

IMPROVING SAFETY CONDITIONS FOR ALL SPECIAL EDUCATION PERSONNEL THROUGH COLLABORATIVE SAFETY PROTOCOL TRAINING DAY 2

AN INJURY PREVENTION TRAINING PROGRAM

Funded by:

Washington State Department of Labor and
Industries Safety and Health Investment
Projects Grant Program (**SHIP**).



Partnered by:

Capital Region Educational Service District 113
and Marysville School District



TRAINERS

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DAY 2 AGENDA

- Overview of SHIP Training for Teachers
- Protocol for Working Safely with Students
- 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

INTRODUCTIONS

- At Your Tables – **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.

THE PROBLEM: ON THE JOB INJURIES

- The number of special education paraprofessionals injured on the job while interacting with students in Washington State is staggering. From September 2015 to July 2016, 336 claims of injury were reported within one region in Washington State - Educational Service District 113.

EXAMPLE INCIDENT

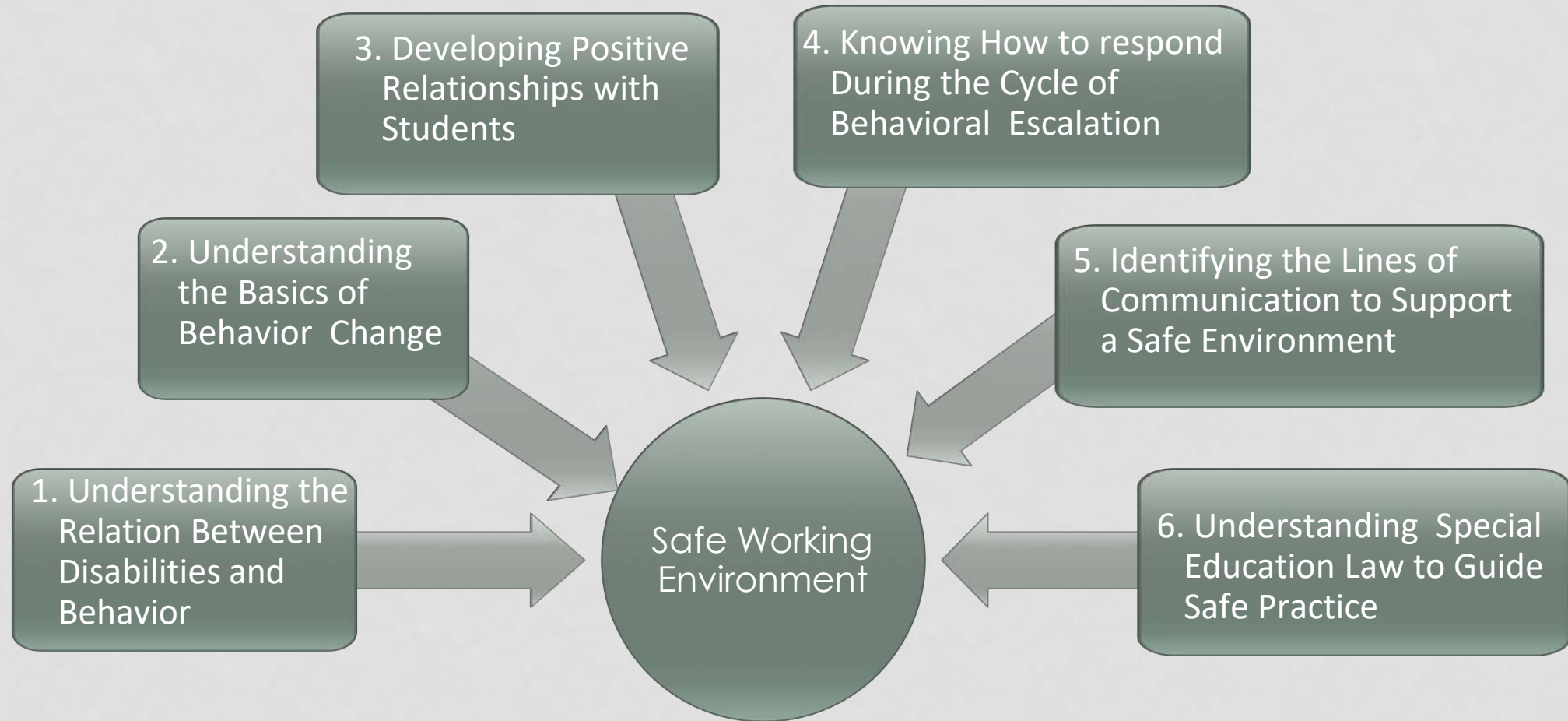
Description of incident:

- “child swung empty plastic container at face, contacted with upper lip”

Could the incident have been prevented? If yes, how?

