

KEEPING SPECIAL EDUCATION PARAPROFESSIONALS SAFE AND WORKING TRAINING DAYS 1 & 2

AN INJURY PREVENTION TRAINING PROGRAM

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TRAINERS

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SPECIAL EDUCATION PARAPROFESSIONALS RESPONSIBILITIES FREQUENTLY INCLUDE:

- Providing instructional support in small groups
- Providing one-to-one instruction
- Modifying materials
- Implementing behavior plans
- Monitoring hallways, study halls, playgrounds
- Meeting with teachers
- Collecting data on individuals with exceptional learning needs
- Providing personal care assistance

Source: SPENSE 2003

AGENDA DAY 1

- Pre-assessment
- Introduction to the course
- Understanding the relation between disabilities and behavior

PRE-ASSESSMENT

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

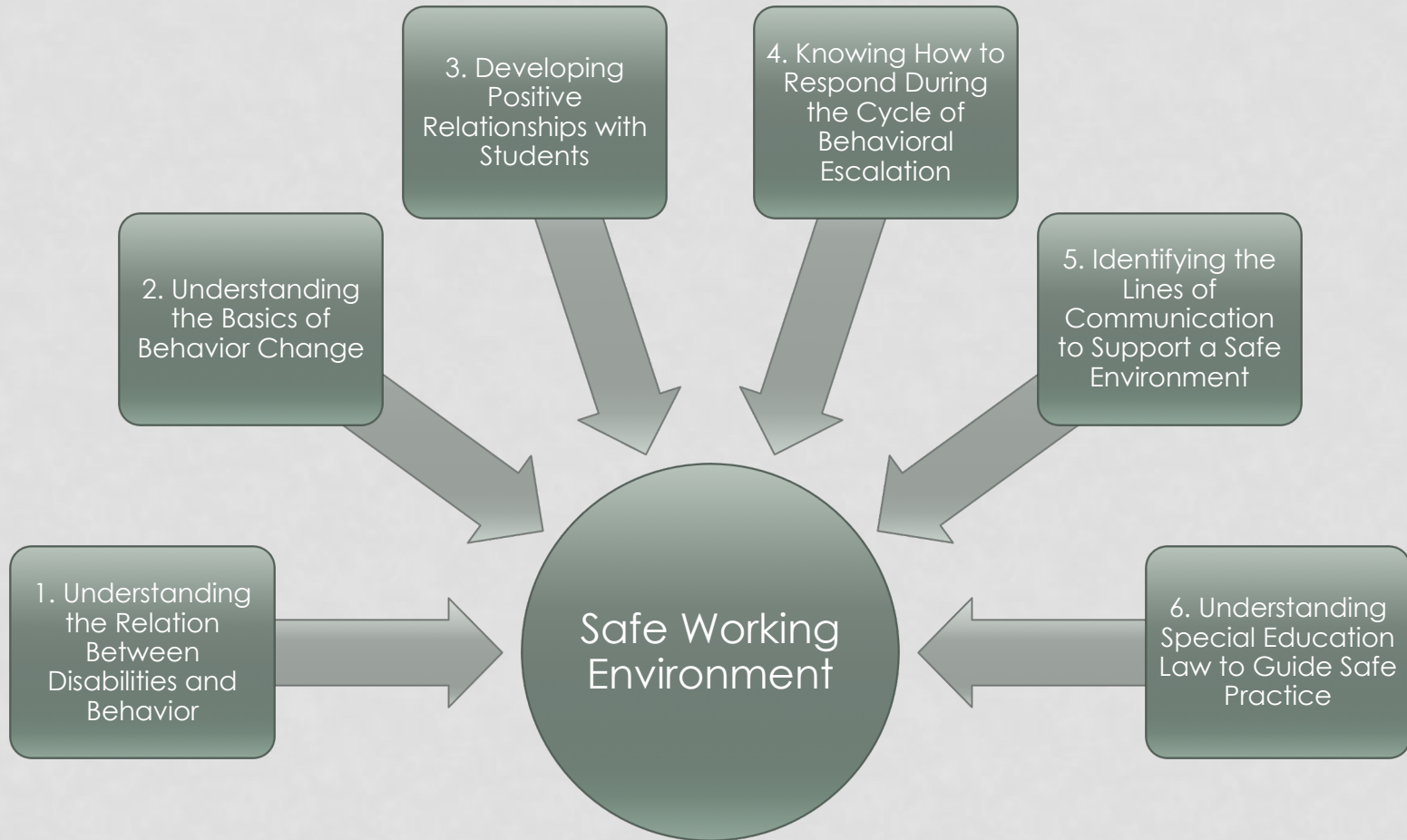
NORMS

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

INTRODUCTION ACTIVITY

1. Find a table with people who are not from your current building and who you don't know.
2. Once you have a full table, introduce yourself.
 - ✓ Give your name,
 - ✓ where you work,
 - ✓ your role, and
 - ✓ share something distinguishing about yourself.

INTRODUCTION TO THE COURSE



BE AWARE THAT THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

- Ensures that students with disabilities have access to a **free and appropriate** public education.
- Mandates that every student who receives special education and related services must have an Individualized Education Program (IEP).
- Provides that school rules, policies and procedures may have to be modified or adapted in order to meet the conditions of a student's IEP.

(Sprick, Garrison, & Howard, 2000, p. 22)

KEEP IN MIND THAT...

- Whenever you deal with a special education student, you need to defer to the special education teacher.
- You should avoid sharing information about a student's progress with that student's parents, unless given specific directions by your supervisor to do so.
- You should never give legal advice (or otherwise talk about the law) to students or parents
- Someone referred to as an "advocate" for a student may be helping the student's parent ensure that the student's legal rights are protected.
- REMEMBER that your primary supervisor and building administrator are your best sources of information regarding legal issues.

(Sprick, Garrison, & Howard, 2000, p. 23)

COMPONENTS OF TRAINING



CAUTION

- Labels are just that - labels. They help us talk about generalities. They do not provide educators with an accurate description of any student, nor do they provide information on the student's strengths. We will look at disability categories in order to gain better insight to the link between disability and behavior.

