

The Creative Outlet Method

The Creative Outlet Method is the process used to enhance every participant's unique abilities while providing them with the opportunity to demonstrate their creativity, increase their self-confidence, and build their social skills.

The HIPPP Rules and the A+ Audience Type are positive behavior supports that I created to help the conductor of the activities manage the participants' behaviors.

While many of the activities in this book are common to theater arts and improv enrichment programs, camps, and schools, embedding the Creative Outlet Method in each activity is the ultimate gateway for you to meet your child's needs.

To foster and maintain a warm and welcoming environment for everyone, successful conductors of the Creative Outlet Method commit to following these 10 components:

1. Implementers and Recipients
2. CUPSS (Create, Unique, Positive, Support, Success)
3. SOfTS (Serving Others for Tremendous Success)

4. RAE of Sunshine Approach (Reflect. Analyze. Engage. Sunshine.)
5. The Five Cs (Compassionate, Confident, Creative, Curiosity, Communication)
6. HIPPP Rules (Hey, Hey What?!, I Am Making Good Decisions, Positive Words, Positive Actions, Participation)
7. Audience Types (A+ Audience, B Audience, Funky Fools)
8. Activity Plans
9. Celebrate Success
10. The Creative Outlet Method Cycle: Each component is defined by what it does and why and how you should use it.

Component 1

Implementers and Recipients

Implementers

Parents – guardians, caregivers, family members

Educators – teachers, administrators, instructional leaders, paraprofessionals

Therapists – psychologists, speech therapists, behavior therapists, occupational therapists

Social workers – family case workers, hospital case workers

Counselors – school, camp, after-school, private practice, group counseling, treatment centers

Coaches – athletic, life, spiritual

Spiritual leaders – pastoral leaders, religious educators

Volunteers – college students, adults, children, senior citizens, volunteer organizations, corporate volunteers

What

Successfully conduct fun activities using the Creative Outlet Method.

Why

Because enriching the lives of individuals with special needs is a rewarding experience.

How

Receive training; follow the 10 components in this book.

Recipients

Individuals with a wide range of special needs – autism, learning disabilities, Down syndrome, emotional disturbance, cognitive delay, cerebral palsy, physical disabilities, speech and language delay, behavior disorder, hearing impairment, vision impairment, and beyond

Typical developing peers – siblings, peer models, friends, community members

While professionals in our communities care deeply for their clients, nobody knows your child as well as you do.

What

Engage in a blast of creativity while experiencing activities enhanced by the Creative Outlet Method.

Why

To demonstrate creativity, increase self-confidence, and build social skills.

How

Participate in fun activities led by implementers of the Creative Outlet Method.

Component 2

CUPSS

Colorful reminders help you, a torch-bearer/implementer of the Creative Outlet Method, to envelop the process on a deeper level.

C	Create	Create and conduct activities with passion for the fine arts
U	Unique	Celebrate everyone's unique abilities while recognizing their accomplishments with the Ferris Wheel Round of Applause
P	Positive	Develop and maintain a positive relationship with everyone
S	Support	Support everyone so that they encourage each other to achieve their best
S	Success	Provide an environment for everyone to feel successful

CUPSS IMPLEMENTERS

What

Create

- Your unique personality will shine as you conduct the activities in this book.

Unique

- The Ferris Wheel Round of Applause.

Positive

- Foster your relationship with your child while you develop a positive rapport with the participants.

Success

- Provide a warm and welcoming environment for the participants.

Why

Create

- The greatest impact on your child's and your child's peers' experiences is influenced by your actions.

Unique

- The Ferris Wheel Round of Applause is designed to simultaneously allow each person to feel good about themselves while congratulating the accomplishments of the performers.

Positive

- Reinforcing positive behaviors decreases the chance for negative behaviors to occur.

Success

- Provide a warm and welcoming environment for the participants.

How

Create

- Perform as a suggested character in several of the activities.

Unique

- Put your right arm up at a 90-degree angle while saying, "Right hand up."
- Put your left arm up at a 90-degree angle while saying, "Left hand up."
- Cross your arms in front of your chest while saying, "Cross 'em front."
- Keeping your arms crossed, use your hands to pat your shoulders while saying, "Pat on the back."
- Do a round of applause, which is applauding while making a big circle with your arms, and say, "Round of applause."

