

IMPROVING SAFETY CONDITIONS FOR ALL SPECIAL EDUCATION PERSONNEL THROUGH COLLABORATIVE SAFETY PROTOCOL TRAINING DAY 5

AN INJURY PREVENTION TRAINING PROGRAM

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Partnered by:

Capital Region Educational Service District 113
and Marysville School District



TRAINERS

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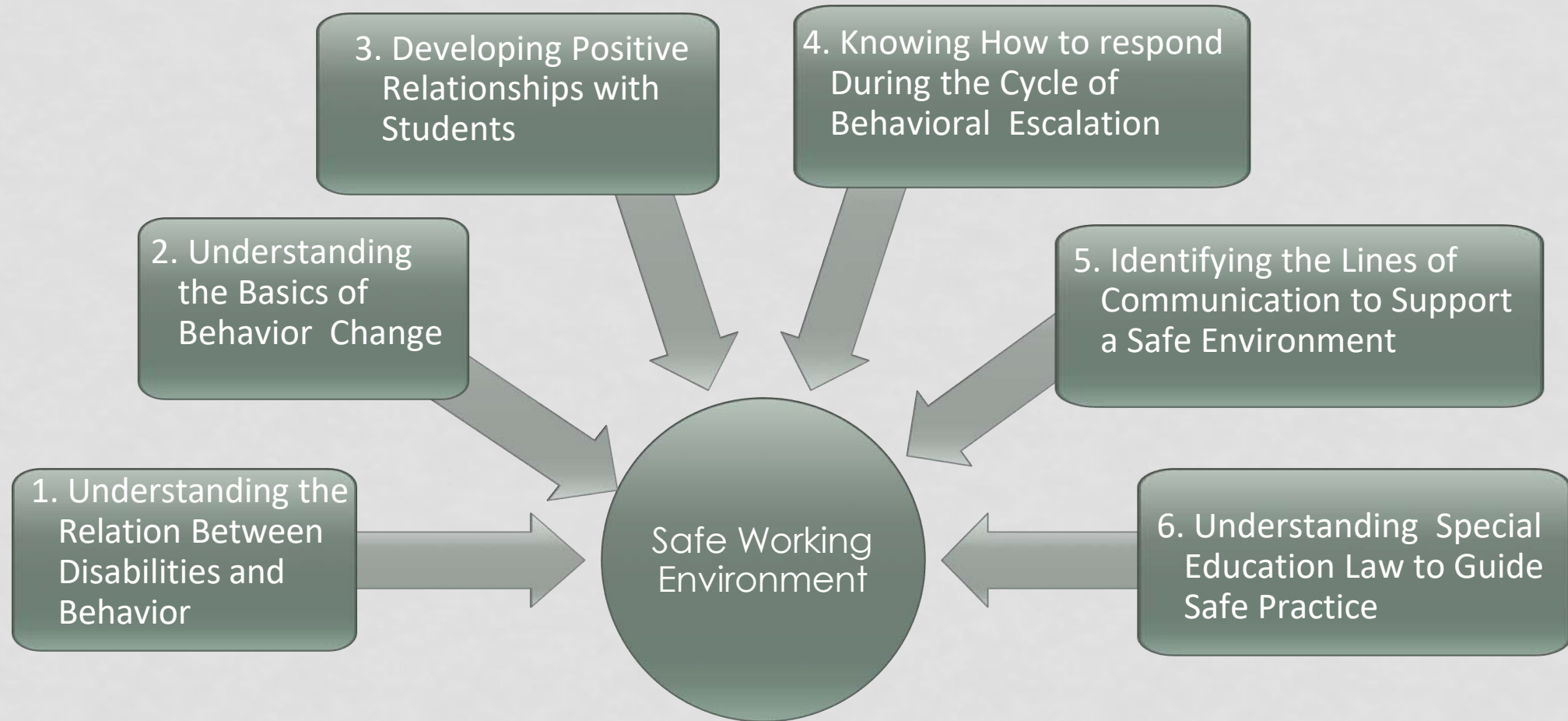
DAY 5 AGENDA

- Mindful Beginning
- Component Review & Integration
 - Disabilities and Behavior
 - Understanding the Basics of Behavior Change
 - Communicating with Students
 - Responding to Behavior
 - Developing Positive Relationships
- Practice Review
- Post Assessments
- Mindful Ending
- Evaluation

NORMS '

1. Honor Time
2. Constructive Talk About Students and Concerns '
3. Maintain Confidentiality
4. Support the Learning Environment

INTRODUCTION TO THE COURSE



REVIEW: DYSREGULATION & DISTORTION

How do trauma and other strong, negative emotions affect us?

