BEHAVIOR MANAGEMENT
Setting Limits

When providing choices is ineffective, when the student would benefit from clearer expectations or boundaries.

BEHAVIOR MANAGEMENT
Offering Choices: Helpful Reminders

A Choice Is:
- Two available and appropriate options a student may choose from
- Planned ahead of time
- An opportunity to provide control back to the student

A Choice Isn’t
- An ultimatum i.e. “do your work now or in detention”
- A negotiation
- Closed: be prepared with additional choices if the student doesn’t select from the options provided the first time

- Examples of Choices -

<table>
<thead>
<tr>
<th>Location of completing work</th>
<th>Time</th>
<th>Method of demonstration (write or tell)</th>
<th>Break opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward Type</td>
<td>Items (even or odd)</td>
<td>Method of access (read or listen)</td>
<td>Which staff to work with</td>
</tr>
</tbody>
</table>

BEHAVIOR MANAGEMENT
Don’t Pick Up the Rope

Don’t
- React to every distraction unless essential to do so
- Escalate with the student: stay calm, monitor your own tone and volume
- Attempt to get the last word
- Use confrontational language

Do
- Present a “hook” before instruction
- Understand precipitating factors
- Remove the audience
- Present a choice or limit then give time and space

BEHAVIOR MANAGEMENT
Ensuring Access to a Free and Appropriate Public Education

The term educational benefit describes the requirement that an IEP be reasonably calculated to enable a student to make appropriate progress in the educational program in light of his or her individualized needs.

- Tips for Paraeducators -

- Ensure that all accommodations and supports have been clearly communicated.
- Ensure that you have any training and/or materials needed to implement needed supports.
- Have a plan for seeking assistance or clarification to ensure student supports are provided as needed and intended.

PARAEDUCATOR QUICK FACTS
Student Support and Useful Links

- Student Support & Collaboration -
Consistent collaboration between teachers and paraeducators is vital to effective instruction. Duration and frequency of planning time will vary based on student needs.

A paraeducator may work with a student without the case manager present, however the case manager maintains responsibility for instruction and supervision (EDC §45344).

A paraeducator should never be asked to write any component of an IEP.

- Useful Links -
https://charterselpa.org/about-professional-learning/
Information on available professional development opportunities for paraeducators.
https://padlet.com/selpapd/paraeducators
Additional paraprofessional academy resources.

VERBAL DE-ESCALATION: QUICK GUIDE
Recognize the Signs of Behavioral Escalation and Provide Support

Agitation/Pre-Escalation Warning Signs

<table>
<thead>
<tr>
<th>Examples of agitation/pre-escalation:</th>
<th>Interventions:</th>
</tr>
</thead>
</table>
| Fidgeting with hands and/or mouth, anxious smiling or laughing, increased physical movement, ignoring, withdrawal behavior, changes in breathing, talking to self, asking to leave the room. | • Listen/ hypothesize function of the behavior  
• Show empathy through reflection  
• Offer support  
• Change the subject or distract  
• Provide opportunities for movement  
• Use proximity or space, as needed  
• Allow the student to take a break |

Verbal or Physical Escalation

<table>
<thead>
<tr>
<th>Examples of verbal or physical escalation:</th>
<th>Interventions:</th>
</tr>
</thead>
</table>
| Verbal Escalation: verbal defiance, name calling, asking challenging questions, yelling, swearing, making verbal threats. Physical Escalation: out of seat, physical venting without a specific target, breaking items, spitting, hitting/kicking/throwing items, pushing over furniture without immediate risk of harm to self or others, breaking items, ripping paper, eloping from room or school. | • Self-Monitor verbal and nonverbal behavior (FORE)  
• Respect personal space  
• Continue to offer support  
• Avoid the power struggle  
• Allow venting, if possible  
• Offer choices  
• Set limits |

High Risk/Crisis Behavior

<table>
<thead>
<tr>
<th>Examples of high risk/crisis behavior:</th>
<th>Interventions:</th>
</tr>
</thead>
</table>
| Immediate harm to self or others: hitting or kicking others, biting, choking, hair pulling, self-harm, running into a busy street. | • Do not engage unless CPI certified  
• Have a plan to contact CPI certified staff  
• Evacuate the area and evaude until support arrives |

Supporting De-Escalation and Recovery

<table>
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<tr>
<th>Examples of verbal or physical escalation:</th>
<th>Interventions:</th>
</tr>
</thead>
</table>
| Reduced tension in body, crying, apologizing, exhaustion, sleeping, expressing hunger, requests to return to class/activity. | • Ensure that basic needs are met  
• Display unconditional positive regard  
• Listen and empathize  
• Limit discussion of consequences  
• Schedule a time for follow up (postvention) |

Revisit and Repair: Tips for Postvention

<table>
<thead>
<tr>
<th>Top 5 Tips for Supporting Staff</th>
<th>Top 5 Tips for Supporting Students</th>
</tr>
</thead>
</table>
| 1. Make sure everyone is calm.  
2. Look for patterns and trends.  
3. Negotiate plans for change.  
4. Support each other.  
5. Celebrate successes. | 1. Allow the student to share their experience.  
2. Seek to clarify misunderstandings without conflict.  

FACILITATING STUDENT INDEPENDENCE
Helpful Reminders

- Maintain high expectations.
- Encourage student to speak directly to the teacher.
- Watch and wait before assisting.
- If appropriate, encourage peer assistance and/or partnering.
- Be aware of proximity. Sit with student only when necessary.
- Teach and/or remind of independence skills (raise hand, ask for help, etc.).
- Allow processing time after giving prompts.
- Break large tasks into smaller steps.
- Use strengths and preferences to motivate.
- Provide a visual schedule.
- Ask facilitative questions.
- Give specific positive feedback and praise independent attempts.

- Prompting -

<table>
<thead>
<tr>
<th>Natural cue</th>
<th>Provide visual</th>
<th>Provide gesture</th>
<th>Model</th>
<th>Physical prompt</th>
<th>Verbal direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAST RESTRICTIVE</td>
<td>Provide</td>
<td>Physical</td>
<td>Verbal</td>
<td>Natural</td>
<td>Physical prompt</td>
</tr>
<tr>
<td>MOST RESTRICTIVE</td>
<td>Least restrictive prompt necessary for the student to complete a task.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Hardest to Fade |

• Give direction, then WAIT before providing prompt.
• Use the least restrictive prompt necessary for the student for additional support.
• Increase the level of prompt only when the student displays a need for additional support.
• Reward the student for attempting and/or completing the task.