What is one thing you did over the summer that was a new experience?
PARAEDUCATOR STANDARDS OF PRACTICE

Paraprofessionals provide the majority of instruction in programs designed by the legislature to reduce the opportunity gap. (HB 1115, 2017)

1. Support Educational Outcomes
2. Demonstrate Professionalism and Ethical Practices
3. Support a Positive and Safe Learning Environment
4. Communicate Effectively and Participate in the Team Process
5. Demonstrate Cultural Competency
FUNDAMENTAL COURSE OF STUDY FOR PARAPROFESSIONALS

COURSE A: Supporting a Positive and Safe Learning Environment = 6.0

COURSE B: Supporting Educational Outcomes = 6.0
(includes 1 hour online Technology training)

COURSE C: Effective Communication and Child Development = 6.0
(includes 1 hour online Technology training)

COURSE D: Equity and Cultural Competency = 6.0

COURSE E: District Orientation/Emergency and Health Safety = 4.0
2.5 in person training and 1.5 SafeSchools online

TOTAL = 28
Learning Objective: Support a Positive and Safe Learning Environment

• I can utilize positive and proactive strategies to support an inclusive and equitable learning environment

• I understand restorative justice and ways to apply to student interactions

• I can apply progressive behavior management strategies

• I can apply de-escalation strategies to specific situations
Small Group Norms

- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-Closure
- Listen for Understanding
- No Fixing
- Take Risks
ROLE OF THE PARAPROFESSIONAL

Strengthening the Educational Team

Special Education
LRCI - Learning Resource I
LRCII - Learning Resource II
ACT - Academy for Community Transition
ECE - Early Childhood Education
ISEP - Issaquah Skills Enhancement Program

Health and Safety
Health Room
Crossing Guard
Student Hygiene

Supervision
School Bus
Classroom
Hallway Passing
Playground
Lunch Room
Detention
Testing Room
Before/After School Care

Clerical
Instructional Prep
Office
Library

Instructional Support
Elementary
Secondary
Echo Glen
English Language Learners
Reading Programs
Career and Tech Courses
Assessment Proctoring
Title I
Learning Assistance Program

Behavior Management
Unique Needs Specialist
Right Response Trained

Which roles describe your work?
par • a

noun

1. along side of
<table>
<thead>
<tr>
<th>Teacher Role</th>
<th>Paraprofessional Role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizing the classroom</strong>: Designs the layout of the classroom; plans lessons, plans schedules</td>
<td><strong>Organizing the classroom</strong>: Follows plan according to teacher lead</td>
</tr>
<tr>
<td><strong>Teaching lessons</strong>: Sets objectives; teaches the whole class, small groups, and individuals</td>
<td><strong>Teaching lessons</strong>: Helps teacher manage small groups and individual students</td>
</tr>
<tr>
<td><strong>Assessing learning</strong>: In charge of making sure all students complete lesson testing</td>
<td><strong>Assessing learning</strong>: Helps manage testing process, including scoring</td>
</tr>
<tr>
<td><strong>Managing Behavior</strong>: Plans and implements behavior management strategies for staying on track in class</td>
<td><strong>Managing Behavior</strong>: Supports and implements behavior management strategies; tracks progress</td>
</tr>
<tr>
<td><strong>Meeting with families</strong>: Communicates with families regarding student’s progress</td>
<td><strong>Meeting with families</strong>: Supports teacher’s efforts to communicate with families</td>
</tr>
<tr>
<td><strong>Working with individualized education programs (IEPs)</strong>: Plans, develops and implements IEPs; creates instructional materials; participates in professional development opportunities</td>
<td><strong>Working with individualized education programs (IEPs)</strong>: Supports teacher’s IEP efforts; tracks student progress; reports progress to teacher; creates supporting materials according to teacher’s plans; attends professional development geared toward paraprofessionals</td>
</tr>
</tbody>
</table>

(adapted from the Puget Sound Educational Service District’s Paraeducator Handbook)
Roles and Responsibilities Activity

1. Complete individually
2. Turn to a partner to compare answers and discuss
3. Large group discussion
Teacher’s/Administrator’s Responsibilities for Paraprofessionals

**Team Leader:**
- Practice effective communication
- Schedule para meetings
- Communicate upcoming activities
- Manage potential conflicts
- Solve problems together

