KEEPING SPECIAL EDUCATION PARAPROFESSIONALS SAFE AND WORKING
TRAINING DAY 5

AN INJURY PREVENTION TRAINING PROGRAM

Funded by:

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TRAINERS

DR. KATHLEEN BEAUDOIN AND DR. LAURA FEUERBORN
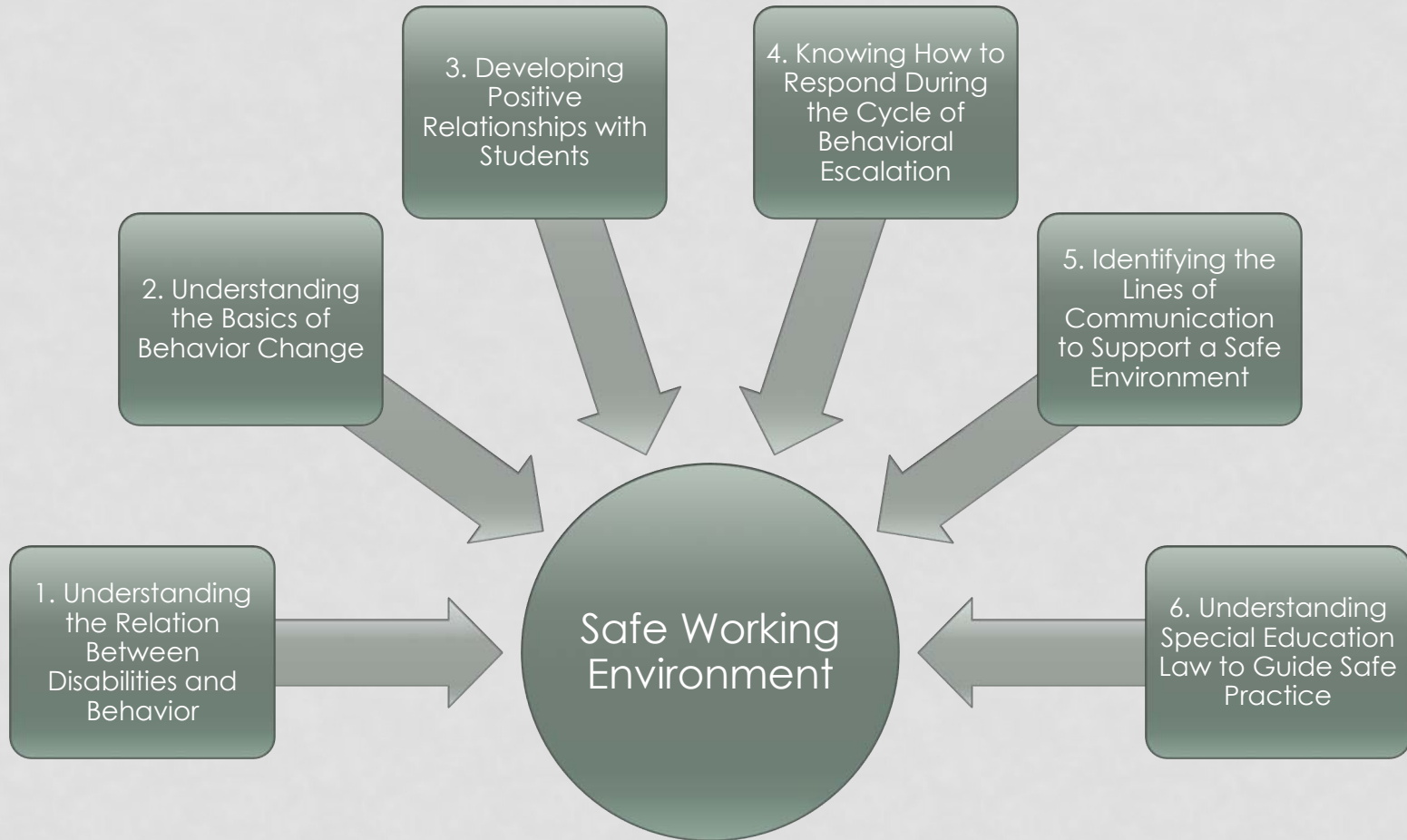### UNIVERSITY OF WASHINGTON TACOMA

DAY 5 AGENDA

- Mindful beginning
- Review highlighting…
  - Disabilities and Behavior
  - Understanding the Basics of Behavior Change
  - Communicating with Students
  - Responding to Behavior
  - Developing Positive Relationships
- Practice Review
- Post Assessment
- 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

3. Developing Positive Relationships with Students

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

2. Understanding the Basics of Behavior Change

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

1. Understanding the Relation Between Disabilities and Behavior

Safe Working Environment

6. Understanding Special Education Law to Guide Safe Practice

Beaudoin & Feuerborn (2017) - Keeping Special Education Paraprofessionals Safe & Working

CONSIDER THIS:

Trauma (and other strong, negative emotions) affects our ability to think.

