

# KEEPING SPECIAL EDUCATION PARAPROFESSIONALS SAFE AND WORKING TRAINING DAY 4

## AN INJURY PREVENTION TRAINING PROGRAM

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# TRAINERS

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# AGENDA DAY 4

- Personal Social Emotional Learning (SEL) and Building Relationships to Promote Safe Behavior
- Understanding the Functions of Behavior
- Identifying the Lines of Communication to support a Safe Learning Environment
- Communicating about Behavior
  - Written communication – including data collection
  - Verbal communication

# NORMS

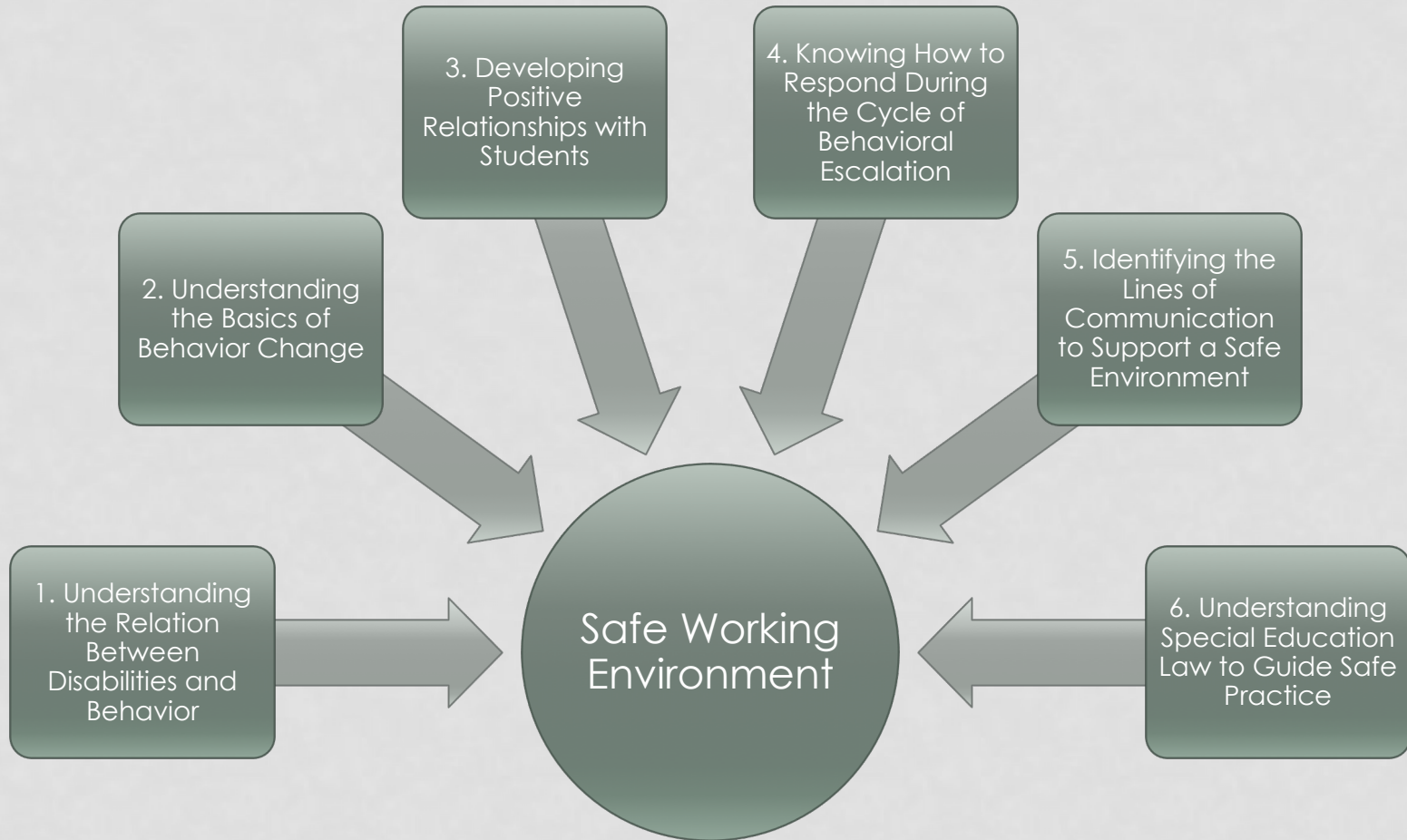
1. Honor Time
2. Constructive Talk About Students and Concerns
3. Maintain Confidentiality
4. Support the Learning Environment



