Interview Questions

Michelle Rathmann

TCH ED 6910

Dr. Kevin M. Martin

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1. **How would you describe a challenging or interfering behavior?**

I first think about how the behavior or the emotion maybe interfere with their regulation, their ability, not even I know we’re talking about in schools but not even interference with curriculum or instruction but really just like how they are coping in their day so first just self awareness or challenges they may be having and then how that would impact their environment including instruction they are receiving or peers they are in contact with.

1. **If a student is having difficulty self regulating, what next steps would you take?**

First I think always about myself, make sure that I am ready to approach the situation make sure that I am breathing and that I am a state to support someone else and then I think about space so just being aware of the situation and the environment the space around that student in my relationship probably with them too I guess that probably equally in there too, if I am the only one who can help or I am the one that has been decided to support that student then just taking it slow in being cautious for myself in turning on their space their personal space but giving as close as i can in proximity that feels safe for that student whether that close as can be like they need contact or keeping space if needed and then hopefully if I know the student well enough I kind of know what works for them so there's hopefully some strategies I would use I would say if not I ultimately would go to either touch or breathing or some type of grounding opportunity or interventions to get them through it.

1. **In teaching students self regulating strategies, which strategy do you feel helps the most and is the most beneficial?**

Breathing, for sure 100 % I think it's shocking to know how many kids don’t know how to breathe very well.

1. **In our building what is the difference between a “think seat” and the “calming corner?”**

I typically… There’s two parts of it.. How its used by the student and then how the teachers controlling it so a calming corner or a calming spot of whatever sort would be in most cases student initiated, student choice it would be taught by the teacher/ modeled by the teacher but then accessed by the student at any time that they feel they have recognized their body needs it. A think seat on the other hand would be a next level to if a student was not choosing the calming corner even after suggested to regulate on their own then a think seat would be more guided by a teacher that that is somewhere they need to take a break so more like a time out situation still with the ability to go to the calming corner when they’re ready if that's the decision needed but definitely more teacher driven and more on the consequence side of it.

1. **In your experience, has the calming corner been effective for your students to self-regulate? If not, what are some other ways you have found beneficial.**

Definitely but I think that comes back to… definitely successful but comes back to how well it’s taught and modeled and actually used by the teacher recommended on it. I mean it can be another poster on the wall or it can be truly a tool within the classroom that's being utilized and modeled throughout so I think it comes down to that and how the environment is set up to make it ok to use the calming corner. That it is not socially seen in a way that it is not socially accepted to go to the calming corner so that piece of it. I think we have done a great job working on that we still have places to go definitely big steps to take but we have that started in every classroom.

**I would say even just like coming in from last year because I guess they came back October and I mean the room that I was in the most of my teaching was virtual last year so like I didn't really have a space when I did have kids in person like and I didn't really know of the calming corner but now that I like have a space for it like I will say like kids**

 Utilize it.

**Yeah and it's next question is something that I find I feel like I struggle with is having tangibles because I think oftentimes sometimes something to hold or it can become more of a play…**

Become a toy, definitely

**So I guess what would you include in the calming corner obviously like with teaching how to use the calming corner appropriately you could probably utilize more physical tools but what would you include?**

1. **What should be included in the calming corner?**

When I think about that I always think of it as a progression of learning how to use tools and to become more independent and not relying on tools too . I am always thinking about that part too and put things in the calming corner.. That you can have tools but you're also not going to carry around those tools in your pocket all the time so it's the skills that we're teaching them to do with that tool or what else could we use if that tool was not accessible. In terms of picking out tools, I would always suggest to think about different textures, different weights, different colors, different sizes… I just go in… I’ve done a like calming tool inventory with a kid before where I bring all those different types of things I end up with like 20 things and we kind of just like play with each one and we look for which ones are more of a toy to that student and which one is actually a tool. I think you have to take the time to do it so those are the things I would say definitely looking at size, weight, color, texture are important.

1. **Have you observed other behaviors other than those that are taught when students utilize the calming corner?**

Say that one more time

 **Like inappropriate behaviors**

that even though

**Like even when you've taught the skill..**

Like what behaviors come of it… So I would kind of like what you alluded to before definitely using it as like tools as a toy. I think the other thing I would say is either work avoidance of the situation so using it in a way that they escape… they’re escaping from the situation or even attention seeking, unfortunately using the tool or the space to get others attention but that tends to be kind of aligned with using it as a toy.

1. **How often do you feel the students need to utilize the calming corner?**

Yeah, I would say it depends on the student… I would say though anywhere… I dont know of a student who uses it… uses a calming corner more than once a day. I think kids who tend to… we would say well they use it about once a day or they kind of move into that category of kids who they have days they use it a lot and days they don't use it at all kind of thing. So I think once we notice they’re using it once a day we start looking at patterns for why they’re using it once a day and normally we move to putting something else in place like a break or something instead like outside the room… a noncontingent break.

1. **In the past, do you feel the calming corner has made a positive impact on your students to help them self-regulate?**

 For sure, yes.

1. **When a student feels they need to go to the calming corner, how much time do you feel they should spend there?**

I probably am a lot tighter on this than other people but I think 3 to 5 minutes. I think if they can not typically at least state that they need more time or have a plan after 3 to 5 minutes for kindergarten to 5th grade. I think that another intervention may need to be tried at least having time first for the teacher to talk to the student about that. There at least needs to be something else but beyond 5 minutes they’re probably not really moving forward with the goal of the calming corner. I am definitely on the tighter side of that, my peers would probably say that “as long as they need”

**I usually like when I give my students a break like it's usually I mean it's usually 3 minutes and if they need 5 but like I said I can look over and I can tell like okay now I can or some of them can just say they’re ready to come back but like once 5 minutes I’m like alright I think it’s done.**

I agree, I usually start with “Do you need 2 or 3 minutes? Let’s set a timer” and then you know you do the whole like monitor their body language and maybe really walk over there at about 4 minutes because they’re getting there but they need a little more. And if they ask for a minute still within that 5. I agree

1. **Is there anything else you want to add? Any good suggestions or tips?**

I was just thinking like we definitely… I think it’s important… I will say that where I have seen calming corners being the most successful/ successfully utilized is when the whole school is working on that goal together so then you have SSD/ resource teachers who know the same procedures…You have classroom teachers, you have admin, so when if i walk in and I am supporting a student I can recognize… I have a general idea of the access the guidelines or whatever that are being used so I think it being a whole school kind of approach is good and just going back to model model model you can’t let it get like stagnant. You have to be in there using it and using those tools and modeling those. Those are my big things.