SNS Event Breakout Session Note Catcher

PreWork: Supporting Neurodiverse Students Introduction Video
                Beliefs Equal Action Video - a baseline of thought for us to work from
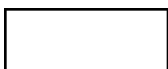
Meeting One   Meeting Two   Meeting Three   Meeting Four

Meeting One

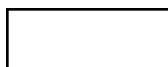|	What barriers do you have to be flexible in how you show up? How can you break down that barrier? Do you have students when you stay curious about their behavior that is challenging to you that may have skill sets in flexibility you want to address? What do you believe their skill need is? **WRITE YOUR QUESTIONS TO KATIE IN THE SPACE PROVIDED AS WELL**
Last Names A-E	
Last names F-J	Barriers: time constraints, student interest, co-regulation, Culture, building rapport with some students that already have walls up due to culture, curriculum, teacher buy-in, getting participation with high school students
Last Names K-O	Teachers are worn out, burned out and not able to regulate their own emotions. School schedules are not supportive of flexible thinking. Admin is not supportive. School rules are not supportive of flexible thinking. District doesn't have a universal SEL strategy so we don't all use the same language, which leads to lack of consistency, confusion. Parents don't use the same language either. Ha. Just realized that we want everyone to use the same language–not flexible! What about kids who refuse to try any strategies?

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Last Names P-T	**Barriers:** ● Goals that are set for the students ● Personal expectations or expectations from above ● Previous interactions/experiences with a student ● Teacher exhaustion/personal mindset ● Time (need to finish within so much time, don't always give time space that's needed to support the students needs, not always worrying about my personal timeline to cover content) ● Timeliness about talking about struggles after they happen (Finding time to talk with student about issue when they are calm, but not so long after they forgot about the interaction) ● Helping students realize that the conversations aren't negative, but trying to help them. **Break Down Barriers:** ● Flexibility - build it in with the team so we can help students when/where they are at ● Step back from academics to focus on regulation if that is where the student is at **Questions:** ● How to teach students that changes happen and routines don't always go as planned? ● Is it not knowing/lack of skill or unable to act/match context? Where to start with knowledge gaps in regulation/flexibility?
Last Names U-Z	
Family Members	
Berlin	
Chequamegon	
Elmbrook	
Eleva Strum	**Barriers:** Expectations from teachers, learning space/room, time, behaviors

Greenbay	**Barriers:**
	    -Social Skills, Challenging Behavior, Teacher and parent communication
	Questions:
	
	    -How to reteach Social Skills?

KUSD	**Barriers:** - Teacher mindset or overwhelm - Time to collaborate with colleagues/team

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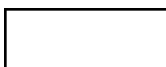|	Breaking Barriers: -
MPS	
Maple	
RVA	Barriers: Being virtual (in-person interaction), guardian expectations/level of understanding (parents are present in sessions), co-regulation challenges) -Build relationships with guardians -Use filters and avatars in ZOOM, -Educate guardians
Syble Hopp	Bathroom stalls: waiting for a stall, time is a barrier, chain reaction of other students behavior, other staff getting involved and frustration from that, parent input,students from other classes stand and wait, addressing other students, students inflexibility of colors of things, if not the right color, won't use, too much pressure he puts on himself, avoidance, fear, body regulation.
Two Rivers	
Washington Island	
Wausau	High expectations - hard to pause during instruction to regulate or catch up the student to the pace of the group. How to break barrier - give students more wait time before moving to next step in instruction. Take observations of student pace in order to be flexible to ensure student mastery. Skill sets that students need to overcome inflexibility: self-awareness, meta-cognition, peer-awareness (what is everyone else doing?), situational awareness,

Meeting Two

Thinking of the student who has skill needs in the area of flexibility, what strategies or lessons can you see matching that student. Any barriers to being implemented? Discuss how to break those barriers down and what implementation would look like **WRITE YOUR QUESTIONS TO KATIE IN THE SPACE PROVIDED**	
Last Names A-E	Thinking of two autistic students - need to teach flexibility since they become upset when they don't get something right away *Giving choice / may need to teach choice *Social story for choices for options

