

KEEPING SPECIAL EDUCATION PARAPROFESSIONALS SAFE AND WORKING TRAINING DAY 3 AN INJURY PREVENTION TRAINING PROGRAM

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113 and Mount Vernon School District



TRAINERS

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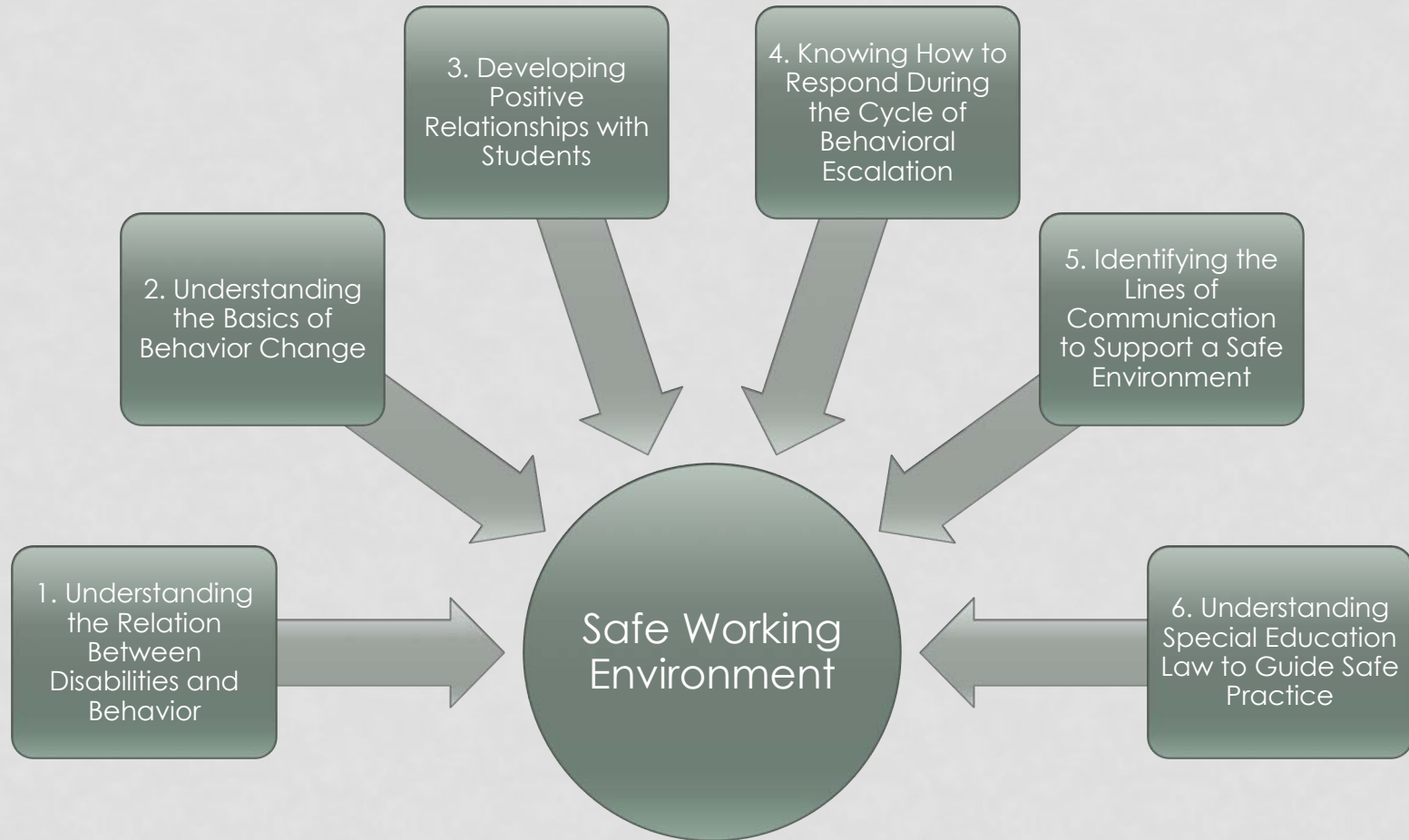
AGENDA DAY 3

- Understanding Special Ed Law
- Responding to Behavior and Communicating with Students During Behavior Escalation
- Personal Social Emotional Learning (SEL) and Building Relationships to Promote Safe Behavior
- Evaluation

