

BEHAVIOR MANAGEMENT

Setting Limits



When providing choices is ineffective.

When the student would benefit from **clearer expectations** or **boundaries**.



- Examples -

Work Completion

When you've completed your first draft

Then you get to listen to music

If you choose not to complete it

Then you will have it as extra homework

Behavior Escalation

When you have a calm body and voice

Then we can solve your problem together

If you choose to continue to yell

Then [Enter Predetermined Consequence Here]

BEHAVIOR MANAGEMENT

Don't Pick Up the Rope

Don't	Do
React to every distraction unless essential to do so	Present a "hook" before instruction
Escalate with the student: stay calm, monitor your own tone and volume	Understand precipitating factors
Attempt to get the last word	Remove the audience
Use confrontational language	Present a choice or limit then give time and space

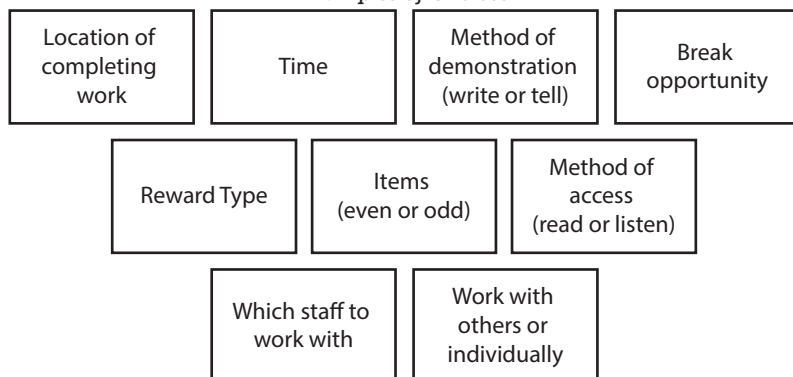


BEHAVIOR MANAGEMENT

Offering Choices: Helpful Reminders

A Choice Is:	A Choice Isn't
Two available and appropriate options a student may choose from	An ultimatum i.e. "do your work now or in detention"
Planned ahead of time	A negotiation
An opportunity to provide control back to the student	Closed: be prepared with additional choices if the student doesn't select from the options provided the first time

- Examples of Choices -



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** needs¹.

- 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.

¹ United States Department of Education (7 December 2017). *Questions and Answers (Q&A) on U. S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1*. Retrieved from <https://sites.ed.gov/idea/files/qa-endrewcase-12-07-2017.pdf>.

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>

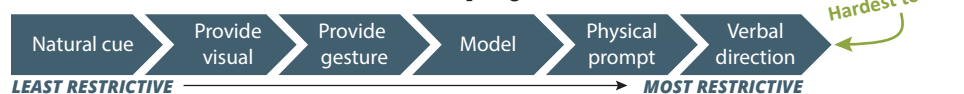
Additional paraprofessional **academy resources**.

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 -



- Give direction, then **WAIT** before providing prompt.
- Use the least restrictive prompt necessary for the student to complete a task.
- 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.

VERBAL DE-ESCALATION: QUICK GUIDE

Recognize the Signs of Behavioral Escalation and Provide Support

Agitation/Pre-Escalation Warning Signs	
Examples of agitation/pre-escalation:	Interventions:
Fidgeting with hands and/or mouth, anxious smiling or laughter, increased physical movement, ignoring, withdrawal behavior, changes in breathing, talking to self, asking to leave the room.	<ul style="list-style-type: none"> • 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	
Examples of verbal or physical escalation:	Interventions:
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.	<ul style="list-style-type: none"> • 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	
Examples of high risk/crisis behavior:	Interventions:
Immediate harm to self or others: hitting or kicking others, biting, choking, hair pulling, self-harm, running into a busy street.	<ul style="list-style-type: none"> • Do not engage unless CPI certified • Have a plan to contact CPI certified staff • Evacuate the area and evade until support arrives
Supporting De-Escalation and Recovery	
Examples of verbal or physical escalation:	Interventions:
Reduced tension in body, crying, apologizing, exhaustion, sleeping, expressing hunger, requests to return to class/activity.	<ul style="list-style-type: none"> • 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	
Top 5 Tips for Supporting Staff	Top 5 Tips for Supporting Students
<ol style="list-style-type: none"> 1. Make sure everyone is calm. 2. Look for patterns and trends. 3. Negotiate plans for change. 4. Support each other. 5. Celebrate successes. 	<ol style="list-style-type: none"> 1. Allow the student to share their experience. 2. Seek to clarify misunderstandings without conflict. 3. Maintain empathetic approach.