SPECIAL EDUCATION DISABILITY CATEGORIES

WAC 392-172A-01035

- Specific Learning Disabilities
- Communication Disorders (Speech and Language Impairment)
- Emotional and Behavioral Disorders
- Autism Spectrum Disorder
- Intellectual Disability
- Multiple Disabilities
- Hearing impairments/Deafness
- Orthopedic impairments
- Other health impairments
- Visually impaired/blindness
- Deaf-blindness
- Traumatic Brain Injury
- Developmentally delayed (3 – 9)

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

ACTIVITY

- Individually – think about the challenging behaviors of your students. Identify a student of most concern (please - no use of real names), list problem behaviors you've observed (what do they look like?), and note the student's identified disability category. If you do not know their disability category, that's okay.

HIGH INCIDENCE DISABILITIES

- Comprise about 90% of special education students
- Characterized by:
 - Difficult to distinguish from peers without disabilities
 - Exhibit a combination of behavioral, social, and academic problems
 - Benefit from systematic, highly structured instructional and behavioral interventions
 - Overlap between high incidence categories

(Friend & Bursuck, 2015)

LEARNING NEEDS OF STUDENTS WITH HIGH INCIDENCE DISABILITIES

- Processing, organizing, and applying academic and social information
- Meeting academic and social demands
- Significant problems in academic achievement, classroom behavior, and peer relationships
- Variety of strengths and weaknesses

(Friend & Bursuck, 2015)

LEARNING DISABILITIES (LD) DEFINED

- A disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language.
- This disorder may manifest itself in an imperfect ability to listen, think, read, write, spell and/or perform mathematical calculations.

Source: WAC 392-172A-01035

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

Sources: 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).

OUTCOMES FOR STUDENTS WITH LD IN THE SCHOOLS

- Earn lower grades and experience higher rates of course failure in high school.
- Are twice as likely to receive a suspension or expulsion.
- 68 % graduate from high school
- 55 % of young adults reported having some type of involvement with the criminal justice system within 8 years of leaving high school.
- Source: NCLD (2014). The State of Learning Disabilities

TABLE TALK

- If you've worked with a student with SLD, think about the ways in which their disability might have affected their behavior. This includes problems working in groups, processing instructions, awareness of their effect on others, and persevering on tasks (not giving up). If you've observed this firsthand, describe this at your table.
- Note any remaining questions about SLD.