- “No – because of the uncertain nature of this child’s disabilities, his behavior is far from predictable.”

INTRODUCTION TO THE COURSE



ACTIVITY: IN YOUR SCHOOL TEAM GROUPS



- Paraprofessionals - Explain 3 ideas that you learned about the relation between disabilities and behavior from the Day 1 training.
- Teachers – Listen for ideas that may be new to you.

CREATING A SAFE ENVIRONMENT REQUIRES A **SEISMIC** PARADIGM SHIFT!

When staff shift from asking

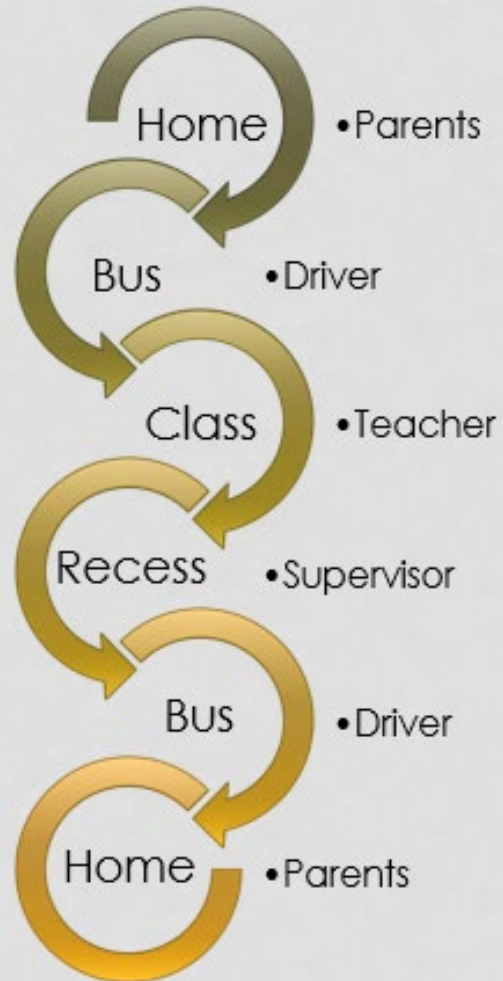


“What do I do when...?”

TO

“What do I do to prevent...?”

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.

BEHAVIOR INTERVENTION PLAN COMPONENTS

- Problem behavior is described in observable and measurable terms.
- Changes to the setting/antecedent align with identified triggers/antecedents.
- Teaching strategies for the replacement behaviors that serve the same function as the problem behaviors are in place.
- Reinforcers are used to increase/maintain the replacement behaviors.
- Response strategies are identified and used consistently by the team.
- Student progress **and** team implementation of BIP are monitored frequently and over time.

ACTIVITY

We will review the Protocol for Working Safely with Students in three sections. For each section, your team will have the opportunity to discuss:

1. Which pieces are easy to identify and/or are working well?
2. What information or pieces are difficult to obtain and/or put in place?

PROTOCOL FOR WORKING SAFELY WITH STUDENTS:

SECTION 1: COMMUNICATION ITEMS 1 - 3

Protocol for Working Safely with Students

	In Place	Partially In Place	Not In Place
1. The team has identified all communication partners (i.e., each team member involved in planning, intervening or monitoring the student's program).			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
2. The team has discussed background knowledge about the student's disability.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
3. Problem behaviors that are related to the student's disability have been identified.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			

ACTIVITY

Please discuss within your team:

1. Which pieces are easy to identify and/or are working well?
2. What information or pieces are difficult to obtain and/or put in place?

PROTOCOL FOR WORKING SAFELY WITH STUDENTS:

SECTION 2: INTERVENTION PLANNING ITEMS 4 - 14

Protocol for Working Safely with Students

	In Place	Partially In Place	Not In Place
4. All behaviors related to safety are described in clear and observable language.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
5. A Behavior Intervention Plan is in place for this student.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
6. The team has targeted and implemented methods for building/increasing positive relationships with the student.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			

PROTOCOL FOR WORKING SAFELY WITH STUDENTS:

SECTION 2: INTERVENTION PLANNING ITEMS 4 - 14

Protocol for Working Safely with Students

	In Place	Partially In Place	Not In Place
7. This student's triggers are identified and clearly described.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
8. The function of this student's behavior is identified and used to plan interventions.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
9. Replacement behaviors are identified and taught to the student.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
10. Effective reinforcers are identified and consistently used, especially in response to replacement behaviors.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			