**Expectations:**
- Full and accurate job description
- Identify supports or training available
- District/School policies and procedures
- Communicate student needs, IEPs, 504’s

**Supervising:**
- Assign para tasks
- Create work plan
- Discuss and clarify plan
- Refine tasks as needed

**Professional Growth and Development:**
- Coach new skills and tasks
- Collaborate on professional growth plan

**Performance and Evaluation:**
- Provide ongoing feedback (direct supervisor)
- Formal evaluation (Dean of Students/Asst. Principal)

**Planning:**
- Daily routine and schedule
- Student goals/expectations

**Team Leader:**
- Practice effective communication
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- Daily routine and schedule
- Student goals/expectations
Team Effectiveness

• Demonstrate trustworthiness by treating others with respect, maintaining confidentiality, telling the truth and honoring promises

• Communicate effectively by being a good listener, sharing ideas clearly and asking good questions

• Build a community of practice by encouraging all team colleagues to contribute to discussions, entertaining different perspectives, giving consent to workable solutions, and providing kind and honest feedback
Scenario

1. Read through the scenario individually
2. Define the issues involved
3. Brainstorm possible plans of action
4. Find a partner and discuss

What steps should the para take to remedy the situation?
PBSES - OVERVIEW

• What is PBSES?
  – 4 Components
  – Tiered system of interventions
PBIS = Positive Behavior Interventions and Supports

PBIS + social-emotional support

Positive Behavior and Social Emotional Support

PBSES
Positive Behavior and Social Emotional Support
4 Components of PBSES

- Social Emotional Learning
- Proactive Classroom Management Practices
- Teaching Practices
- School-wide Practices

- Student Skill Building
- Positive Relationships
MTSS: Multi-Tiered Systems of Support
Tier Interventions

**Tier 1 – School Wide**
Behavior Expectations posted, taught, modeled and supported by staff, students and parents
Before school, during school and during dismissal
Reward/motivation program

**Tier 2 – Individual/Small Groups**
Small group activities with counselor or PBSES Coach
Check in/out
Parent communication
Behavior contract

**Tier 3 – Intense Individual**
Teacher, Counselor, Dean of Students, Psychologist, Parents
Work together to form a Behavior Support Plan
LRCI/LRC II
What are some things that you do in your school that support students at the three levels?
In 2006
Somersworth High School Implemented PBSIS

https://www.youtube.com/watch?v=48hlfLgxBQg
LEARNING NEW THINGS

Think of a time when you were learning/doing something new and you felt good about your efforts.
FOUR ELEMENTS FOR CREATING A POSITIVE LEARNING ENVIRONMENT

- Safety
- Connectedness
- Engagement
- Support
Safety

- Welcoming
- Organized spaces/materials
- Proximity/Active Supervision
- Clear and explicit expectations
Safety

Welcoming

- Self care
- Positive greetings and interaction
- Zero tolerance for discrimination
Safety

ORGANIZED SPACE/MATERIALS
Safety

PROXIMITY/ ACTIVE SUPERVISION
## CLEAR EXPECTATIONS

### Brea Canyon High School
Positive School-Wide Behavior Expectations

**Cognitive**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Promotable</th>
<th>Organized</th>
<th>Well-Rounded</th>
<th>Resourceful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking Lot / Drop Off / Pick up</td>
<td>By knowing respect &amp; courteous to all</td>
<td>By showing respect &amp; courteous to all</td>
<td>By showing respect &amp; courteous to all</td>
<td>By showing respect &amp; courteous to all</td>
</tr>
<tr>
<td>Hit, run, kick, headlock, push, etc.</td>
<td>By respecting all property</td>
<td>By respecting all property</td>
<td>By respecting all property</td>
<td>By respecting all property</td>
</tr>
<tr>
<td>Absent without permission</td>
<td>By respecting all property</td>
<td>By respecting all property</td>
<td>By respecting all property</td>
<td>By respecting all property</td>
</tr>
<tr>
<td>Hallway/Quad Area</td>
<td>By respecting all property &amp; courteous in all</td>
<td>By respecting all property &amp; courteous in all</td>
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</tr>
<tr>
<td>Lunch Area</td>
<td>By respecting all property &amp; courteous in all</td>
<td>By respecting all property &amp; courteous in all</td>
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<tr>
<td>Restrooms</td>
<td>By respecting all property</td>
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<tr>
<td>Field/Basketball Court</td>
<td>By respecting all property</td>
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### Classroom Expectations

