

IMPROVING SAFETY CONDITIONS FOR ALL SPECIAL EDUCATION PERSONNEL THROUGH COLLABORATIVE SAFETYPROTOCOL TRAINING DAY 4

AN INJURY PREVENTION TRAINING PROGRAM

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TRAINERS

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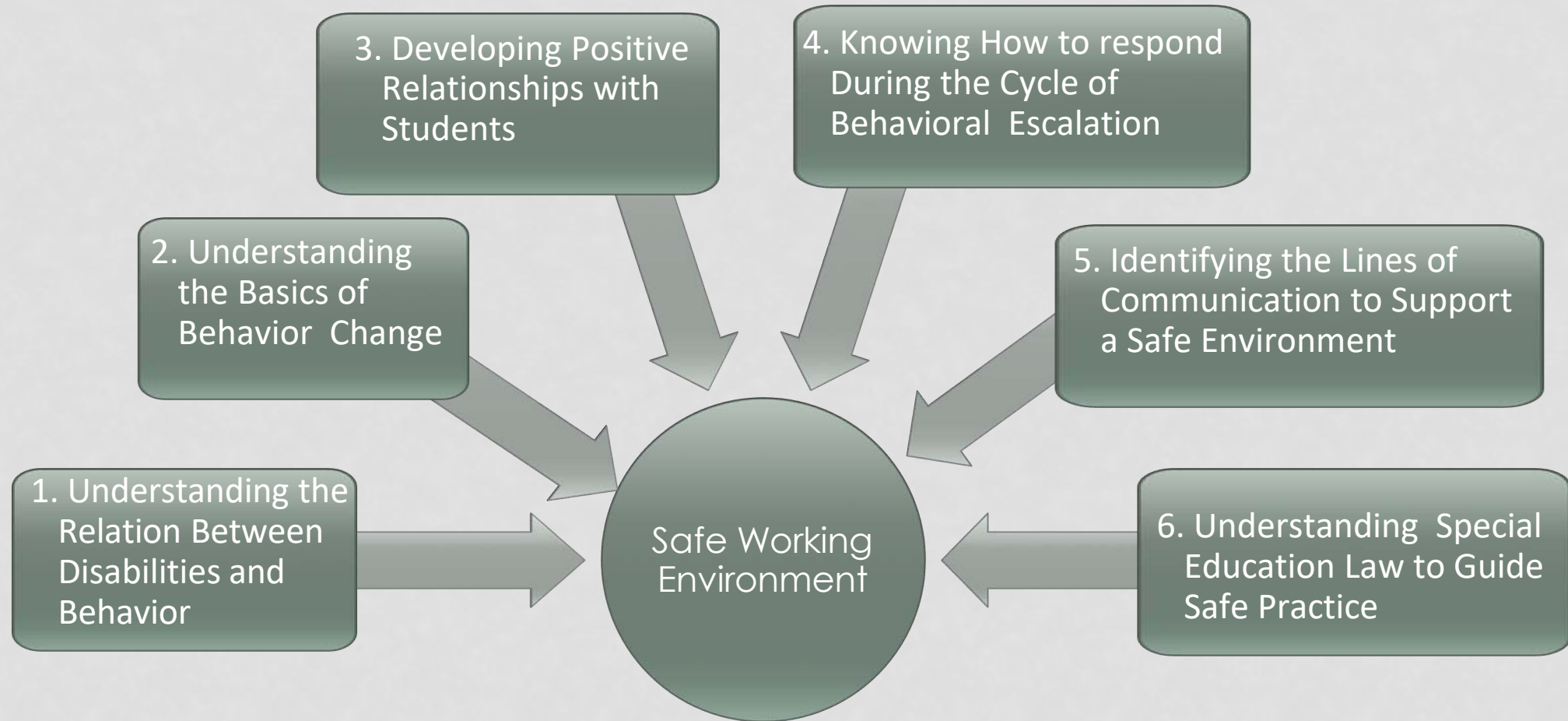
AGENDA DAY 4

- Personal Social Emotional Learning (SEL)
- Building Relationships to Promote Safe Behavior - Homework review
- Identifying the Functions of Behavior through Data Collection and Behavior Pathways
- Developing Response Plans for the Acting Out Cycle