Positive

- Thank your child and the participants for being with you during the activities.

- Let everyone know how much you appreciate them.

Success

- Participants are more likely to engage in the activities when they feel they are in a safe, warm, and welcoming environment.

CUPSS RECIPIENTS

What, Why, How

Support

- Your child and the participants provide each other with verbal praise.
- Strong social skills are essential for positive interactions with others.
- Model good behavior by complimenting participants using the HIPPP Rules and the A+ Audience Type.
- Encourage the participants to compliment each other using the HIPPP Rules.

Component 3

SOFTS – Serving Others for Tremendous Success

We serve each other within our culture of:

Understanding

Patience

Flexibility

Determination

Quality

Humility

Sincerity

Receptiveness

Practice the concepts expressed in the SOFTS and live in a beautiful space to love another person. Think of the people, including yourself, in your child's immediate family. Just as you desire for your child to be successful, you also want to position caregivers to be successful in your child's journey to personal growth and development. Although you and the caregivers may approach your child's behaviors from different points of view, you can develop and maintain setting up your child's team for success with the words expressed in the SOFTS. Your child's community of care will be stronger and more engaging as they benefit from your efforts.

SOFTS Implementers

What, Why, How

- The words that compile the SOFTS.
- Living these words each day will help you feel a sense of fulfillment.
- Loving yourself allows you to serve and love others.
- Daily practices of mindfulness, including meditation, introspection, self-reflection, and physical health.

SOFTS Recipients

What, Why, How

- The words that compile the SOFTS.
- Your child and the participants will appreciate their own unique skills and abilities.
- Your child and the participants will appreciate each other's unique skills and abilities.
- Practicing the HIPPP Rules and engaging in the A+ Audience Type during the activities.

Component 4

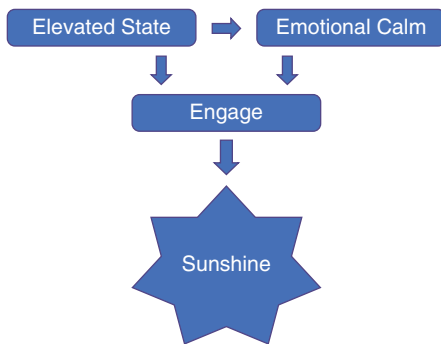
RAE of Sunshine Approach

Reflect. Analyze. Engage.

The situation concludes with rays of sunshine.

Your child may exhibit behaviors that cause you to allow yourself feelings of frustration and anger. You want to feel confident and successful when supporting your child's efforts to de-escalate. The RAE of Sunshine Approach is a valuable tool you can immediately implement.

RAE of Sunshine Approach Flow Chart



Elevated State

- Your child is demonstrating behavior that is potentially harmful to themselves or to others, or the behavior is prohibiting your child, and/or you, and/or others from accomplishing something.
- Attempting to rationally engage with your child at this stage is difficult.

- Ensuring that you, your child, and others are safe from injury is important. It may be necessary to remove obstacles such as furniture, sharp objects, and fragile belongings out of your child's reach.
- You may need to stand between your child and a door to prevent them from running away.

Calm

- You desire for your child to de-escalate in a safe manner while you maintain your calm.

Engage


- Talking with your child about the impact their behaviors have on themselves and others is essential for their successful growth and development.

Sunshine

- After you have engaged with your child, they can successfully continue with their activities.

Reflect

What do you need to manage your emotions when your child is in an elevated state? Prior to engaging with your child, you will want to reflect, perhaps in just a matter of seconds,



on the questions in the following self-assessment:

- How do you feel now?
- Why do you feel this?
- What do you need to do to feel calm?
- Are you willing to take the necessary steps to feel calm?

Recognizing and acknowledging your feelings is important. You will be able to manage your own emotions while you attempt to engage with your child.

Analyze

Check your surroundings while keeping your and your child's safety in mind.

- Is your child safe?
- Are other people in the area safe?
- Are you safe?
- What does your child need at this moment?

Engage

- Remove your child from the situation.