→ The way we perceive situations?

→ Our actions with students?



Mindfulteachers.org

SELF-AWARENESS & SELF-REGULATION

- It is important that we develop a keen awareness of our internal states.
- It is important that we have an ability to regulate our internal states.

We can help ourselves remain “in the calm phase.”

And in doing so, we can help our students remain in the calm phase.

EMOTION CONTAGION

Recall: Stress Contagion



→ Now Consider: Calm Contagion

*Never in the history
of calming down...*

MINDFUL PRACTICE

Cultivating awareness

- Start by finding a comfortable position, close your eyes fully or partially and take three relaxing breaths...
- Locate your breathing where you can feel it most easily. Feel how the breath moves in the body...
- ...When your attention wanders, gently return to feeling the movement of the breath....

(Germer, Siegel, & Fulton, 2013)

SIMPLE SELF-AWARENESS & REGULATION STRATEGIES

Breathing

- 7/11 Breaths
- Smell the roses; Blow out the candles
- Belly buddies
- *Alphabreaths*
 - Alligator breaths, Butterfly breaths, hot Chocolate breaths... (Willard, 2019)
- Others: _____

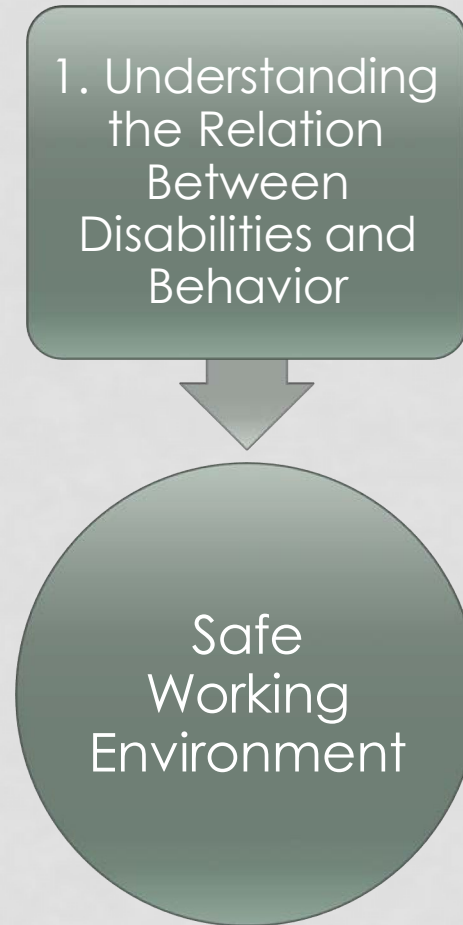
Relaxation & Grounding

- Progressive relaxation (*Still Quiet Place*, Saltzman)
- *Soles of the Feet* (Singh; Felver)
- Sounds: Far & Near
- Physical sensations; music
- Yoga; Qi Gong; Tai Chi
- Others: _____

REFLECTION & INTENTION

- Mindfulness-based practices can be informal and formal, static and dynamic.
- The aim is to ground ourselves in the present moment with acceptance.
- Reflect on your own preferences and experiences.
- Establish an intention for promoting the development of self-awareness and regulation.
 - *What will you do?*
 - *When?*
 - *How often?*

COMPONENTS OF TRAINING



HIGH VS. LOW INCIDENCE DISABILITIES

High Incidence

- Specific Learning Disability
- Mild Intellectual Disability
- Emotional and Behavioral Disability
- Autism Spectrum Disorder
- Other Health Impairments (Attention Deficit Hyperactivity Disorder; ADHD)
- Communication Disorder

Low Incidence

- Intellectual Disability (severe, profound)
- Multiple disabilities
- Hearing impairments/Deafness
- Orthopedic impairments
- Other health impairments (excluding ADHD)
- Visually impaired/blindness
- Deaf-blindness
- Traumatic Brain Injury

TO HELP STUDENTS SELF REGULATE

1. **Reframing – understand the signs of stress (the behaviors).**
2. **What are the stressors? - Recognizing what the stressors are for a particular child.**
3. **Reduce the stress.**
4. Become stress aware – recognizing when we are stressed in our self and our students.
5. Develop strategies to promote rest and resilience.

