

21st Century Competencies Artifact 2013-14

By Bev Bailey, Dinsmore Composite School

Subject: Cross-curricular Competencies of Thinking, Identity and Interdependence, Literacies, and Social Responsibility that will “strengthen and enrich students’ present learning and future lives.” [Saskatchewan Education, 1988](#)

Grade: Not applicable (special needs student)

Theme: Social Interactions

Competency Focus: Strategies that can help a student with ASD manage stress levels, and as a result, social interactions

Plan:



What have I done?	<ul style="list-style-type: none">• I have used Pictello to introduce new routines to an Autistic student. This has been highly successful.• I use the Pictello app with the family. I create using my phone and share the link with the family.
Where am I now?	<ul style="list-style-type: none">• I am looking at other areas of the student's life where Pictello could be used.• I have started to create a picture library of the student displaying different emotions.
Where do I need to go?	<ul style="list-style-type: none">• I would like the student to also use Pictello to help her manage her emotions and behavior when unexpected events occur.

How am I going to get there?	<ul style="list-style-type: none"> • I am collaborating with the SLP to develop social stories to help manage her behavior. • I need to continue to build up the student's picture library as we encounter difficulties.
How will I know I have arrived?	<ul style="list-style-type: none"> • The student will use "self-talk" and phrases from Pictello stories to help her manage her behaviour more effectively.

Outcomes: By June, 2014, the student will be able to recognize her stress level and use strategies to reduce her stress when needed.

Concepts/Knowledge

Level 1 = No problem

Level 2 = A little nervous

Level 3 = Worried

Level 4 = Upset

Level 5 = Could lose control

Skills/Strategies

Can handle it

May need help (visual & verbal cues)

Needs help (cues & time to think)

Needs space & comforting

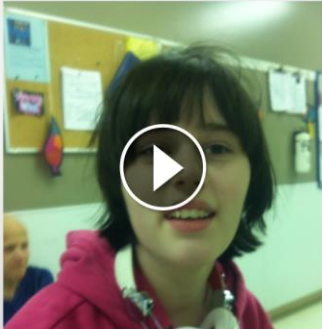
Needs quiet time and a friend

Instructional Activity:

Using [The Incredible 5-Point Scale](#) by Kari Dunn Buron and Mitzi Curtis (ISBN 1-931282-52-8), and photos I had taken, I created a visual social story on my iPhone with the [Pictello](#) app.

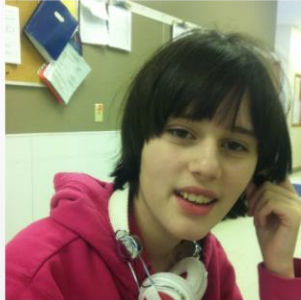
<https://itunes.apple.com/ca/app/pictello/id397858008?mt=8>

Managing Stress



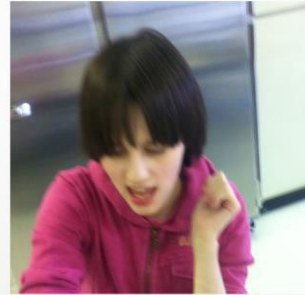
Slideshow mode: ☒ ON

Usually I can handle activities that I normally do.



Level 1 means I have no problem.

Sometimes new situations bug me.



Level 2 means I am a little nervous but I'm cool.

When I am really nervous, I need more time to think.



Level 3 means I'm okay but I may need visuals and help.

When I am upset I may want a hug to calm down.



Level 4 means I am having trouble controlling myself.

Too much stress may cause me to lose self-control.



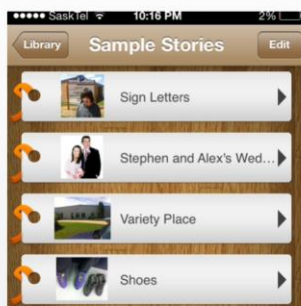
Level 5 means I need a quiet place and a friend so I can calm down.

Most of the time I am Level 1 and I am in complete control.



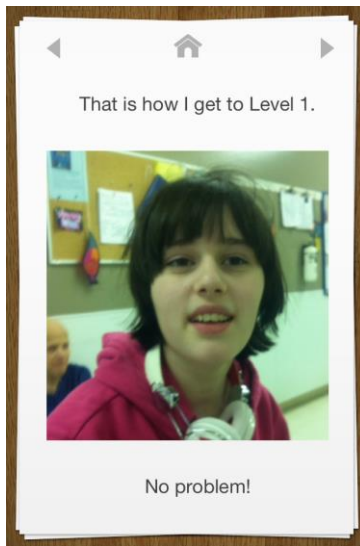
I will try to get to Level 1 whenever I feel stressed.

I can look at my Pictello stories or my visual schedule.



I can use my words.





Summary/Reflection:

What I did well: I used a format that the student already uses and likes to present the Managing Stress lesson. I used real pictures of her to illustrate what each level of stress/anxiety looks like and explained it through captions and audio (on Pictello program). I got input from the SLP and parent to create a tool that the student can use in many situations, not just at school.

What my student did well: When my student first viewed the social story, she was already calm, but she was also engaged because she likes to see pictures of herself and she likes Pictello (I did not want the first time she saw it to be during a melt-down or it may sour it for her.)

When she was anxious at school, I showed it to her again and she visibly calmed down; the squealing stopped so she could hear the voice, and she watched the story intently. Once it was over, she remained quiet, but still anxious. We went through the strategies one by one again, and her anxiety diminished.

Today, when she is feeling anxious, she recites the script by memory.

What I didn't do so well: I didn't realize it until I was publishing this, but I should have cropped the last picture because it has a partial image of someone I did not have permission to photograph.

What my student didn't do so well: My student still needs prompting to view her Managing Stress social story, even though she knows it is on her iPod, perhaps because she doesn't always have it with her. Fortunately I carry my iPhone with Pictello most of the time, so it is handy when she needs it.

What I would keep the same: I would keep the script, with the levels and strategies, and I would keep the Pictello format because my student is such a visual learner.

What I would change: I would crop the last picture, removing the image of the person in the background. I would also include pictures from other settings besides school (home, shopping, etc.) to make the story even more universal for my student and her family.

Resources:

[The Incredible 5-Point Scale](#) by Kari Dunn Buron and Mitzi Curtis



[Pictello](#) app

[Saskatchewan Education, 1988](#)