everything we can to help the student to recognize how valuable he or she is in the world by building their self esteem.

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