ADHD (OTHER HEALTH IMPAIRED)

- 3 core features
 - Attention
 - Hyperactivity
 - Impulsivity

Source: American Psychiatric Association

- Resulting in deficits in Executive Functioning.

CHILDREN WHO HAVE SYMPTOMS OF :

- **Inattention** may:
- Be easily distracted, miss details, forget things, and frequently switch from one activity to another
- Have difficulty focusing on one thing
- Become bored with a task after only a few minutes, unless they are doing something enjoyable
- Have difficulty focusing attention on organizing and completing a task or learning something new
- Have trouble completing or turning in homework assignments, often losing things (e.g., pencils, toys, assignments) needed to complete tasks or activities
- Not seem to listen when spoken to
- Daydream, become easily confused, and move slowly
- Have difficulty processing information as quickly and accurately as others
- Struggle to follow instructions.
- Source: NIMH.NIH.gov

CHILDREN WHO HAVE SYMPTOMS OF :

- **hyperactivity** may
- Talk nonstop
- Be constantly in motion, touching/playing with anything in sight
- Have trouble sitting still
- **impulsivity** may:
Be very impatient
- Blurt out inappropriate comments, show their emotions without restraint, and act without regard for consequences
- Have difficulty waiting for things they want or waiting their turns in games
- Often interrupt conversations or others' activities.

- Source: NIMH.NIH.gov

THE 3 CORE EXECUTIVE FUNCTIONS

- 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.

Executive Function Difficulties and Behavior

- Weak problem solving
- Poor sense of time and timing
- Inconsistency in performing task
- Difficulty resisting distraction
- Difficulty delaying gratification
- Problems working toward long-term goals
- Low “boiling point” for frustration
- Emotional over-reactivity
- Changeable mood
- Poor judgment

(Fowler, 2004)

ATTENTION DEFICIT HYPERACTIVITY DISORDER

“Children with ADHD are often blamed for their behavior. However, it’s not a matter of their choosing not to behave. It’s a matter of can’t behave without the right help.”

(National Information Center for Children and Youth with Disabilities)

TABLE TALK

- ADHD- If you've worked with a student with ADHD, think about the ways in which this disability affected their behavior. This could include problems with memory, staying focused on a task, listening to directions, and impulse control. If you've observed this firsthand, describe this at your table.
- Note any remaining questions about ADHD.

EMOTIONAL/BEHAVIORAL DISABILITY (EBD): DEFINITION

A condition where the student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (C) Inappropriate types of behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression.
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems.

Source: WAC 392-172A-01035

DEFICIT AREAS

- Lower academic skill levels
 - may be due to ability or performance
- Interpreting the intention of others
- Issues with mood or affect
- Poor social skills
- Expressive and receptive language

(Kauffman & Landrum, 2013).

EBD: BEHAVIORAL CHARACTERISTICS

Internalizing

- Withdrawal
- Lack of interest
- Low self-esteem
- Low risk-taking
- Lack of perseverance
- Fearful
- Depressed
- Anxious

Externalizing

- Extreme noncompliance
- Temper tantrums
- Property destruction
- Threats of violence
- Violence towards teachers and/or peers

BEHAVIORAL DEFICITS IN THE CLASSROOM

- Following directions
- Attending to instruction
- Controlling temper with peers
- Controlling temper with adults
- Accepting differences in other
- Responding appropriately to aggression
- Using free time appropriately

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.

TABLE TALK

- EBD- If you've worked with a student with EBD, think about the ways in which this disability affected their behavior. This could include problems with awareness of emotions, awareness of others emotions (empathy and perspective taking), regulating strong emotions like anger and fear, risk-taking, and energy levels (manic or lethargic). If you've observed this firsthand, describe this at your table.
- Note any remaining questions about EBD.