Trauma (and other strong, negative emotions) affects the way we perceive our world.

So:
How might the way we feel affect the way we behave?

• For more information, see: Mindfulteachers.org

SELF-AWARENESS & SELF-REGULATION

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

We can help ourselves and our students remain "in the calm phase."

--But it is impossible (and it may not be appropriate) to always stay calm.

How can we recover once we are activated?

LET'S PRACTICE

Mindfulness of emotion in the body

- Start by finding a comfortable position, close your eyes fully or partially and take three relaxing breather.

- Locate your breathing where you can fill it most easily. Feel how the breath moves in the body and where your attention wanders, gently return to feeling the movement of the breath….

(Germer, Siegel, & Fulton, 2013)

COMPONENTS OF TRAINING

1. Understanding the Relation Between Disabilities and Behavior

Safe Working Environment

Beaudoin & Feuerborn (2017) - Keeping Special Education Paraprofessionals Safe & Working

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

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)

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.

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 certain activities, 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.

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 …

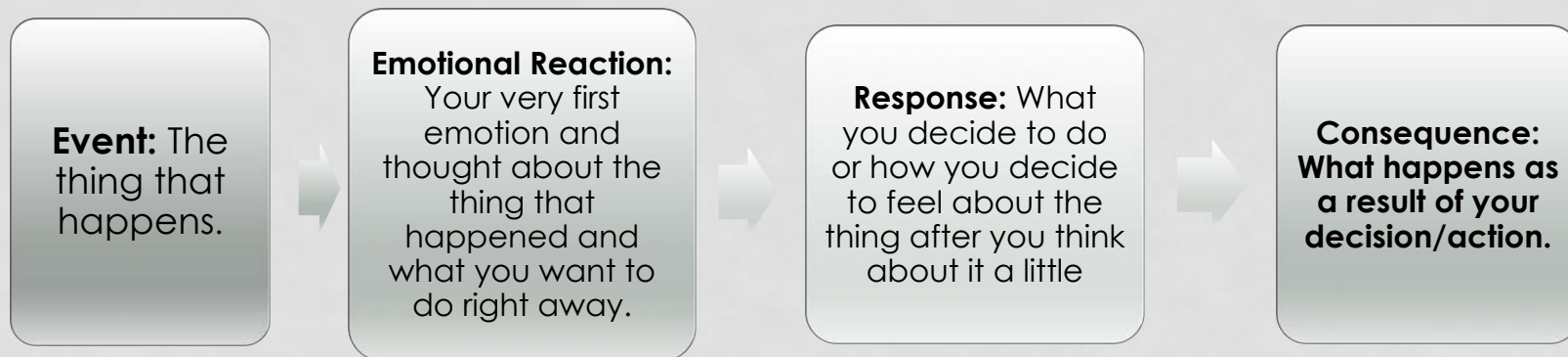(3) change the likelihood of a future consequence or attainment of a goal".

(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)

MAKING CHOICES
FROM: STRONG TEENS SEL PROGRAM

Event: The thing that happens.

→

Emotional Reaction: Your very first emotion and thought about the thing that happened and what you want to do right away.

→

Response: What you decide to do or how you decide to feel about the thing after you think about it a little

→

Consequence: What happens as a result of your decision/action.

Student scenarios:

Some people were roughhousing or playing around in line and caused you to drop your phone and break it.

Your team came in last because some of your team-mates were not paying attention and didn't seem to care about the activity….

(Carrizales-Engelmann, Feuerborn, Gueldner, & Tran, 2016)

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 related to disabilities that could explain/underlie the behaviors displayed by your student?
- At your table:
  - Discuss possible ways to support students in self-regulation.
  - Discuss questions you have about the relation between disability and behavior.
- Report out.