# ACTIVITY: PREWRITE

- What is the most problematic student behavior (especially around safety issues) that you are dealing with today? Describe your student and his or her behaviors as you would to your cooperating teacher and/or colleagues who also work with the student. Be as authentic as you can with your current practice.

# INTRODUCTION TO THE COURSE



# MINDFULNESS FOR EDUCATORS

Educators need to possess certain “habits of mind,” or dispositions, such as mindfulness, attention, flexibility, and intentionality (Roeser et al., 2012).

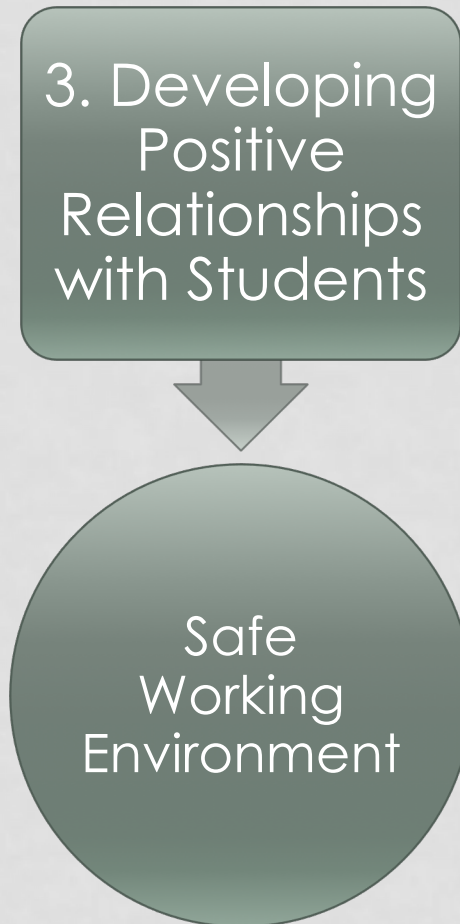
For more information, see *Jones, S. M., Bouffard, S. M., & Weissbourd, R. (2013). Educators' social and emotional skills vital to learning. Phi Delta Kappan, 94(8), 62-65.*

# LET'S PRACTICE

- Let's stand together
- Stretch
- Sit with awareness
  - What am I sensing in my body now?
  - What am I feeling?
  - What am I thinking?
- Smile
- You're here!



# INTRODUCTION TO THE COURSE



# SUPPORT STUDENTS BY...

- Helping the student succeed with academic goals
  - Remember that success breeds success and failure breeds frustration and discouragement.
  - Assist the student with organizational strategies.
  - Be careful not to inadvertently foster the student's dependence on you.
- Help the student learn to behave responsibly.
- Build a productive relationship with the student.

(Sprick, Garrison & Howard, 2000)