- Ask your child accountable questions using the HIPPP Rules (Hey, Hey What?! I Am Making Good Decisions. Positive Words. Positive Actions. Participation.), for example:

- a. Is hitting me a positive action?
- b. Are the words you are using positive words? Those words hurt my feelings.
- c. Is running away from me a positive action? I want to make sure you are safe.
- d. Is throwing objects at me a positive action? You could hurt me.

- Listen to your child and validate their words and feelings.
- Determine what your child needs, and meet those needs.
- Offer verbal praise to your child as they reach their calm.

Sunshine

- You and your child are at peace.
- Your child's needs have been met.
- Your child can successfully resume their tasks.

Component 5

The Five Cs

C	Compassionate toward others
C	Confident in our work
C	Creative in our approach
C	Curiosity through the eyes of our child
C	Communication with each other

The Five Cs Implementers

Compassionate

What, Why, How

- Kindness toward others.
- Your acts of loving-kindness help others to feel good and to also perform their own acts of loving-kindness.
- Show the participants that you care for their well-being by thanking them for being with you and your child for the activity.

Confident

What, Why, How

- Believe in yourself as you conduct the activities.
- You feel good about yourself.
- Your self-confidence helps your child and the participants to feel

they are in a well-organized and safe environment.

- Review the Activity Plan for each activity that you are conducting in advance, so you are familiar with your role.
- Prepare materials as needed in advance of the activity.

Creative


What, Why, How

- Perform! Have a blast using silly voices and exaggerated movements.
- Your playfulness demonstrates to your child and the participants that you are enjoying yourself, and your child and the participants will understand they have permission to be silly.
- Smile.
- Maintain eye contact.
- Project your voice.
- Make grand movements with your arms.

Curiosity

What, Why, How

- Imagine the positive energy your child and the participants exhibit as they anticipate the fun they are engaging in.

- 
- Engaging in your own playfulness permits your child and the participants to demonstrate their creativity, increase their self-confidence, and build their social skills.
 - Envision the excitement your child and the participants are likely experiencing as you conduct the activities.
 - Combine your child's and the participants' positive energy into your own, while sending out your own good vibes.

Communication

What, Why, How

- Engage in meaningful discussion as you interact with your child and the participants throughout the activities.
- Showing that you respect the interests and needs of your child and of the participants supports their creative and emotional growth.
- Ask open-ended questions to gauge the interest level of your child and the participants.
- Actively listen to your child and the participants to understand how they are feeling during the activities.

Component 6

HIPPP Rules

H	Hey, Hey What?!
I	I Am Making Good Decisions
P	Positive Words
P	Positive Actions
P	Participation

Positive Behavioral Interventions and Supports (PBIS) are widely used across schools, classrooms, and enrichment programs. As defined by the Center on Positive Behavioral Interventions and Supports (CPBIS), “PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.” According to the CPBIS, “The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from under-represented groups.”

The practices, principles, and systems that characterize PBIS have been described, studied, and implemented since the early 1960s and 1970s (Carr 2007; Carr et al. 2002; Sugai and Horner 2002). The reauthorization of the Individuals with Disabilities Education Act (IDEA) noted the term “Positive Behavioral Interventions and Supports.”

PBIS were employed to minimize disruptive behaviors from all students, including students with disabilities, and to increase expected behaviors. When using PBIS, data is collected to determine the effectiveness of the PBIS program the organization is implementing. For example, when an organization uses PBIS, the number of office referrals in a given time period is tracked and compared to the number of office referrals when PBIS was not applied.

The HIPPP Rules are my innovative approach to replacing language such as, “sit down and be quiet,” or “do what I say because I am the adult.” Employing the HIPPP Rules reinforces positive behaviors while decreasing the opportunities for negative behaviors to surface. Introducing the HIPPP Rules to your child is one of the activities in this book.

Implementers and Recipients Hey, Hey What?!

Why

- Fun, positive, and polite approaches to capturing kids’ attention provide a significantly better outcome than negative approaches.

How

- Say, “Hey!” to your child and the participants.
- The participants say, “Hey, What?!”

