

# IMPROVING SAFETY CONDITIONS FOR ALL SPECIAL EDUCATION PERSONNEL THROUGH COLLABORATIVE SAFETY PROTOCOL TRAINING DAY 1

## 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 ,

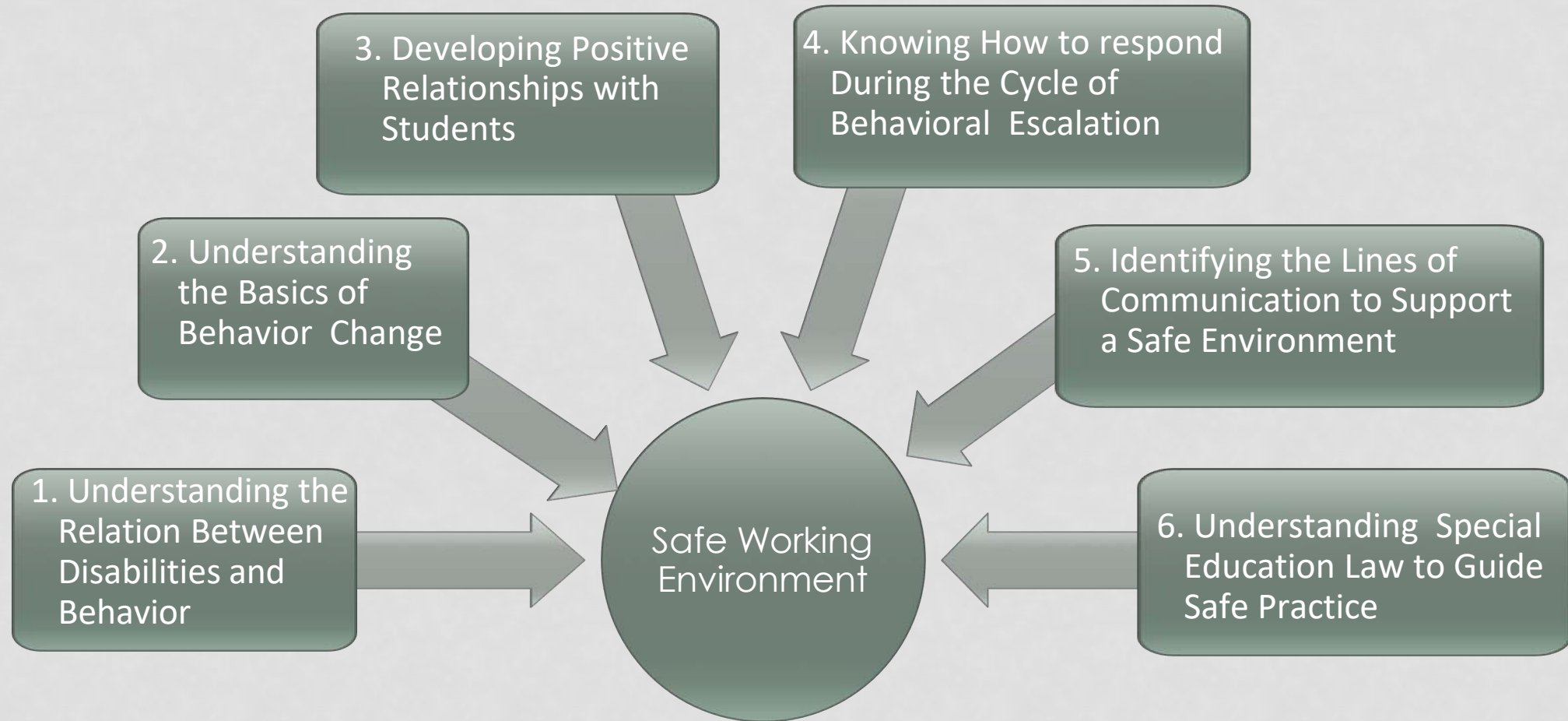
1. Honor Time
2. Constructive Talk About Students and Concerns
3. Maintain Confidentiality
4. Support the Learning Environment

# 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.

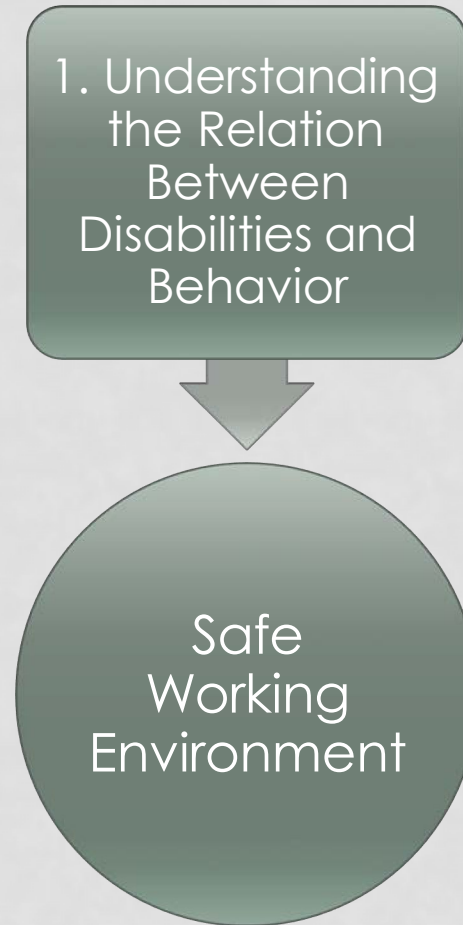
(Sprick, Garrison, & Howard, 2000, p. 22)

## 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)

# SPECIFIC LEARNING DISABILITIES (SLD) 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 (ID): 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-Belanger, 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 (ASD)

- (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.

# 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.

# FOR TOMORROW

- **Paraprofessionals** will introduce themselves and their partner teachers to the participants at their table. Please briefly describe the special education teacher's role at your school and note how the teacher's role relates to that of your role in serving students with disabilities.
- **AND**
- **Paraprofessionals** - Explain 3 ideas that you learned about the relation between disabilities and behavior from the Day 1 training.

# SELECTED REFERENCES DAY 1 & 2

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