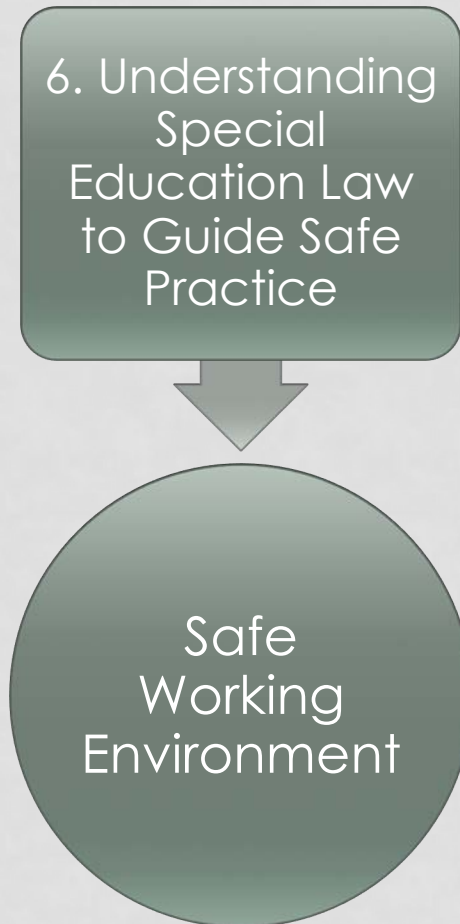
NORMS

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

INTRODUCTION TO THE COURSE



COMPONENTS OF TRAINING



ACTIVITY: WASHINGTON STATE SPECIAL EDUCATION REGULATIONS RELATED TO BEHAVIOR

- What do you know about the laws for responding to behavior of students with disabilities ?

NATIONAL STATISTICS: A BIG PROBLEM

(SOURCE: US DEPT. OF ED OFFICE OF CIVIL RIGHTS)

African-American students are 3 times more likely than their white peers to be expelled or suspended.

Although African-American students represent 16 % of the public school student population, they make up 33 % of students suspended once, 42 % of those suspended more than once, and 34 % of students expelled.

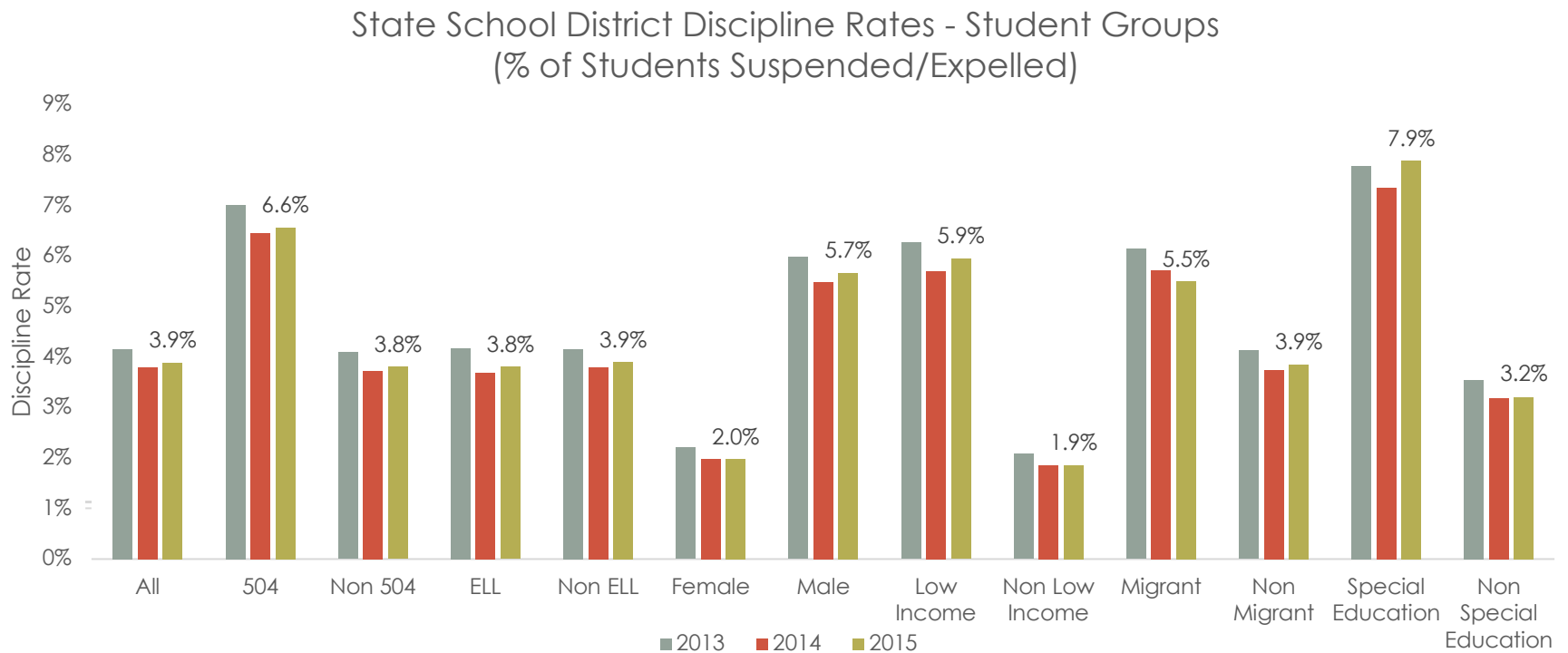
Black girls are suspended at higher rates (12%) than girls of any other race or ethnicity and most boys; white boys (6 %) or girls (2 %).