BEHAVIOR INTERVENTION PLANNING

Setting Events	→	Triggering Antecedents	→	Behavior	→	Maintaining Consequences
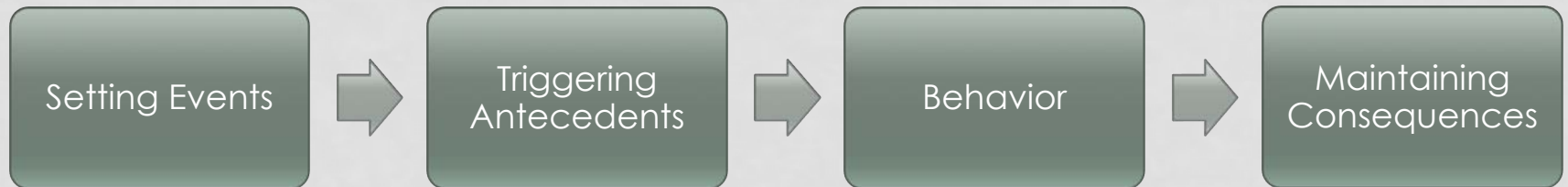
BEHAVIOR ESCALATION CYCLE
(COLVIN, 1992)
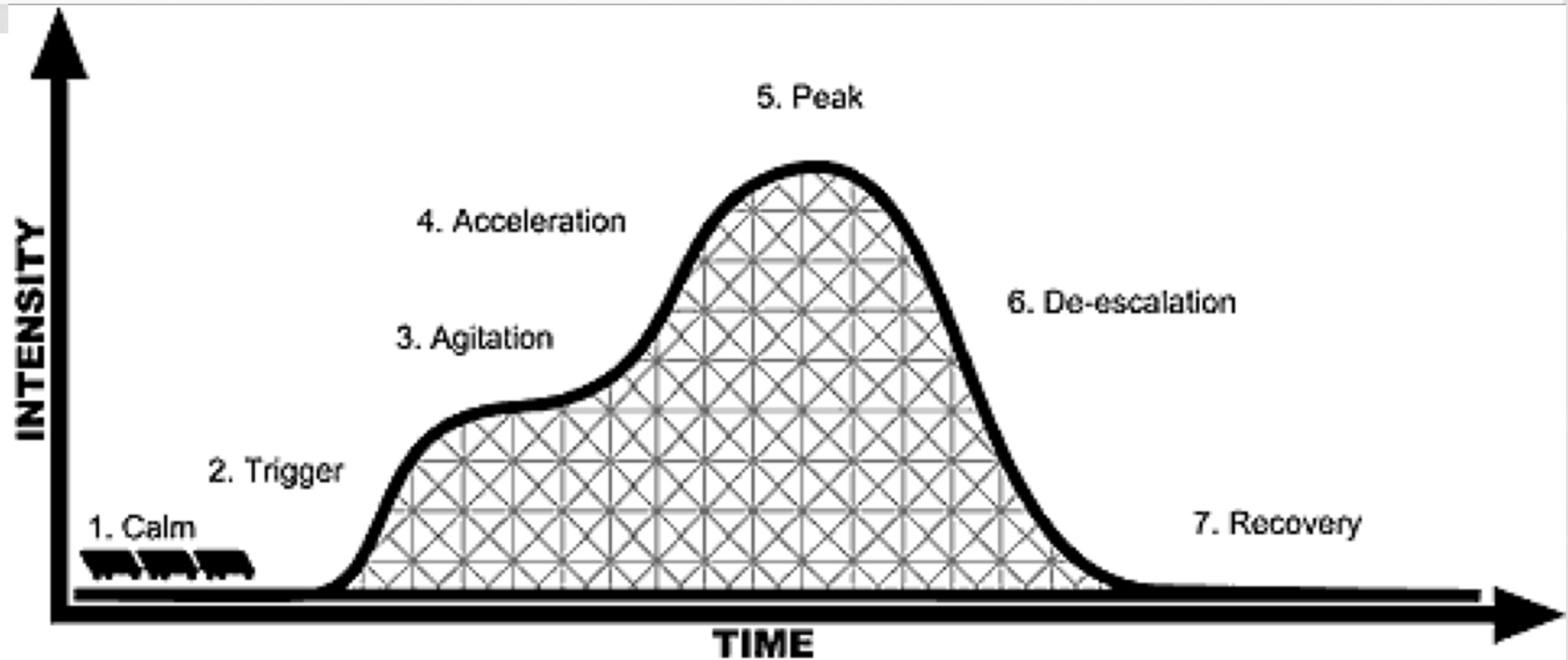
STRATEGIES TO SUPPORT POSITIVE BEHAVIOR

- 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.