INTELLECTUAL DISABILITY: DEFINITION

- Intellectual Disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

Source: WAC 392-172A-01035

CHILDREN WITH INTELLECTUAL DISABILITIES

- Behavior disorders are frequent
 - Sleep disturbances,
 - Agitation,
 - Aggression and
 - Self-injury

(Ageranioti-Bélangier, Brunet, D'anjou, Tellier, Boivin,
& Gauthier, 2012)

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

(Friend, 2014)

TABLE TALK

- ID-If you've worked with a student with an ID, think about the ways in which this disability affected their behavior. This could include problems with social skills, processing directions or other information, and expressing themselves with words. If you've observed this firsthand, describe this at your table.
- Note any remaining questions about ID.

AUTISM SPECTRUM DISORDER

- (a)(i) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
- Source: WAC 392-172A-01035

AREAS OF DEFICITS

- Problems with
 - social interactions,
 - communication and
 - repetitive behavior/fixated interests

(Friend, 2014)

SOCIAL SKILLS DEFICITS

- Problems in developing peer relationships
- Difficulty relating to others
- Lack of social or emotional reciprocity
- Immaturity
- May appear socially shy, aloof, eager, awkward

(Autism Speaks; Friend, 2014)

COMMUNICATION DEFICITS

- Wide range of language and communication disorders
- Communicative intent – echolalia, prosody
- Difficulty with social use of language
- Literal - misses sarcasm and idioms
- Proxemics – body space when communicating

(Autism Speaks; Friend, 2014)

RITUALIZED, PERSEVERATIVE BEHAVIOR

- Insistence on environmental sameness
- Intense focus, study or talk about one topic
- May refuse to participate in certain activities
- May display stereotypic, repetitive, self-stimulatory behaviors

(Autism Speaks; Friend, 2014)

TABLE TALK

- ASD- If you've worked with a student with ASD, think about the ways in which this disability affected their behavior. This could include problems establishing relationships with peers, regulating emotions when stressed (e.g., during transition), and tolerating others' imperfections (e.g., when someone cuts in line). If you've observed this firsthand, describe this at your table.
- Note any remaining questions about ASD.

DAY 2 AGENDA

- Disabilities and Behavior
- Understanding the Basics of Behavior Change
- Responding to Behavior
- Evaluation

NORMS

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

SPEECH OR LANGUAGE IMPAIRMENT: DEFINITION

- Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a student's educational performance.
- Speech disorders reflect problems in sending or delivering messages.
- Language disorders are problems in receiving, understanding, and formulating messages.

Source: WAC 392-172A-01035

COMMUNICATION DISORDERS

- Speech impairment
 - calls attention to itself,
 - interferes with communication,
 - causes speaker or listeners to be uncomfortable
 - Impaired comprehension and/or use of language
 - Receptive: difficulty in understanding language
 - Expressive: difficulty in expressing oneself through language
- (Friend & Bursuck, 2015)

SOCIAL, EMOTIONAL AND BEHAVIORAL CHARACTERISTICS

- At risk for peer teasing
- May experience difficulty in social situations
- At risk for social isolation
- Frustration with communication can lead to behavior problems
- High numbers of students with EBD have concurrent language disabilities.

(Friend, 2014)

TABLE TALK

- If you've worked with a student with Communication Disorders, think about the ways in which this disability affected their behavior. This could include frustrations with understanding directions, mistakes when interpreting social messages from peers or adults, becoming frustrated when others don't understand them, or being unable to express needs with words rather than physical actions. If you've observed this firsthand, describe this at your table.
- Note any remaining questions about Communication Disorders.