Racial disparities in out-of-school suspensions also start early; black children represent 18% of preschool enrollment but 48% of the preschool children suspended more than once.

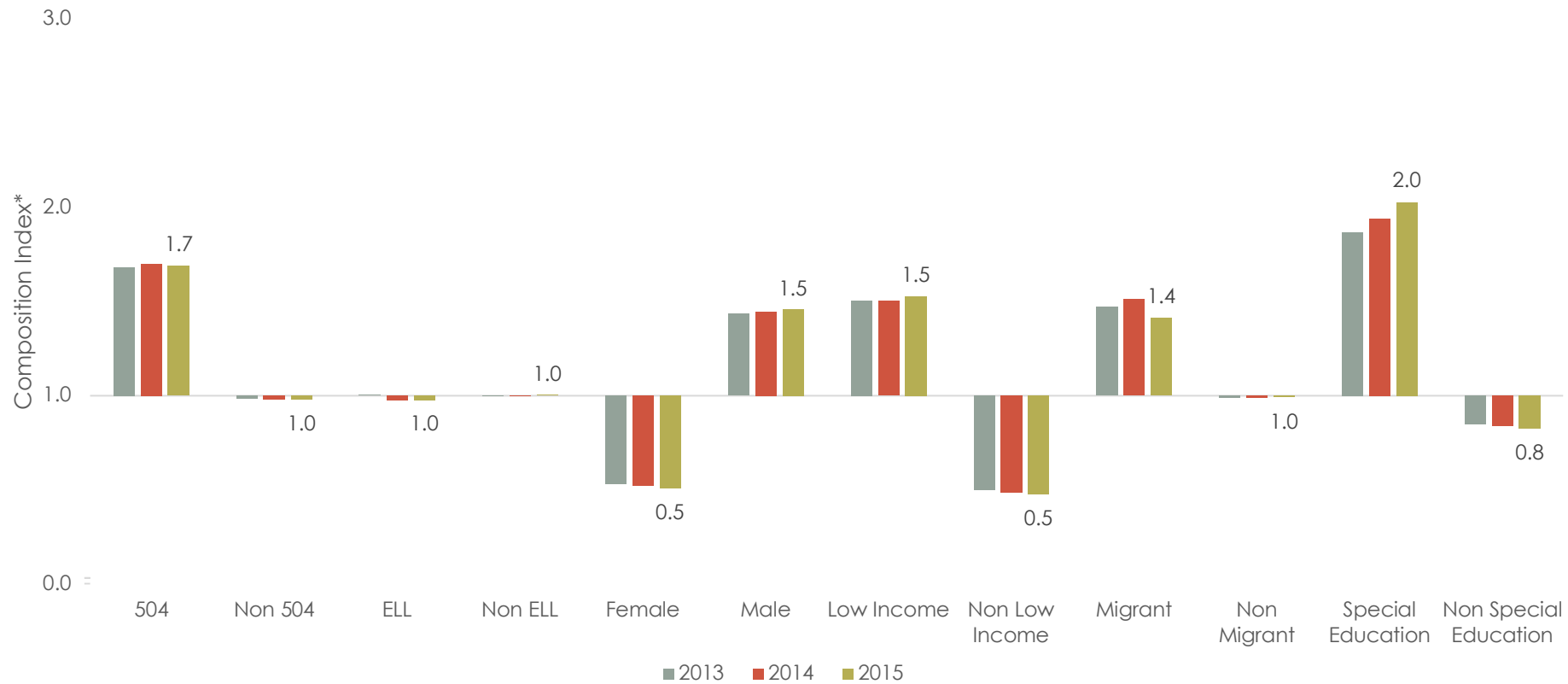
Although special education students represent 12% of students, they make up 25 % of students referred to law enforcement and 25 % of students who are the subject of a school-related arrest.