Source: Shanker, S. MEHRIT Centre,

LEARNING DISABILITIES: CHARACTERISTICS

- Academic deficits in
 - Reading, written language, math
- Information processing problems
- Executive functioning deficits
- Poor social skills
- Attention problems and hyperactivity
- Behavioral problems

NCLD (2014). The State of Learning Disabilities

PROCESSING DEFICITS AND BEHAVIOR

- The inability to process information efficiently can lead to:
 - frustration,
 - low self-esteem and
 - social withdrawal
 - Problems with non-verbal processing can lead to difficulty in reading:
 - body language
 - social cues
- (Friend, 2014)

EXECUTIVE FUNCTIONING AND ADHD

■ Inhibitory Control

- self-control,
- discipline,
- attentional control

■ Working Memory

- holding info in mind & MANIPULATING it; essential for reasoning

■ Cognitive Flexibility

- including creative problem-solving
- Flexibility

For more information on executive functioning, see Barkley, R. A. (2011). The Important Role of Executive Functioning and Self Regulation in ADHD.

DEFICIT AREAS FOR STUDENTS WITH EMOTIONAL & BEHAVIORAL DISABILITIES

Problems with:

- Language processing
- awareness of own emotions,
- awareness of others emotions (empathy and perspective taking),
- regulating strong emotions like anger and fear,
- risk-taking, and
- energy levels (manic or lethargic).

Friend, 2014; For more information about EBD, see Kauffman, J. M. & Landrum, T. J. (2013). Characteristics of Emotional and Behavioral Disorders of Children and Youth.

AUTISM SPECTRUM DISORDER

- Social interactions
 - Peer relationships, relating to others, immaturity, appearing shy, aloof, eager, awkward
- Communication
 - Social use of language, body space, literal
- Repetitive behavior/fixated interests
 - Insistence on environmental sameness, need to talk about only one topic, refuse to participate by activity, self-stimulatory behaviors

(Autism Speaks; Friend, 2014)

INTELLECTUAL DISABILITY: CHARACTERISTICS

- Limitations related to Intellectual Functioning
 - Attention
 - Memory
 - Meta-cognition
 - Problem solving
 - Self-regulation of behavior
 - Social intelligence
- Limitations related to Adaptive Behavior
 - Self determination
 - Social skills
 - Practical skills

For more information, see: Friend, (2014). Special education: Contemporary perspectives for school professionals (4th Ed.). Boston: Pearson.

EMOTIONS & LEARNING

- Physiologically, one can focus inward or outward, but not both ways at the same time. That is, a child who is emotionally upset, anxious, depressed, worried, angry, sad, frustrated, traumatized, or otherwise distressed will find it hard or even impossible to pay attention and concentrate on cognitive schoolwork in the external environment.
 - *It is extremely important for teachers to know and recognize that when a child is inattentive, this is generally due to the way the brain is designed and is not a function of the child's lack of effort."* (Elias & Arnold, 2009; p. 22)

- Children who display the most impulsive and aggressive behavior are least able to verbalize and discuss their emotions

Elias & Arnold (2006). *The Educator's Guide to Emotional Intelligence and Academic Achievement*, p. 32.

EXECUTIVE FUNCTIONING & SELF REGULATION

Defined as the means by which an individual manages themselves in order to attain their goals,

Self-regulation involves:

(1) any action an individual directs at themselves so as to...

(2) result in a change in their behavior (from what they might otherwise have done) in order to ...

(3) change the likelihood of a future consequence or attainment of a goal.

(Barkley, 2012)

TO SELF REGULATE, YOU MUST BE ABLE TO...

- Be self-aware that a situation exists.
- Manage your attention through re-direction.
- Use verbal self-instruction or working memory.
- Use nonverbal working memory, or visual imagery.
- Problem-solve.
- Use strategies to encourage self-motivation.

(Barkley, 2012)

TO HELP STUDENTS SELF REGULATE

1. Reframing – understand the signs of stress (the behaviors). What does the behavior look like?
2. What are the stressors? - Recognizing what the stressors are for a particular child. Ask the student.
3. Reduce the stress – Change things to reduce stress.
4. Become stress aware – recognizing when we are stressed in our self and our students. They need to learn what it feels like to be calm versus stressed (e.g., mindfulness activities).
5. Develop strategies to promote rest and resilience - Custom tailor to the student. What brings the student back to calm? This may be a trial and error process.