# 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.

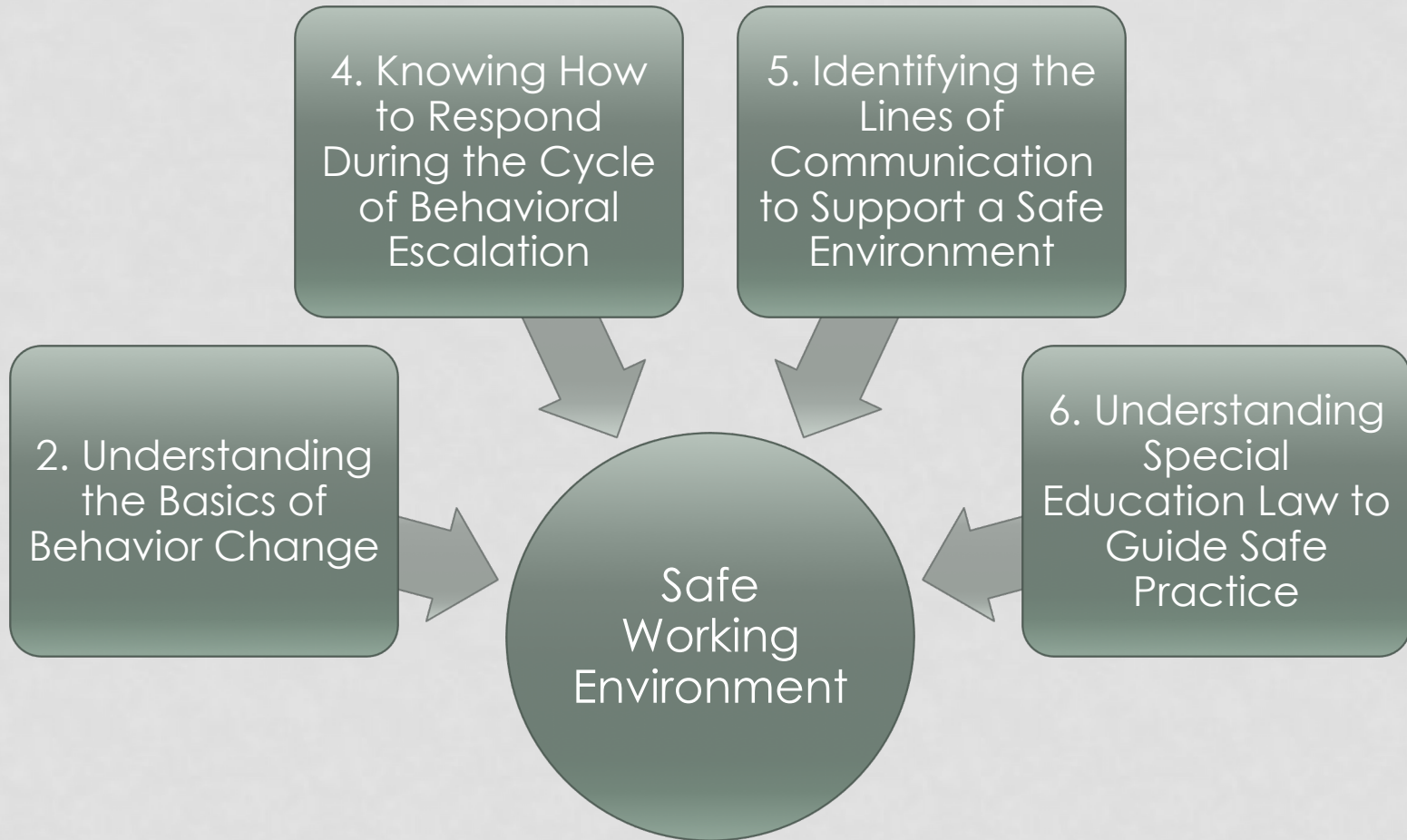
# ACTIVITY

At your tables: In terms of your homework assignment, please discuss the following:

1. What action steps did you take to *improve* relationships with your students?
2. How do you know that these steps are improving your relationships?
3. Share any bumps encountered in the road.
4. Be prepared to share out a list of your best ideas. Note- simple ideas are often the most useful!



# TOPICS COVERED TODAY



# COMMUNICATION REGARDING INDIVIDUAL STUDENTS

- What is your role in supporting the student to become as independent as possible?
  - Chain of command regarding this student?
  - Scope of responsibilities?
  - Communication partners?
- Get relevant background information about the student?
  - Goals, objectives in the IEP
  - BIPs
  - Current plan for responding to serious behaviors
  - Data collection procedures?
  - Unique needs of this student?

(Sprick, Garrison, & Howard, 2000)

# THE TEACHER INITIALLY REPORTS...

- "I am Brian's 6<sup>th</sup> 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 by his comments such as 'I don't want to do this... This is stupid... Why do I have to do this?' 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! Needless to say, Brian is receiving bad grades in my class."