Students with disabilities (under the *IDEA*) represent 12 percent of students but nearly 75 % of the students who are physically restrained in their schools.

WASHINGTON STATE



State School District Composition Index* by Student Group



WAC 392-172A-01031 BEHAVIORAL INTERVENTION PLAN

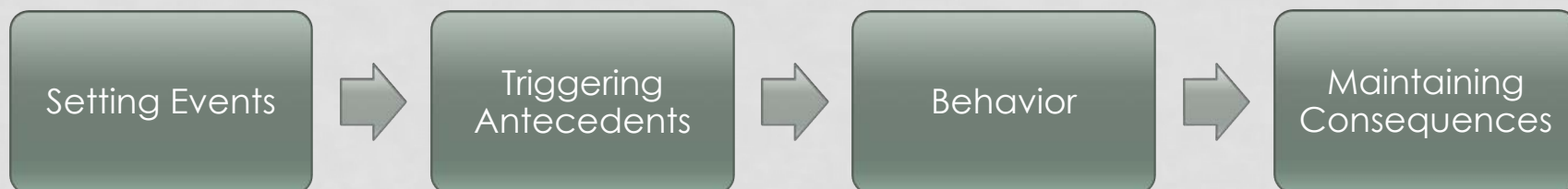
A behavioral intervention plan is a plan incorporated into a student's IEP if determined necessary by the IEP team for the student to receive FAPE. The behavioral intervention plan, at a minimum, describes:

- (1) The pattern of behavior(s) that impedes the student's learning or the learning of others;
- (2) The instructional and/or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed by the IEP team;
- (3) The positive behavioral interventions and supports to:
 - (a) Reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the desired prosocial behaviors;
 - (b) Ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities;
- (4) The skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student.

WAC 392-172A-01142 POSITIVE BEHAVIORAL INTERVENTIONS

Positive behavioral interventions are strategies and instruction that can be implemented in a systematic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.

BEHAVIOR INTERVENTION PLANS (BIPS)



WAC 392-172A-02076 PROHIBITED PRACTICES

(1) School district personnel are prohibited from using aversive interventions with a student eligible for special education, and are prohibited from physically restraining or *isolating* any student, except when the student's behavior poses an *imminent likelihood of serious harm* as defined in WAC 392-172A-01092 and 392-172A-01109.

KEY TERMINOLOGY

- **WAC 392-172A-01092 Imminent.** Imminent as defined in RCW 70.96B. 010 means: The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
- **WAC 392-172A-01109 Likelihood of serious harm.** Likelihood of serious harm as defined in RCW 70.96B.010 means:
 - (1) A substantial risk that: (a) Physical harm will be inflicted by a person upon his or her own person, as evidenced by threats or attempts to commit suicide, or inflict physical harm on oneself; (b) Physical harm will be inflicted by a person upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm; or
 - (c) Physical harm will be inflicted by a person upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
 - (2) The person has threatened the physical safety of another and has a history of one or more violent acts.

KEY TERMINOLOGY

- **WAC 392-172A-01107 Isolation.** Isolation as defined in RCW 28A. 600.485 means: Restricting the student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.

WAC 392-172A-02105 EMERGENCY RESPONSE PROTOCOLS

(1) If the parent and the school district determine that a student requires advanced educational planning, the parent and the district may develop emergency response protocols to be used in the case of emergencies that pose an imminent likelihood of serious harm, as defined in this section. Emergency response protocols, if developed, must be incorporated into a student's IEP. Emergency response protocols shall not be used as a substitute for the systematic use of a behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior.

YOUR HOMEWORK ASSIGNMENT

- Meet with your direct supervisor (this may be the special education teacher, school psychologist, or building administrator).
- Inquire about the students you work with who are on Behavior Intervention Plans. Determine your role (if any) in the plans (e.g., making changes to the setting, providing instruction related to behavior, delivering rewards, taking data, etc.). Bring this information to the next session, but make sure that you do not include any information that identifies the student(s).