Source: Shanker, S. MEHRIT Centre,

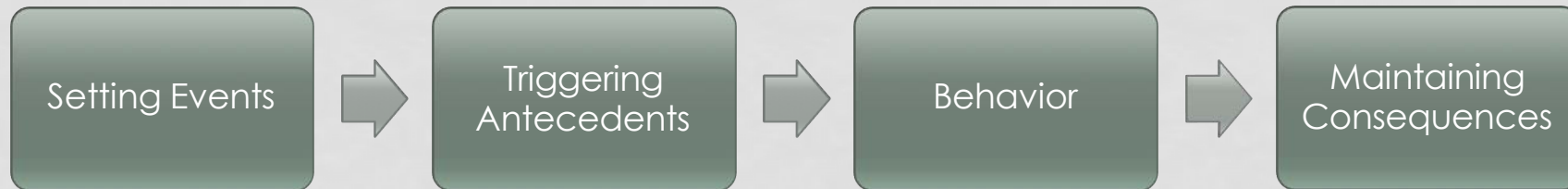
TABLE TALK

- Take a moment to think about the following:
 - What behavioral issues are you seeing with your students? Do you see characteristics that may be associated with disabilities that could explain/underlie the behaviors displayed by your student?

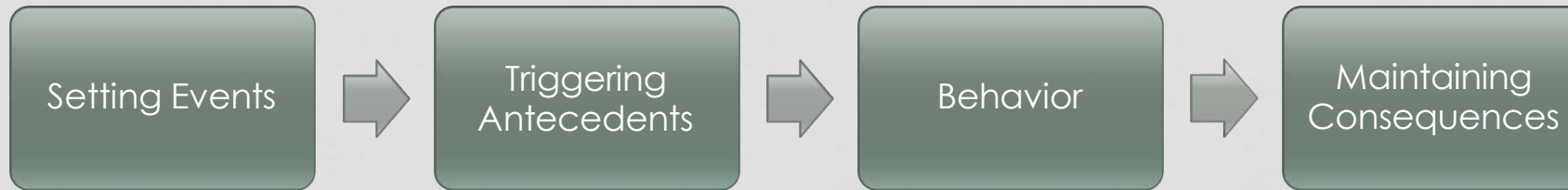
At your table: Discuss possible ways to support students in self-regulation.

1. What are the stressors associated with your student's disability?
 2. What calms your student?
 3. How can you reduce stressors?
- Identify any questions you have about the relation between disability and behavior.
 - Report out.