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	*Creating predictability *Teaching cognitive strategies and scripting *Foreshadowing
Last names F-J	
Last Names K-P	One student hates bad weather after a certain date. Express wishes in fantasy was a suggestion. Wouldn't it be great if it could be 80 degrees every day? We'd be wearing shorts, no coats needed. We could spend more time outside…What would you do if it was 80 degrees out every day? Another student doesn't like when his para has to go to lunch. Suggestions were to have her take lunch during a preferred activity that he'd be distracted by; have student write a letter/card or make a video to send to the para or have the para make a video of herself; have student make the para change on his visual schedule; if possible, let the student choose who to work with at that time.
Last Names Q-Z	Flexible with preferred tasks, not so much with non-preferred but often not the ability to communicate why something may not be preferred. Suggestion to look at Autism Level Up resources, especially one that goes through why not size of problem and flowchart that breaks down tasks–work with student to go through parts (what, where, etc.). Sensory overload in gen-ed setting, unpredictability of some environments. Working on regulation strategies in settings when student is regulated/feel comfortable and have conversations around what works for them, code info when regulated so it's more accessible when in dysregulated spaces.
Elmbrooke	
Eleva Strum	Coping strategies to help reduce the anxiety/fight/flight response to when needing to be flexible, implement a small change occasionally in hopes these will allow them to learn flexibility, enforcing and following through with tasks that are given
KUSD	
RVA	
Syble Hopp	A Student is afraid of our service dog, and video modeling with another student wearing my students jacket to model the safety that he can have, schedule change, to let them make the changes on the schedule, foreshadowing and self talk with a positive mantra,teaching how to handle changes and not avoiding challenges. A need for immediate change or proactive plan for a change, both systems. Decision tree of choices or paths to take to work the best. The student is involved in the choosing. Flexibility of a topic and language acquisition of the topic. Cognitive picture rehearsal, a thought or picture in your head, to verbalize,struggle with demands from others and their own demand they want to

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	do,body says avoid it all, and the actions that need to be active stop activating. Does the student totally understand the expectation of what the demand is. Be clear of the demand. Break it down, step by step. Task analyze.
Wausau	The main barrier is not being with that student at all times in the high school. Sometimes I am unaware of the change that needs to be discussed prior to the event. This makes working through flexibility very difficult. One way to break down those barriers would be to consistently remind all teachers of the necessity to inform of change or let the case manager know in advance.

Meeting Three

Do you have students when you stay curious about their behavior that is challenging to you that may struggle with resilience? What are the signs, the way we know they are struggling with resilience? What's coming up for you in talking about student resilience? **WRITE YOUR QUESTIONS TO Jess IN THE SPACE PROVIDED AS WELL**	
Last Names A-E	
Last names F-J	Helping students use other resources, building relationships and getting to know a students triggers. Co-regulation is a step in the right direction. Will be using "students with services" LOVE IT!
Last Names K-P	
Last Names Q-Z	Relationship building is crucial, continue to work on keeping relationships strong. Be able to recognize precursors to behavior. Dwell on a situation or anxiety before another situation in which might not be comfortable. Feeling safe is key to flexibility.
Elmbrooke	
Eleva Strum	
KUSD	
RVA	
Syble Hopp	Students are unable to let things go even after they say they are ok. They bring things up a hour later, day later, etc. Body language, eye contact, avoidance, can

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	turn into a melt down or shut down. As relationships have been developed it has been easier to approach and talk to the student to let them know it is ok to make changes and to be successful.,
Wausau	

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Meeting Four

	Thinking of the student who needs support in building resilience, what strategies or lessons can you see matching that student. Any barriers to being implemented? Discuss how to break those barriers down and what implementation would look like **WRITE YOUR QUESTIONS TO KATIE IN THE SPACE PROVIDED**
Last Names A-E	
Last names F-J	
Last Names K-P	Question: What if you're the one who seems to amplify their negative behaviors? Student who needs to build resilience with academics. Suggested having them keep a graph or some kind of record of their progress or to think of how far they've come, what they've learned.
Last Names Q-Z	Question: Strategies/resources for teaching the ability to make a choice to learners? Importance of relationship building and have explicit strategies–2x10 is such an accessible strategy. Student struggling with sensory overload of gen ed room–not able to regulate enough to engage in academics. Interoception piece? Helping student figure out body cues and what strategies may work for them in gen ed space? Concept of teaching choice to kids and level of executive functioning skills required to do this.
Elmbrooke	
Eleva Strum	Building relationships with different staff members
KUSD	
RVA	
Syble Hopp	
Wausau	