I Am Making Good Decisions

Why

- Fun, positive, and polite approaches to capturing kids’ attention provide a significantly better outcome than negative approaches.

How

- Tell your child that you are proud of them for making a good decision.

Positive Words

Why

- Fun, positive, and polite approaches to capturing kids’ attention provide a significantly better outcome than negative approaches.

How

- Ask the participants, “Who can give us an example of a positive word?”
- A participant provides an example of a positive word.

Positive Actions

Why

- Fun, positive, and polite approaches to capturing kids’ attention provide a significantly better outcome than negative approaches.

How

- Ask the participants, “Who can give us an example of a positive action?”
- A participant provides an example of a positive action.

Participation

Why

- Fun, positive, and polite approaches to capturing kids’ attention provide a significantly better outcome than negative approaches.

How

- Ask the participants, “Who can give us an example of participation?”
- A participant provides an example of participation.

Component 7

Audience Types

A+ Audience, B Audience, Funky Fools

A+ Audience	Sitting up straight, eyes and ears open to the person presenting/performing
B Audience	Talking to a neighbor, not really paying attention to the person presenting/performing
Funky Fools	Laughing out loud repeatedly, making noises, not paying any attention to the person presenting/performing

The A+ Audience Type complements the HIPPP Rules. Introducing your child to the Audience Types is one of the activities in this book.

Implementers A+ Audience

What

- The combination of an audience member and a behavior management technique fuses theater arts and positive behavior supports.

Why

- Your child and the participants are motivated to comply with your requests.

- Utilizing the A+ Audience Type countdown is more motivational for your child and participants than demanding that they sit down.

How

- Demonstrate and tell the participants that the A+ Audience Type is: “We’re sitting on the floor, our legs are crossed, we’re sitting up straight, our eyes are on the person presenting or performing.”

B Audience

Why

- Your child and the participants are motivated to comply with your requests.
- The B Audience is inappropriate for the activities.

How

- Demonstrate and tell the participants that the B Audience is: “We’re talking to our neighbor, we’re looking at our phone, we’re chewing our food loudly, and we’re not paying attention to the person performing.”



Funky Fools

What

- The combination of an audience member and a behavior management technique fuses theater arts and positive behavior supports.

Why

- Your child and the participants are motivated to comply with your requests.
- The Funky Fools audience is inappropriate for the activities.

How

- Demonstrate and tell the participants that Funky Fools is: “The worst kind of audience. We don’t ever want to see this audience. Oh no! It’s the Funky Fools. What is a Funky Fool? We’re on the floor rolling around, laughing, making silly noises, and we’re not paying any attention to the person performing.”

Component 8

Activity Plans – Activity Plan Template

Each activity in this book is written in an Activity Plan Template. The various components of an activity include elements to best support children with special needs. Each part of the Activity Plan Template is described here.

Activity Name

1. The name of the activity is displayed.

Goal

1. Each activity has a goal for your child to achieve.
2. You strive to help your child and the participants feel successful.
3. The goal answers the question, “What benefit will my child gain from this activity?”
4. Each goal begins with “The goal of the activity is. . .”

Objectives

1. Each activity has three measurable objectives for your child to meet that will support them to achieve the activity’s goal.
2. The objectives for each activity focus on
 - a. what your child will accomplish to demonstrate creativity
 - b. what your child will accomplish to increase self-confidence
 - c. what your child will accomplish to build social skills

Materials

1. Several activities include a list of materials you will need to successfully conduct the activity.
2. Materials include items you can likely find in your home, such as a wooden spoon, markers, construction paper, and so forth.
3. In addition, several activities include a supplemental materials list that can be downloaded at [INSERT WEBSITE HERE].
4. The password for accessing the supplemental materials is [INSERT PASSWORD HERE].

Prep Ahead

1. Some of the activities include preparation prior to conducting the activity.
2. Preparation may include arranging furniture, downloading the supplemental materials, and thinking of topics ahead of time.

Notes

1. Several activities include my recommendations on how to implement the activity based on my experiences.

Activity Reminder

The Creative Outlet Method is what makes each activity unique. As a torch-bearer of the Creative Outlet Method, you will ignite creativity for the participants. Reminders for each activity are as follows.