BEHAVIOR INTERVENTION PLANNING



A CLOSER LOOK



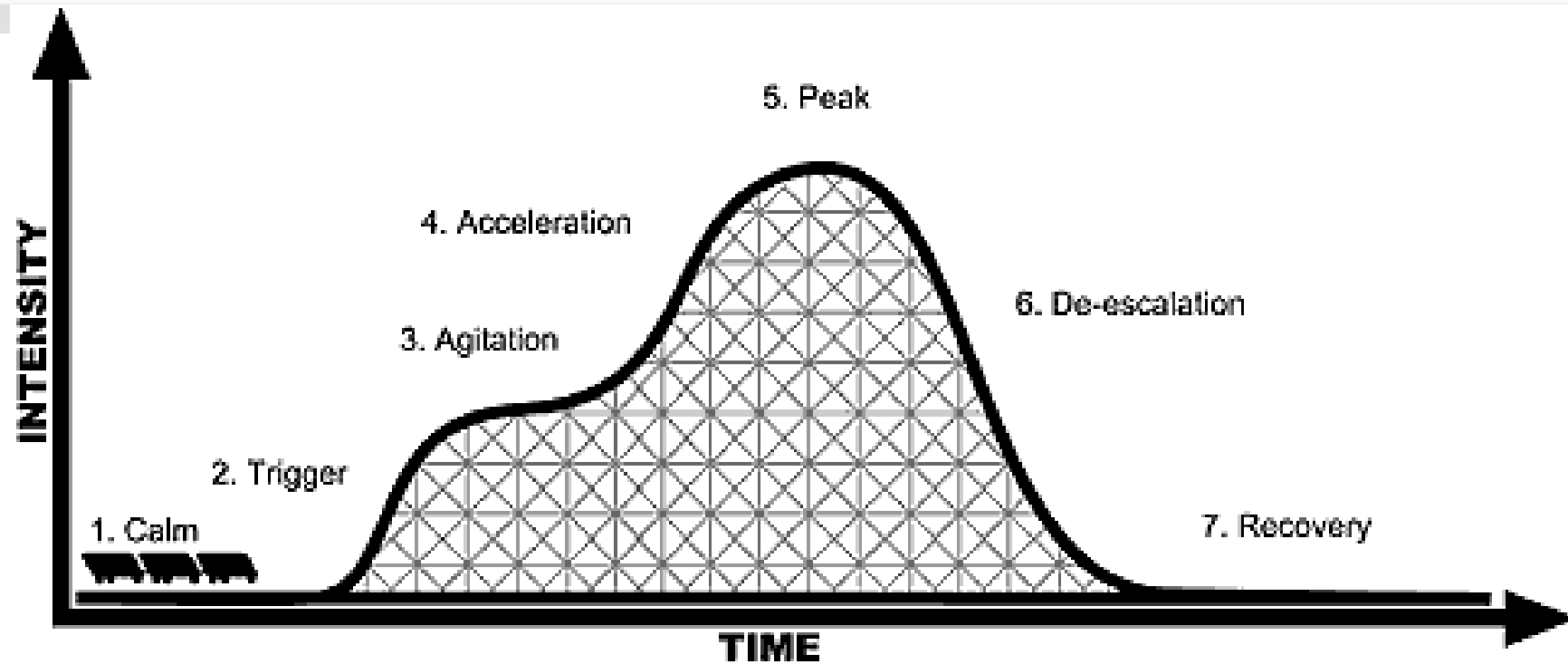
Our students may not perceive any choice between the stimulus and response, the antecedent and behavior.

Do you stop, think, and make a choice when you're about to step on a snake?

We can help students develop the ability make better choices through self-regulation and behavioral practice.

BEHAVIOR ESCALATION CYCLE

(COLVIN, 1992)



STRATEGIES TO SUPPORT POSITIVE BEHAVIOR

- Maintain Structure
 - Use daily routines
 - Use picture or written schedules
 - Use technology to support structure (there's an app for that!)
 - Foreshadow changes in Schedules
 - Let the student know what's coming.
 - Make it visual by using a symbol or writing it down
 - Be as consistent as possible
 - Try to keep expectations the same, every time
- (Reinke, 2014)

STRATEGIES

- Use First/Then statements
 - Example: First complete your assignment, then you can read the book.
 - Use social stories
 - To reinforce what they will be doing from their perspective.
 - Teach Social Skills as part of curriculum
 - Don't assume the student will pick these up from peers.
 - If a student needs an anger strategy, teach it!
 - Have realistic expectations
 - Not everyone is social all of the time, not everyone is on task all of the time
- (Reinke, 2014)

WHEN CORRECTING MISBEHAVIOR

1. Indicate that the behavior is unacceptable;
2. Indicate what is expected; and
3. Find a way to help the student learn to do what is expected.

(Kauffman, Pullen, Mostert, & Trent, 2011)

RESPONDING TO MISBEHAVIOR

- Be patient when responding to student misbehavior.
- Be persistent when responding to misbehavior.
- Be “positive” when the student is not engaged in misbehavior (Develop a 3 to 1 ratio of positive to corrective interactions).

(Source: Sprick, Garrison & Howard, ParaPro: Supporting the instructional process)

BE PROFESSIONAL WHEN RESPONDING TO STUDENT MISBEHAVIOR

- Don't take it personally.
- Give yourself time to think before you respond.
- View misbehavior as an opportunity to teach.

Sprick, Garrison & Howard (2000). ParaPro: Supporting the Instructional Process

TALKING WITH STUDENTS ABOUT BEHAVIOR

- Keep your talk primarily positive and instructive (especially during calm phase).
- Goal is to teach students to assume responsibility for their actions and choices in their social interactions and work.
- Emphasize the description of the positive events that will follow expected performance.
 - “What will happen if you complete...”