PROTOCOL FOR WORKING SAFELY WITH STUDENTS:

SECTION 2: INTERVENTION PLANNING ITEMS 4 - 14

Protocol for Working Safely with Students

	In Place	Partially In Place	Not In Place
11. Strategies to maintain calm behavior are identified and consistently used by staff across settings.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
12. Strategies for responding to escalating behavior are identified and used with fidelity by all staff.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
13. An emergency response plan is in place and implemented in accordance with state law.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
14. A system for tracking the effectiveness of interventions related to behavior is established and data are reviewed and shared with the team on a daily or weekly basis.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			

ACTIVITY

Please discuss within your team:

1. Which pieces are easy to identify and/or are working well?
2. What information or pieces are difficult to obtain and/or put in place?

PROTOCOL FOR WORKING SAFELY WITH STUDENTS:

SECTION 3: COMMUNICATION ITEMS 15 - 18

Protocol for Working Safely with Students

	In Place	Partially In Place	Not In Place
15. Specific training needs related to health issues or emergency response plans have been identified and provided to staff.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
16. A debrief process has been established and the team has a plan to meet and review critical information of significant incidents to decrease the likelihood of repeated incidents.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
17. There is a plan for how and when substitute staff will be informed of key practices for working with the student, or what actions the team will take to mitigate possible effects of having a new person in the environment.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			
18. All communication partners have been provided the information addressed in this protocol.			
<i>Notes, information to collect, and aspects yet to be implemented:</i>			

ACTIVITY

Please discuss within your team:

1. Which pieces are easy to identify and/or are working well?
2. What information or pieces are difficult to obtain and/or put in place?

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
 - 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

