

CALMM Program Overview

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The following is a summary of a CALMM program overview presentation done by Dr. Canada in Chattanooga, Tennessee, in April 2012.

C – Coaching

A – All (Used to be Autism – but changed to include other disabilities as well)

L - Learning

M - Mentoring

M – Modeling

Focus of CALMM classroom is to increase social skills, reduce anxiety in academic subjects and peer interaction and equip students with strategies to do so. It is to be a launching pad and landing pad with occasional “chill out” time, and not intended to be another segregated CDC classroom.

Morning Check In – On 5 point scale, student chooses level of his entrance into the classroom/school from visual chart.

Check In – How Do You Feel? Scale

5 – I am here, but I won't participate and I will interrupt.

4 – I am here, but I won't participate but I will not interrupt.

3 – I am here, but I might not participate, but I will not interrupt.

2 – I am glad to be here, and I will participate.

1 – I am really glad to be here. I will participate and I might even help you.

Following check – in, there is time for a social story. It will be read and then modeled to the children, then modeled with the children, and children will be encouraged to model this skill throughout the day.

Extra skill building focus at the school level – Doing the social skills in general education as well so that students will be prepared to interact appropriately and reinforce students who experience CALMM.

This is 30 minutes max during general education students' homeroom and/or transition from breakfast, during roll call/lunch call, etc. Generally this is 15-20 minutes if check-in code is between 1-3 for the students. Then they transition to classrooms. Most students for whom this scenario is successful are included with or without assistants in general education for most or all of their school day.

Check Out – At the end of the day, there is a check in to debrief and discuss what worked. Did the strategies work? Did they not work? Take input from students and reinforce skills. Discuss others' responses and how they might not always be appropriate because of life differences , reinforce that strategies are still effective in general and should still be used.

If students check in at 4 or 5, CALMM facilitator will keep them in the classroom following checkin/social skills story to try to work through the reasons for their high stress level. Facilitation may include additional social stories and/or dialogue. The teacher attempts to infect the child with enthusiasm, confidence in how to deal with their situation. Once they deescalate to choice of 1-3, then the child is sent on to class. Other ways to de-escalate may be social story with following: When I feel like I 4/5, I take 3 deep breaths, count to 10, do something fun, talk to someone. Then they are encouraged to apply this strategy whenever needed. Taught by social story originally, reinforced verbally , or with visuals.

Social Stories show both right and wrong ways to deal with social situations – example: interrupting

The story is read, the teachers model, the students model, the students are challenged to use their skills to get someone's attention vs. interrupting.

Review of Good Choices which they are encouraged to display. Review of Bad Choices which they are encouraged to stop.

DO be quiet

DO sit in your seat

DO work hard

DO try

DO come to class prepared

DO obey the rules

DO be safe

DO use words

DO raise hands

DO be responsible

DON'T/STOP talk out of turn

DON'T/STOP get out of your seat, Etc.

Discuss what is "good" and what is "bad" and why, using examples. Start with why you should do good or bad and why it is viewed as "good" or "bad" in public settings. STOP – thumbs down and DO – thumbs up. Cover opposites of each example of behaviors you would like to encourage.

Another example: Social story for response to natural disaster – safe here, prepared, here is our response, act it out, encourage application

Parents Tip: Discuss home issues with CALMM teacher to collaborate on social stories to present during check-in.

Close check-in with huddle – hands in circle, choose something to chant and do together to build community/team with students (birthday, activity, leaving for vacation, etc.)

Task boxes for students – if kids are having a bad time in class and feel a meltdown coming on, they place green card on desk or hold up to teacher as pre-arranged signal and go directly to sensory area in CALMM room.

Sensory area in CALMM classroom has soft music playing, low lights, bean bags, sensory items. Student signs in and sets timer for 15 minutes. When times goes off, he signs out and goes back to class. NOTE: Kids with autism are generally very rules-oriented and rarely, if ever, abuse this.

Task boxes – providing repetitive opportunities for sensory input – play doh or other sensory activity in the task box to de-escalate (Do something fun part of the strategy), then dialogue (ready to talk to someone about it).

If necessary, use a “Sad Chair”, rather than “Time-Out” to reinforce bad choices when positive reinforcement is not working. This sad chair is punishment but used as reinforcement that the child is sad or has made someone else sad, thus correlating more than “Time out”. TIP: This does not work for students for whom escape is the purpose of their behavior. If child is not wanting to do something, there is not immediate punishment, but dialogue about why the child is not wanting to do it. If there is a reason to ameliorate, then do so, return to original request. Even if “Sad Chair” is used, they must return to pick up where they left off.

There are 4 core standards that make a CALMM room, a CALMM room.

1. Check – in/check – out
2. Good/bad definition reinforcement
3. Sensory area
4. Social stories
5. Some schools/classrooms/teachers will add additional supports, supplemental activities, but these are the four core things that define a CALMM classroom. This model also may be slightly differentiated for younger students.

There are multiple positive reinforcer ideas – “Drop in Bucket” – based on the book. Have you filled your bucket with raindrops? Good choices get a drop in the bucket, so there is visual reinforcement of positive behavior. Full bucket = additional positive reinforcement

CDC/CALMM/DCC teachers should meet with each other regularly. CALMM directors meet with each other and offer strategies/activities/websites to each other and to general education/CDC/DCC or wherever else the child is to fulfill the academic portion of his goals.

Once children have left CALMM to go to their general education classes, the CALMM teachers will then go to class with some to co-teach or will pull some out periodically for temporary resource as child’s IEP directs. TIP: Parents must specify in classroom or outside classroom

when determining special education service provision. The child receives the same lesson plan during pullout as if he stayed in general education with accommodations/modifications per IEP. Student could also be pulled out for activity/assignment, or for anxiety reduction, but would return to class to read/report/turn in assignment.

At this time, Christina Moore is the coordinator of the CALMM program in Hamilton County Schools.

There are ?? CALMM programs in Hamilton County in 2011-2012.

- 4 Elementary - Wolftever, East Ridge, Soddy, and Lookout Mountain Elementary Schools.
- Middle – Lookout Mountain, ?
- High – Lookout Mountain, ?

At this point, Hamilton County is the only county who implements the CALMM program of which we are aware.

What are the differences between CDC/DCC/CALMM – DCC/CDC uses Unique or STAR curriculum. That is different than CALMM. CALMM is not so much a curriculum but a supplemental support. The point of CALMM is to provide a supplemental support that will allow students to access general education as their curriculum.

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