# THEN YOU DISCOVER...

- *Brian engages in this behavior about 3-5 times per class period. If he is tardy, his outbursts tend to be more frequent. It usually happens when he is working on a worksheet during independent seatwork or work at the board. When he blurts out, he is reprimanded (e.g. “Brian, get to work.” “Brian, if you do that one more time I’m sending you to see Ms. Administrator!”) Most times, the situation escalates, and he is sent to Ms. Administrator’s office, where he often just sits and goofs around while Ms. Administrator deals with the other problem-causing kids of the school. Also, you find out later that his state math test scores were poor last year.*

# FUNCTIONAL BEHAVIORAL ANALYSIS & POSITIVE BEHAVIOR INTERVENTION PLAN

WAC 392-172A-03110: (2)(a) When considering special factors unique to a student, the IEP team must:

- (i) Consider the use of positive behavioral interventions and supports to address behavior, in the case of a student whose behavior impedes the student's learning or that of others

WAC 392-172A-05147: If...student's IEP team determine the conduct to be a manifestation of the student's disability, the IEP team must either: (1) Conduct a functional behavioral assessment... and implement a behavioral intervention plan for a student; or (2) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

**FUNCTION:  
THE OUTCOME, FROM THE STUDENT'S  
PERSPECTIVE, IS IN TERMS OF EITHER:**

***Getting Something Desired***

- This behavior is working, or has worked in the past, to gain something.
- The behavior is positively reinforced

<http://www.pent.ca.gov>

***Protesting, Escaping or  
Avoiding something  
undesired***

- This behavior is working, or has worked in the past, to remove, partially remove, or communicate displeasure about something undesired.
- The behavior maintains because it is "negatively reinforced."



# REVIEW: 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).

# REVIEW: THE BEHAVIORAL APPROACH

- Consequences to increase probability of behavior
  - Positive reinforcement
  - Negative reinforcement
- Consequences to decrease probability of behavior
  - Extinction
  - Response cost
  - Punishment
  - Punishment by presenting aversives

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



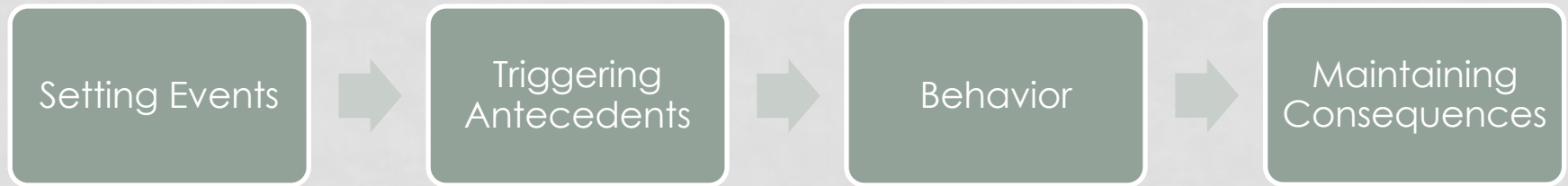
# POSITIVE REINFORCEMENT

- “When a student behaves in a specific desirable way, the consequence(s) will be positive”  
(Kauffman et al., 2011, p. 60).
- Behavior **increases** due to the **positive** consequences.
- The strongest form of reinforcement is intermittent reinforcement.

# 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, p. 61)

# THE PATTERN OF BEHAVIOR



# THE “A’S” OF THE ABC CHAIN: FINDING CLUES

- **“I hear his other teachers don’t have this kind of problem...”**
- *If he is tardy, his outbursts tend to be more frequent*
- *...usually happens when he is working on a worksheet during independent seatwork or work at the board*

# ANTECEDENT VARIABLES

- **Setting event:** Anything that increases the likelihood of the problem behavior occurring. A setting event can be something that occurred in the near distant past (a fight last night, sitting on the bus to someone that was screaming, not getting enough sleep, hunger). A setting event can also include changes in the current environment (the lights are too bright, there are a lot of people in the room, it is noisy). Another setting event can be a person...
- **Antecedent:** Anything that happens that directly triggers the behavior.