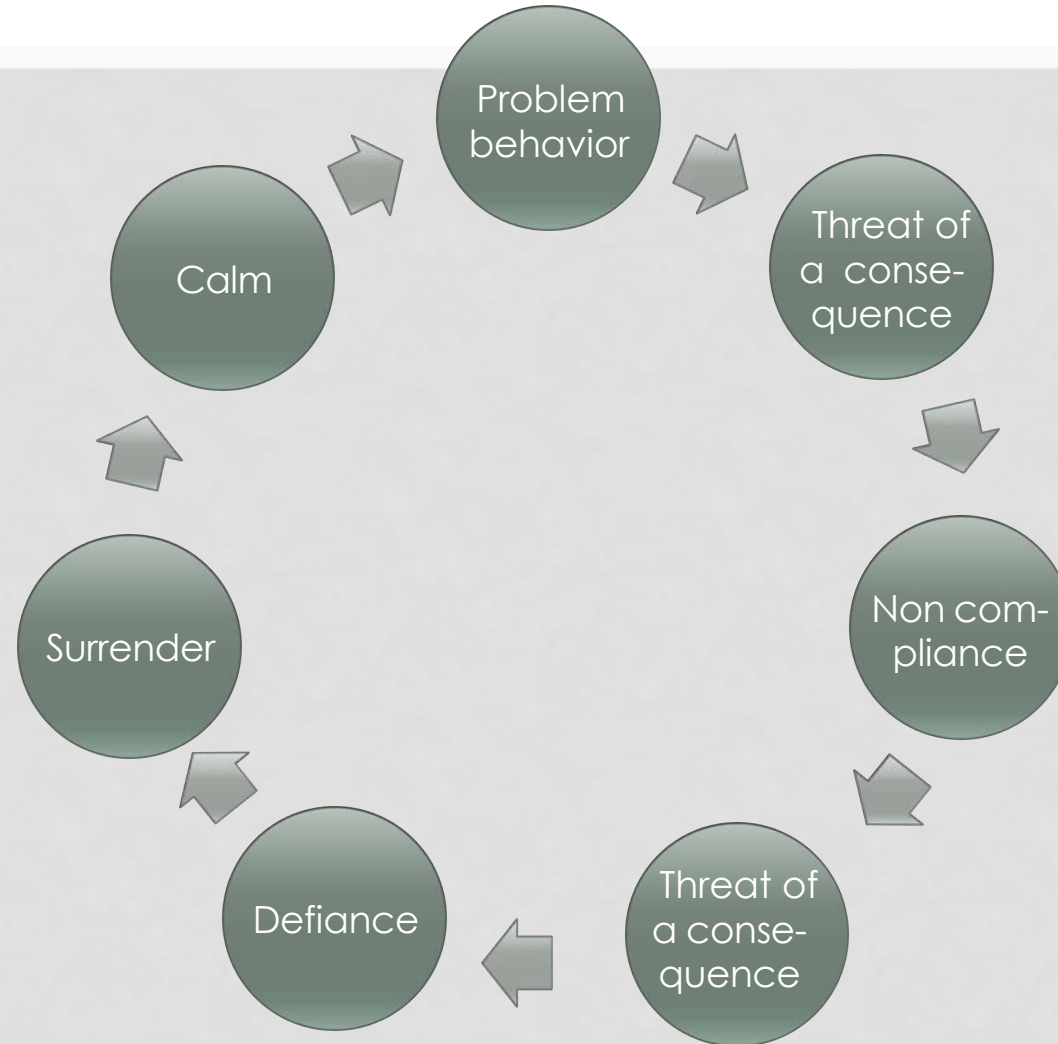


- Increasing behavior by removing or preventing something unpleasant.
- Behavior that allows the student to escape or avoid a negative consequence is strengthened.
- Should not be a prominent feature of your management.
 - Relies on presence or threat of negative consequences.
 - Sets the stage for coercion—the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

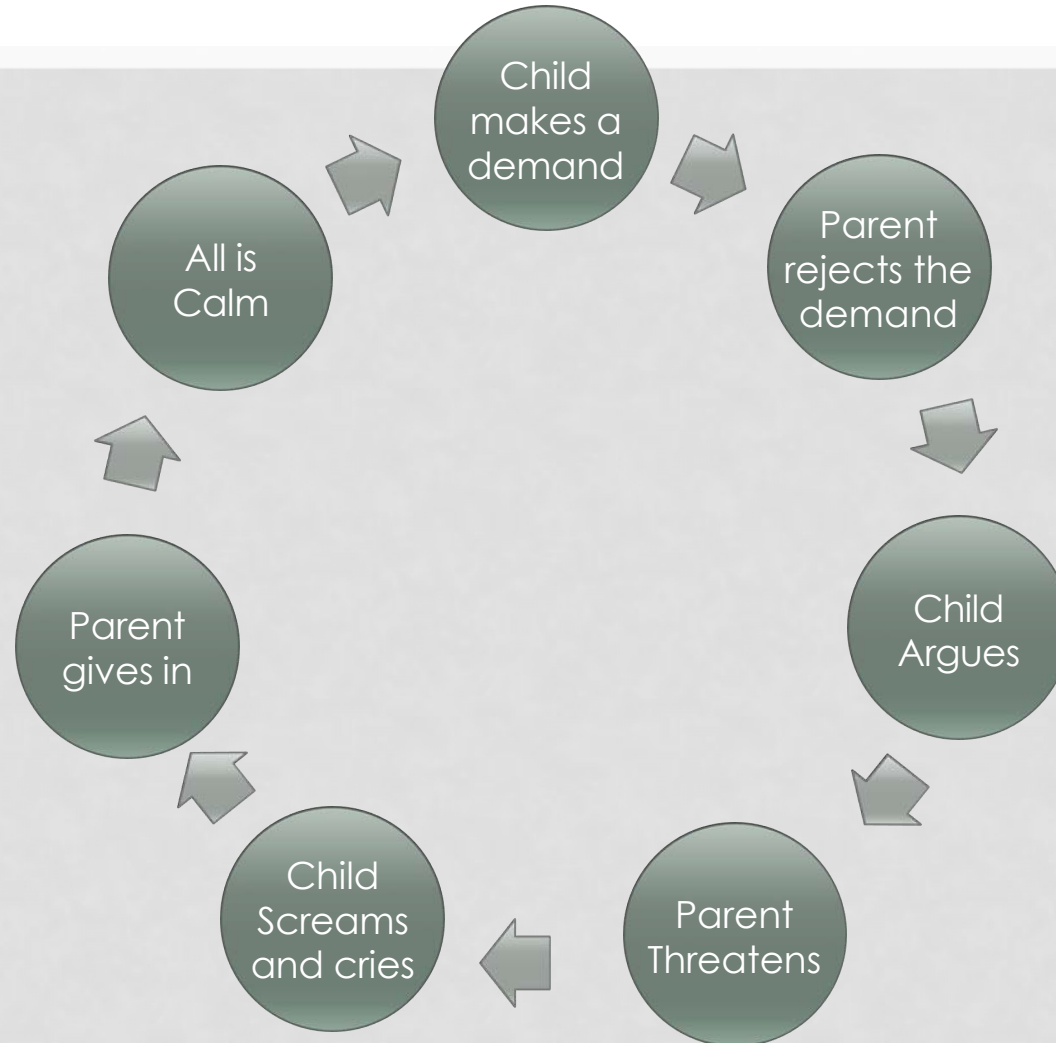
(Kauffman, Pullen, Mostert, & Trent, 2011)