EMOTIONS & LEARNING

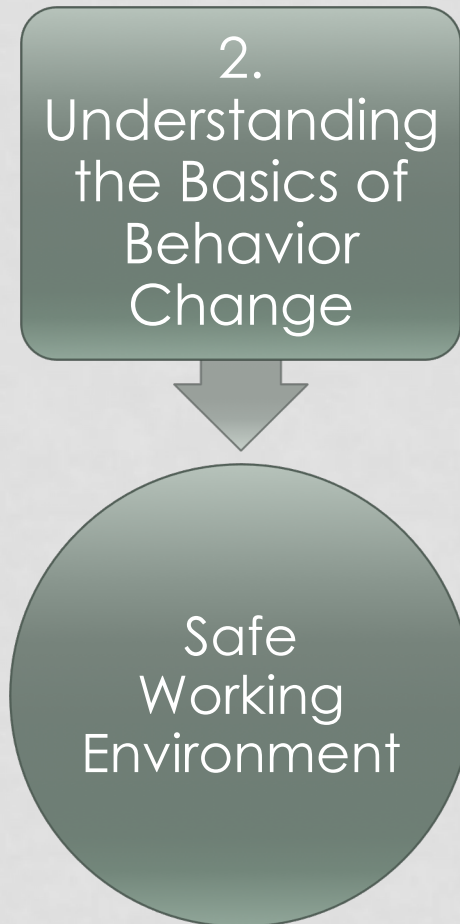
- Physiologically, one can focus inward or outward, but not both ways at the same time. That is, a child who is emotionally upset, anxious, depressed, worried, angry, sad, frustrated, traumatized, or otherwise distressed will find it hard or even impossible to pay attention and concentrate on cognitive 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, 2006, p. 22)

Children who display the most impulsive and aggressive behavior are least able to verbalize and discuss their emotions
(Elias & Arnold, 2006, p. 32).

ACTIVITY

- Take a moment to think about the following:
 - Review the behavioral issues that you noted earlier for your student. Did you see any characteristics related to disabilities that could explain/underlie the behaviors displayed by your student?
- At your table:
 - Discuss possible relationships between disabilities and the behavior that you see with your student(s).
 - Discuss questions you have about the relation between disability and behavior.
- Report out.

COMPONENTS OF TRAINING



THE BEHAVIORAL APPROACH

Basic principle: “... events immediately following a behavior—its consequences—determine to a large extent how likely it is to occur again” (Kauffman, Pullen, Mostert, & Trent, 2011, p. 60).

THE BEHAVIORAL APPROACH

- Consequences to increase probability of behavior
 - Positive reinforcement
 - Negative reinforcement
- Consequences to decrease probability of behavior
 - Extinction
 - Response cost
 - 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.

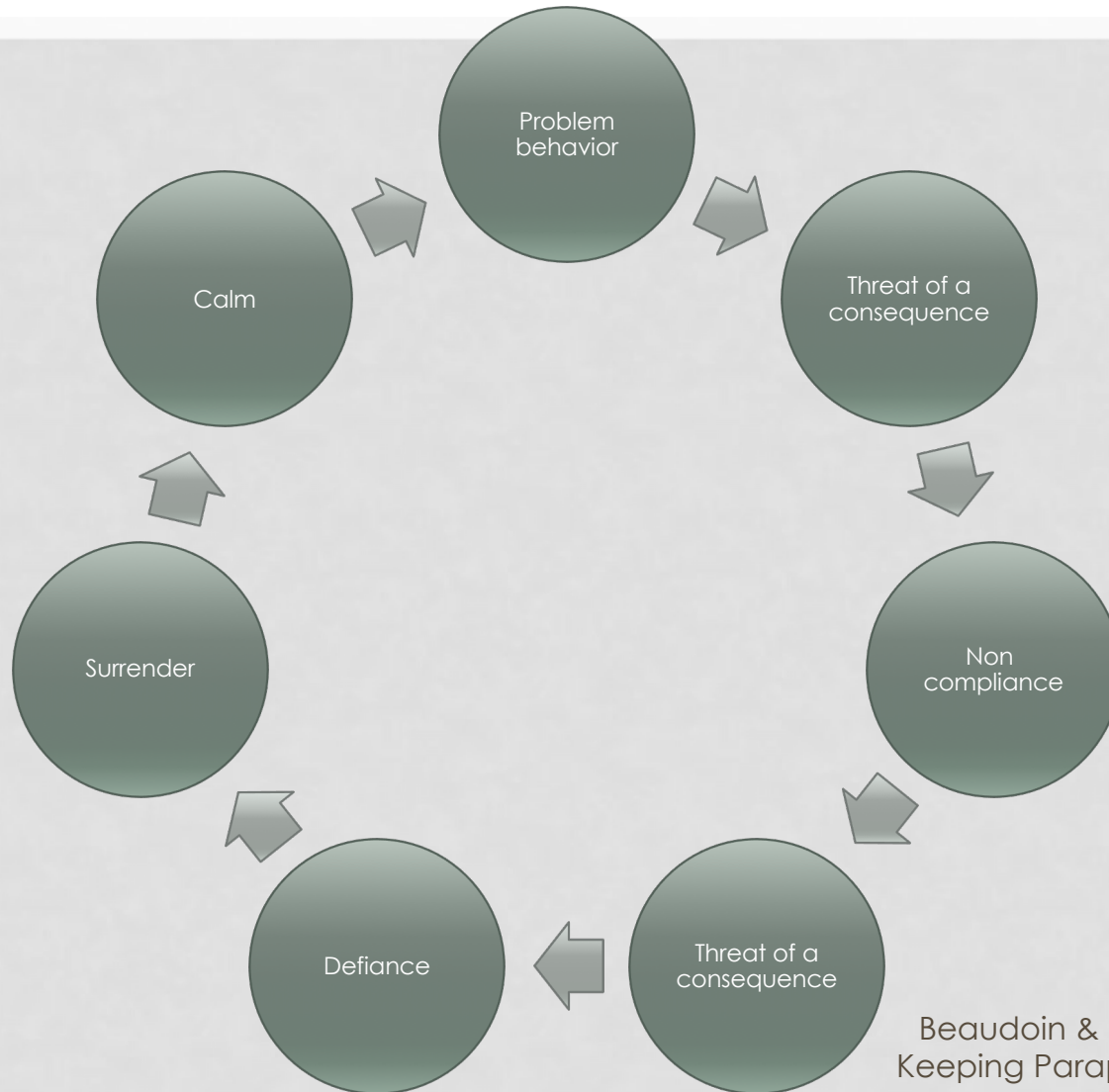
(Kauffman, Pullen, Mostert, & Trent, 2011)