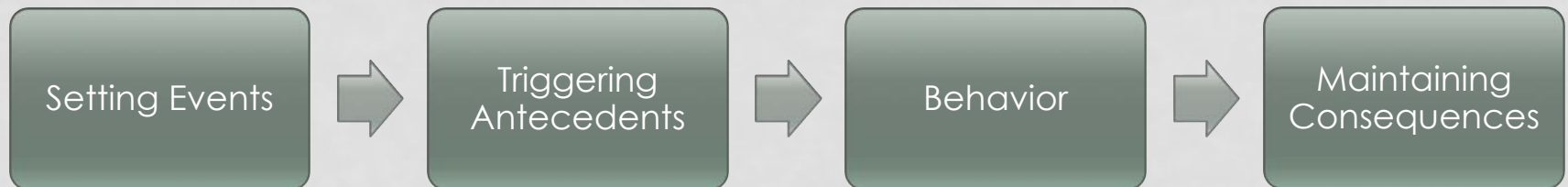
REMEMBER THE BEHAVIORAL PRINCIPLES?

- 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: YOUR ROLE IN BIPS

1. Do your students have BIPs?
2. Do you have a designated role in the plans? And if so, what is it?
3. Did you learn something new about your students, your role, or special education services with this assignment?
4. Are your students BIPs working?

REPORT OUT: WHERE DO YOU FIT INTO THE PLAN?



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

RESPONDING TO BEHAVIOR

- Always keep in mind the principles of behavior change.
- Always put your energy where it matters most!