(Kauffman, Pullen, Mostert, & Trent, 2011)

REVIEWING THE BEHAVIORAL PRINCIPLES



- Consequences to increase probability of behavior

- Positive reinforcement
- Negative reinforcement

- Consequences to decrease probability of behavior

- Extinction
- Response cost punishment
- Punishment by presenting aversives



POSITIVE REINFORCEMENT



- When a student behaves in a specific desirable way, the consequence(s) will be positive.
- Behavior **increases** due to the **positive** consequences.
- The strongest form of reinforcement is intermittent reinforcement.

(Kauffman, Pullen, Mostert, & Trent, 2011)

NEGATIVE REINFORCEMENT



- Increasing behavior by removing or preventing something unpleasant.
- Behavior that allows the student to escape or avoid a negative consequence is strengthened.
- Should not be a prominent feature of your management.
 - Relies on presence or threat of negative consequences.
 - Sets the stage for coercion—the use of force or intimidation

(Kauffman, Pullen, Mostert, & Trent, 2011)

REVIEWING THE BEHAVIORAL PRINCIPLES

- Look at the effects of your interactions with students.
- If negative behavior has increased, what might be reinforcing it?
- If positive behavior has decreased, what might be punishing it or competing with it?

TABLE TALK

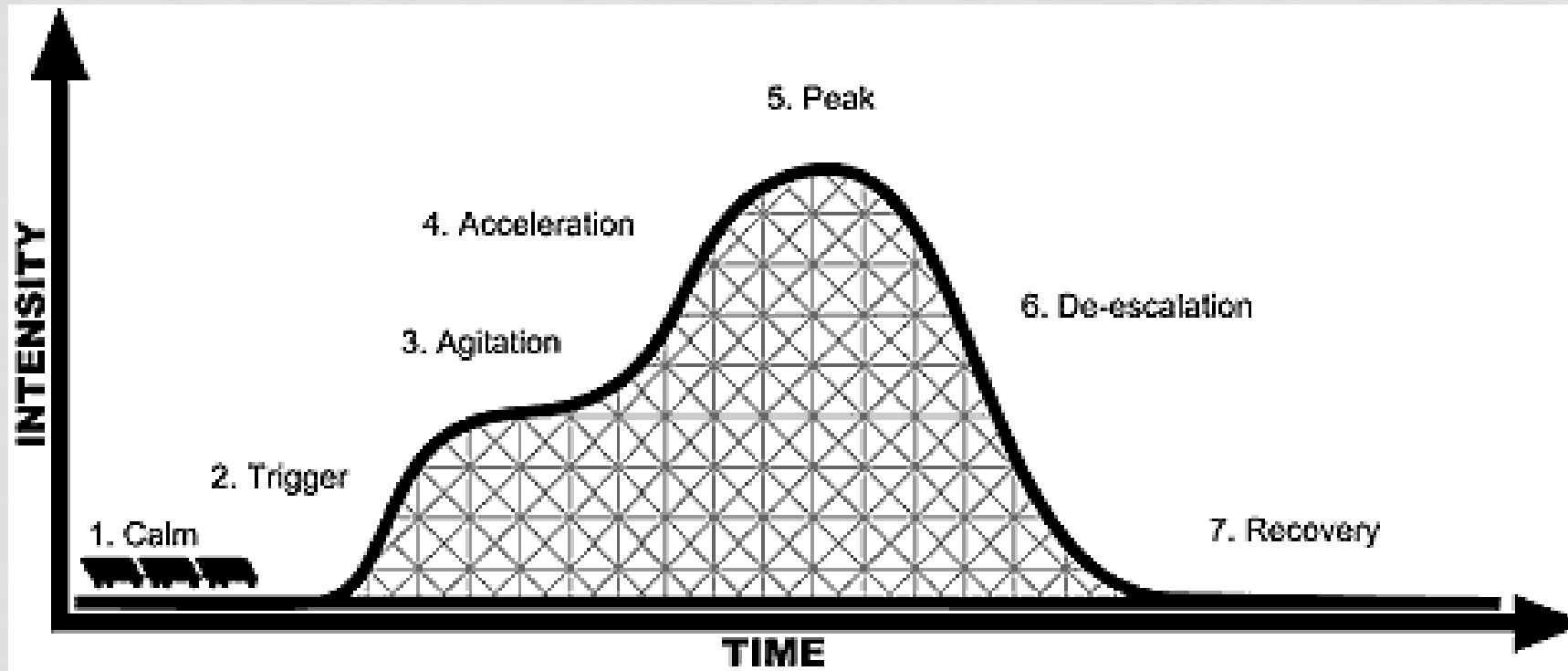
- Talk with a partner to determine the following:
 1. What behaviors are causing you the most concern at this point in the school year?
 2. What do you think is reinforcing the behaviors?
 3. What can you realistically do about it?

