

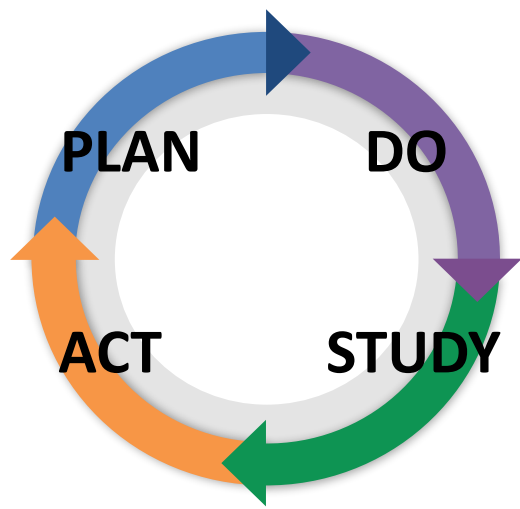
# Disruptive Idea: Take Flight

Kia Haselrig-Oparah, School Psychologist, Office of Psychological Services



## Problem Statement

When challenged with emotional dysregulation, students leave the classroom more frequently than necessary, which results in missing class instruction for the student and interruptions to classroom instruction for others. Students need support with learning how to handle their big feelings appropriately, in the moment. For multilingual learners, and to support language immersion instruction, bilingual visuals and culturally responsive materials ensure accessibility. For students with disabilities, sensory tools, visual schedules and structured routines provide equitable support. Staff will be included through professional development and feedback opportunities, making this initiative a collaborative effort that strengthens equity, enhances special education, and improves support for multilingual learners across classrooms, which is in alignment with two of PGCP's Big Rock priorities focused on improving special education and supports for multilingual learners.



## PLAN

"Take Flight" (SEL) training will take place with all students, by class. Each class will go to the Eagles' Nest, the school's SEL room, where they will learn how to identify when they are feeling upset. Students will learn strategies they can use in the classroom, in the moment when they are experiencing dysregulation. Nesting Nooks (calming corners) will be installed in each classroom. Calming corners have been proven as an effective resource for supporting students' emotional regulation needs (Kim & Ballin, 2025). Training will also be provided to faculty to replicate what is being taught in the Eagles' Nest, within the classrooms.

**Resources:** Kim, H. U., & Ballin, A. (2023). Pedagogical strategies to inspire teachers to teach all: How to change teachers' perceptions about students from being a problem to having a problem. *Special Education Research, Policy & Practice*, 1(1). <https://journals.sagepub.com/doi/pdf/10.1177/27526461231207403>

## ACT

Based on the data, the Nesting Nooks will be **adopted** and implemented in the classroom. There will be a training created for teachers as well as for students that includes modeling, roleplay, and rehearsal. Data will be collected again after the implementation of the intervention.

Teachers have agreed to add input and review the training being developed, for future implementation in other classrooms as we make plans to expand by implementing Nesting Nooks in all classrooms.

## Key Results

- Students were most likely to interrupt themselves, interrupt others, and engage in non-compliant behaviors during classroom tasks and individual tasks.
- Students in first grade missed fewer than 10 minutes of instruction per documented behavior whereas students in kindergarten missed fewer than 10 minutes of instruction on two occasions and 10-30 minutes of instruction on three occasions.
- The most frequent instances of elopement was from whole group instruction, followed by elopement from the student's desk area and then from small group instruction.

## Lessons Learned

Fortunately, the principal and participating teachers were onboard and excited to participate. Future planning will include time to allow for unforeseen delays such as changes in work demands that may influence planning and implementation. Additionally, collaboration, or consultation, with the occupational therapist on developing training and implementation may prove rewarding.

## DO

### Methodology -

- Stakeholder Buy-In
  - Met with principal to review current data
  - Met with teachers to review current need (qualitative data)
- Plan Based on Need
  - Met with incubator mentor to review shared data and need
  - Identified key points for data collection

### Evidence -

- Baseline Data provided by two teachers (kindergarten and first grade)
  - Data collected for two (2) weeks via Google Form

### Challenges -

- Delayed start to data collection - scheduling and workload
- Delays due to weather & school closures
- Data was not recorded daily by each teacher
- Outside factors influencing student behavior such as starting or discontinuing medication

## STUDY

Baseline data included (collected via Google Form and analyzed via Google Sheets) -

- Teacher information
  - Name
- Time of day (AM/PM)
- Physical Behaviors
  - Eloping (desk, small group, whole group, classroom)
  - Crying, hitting, kicking, yelling, screaming, throwing, punching, sitting, shoving, biting
- Non-Physical Behaviors
  - Interrupts self
  - Interrupts others
  - Noncompliance (individual tasks, class tasks, transition)
- Minutes of missed instruction

Data revealed results not in alignment with initial expectations as more disruptions to instructional time occurred through non-physical behaviors rather than physical behaviors.



A.I. Generated Inspiration Picture for Nesting Nooks

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Nesting Nook SEL Items in the Eagles' Nest for hands-on, interactive training