(Sprick, Garrison & Howard, 2000)

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)

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

- 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)
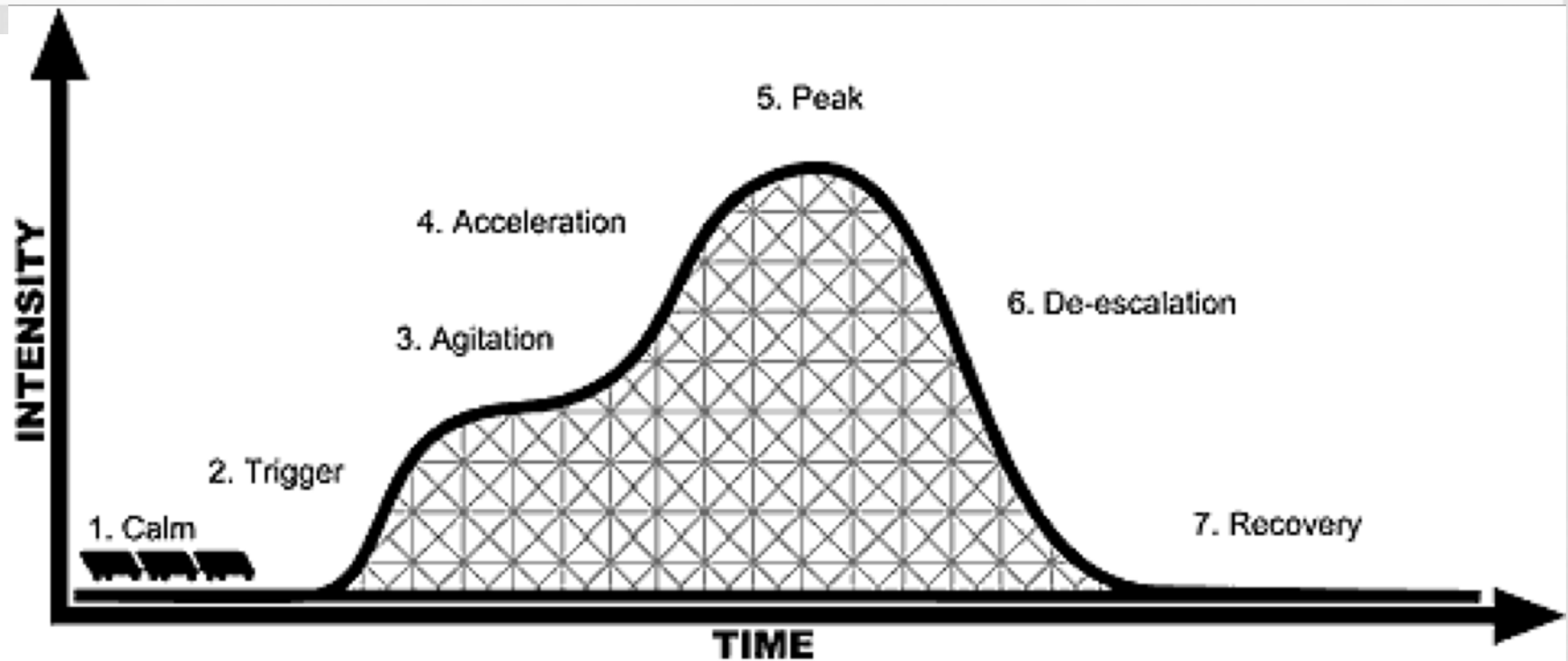
PHASES OF THE ACTING OUT CYCLE

+ 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

Source: PENT, California Department of Ed.

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

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	Process Praise
"Great job, Eddie. You are so smart!"	*"Thank you, Eddie, for showing **respect** by **actively listening** to his perspective."*
"Aaron, you are such a hard worker. Nice job!"	*"Aaron, thank you for showing responsibility for studying so hard for the exam. I can see your hard work is paying off!"*
Trait-oriented **Focuses on student as a whole or global traits** **Innate ability**	**Strategy/effort-oriented** **Acknowledges student for what they have accomplished through practice & persistence**

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 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."

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 they 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

CLOSING MINDFULNESS ACTIVITY

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.

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- Sprick, R., Garrison, M., & Howard, L. (2000). Para pro: Supporting the instructional process. Longmont, CO, Sopris West.