RESPONDING TO BEHAVIOR

- Always keep in mind the principles of behavior change (reinforcement vs. punishment).
 - Always put your energy where it matters most!
 - And Remember
 - Behavior is learned, so it can be changed. (This goes for us too!)
 - There are no quick fixes.
- (Sprick, Garrison & Howard; 2000)

BEHAVIOR ESCALATION CYCLE

(COLVIN, 1992)



PHASES OF THE ACTING OUT CYCLE

- +Calm – looks like: on task, following expectations, complying with corrections, responding to praise
- +Trigger – experiencing events that are anxiety provoking or discomforting to the student
- +Agitation – increases in negative/off task behaviors or decreases in engagement and classroom interaction
- +Acceleration- looking for ways to draw others into a struggle.
- +Peak – out of control behaviors, property destruction, assault
- +De-escalation – confusion, withdraw, deny, blame
- +Recovery – relatively subdued in interactions

(Kauffman, Pullen, Mostert, & Trent, 2011)

RESPONSE PLANNING: THE ACTING OUT CYCLE

- Calm: Maintain this with positive interactions.
- Trigger: Let student know you are aware and offer help to resolve.
- Agitation: Let student know you are aware and give time and space when appropriate.
- Acceleration: Decline the my turn, your turn invitation. State expectation and consequence. Use when, then statements.
- Peak: Safety first.
- De-escalation: Get student back on track with routine. If possible, have student restore damage.
- Recovery: Emphasize productive and calm behavior. Plan ahead.

(Kauffman, Pullen, Mostert, & Trent, 2011)

KEY CONCEPTS: REINFORCEMENT

- Specific
- Contingent on the desired behavior
- Evidence of efficacy
- Frequent - consider ability to delay gratification
- Delivered IMMEDIATELY after each desired behavior.
- Includes choice-within-variety

Note: Keep characteristics of disabilities in mind when reinforcing students.

Source: PENT, California Department of Ed.

WHEN IS A REWARD MOST EFFECTIVE?

- When the emphasis is placed on the behavior/task, not the reward
- When it is contingent to a meaningful task or behavior
- When the function is to reinforce effort, not performance
- When it is paired with effective verbal feedback

For more information, see: Akin-Little, K. A., Eckert, T. L., Lovett, B. J., & Little, S. G. (2004). Extrinsic reinforcement in the classroom: Bribery or best practice. School Psychology Review, 33(3), 344.

PERSON VERSUS PROCESS PRAISE

Person Praise

"Great job, Eddie. You are so smart!"

"Aaron, you are such a hard worker. Nice job!"

Trait-oriented
Focuses on student as a whole; static traits; innate abilities

Process Praise

"Thank you, Eddie, for showing respect by actively listening to his perspective."

"Aaron, thank you for showing responsibility for studying so well for the exam. I can see your hard work is paying off!"

Strategy/effort-oriented;
Acknowledges student for what is accomplished through practice & persistence

STEPS TO STRENGTHEN RELATIONSHIPS

- Take a genuine interest in your students.
- Act friendly in other ways.
- Be flexible, and keep eyes on the learning goal “prize”.
- Don’t give up on students.
- Be courteous.
- Have an *authoritative*, not *authoritarian*, classroom management system.
- Have empathy - try to understand what the student is *feeling*.
- Make sure that your students are always safe, physically and emotionally

(Ferlazzo, 2015)

BUILDING RELATIONSHIPS WITH STUDENTS WITH CHALLENGING BEHAVIOR

1. Ask yourself why is the student behaving in this way?
 - Does it fill some need or purpose?
2. Develop empathy for the student
 - Reframe the problem as a teaching opportunity
3. Try to see the whole student
 - Look for the positives

REMEMBER THIS TEACHER?

- "I am Brian's 6th grade math teacher. I believe he is **rude and disrespectful**. I think his parents are permissive and let him get away with anything and everything. In my classroom, he's **constantly** disrupting class. I hear his other teachers don't have this kind of problem, but I think maybe it's because **Brian has it out for me**, and besides, the other teachers are too easy on him..."