1. HIPPP Rules
2. A+ Audience: “A+ back to spots by 3, A+ back to spots by 2, A+ back to spots by 1. Great job! I really like how [say the name of the person] is sitting A+. I also like how [say the name of the person] is sitting A+.”
3. “I like how [say the name of the person] is showing [say the component of the HIPPP Rules that the person is exhibiting].”
4. “Hey, Hey What?!”
5. The Ferris Wheel Round of Applause

Facilitator Activity

1. The term *facilitator* is used because you could be a parent, relative, guardian, educator, therapist, or other caregiver.
2. Each activity includes the directions and the scripting for you to follow.
3. You are welcome to adjust the wording of the scripting to best

meet the needs of your child and the participants; however, straying too far from the words may alter the activity beyond its purpose.


4. Each step includes the amount of time it may take. While you will frequently see “1 minute” projected, that part of the activity may require less than a minute, or one minute or longer, depending on the needs of your child and the other participants.

Your Child’s Activity

1. Each activity includes the steps that your child will perform as they experience the activity.
2. Each step includes the amount of time it may take. While you will frequently see “1 minute” projected, you can expect that part of the activity may require less than a minute, or one minute or longer, depending on the needs of your child and the other participants.

Visual Cues

1. Several activities include visual cues to support your child’s experience.
2. Several activities include a list of supplemental materials, which are often the visual cues; this list can be downloaded at [INSERT WEBSITE HERE].

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3. The password for accessing the supplemental materials list is [INSERT PASSWORD HERE].
 4. Visual cues may also include objects such as a wooden spoon.


Expected Outcomes

1. The expected outcomes are tied to your child's objectives for the activity.

2. If your child accomplishes the objectives, then your child achieved the goal for the activity.
3. Do not worry if your child does not accomplish an objective.
4. Reflect on the activity to determine what can be improved the next time you conduct it.

Component 9

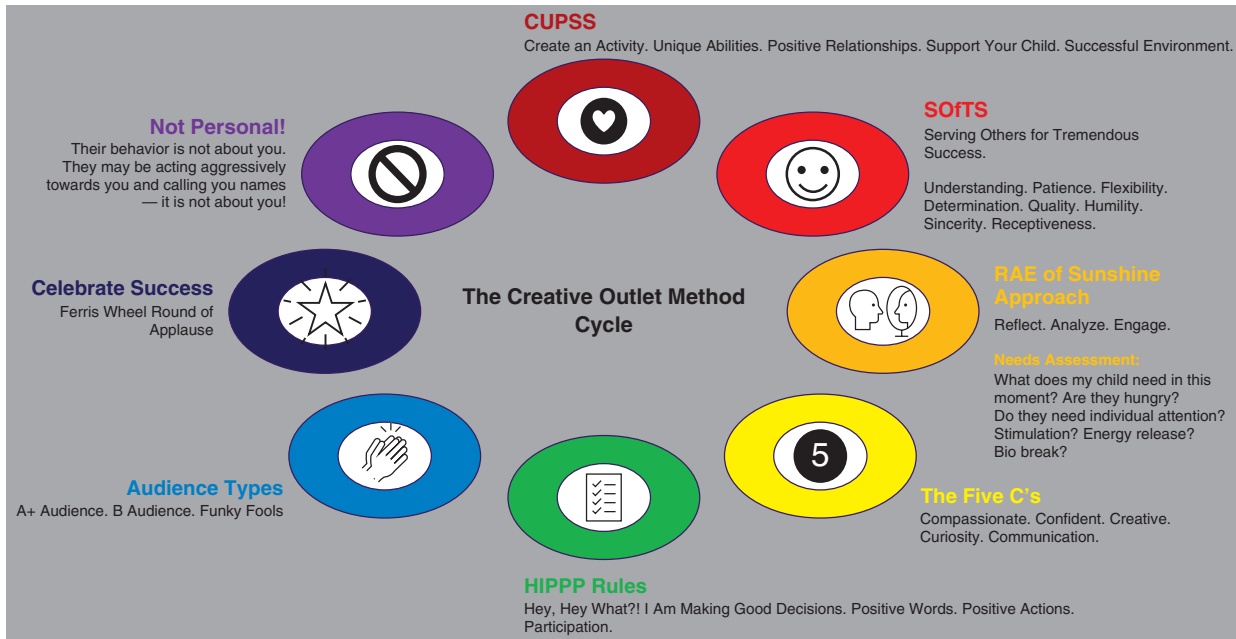
Celebrate Success



You did it! Way to go
Give yourself a Ferris Wheel Round
of Applause!
Right hand up! Left hand up!
Cross 'em in front!
Pat on the back!
Round of applause!