NEGATIVE REINFORCEMENT

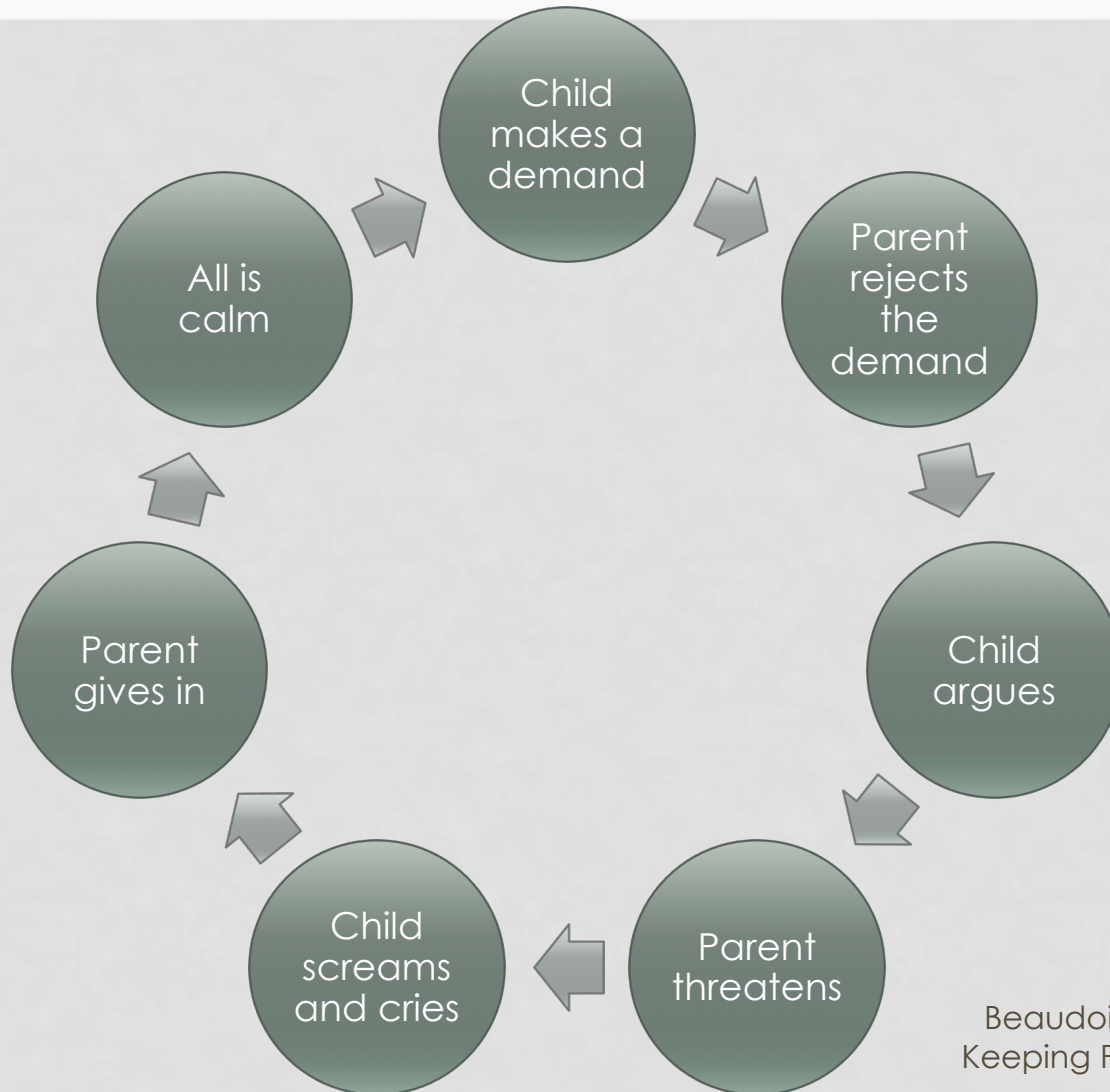
- Increasing behavior by removing or preventing something unpleasant.
 - Behavior that allows the student to escape or avoid a negative consequence is strengthened.
 - Should not be a prominent feature of your management.
 - Relies on presence or threat of negative consequences.
 - Sets the stage for coercion—the use of force or intimidation
- (Kauffman, Pullen, Mostert, & Trent, 2011)