NORMS

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

TOPICS FOR TODAY

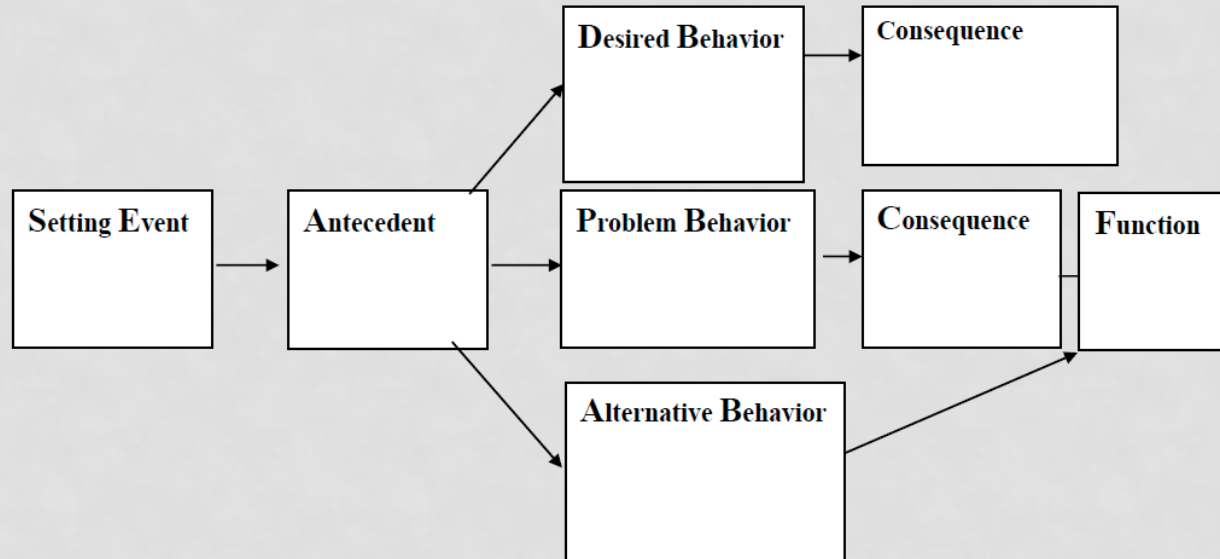


OUR AIM

Behavior Intervention Planning

(Source: Kansas Technical Assistance Systems Network)

BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY

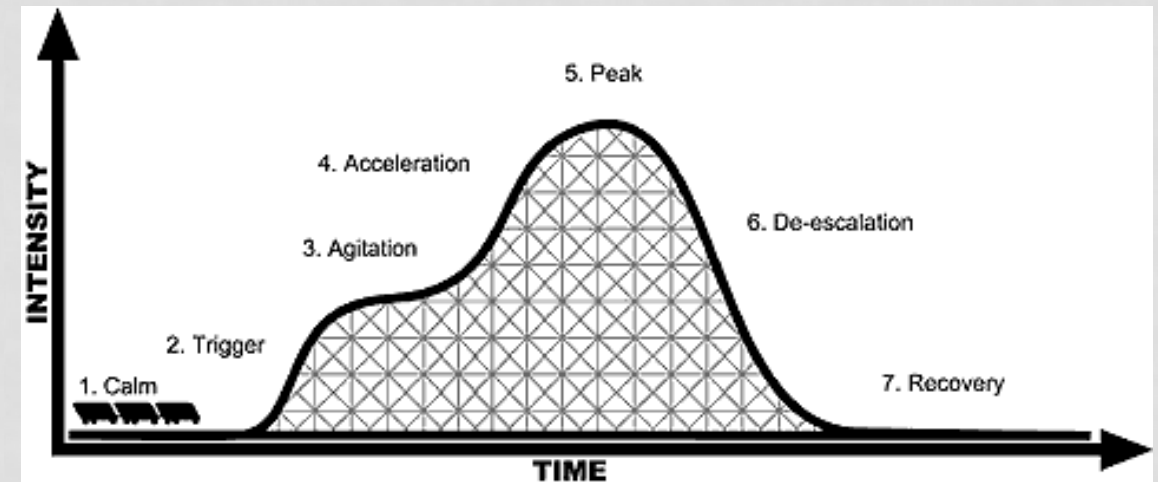


(Make problem behavior irrelevant)
 (Make problem behavior inefficient)
 (Make problem behavior ineffective)

Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
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Cycle of Acting Out

(Source: Colvin, G., 1992)



TO BEGIN: PERSONAL SEL

MINDFULNESS FOR EDUCATORS

SOME MINDFULNESS DEFINITIONS

- moment-by-moment awareness and keeping one's consciousness alive to the present reality (Hanh, 1976, p.11)
- The awareness that emerges through paying attention, on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment-by-moment (Kabat-Zinn, 2003, p. 145)
- Open-hearted, open-minded, curious, moment-to-moment awareness (Kabat-Zinn, 2005, p.24)

SCHOOL-BASED MINDFULNESS PRACTICES

- The practices used in most schools are secularized (Meiklejohn et al., 2012).
- *The goals of most MBP in schools:
 - *Improve attention;
 - *Increase emotional, physical, and cognitive awareness; and
 - *improve emotional regulation (Meiklejohn et al., 2012).
- *Types of practice often include:
 - *Meditation
 - *Breathing
 - *Movement

MINDFULNESS FOR EDUCATORS

Educators need to possess certain “habits of mind,” or dispositions, such as: **mindfulness, attention, flexibility, and intentionality** (Roeser et al., 2012). *These are all important to safety.*

Mindfulness skills can increase educators’ sense of **well-being** and teaching **self-efficacy**, their ability to **manage classroom behavior**, and establish **supportive relationships** with students (Meiklejohn et al., 2012). *These are all important to safety.*

A BRIEF, MINDFULNESS-BASED FOCUSING ACTIVITY

- Awareness of the breath.
- Awareness of thoughts.
- Awareness of bodily sensations.
- Awareness of emotions.
- Awareness of awareness.