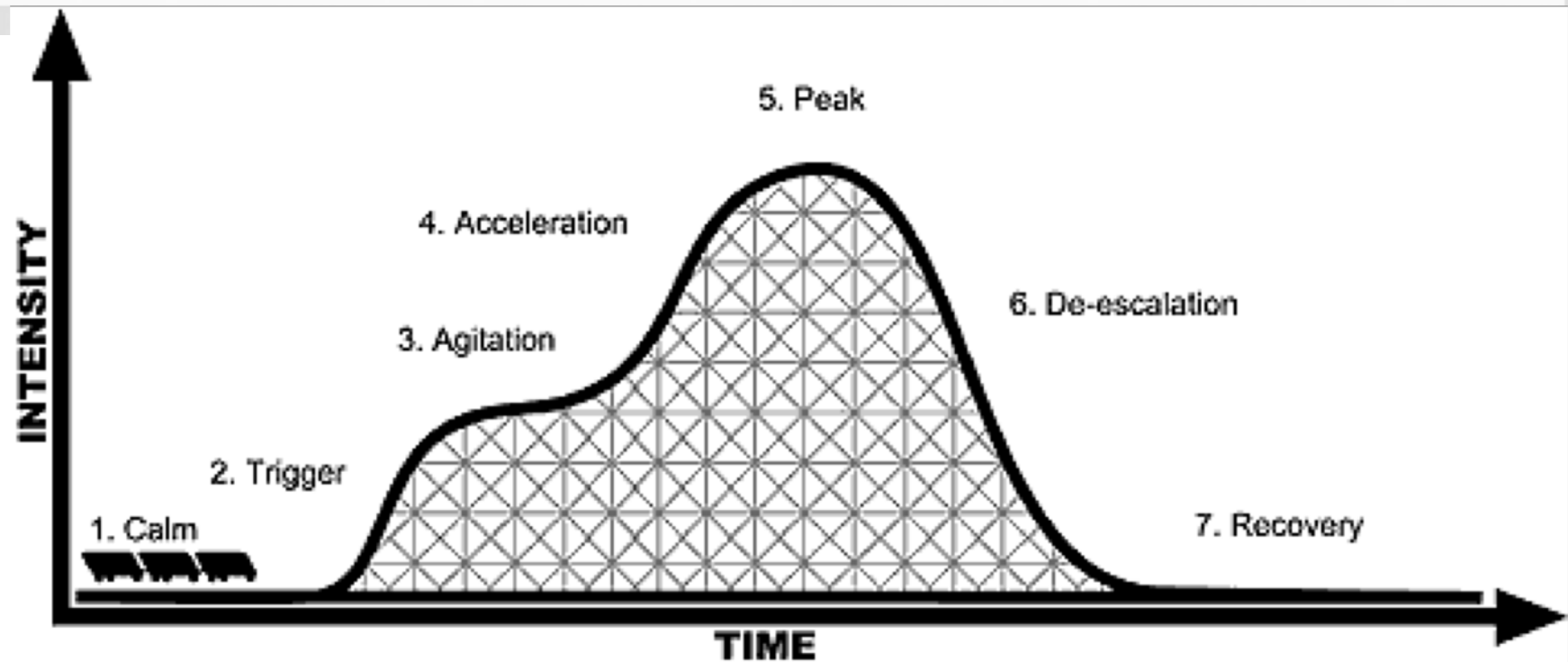
And Remember

- 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, 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: UPDATE ON STUDENTS

- If possible, partner with someone in your building
- Think about a student. Discuss the behaviors you've observed with the student related to these phases of the behavior escalation cycle. Have you changed practices since we met? What are you doing to keep students in the calm phase? How are you responding as the behavior escalates?
 - Calm
 - Trigger
 - Agitation/acceleration

THE TYPICAL BATTLES!

- Not responding to your words, ignoring, pretending not to hear.
- Doing precisely, deliberately, and obviously the opposite of what you've asked them to do.
- Denying any knowledge or perception of something they've been doing.
- Repeating a nonsense, inappropriate, or incorrect word or phrase in response to a question.
- Mimicking you or someone else.
- Insulting or verbally assaulting you.

(Kauffman, Pullen, Mostert, & Trent, 2011, p. 79)

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)

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).

RESPONDING AS BEHAVIOR BECOMES MORE CHALLENGING

- Respond with cool, calm, clear, and respectful messages to...
 - Avoid getting drawn into escalation;
 - Demonstrate the behavior
- Listen effectively by giving attention to...
 - context,
 - nonverbal behavior, and
 - Affect
- To enhance student understanding, think about...
 - Content,
 - Timing, and
 - Posture

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

AVOIDING UNPRODUCTIVE TALK

- Steer clear of nagging, wasted words, and verbal battles (i.e., verbal struggles).
- Ignore verbal challenges or respond quietly and firmly.
- Restate your expectation clearly and calmly.
- Move away and give time for an appropriate response.
- Give student a choice to meet expectation or experience a consequence.

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

ROLE PLAY: AT YOUR TABLE

- Volunteer pairs will pick one positive practice from the envelope. Take 4 minutes to determine a role play where one of you is the acting out student and the other is demonstrating the positive practice.
- Each pair: Read the positive practice to the table.
- Act out the positive practice to provide examples of successfully preventing disengagement and de-escalating confrontations.
- Select your best actors from the table to present in front of whole group!

STAFF WHO CAN SUCCESSFULLY PREVENT DISENGAGEMENT AND DE-ESCALATE CONFRONTATIONS:

- Provide brief and specific instruction in a calm voice that redirects student focus without excessive use of other verbalizations.

Example: *Rather than saying, “Carl, stop talking to Stella unless you are discussing today’s assignment. Besides, you are only supposed to be talking if you’ve finished all your work,” say, “Carl, complete your work, and then you are free to talk quietly with your neighbor.”*

STAFF WHO CAN SUCCESSFULLY PREVENT DISENGAGEMENT AND DE-ESCALATE CONFRONTATIONS:

- Present the noncompliant student with positive options and give the student a reasonable amount of time to respond (at least 10 seconds).

Example: *Suggest, “You can either get back to work with the group, or you can work independently at your desk. I’ll give you some time to think about your choices.”*

2008 IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom

STAFF WHO CAN SUCCESSFULLY PREVENT DISENGAGEMENT AND DE-ESCALATE CONFRONTATIONS:

- Approach disengaged students promptly, fairly, and privately to prevent a power struggle and any negative impacts on student learning and the classroom environment.

Example: Offer, “If you need some time to your- self, you can sit quietly without disturbing other students. Let me know if you need some help completing the assignment or have questions.”

2008 IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom

STAFF WHO CAN SUCCESSFULLY PREVENT DISENGAGEMENT AND DE-ESCALATE CONFRONTATIONS:

- Use the display of a problem behavior as a teachable moment, showing the student how to label the emotion, clarify behavioral expectations, and correct her mistake.