COERCION THEORY

(PATTERSON 1982; 1995)



AND THE MORAL OF THE STORY IS...



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
- Once more, The strongest form of reinforcement is intermittent reinforcement.

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

SO WHAT'S REINFORCING THE CHALLENGING BEHAVIOR YOU'RE OBSERVING WITH YOUR STUDENT?

- Individually – think about the challenging behavior that your student displays. Make notes about what occurs following the display of the behavior. Could the consequences be either a positive or negative reinforcer?
- In pairs – discuss your situation. Determine the positive or negative reinforcers that might be in play with your student.
- Report out at your table. Be ready to share insights and questions.

EXTINCTION

- Eliminating behavior by eliminating its reinforcement (i.e., either positive or negative).
- Behavior no longer produces the desired effect.
- Never appropriate as a sole strategy. Use extinction together with positive reinforcement for alternative behavior.
- Remember that behavior frequently increases before it decreases.

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

RESPONSE COST PUNISHMENT

- Typically involves withholding or withdrawing a positive reinforcer.
- Consequence decreases the likelihood of the behavior to occur.
 - Should not be first approach.
 - Most effective when student and teacher have a positive relationship.
 - Should be immediate, fair, and consistent.
 - Results should be quick.

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

PUNISHMENT BY PRESENTING AVERSIVES

- Reprimands
- Punishing events

Remember – punishment may be effective in the short term, however, there are a number of potential problems that accompany the use of punishment.

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

FINAL NOTE ABOUT PUNISHMENT

- Punish-based discipline does not improve school safety, learning or behavior.

(Source: National Association of School Psychologists, 2002, Fair and Effective Discipline for All Students: Best Practice Strategies for Educators)

WHAT IS THE TAKE AWAY MESSAGE FOR UNDERSTANDING 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?