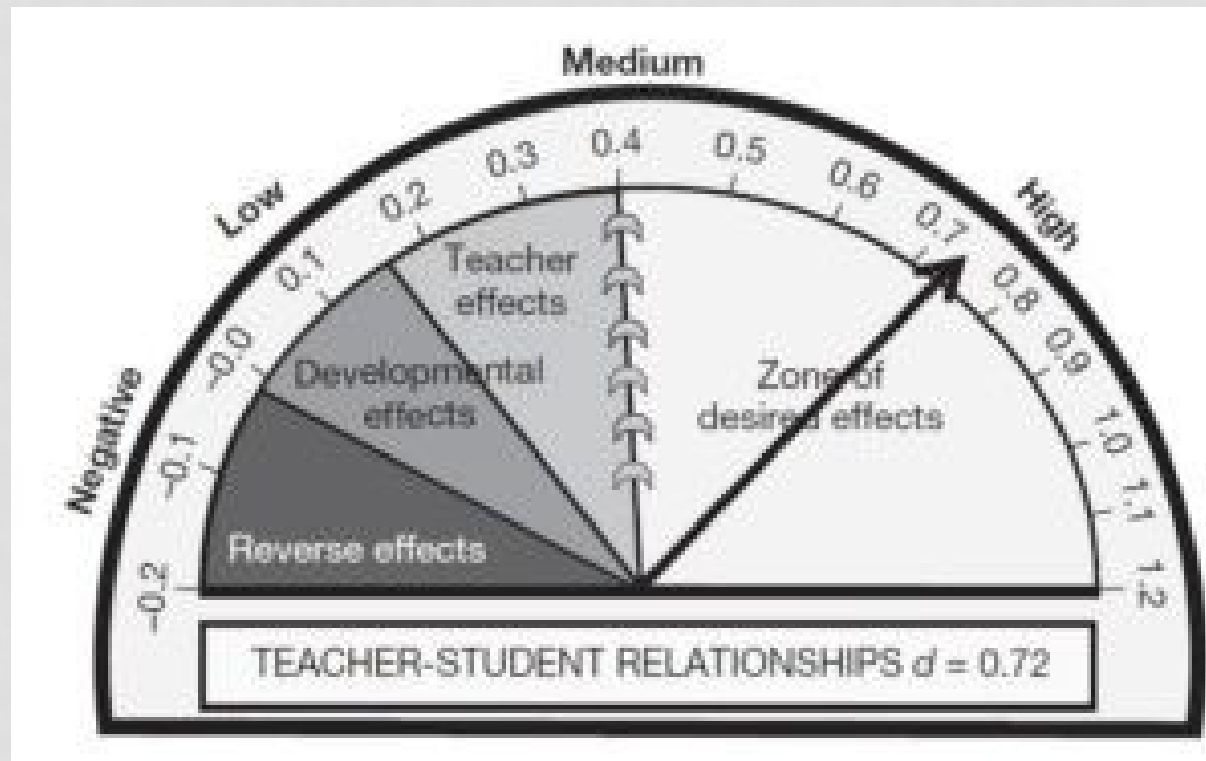
INTRODUCTION TO THE COURSE

**3. Developing
Positive
Relationships
with Students**



Safe
Working
Environment

“IT IS TEACHERS WHO HAVE CREATED POSITIVE TEACHER STUDENT RELATIONSHIPS THAT ARE MORE LIKELY TO HAVE THE ABOVE AVERAGE EFFECTS ON STUDENT ACHIEVEMENT.” JOHN HATTIE (2009)



RELATIONSHIPS MATTER

- “Recent research on high school students who have frequent and intense discipline problems shows that when adolescents perceive their teachers are trustworthy people, they show less defiant behavior” (Gregory & Ripski, 2008).
- “Persistent teacher-student conflict throughout the elementary years increases the likelihood that children will exhibit negative externalizing behaviors (O'Connor et al., 2012), so it is important for teachers to build close relationships at an early age with children at-risk for behavioral issues”.
- Source: Rimm-Kaufman & Sandilos, 2015.

YOUR HOMEWORK ASSIGNMENT

- 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.

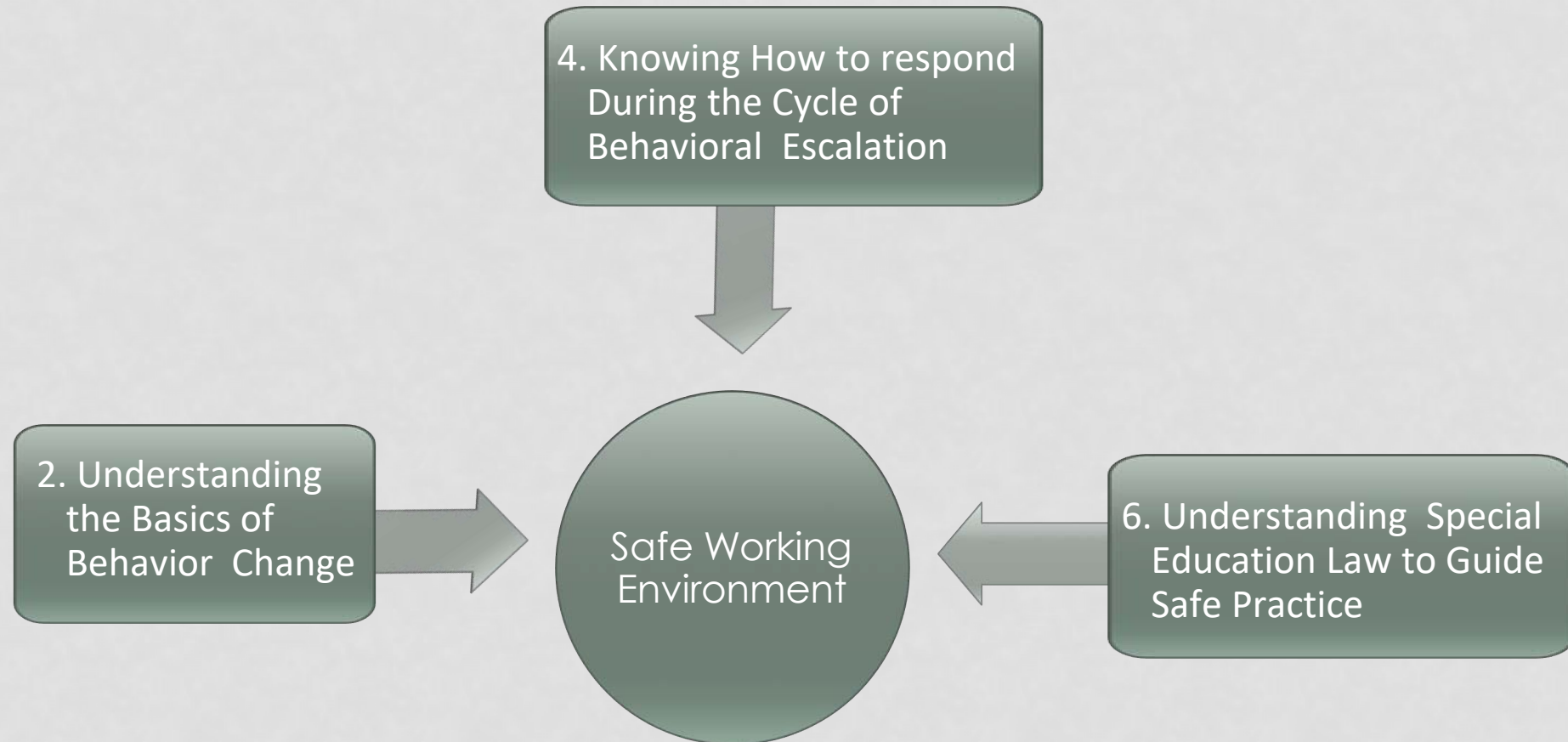
ACTIVITY (7-10 MINUTES)