Component 10

The Creative Outlet Method Cycle



The Creative Outlet Method Cycle encompasses the CUPSS, the SOFTS, the RAE of Sunshine Approach, the Five Cs, the HIPPP Rules, the Audience Types, Celebrate Success, and a reminder to not take negative behaviors personally. The graphic represents the tools you can implement when your child is demonstrating negative behaviors you would like to see extinguished. You want to praise and encourage your child for exhibiting the behaviors you would like to see continue.

CUPSS

- **Create an activity.** There are over 30 enriching activities in this book that you can conduct for your child and their peers and/or family members.
- **Unique abilities.** Celebrate your child's abilities by reinforcing their strengths and positive behaviors while they experience the activities in this book.
- **Positive relationships.** The activities in this book are designed for you to build your relationship with your child by leading them through the activities while implementing positive behavior supports.
- **Support the participant.** You can support your child during the activities by allowing your child the time they need to engage in the activities and by reinforcing the behaviors you would like them to continue.

- **Successful environment.** In addition to the comfort of your home, you will also create a warm and welcoming environment for your child and for their peers and/or family members while you conduct the activities.

SOFTS

- Serving Others for Tremendous Success. Serving your child and peers and/or family members the gift of creativity is a beautiful act of loving-kindness.

RAE of Sunshine Approach

- Practice self-awareness by checking in with yourself to determine the type of energy you are emitting during your child's behavior episode.
- Analyze – determine if your child is at risk of injuring themselves or others during your child's behavior episode.
- Engage – interact with your child using The Creative Outlet Method positive behavior supports and accountable talk.
- Sunshine – when both you and your child are at peace and calm, you can determine that your child is ready to continue participating in the activity.

Needs Assessment


1. What does my child need at this moment?
2. Are they hungry?
3. Do they need individual attention?
4. Stimulation?
5. Energy release?
6. Bathroom break?

The FIVE Cs

- Compassionate toward others
- Confident in our work
- Creative in our approach
- Curiosity through the eyes of our child
- Communication with each other

HIPPP Rules

- You can use the HIPPP Rules to engage your child in accountable talk.
- Hey, Hey What?! Capture your child's attention with a positive and fun proclamation as opposed to something less encouraging such as, "Sit down and be quiet."
- Is that behavior making a good decision? When your child is demonstrating behaviors that you would like to see extinguished, ask



your child if the specific behavior is a good decision.

- Are those positive words? When your child is using inappropriate language, ask your child if the words are positive.
- Is that behavior participating in the activity? When your child is demonstrating behaviors that you would like to see extinguished, ask your child if they are participating in the activity.

Audience Types

- A+ Audience – Sitting up straight, eyes and ears open to the person presenting/performing.
- B Audience – Talking to a neighbor, not really paying attention to the person presenting/performing.
- Funky Fools – Laughing out loud repeatedly, making noises, not paying attention to the person presenting/performing.
- You can encourage your child to show you A+ behavior.

Celebrate Success

- **Ferris Wheel Round of Applause** – Right hand up, left hand up, cross

'em in front, pat on the back, and a round of applause!

- The Ferris Wheel Round of Applause should happen after your child and their family members and/or peers perform an activity in this book.
- You can also do the Ferris Wheel Round of Applause with your child when they demonstrate positive and expected behavior in any situation.

Not Personal!

- Your child's behavior is not about you.
- While your child may be calling you names, saying mean things to you, and/or acting physically aggressive toward you, the behavior is not about you.
- Your child is expressing themselves through their actions and directing their feelings toward their primary caregiver – you.
- Although the behavior appears personal, the behavior is your child's communication representing your child's needs.