4. Knowing How to Respond During the Cycle of Behavioral Escalation

5. Identifying the Lines of Communication to Support a Safe Environment

Safe Working Environment

REMEMBER:

- *“... effective and ineffective teachers do not differ much with respect to how they handle discipline problems. Instead, they differ with respect to the number of discipline problems they encounter, the effective teachers having fewer problems. In operational terms, effective teachers are likely to focus on antecedent control and establish a structure such that problems are less likely to occur.”*

(Elliot, Witt, Kratochwill, & Stoiber, 2002, p. 244)

RESPONDING TO BEHAVIOR

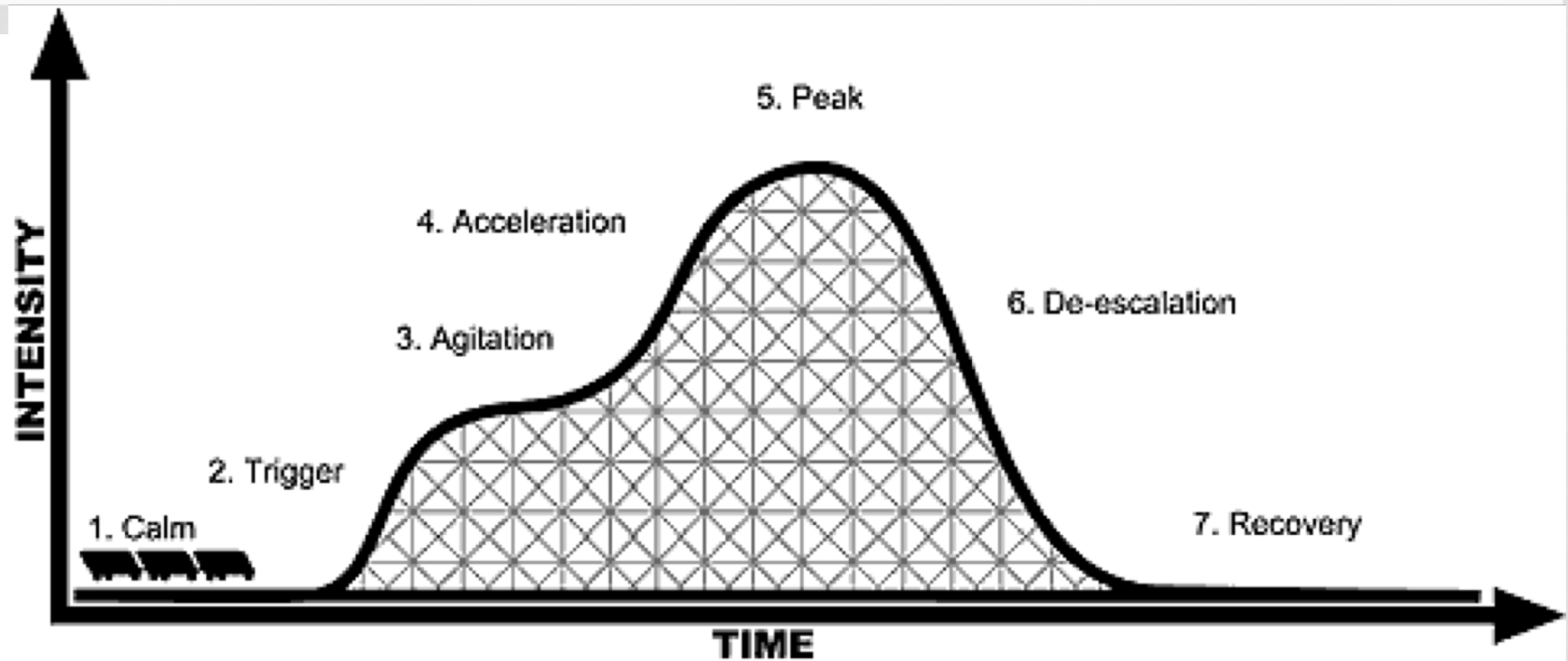
- Always keep in mind the principles of behavior change (we'll revisit reinforcement vs. punishment in just a minute).
- Always put your energy where it matters most!

And Remember:

- Behavior is learned, so it can be changed. (This goes for us too!)
- There are no quick fixes.

BEHAVIOR ESCALATION CYCLE

(COLVIN, G. 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)

TABLE TALK

- Partner with someone in your building
- Think about a student. Discuss the behaviors you've observed related to these phases of the behavior escalation cycle:
 - Calm
 - Trigger
 - Agitation/acceleration
 - Peak

EVALUATIONS

- Please complete the professional development evaluation prior to signing out for the day.
- Thank you for joining our training!

SELECTED REFERENCES

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