With your team members/table members:

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 if 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!

NEXT TOPIC: FUNCTIONALLY DRIVEN PLANNING



THE TEACHER INITIALLY REPORTS...

- "I am Brian's 6th grade math teacher. I believe he is rude and disrespectful. I think his parents 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 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. Collins!”)*
- *Most times, the situation escalates, and he is sent to Ms. Collin’s office, where he often just sits and goofs around while Ms. Collins 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 ASSESSMENT & 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.**”

• * Source: <http://www.pent.ca.gov>

Protesting, Escaping or Avoiding something undesired

- The 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.**”

ABC



THE “A” 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.
 - *something that occurred in the near distant past (e.g., a fight last night, not getting enough sleep, problem on the bus).
 - *changes in the current environment (e.g., people in the room, noise).
- ***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

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. Collins!”)*
 - *Most times, the situation escalates, and he is sent to Ms. Collin’s office*

CONSEQUENCES

- Reprimanded
- Asked to leave the classroom

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. Collin's office, where he often just sits and goofs around...*
- *His state math test scores were poor last year*



TO DETERMINE THE FUNCTION, YOU MUST TAKE DATA ON THE PROBLEM BEHAVIOR

- 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).

COMMUNICATING ABOUT STUDENTS – WORDS MATTER

- 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.

Source: Sprick, Garrison, & Howard (2000). Para Pro: Supporting the Instructional Process.

A MORE PRECISE DEFINITION OF A TARGET BEHAVIOR

- **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)

ANTECEDENTS, BEHAVIOR, CONSEQUENCES

<u>A</u> ntecedents (What happened before the behavior?)	<u>B</u> ehavior (Define the problem behavior)	<u>C</u> onsequence (Immediately follows the problem behavior)
Teacher handed Jon a math worksheet	Defiance = Refusing to complete assigned work by or tearing up the worksheet.	Verbal reprimand by teacher, referral written, student sent to office, received detention

ACTIVITY - HOW DID YOU DO?