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

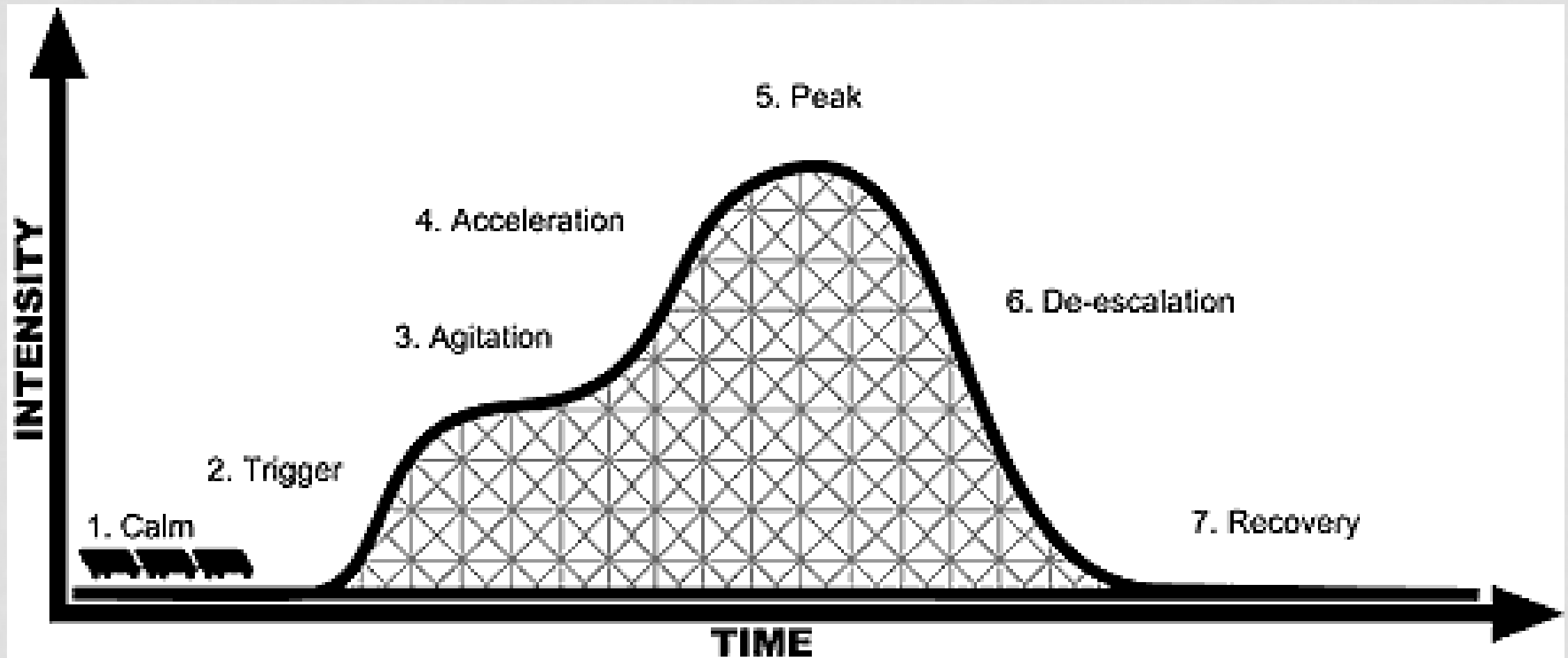
- Always keep in mind the principles of behavior change (we'll revisit reinforcement vs. punishment in just a minute).
- Always put your energy where it matters most!

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

HOMework ASSIGNMENT:

PLEASE COMPLETE IN YOUR TEAMS PRIOR TO THE NEXT TRAINING

- Examine the Protocol for Working Safely with Students. Think about a student with challenging behaviors when you respond to the following questions.
 1. Which items are easy to put fully into place?
 - Why are they easy?
 2. Which items are difficult to put fully into place?
 - Why are they difficulty?
 3. What are potential barriers to full implementation of the protocol?

EVALUATIONS

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

SELECTED REFERENCES DAY 1 & 2

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