# ANTECEDENT EVENTS

- Setting events: Tardy to class
- Setting: Math class
- Antecedent: Asked to complete a worksheet independently at his desk or perform work at the board

# ANTECEDENTS: COMMON SETTING EVENTS INCLUDE

- Health issues,
- Lack of sleep,
- Hunger,
- Missing medication,
- Different bus driver
- Substitute teacher
- Change in schedule

Note: This is where you need to use if, then strategies.

# ANTECEDENTS: POSSIBLE TRIGGERS FOR PROBLEM BEHAVIOR

- Physical Setting -(e.g., front of class)
- Social Setting -(e.g., particular student)
- Curriculum and Activities - (e.g., written assignments)
- Scheduling Factors – (e.g., right before lunch)
- Degree of Independence - (e.g., seatwork)
- Degree of Participation - (e.g., quiet seatwork)
- Social Interaction – (e.g., working in pairs)
- Degree of Choice- (e.g., must complete p. 37)



# CONSEQUENCES

- **Consequence** - This is what happens directly after the behavior, and may be maintaining the behavior.
- Clues:
  - *He is reprimanded (e.g. "Brian, get to work." "Brian, if you do that one more time I'm sending you to see Ms. Administrator!")*
  - *Most times, the situation escalates, and he is sent to Ms. Administrator's office*
- Thus,
  - Reprimanded
  - Leaves the math classroom
  - Goes to Ms. Administrator's office

# CONSEQUENCES

- Reprimanded
- Asked to leave
- Goes to Ms. Administrator's office

# CONSEQUENCES: POSSIBLE RESPONSES THAT FOLLOW THE BEHAVIOR (THESE CAN ALSO BE TRIGGERS)

- Peers and/or teacher laughing
- Peers and/or teacher visibly upset
- Teacher has lengthy discussion with student
- Teacher calls home
- Teacher takes away item, points, rewards.
- Loss of points
- No longer required to participate in instruction
- Kept in at lunch
- Loss of recess
- Teacher moves the student to another spot in room
- Sent out of room
- Sent home for day

# POSSIBLE FUNCTION?

- *I hear his other teachers don't have this kind of problem...*
- *Brian is receiving bad grades in my class.*
- *Usually happens...worksheets and math at the board*
- *Most times, the situation escalates, and he is sent to Ms. Administrator's office, where he often just sits and goofs around...*
- *His state math test scores were poor last year*

# TAKING DATA: ANALYZING BEHAVIOR PROBLEMS

- Define the behavior of concern as an observable event.
- Examine what happens immediately before it occurs (antecedent events).
- Examine what happens immediately after it occurs (consequent events).

# A MORE PRECISE DEFINITION OF A TARGET **B**EHAVIOR

- What do you call the behavior? Disruptive
- What does the behavior look like? Blurts out comments such as, "I don't want to do this... This is stupid.. Why do I have to do this?"
- When does the behavior occur? working on a worksheet during independent seatwork or work at the board
- Where does the behavior occur? Math class
- How often does the behavior occur? 3-5 times per class period
- How long does the behavior last? Under a minute (inferred)
- How intense is the behavior? Moderate (inferred)

# COMMUNICATION

- Use objective reporting, especially when communicating about students or situations involving students.
- Describe the events in concrete terms that explain what was seen or heard.
- Stay clear of drawing conclusions, which can be biased depending on:
  - How you feel about the student
  - The day you are having
  - Unconscious prejudices about a particular race, age level, or gender.

(Sprick, Garrison, & Howard, 2000)



ABC OBSERVATION FORM

Student: \_\_\_\_\_ Observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Activity: \_\_\_\_\_

*Context of Incident:*

*Antecedent:*

*Behavior:*

*Consequence:*

*Comments/Other Observations:*



Student Name:		Observation Date:
Observer:		Time:
Activity:		Class Period:
ANTECEDENT	BEHAVIOR	CONSEQUENCE

# ROLE PLAY

A pair of volunteers at each table act out a one minute behavioral episode with one teacher and one student.