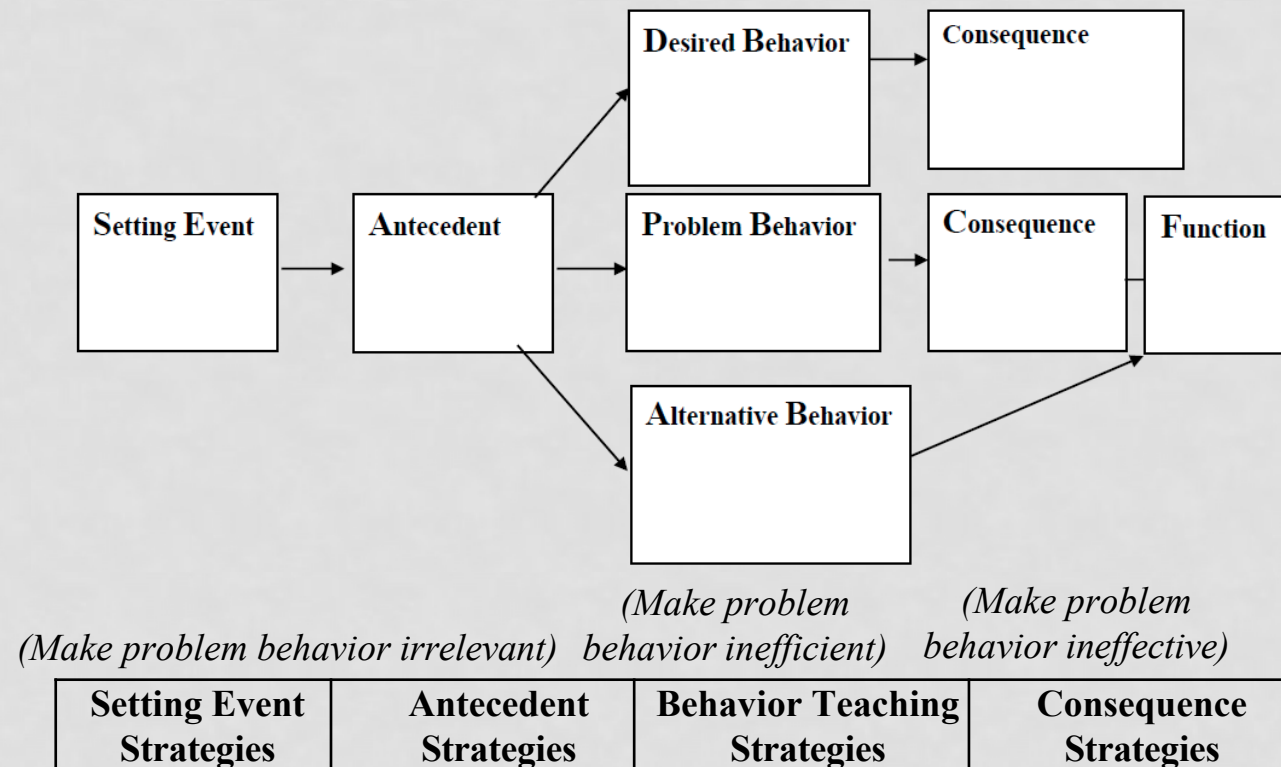
- Check your ABC data against your neighbor.
- How did you do? – Look for data that you missed.
- What was hard about taking data?
- What did you notice from the data for the student?