Example: *Emphasize, “It is OK to be angry, but it is not OK to call people names. Let’s talk about what we do when we are frustrated and need help with an assignment.”*

STAFF WHO CAN SUCCESSFULLY PREVENT DISENGAGEMENT AND DE-ESCALATE CONFRONTATIONS:

- Match the severity of the consequences with the severity of the behavior violation.

Example: *For minor infractions, verbal redirects or warnings should be sufficient. For the most serious offenses, teachers should align disciplinary actions with the school's or district's discipline plan.*

2008 IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom

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 one thing you are thankful for this year.

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)

DEMONSTRATE APPROPRIATE VERBAL AND NONVERBAL COMMUNICATION

- Listen
 - Use active listening
- Use Proximity
 - Watch for cues from student
 - Typically arms length
- Body Language
 - Appear confident, in control, assured, but not arrogant
- Establish Eye Contact and Vary Facial Expressions
 - Match expression to your content

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

COMMUNICATION CONTINUED

- Pause, Reflect, and Probe
 - Put yourself in student's place,
 - Acknowledge that you've heard what was said.
 - "I see that you ..."
- Describe, Don't Judge
 - Don't apply a judgmental label to behavior (e.g., awful, bad)
 - Describe the behavior
 - "You pushed her into the wall".
- Choose the Best Words
 - Language should apply specifically to the student, the behavior, and social context
 - Don't use sarcasm

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

COMMUNICATION CONTINUED

- Use the Best Voice
 - Calm, firm, confident and assertive
- Set the Right Pace
 - Typically, slow it down
- Summarize and Question
 - Ask for confirmation
 - Limit closed questions
 - Use simply worded open questions
- Wait
 - Allow student 3 -4 seconds to think about their response

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

DEBRIEFING ACTIVITY

- Debriefing occurs after the acting out incident and during the recovery phase. Students may not be completely rational and try to derail the conversation. Your job is to stay, avoid invitations to argue, and move the student towards a more adaptive response.
- Have 2 volunteers at your table follow the script to model a typical debriefing session.

COMPONENTS OF TRAINING



MENTAL SET: IMPLICATIONS FOR EDUCATORS

- “Mental Set” (a.k.a mindfulness) = **The largest effect size** (-1.294; a decrease in disruptions by 40 percentile points) as compared to disciplinary interventions, relationships, rules and procedures (Marzano, Marzano, & Pickering, 2003, p. 65)
- Mindfulness skills may increase teachers’ sense of well-being along with their ability to manage classroom behavior and establish supportive relationships with students (Meiklejohn et al., 2012).

CULTIVATE A MINDFUL RESPONSE

Between stimulus and response there
is a space.

In that space is our power to choose
our response.

In our response lies our growth and
our freedom.

Victor E. Frankl

UNMANAGED STRESS

Stress disrupts cognitive regulation processes, including attention, memory, and problem solving.

Those who have limited emotional regulation skills have trouble coping with stress and struggle to model effective stress management for students.

(Jones, Bouffard, & Weissbourd, 2013).

QUOTE BY HAIM GINOTT

- I've come to a frightening conclusion that I am the decisive element in the classroom.
- It's my personal approach that creates the climate. It's my daily mood that makes the weather.
- As a teacher, I possess a tremendous power to make a child's life miserable or joyous.
- I can be a tool of torture or an instrument of inspiration.
- I can humiliate or heal.
- In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

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.

For more information about supportive relationships and climate, see: Doll, B., Brehm, K., & Zucker, S. (2014). Resilient classrooms: Creating healthy environments for learning. Guilford Publications.

ACTIVITY

At your tables: Think about your current or prior work with students with challenging behavior...

1. What actions have you taken to *build* relationships with these students?
2. What actions have you taken to *repair* relationships with them?
3. Discuss these actions and be prepared to share out a list of your best ideas. Note- simple ideas are often the most useful!

HOMEWORK ASSIGNMENTS

- Meet with your direct supervisor (this may be the special education teacher, school psychologist, or building administrator).
- Present your ideas for improving your relationships with students. Agree on a course of action steps for you to take. Determine some ways that you will know your relationships are improving. Begin as soon as possible.

EVALUATIONS

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

SELECTED REFERENCES

- Doll, B., Brehm, K., & Zucker, S. (2014). Resilient classrooms: Creating healthy environments for learning. Guilford Publications.
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- Sprick, R., Garrison, M., & Howard, L. (2000). Para pro: Supporting the instructional process. Longmont, CO, Sopris West.