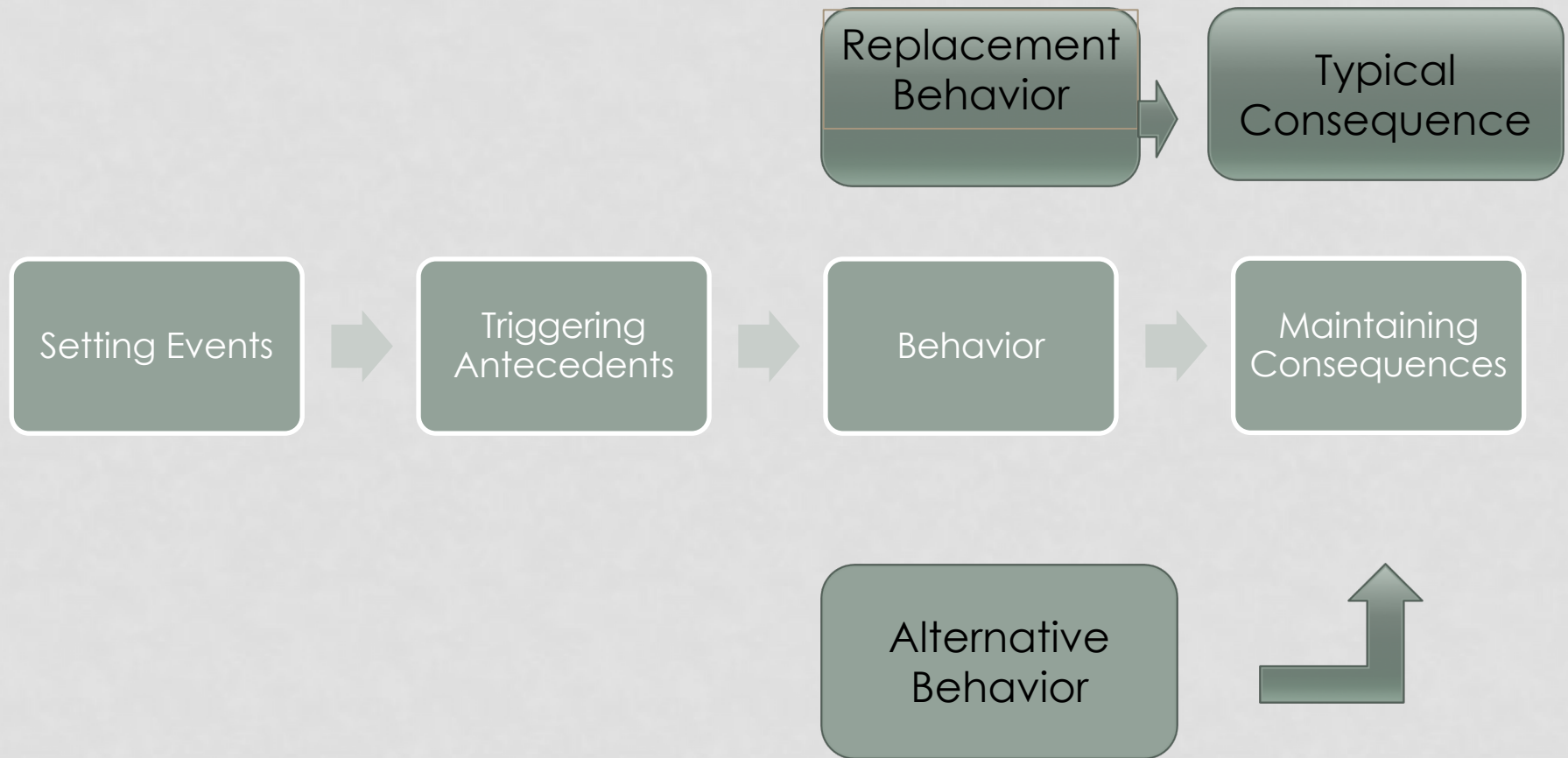
- Observers take ABC data.
- Check your ABC data against your neighbor.
- How did you do?
- What was hard about taking data?
- What did you notice from the data for either student?

# THE STORY OF JAY

How do you communicate your concerns about students in a manner that informs practice?