ACTIVITY: CURRENT PRACTICE AND NEEDS

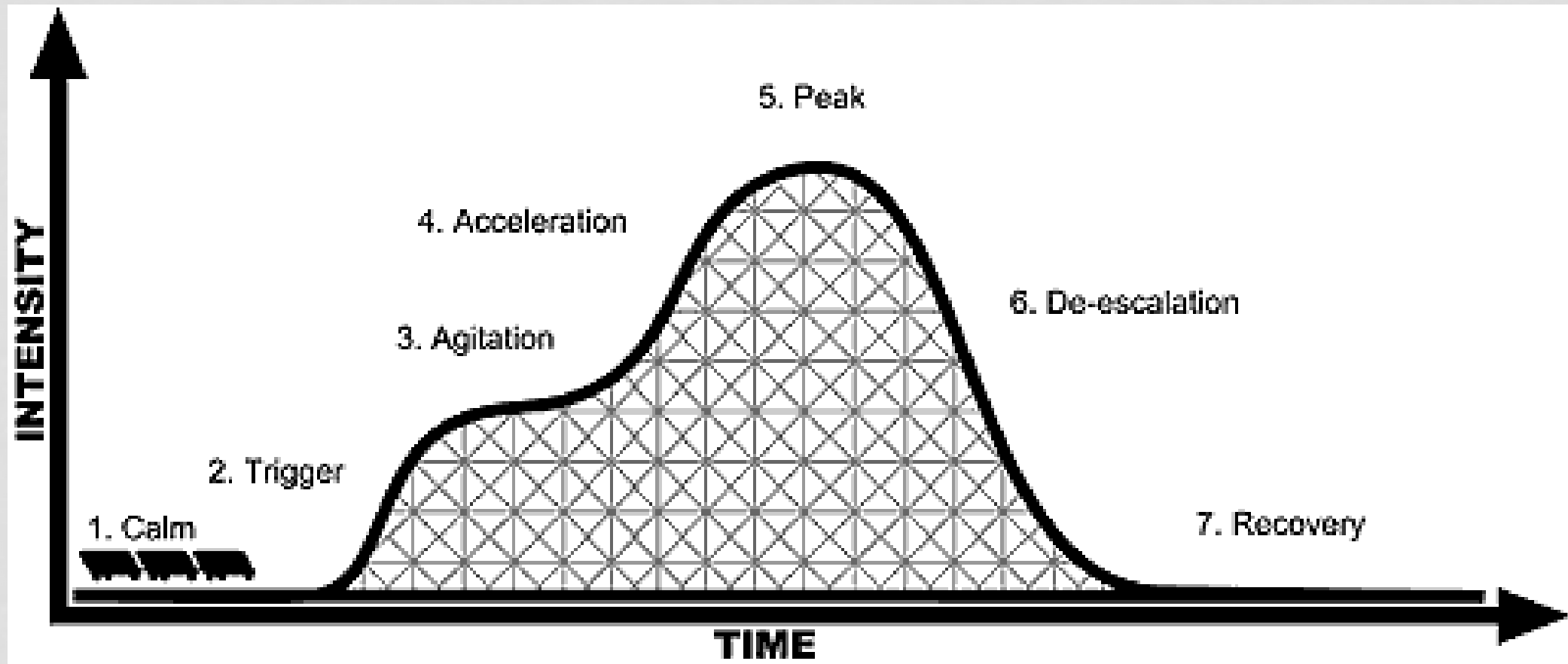
- Are you collecting data to determine ABCs and Function?
- If so, is it working well?
- What's the biggest problem or area for improvement with data collection?
- If not, what are your barriers to data collection?

SOURCE: KANSAS TECHNICAL ASSISTANCE SYSTEMS NETWORK

BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY



BEHAVIOR ESCALATION CYCLE (COLVIN, G., 1992)



BEGIN TO BUILD A RESPONSE PLAN FOR A STUDENT WITH CHALLENGING BEHAVIOR

Response Plan

Phases of Student Behavior: Describe in observable terms	Staff Response to Behavior: Include a specific description of how staff should respond at each phase.	Documentation and/or Follow Up: What documentation needs to take place. Who should be contacted?
Calm		
Trigger		
Agitation		
Acceleration		
Peak		
De escalation		
Recover		

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)

ACTIVITY - CREATING A PLAN

- Do you know what “calm” looks like for this student?
- Have you identified the student's triggers?
- Do you have an observable description of the features of the problem behavior?

BEHAVIOR X IN YOUR CLASSROOM:

- *What does Student X's behavior look like in your classroom?
- *When does it occur?
 - *What seems to trigger the behavior?
- *How are you currently responding to this student's behavior?
 - *Positive practices (describe positive behaviors/circumstances for use)
 - *Negative consequences (describe circumstances for use)
- *How have you responded in the past?
 - *What showed some promise? Why did you stop?
 - *What failed?

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)

ACTIVITY: TEAM TIME TO BUILD A RESPONSE PLAN FOR A STUDENT WITH CHALLENGING BEHAVIOR

Response Plan

Phases of Student Behavior: Describe in observable terms	Staff Response to Behavior: Include a specific description of how staff should respond at each phase.	Documentation and/or Follow Up: What documentation needs to take place. Who should be contacted?
Calm		
Trigger		
Agitation		
Acceleration		
Peak		
De escalation		
Recover		

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.