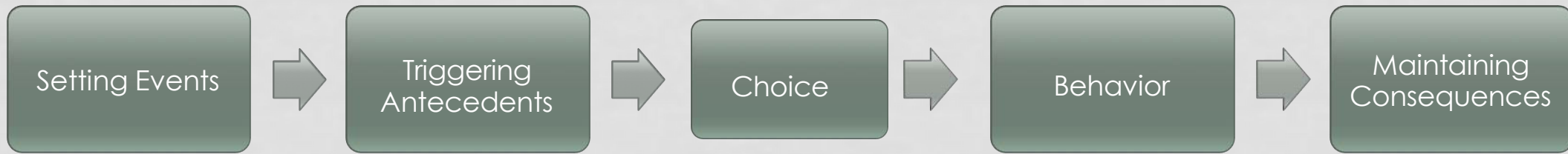
Remember how stress can affect us.

**When we are stressed, we are
less and more.**

- less empathetic
- less mindful
- more reactionary
- more harsh
- more prone to implicit bias

This leads to a “burnout
cascade” (Jennings & Greenberg, 2009)

WE HAVE CHOICES, TOO.



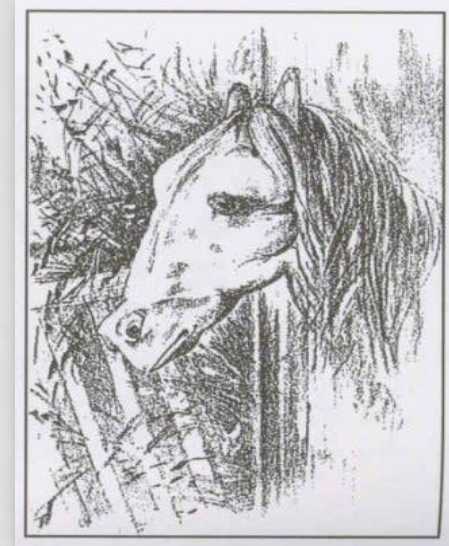
Often, our thoughts and perceptions drive our choices.
If we are not mindful, they can seem automatic.

USE FUNCTION TO REFRAME

There are often several ways to perceive something.

And how we perceive it, affects what we **think, feel, and do** about it.

An empathetic mental set is necessary to understand *what students are trying to communicate* through their behavior.



What was Brian communicating?

A METHOD TO CULTIVATE EMPATHY

Loving Kindness Meditation (LKM) focuses on developing feelings of goodwill, kindness and warmth towards others (Salzberg, 1997).

- ① Self
- ② Loved one
- ③ Neutral person
- ④ Person with conflict

- * Reduced **depression & PTSD symptoms** (Kearney et al., 2013)
- * Reduced **implicit bias, in-group/out group** (Kang, Gray & Dovidio, 2014)
- * Increased feelings of **love, joy, contentment, gratitude, pride, hope, interest, amusement, & awe** (Fredrickson, et al., 2008)
- * Increased **social connections** (Kok et al., 2013), **helping** (Leiberg, Klimecki & Singer, 2011) **compassion & empathy** (Klimecki, et al., 2013)

CLOSING MINDFULNESS PRACTICE

LK M00

POST-ASSESSMENT

Participants will complete a paper and pencil post-assessment to determine knowledge related to the six components of the training.

EVALUATIONS

- Please complete the professional development evaluation prior to signing out for the day.
- Please go online to complete the Staff Perceptions of Behavior and Discipline survey.
- Thank you for joining our training!

SELECTED REFERENCES

- Barkley, R. A. (2011). The Important Role of Executive Functioning and Self Regulation in ADHD.
- Ferlazzo, L. (2015). *Building a community of self-motivated learners : Strategies to help students thrive in school and beyond* (Eye on Education book). New York: Routledge
- Friend, M. (2014). Special education: Contemporary perspectives for school professionals (4th Ed.). Boston: Pearson.
- Kauffman, J. M., Pullen, P. L. Mostert, M. P., & Trent, S. C. (2011). Managing classroom behavior: A reflective case-based approach. Boston, Allyn & Bacon
- Sprick, R., Garrison, M., & Howard, L. (2000). Para pro: Supporting the instructional process. Longmont, CO, Sopris West.