# IDENTIFYING THE PATTERN FOR BEHAVIOR CHANGE

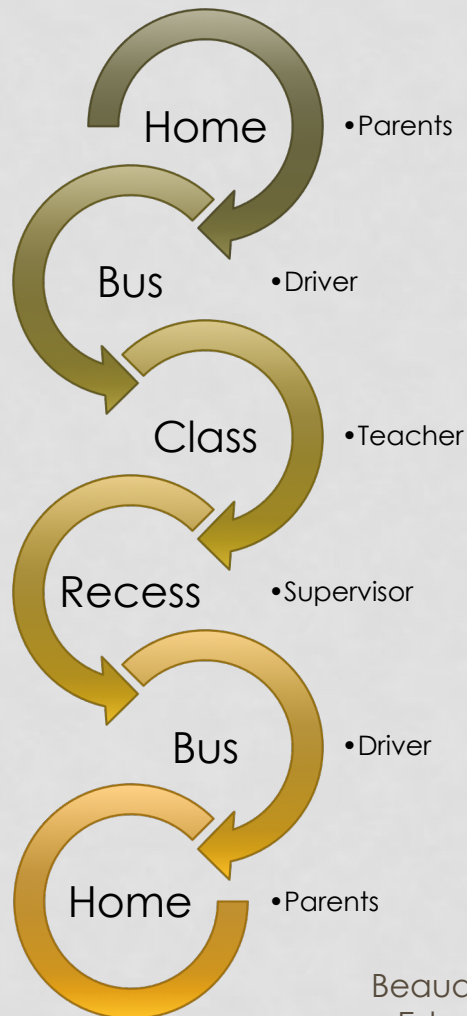
HORNER, R. (2004). BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY



# EMOTIONAL OBJECTIVITY

- *The big message here is to avoid ... “interpreting violations of classroom rules and procedures, negative reactions to disciplinary actions, or lack of response to your attempts to forge relationships as a personal attack” (Marzano et al., 2003, p.68)*
  - Don't make it personal.
  - Reframe & avoid judgments.
    - Remember: Perceptions and inner narratives affect our behaviors in powerful ways.

# COMMUNICATION: CONSIDERATIONS FOR SAFETY



- Injuries can occur when the student is moved from one setting/person to another, e.g., from the bus line to the bus driver.
- What role does communication play during these transitions?

# ACTIVITY

- It is critical to have a clear understanding of potential communication breakdowns or breaks in the chain of communication.
- Individually, list out or draw a communication diagram of the transitions or exchanges that your focus student experiences throughout their day.
- Example: Para--> Norah the bus driver --> Sheila the recess supervisor....etc.



# EFFECTIVE COMMUNICATION MUST BE MINDFUL

- An announcement in a staff meeting or sending out an email does not mean that everyone “received” the message.
- It is important to repeat messages and use a variety of media to say the same thing.

(Hall & Hord, 2011, p. 218)

# COMMUNICATION: SOME “UNCOMFORTABLE TRUTHS”

- There's no such thing as a private conversation
- There's no such thing as a casual conversation
- Trauma has a long half-life
- People sometimes hear what they most fear

*(Galford & Drapeau,  
2003, p. 5)*

READ EACH STATEMENT AND DETERMINE:  
1. WHAT IS WRONG WITH THE STATEMENT?  
2. HOW COULD YOU SAY IT BETTER?

1. “Jason is really inappropriate.”
2. “Recess is a like a zoo and the animals are out of control.”
3. “Maria does not seem as EBD as she used to.”
4. “Barry and Larry were angry and started fighting. I think it’s a problem of racism.”
5. “Zach had a great week. He is such a wonderful kid.”

(Sprick, Garrison, & Howard, 2000, p. 36)

# ACTIVITY: REVIEW YOUR PREWRITE

- Individually - Examine your prewrite with a critical eye. Answer the following questions.
  1. Given what you learned today, is there anything that you would delete from the description you provided on your prewrite?
  2. Is there any part of your content that could be improved?
- At your table – Discuss the following:
  1. What are the takeaways that you can use on a daily basis when communicating about students?

# EVALUATIONS

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

# SELECTED REFERENCES

- Jones, S. M., Bouffard, S. M., & Weissbourd, R. (2013). Educators' social and emotional skills vital to learning. *Phi Delta Kappan*, 94(8), 62-65.
- 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.