- **Be Respectful**
  - Use QUIET voices
  - Complete all assigned tasks
  - Keep hands & feet to yourself
  - Raise your hand and wait your turn to speak
  - Be prepared: have all necessary materials
  - Keep desk area neat
  - Walk at all times

- **Be Responsible**
  - Be prepared: have all necessary materials
  - While seated: keep 2 feet and legs on the floor

- **Be Safe**
  - While seated: keep 2 feet and legs on the floor
CLEAR EXPECTATIONS

Process to teach and maintain expectations

- Define
- Reward
- Post
- Practice
- Model
Safety

- What are some things you’re doing at your school to create a safe learning environment?
Engagement

- Opportunities to Respond
- Transitions
Opportunities to Respond

How do you ensure that all students get a chance to share thinking?

Flip Sticks

Graffiti Wall

Clickers

Turn and Talk
Engagement

Transitions – taught, modeled and reinforced

- Provide a warning a few minutes before transitioning
- Post daily schedule
- Call and response
  
  Ready set…You bet!
  
  If you can hear me touch your nose.
- Use props like a bell, timer or whistle
- Hold up a visual related to the instruction
- Write a pop quiz on the board!
- Provide a choice for extra time or desired activity

Other ideas?
Engagement

- What are some student centered strategies you’ve experienced to help keep students engaged?

- What are some strategies you’ve used to make transitions smooth?
Connectedness

- Effective Communication
- Relationships
- 5:1 Affirmations to Redirections
- Responsibility
Connectedness

Effective Communication

• Active Listening – I heard you say…
• Empathy – I can see that…
• Validation – I understand that…

Paralanguage

• Gestures
• Intonation
• Pitch
• Volume
• Facial expressions
• Proximity
No significant learning occurs without a significant relationship.

Relationships

- **Establish** – Share your interests and discover student interests
- **Maintain** - Check in and follow up
- **Restore** - May have to apologize

How can teachers help students get to know each other better?
CONNECTEDNESS

5 Positive : 1 Redirection
• Accurate
• Specific and descriptive
• Age-appropriate
• Timely

Responsibility
• Crossing Guard
• Green Team
• Help Wanted/Offered Board
• Community Service Projects
• After School Clubs/Sports
Connectedness

- What are some examples at your school of ways to connect and stay connected with students?
Support

- Positive school climate
- Teaching pro-social skills
- Motivation systems
Support

POSITIVE SCHOOL CLIMATE

• Communication
• Feedback Surveys
• Assemblies
• School/Community Partnerships
SUPPORT

Pro-social skills taught, modeled and practiced

Social Emotional Curriculums

MindUP

Author Julia Cook

Zones of Regulation

PBSES Coaches at every elementary and middle school
SUPPORT

Motivation Systems

- Tokens
- Reward Dollars
- Reward Chart
- Praise
- Earning Privileges
- Positive notes sent home

Fill a Jar

Student of the month
• What’s happening at your school to improve the school climate among staff, students and community members?
• Are you using any social emotional curriculums?
• What motivation systems are in place at your school?
Time for a Break
EFFECTIVE BEHAVIOR MANAGEMENT

• Building relationships with students and teaching social skills along with academic skills

• Problematic behaviors signal a student’s lack of skills for responding appropriately to difficult situations

• Moving from discipline as punishment to discipline as teaching including regulating emotions, inhibiting impulses, considering their impact on others, and other skills
RETHINKING DISCIPLINE

RESTORATIVE PRACTICES

Address and discuss the needs of the school community
Build healthy relationships between educators and students
Resolve conflict, hold individuals and groups accountable
Reduce, prevent, and improve harmful behavior
Repair harm and restore positive relationships

7 Questions That Change School Discipline

What happened?
What part did you play in it?
How did it happen?
How were you affected by what you did?
Who else was affected by what you did?
What can you do to repair the harm?
What do you need to make it right?
A TALE OF TWO SCHOOLS...

• Read through the scenario and the approach that two schools took to Carlos’ ‘misbehavior.’
• What differences do you notice?
• Discuss with a partner
A child's behavior is not always what it seems

*Behavior is communication*

What we see: Behavior

What we don't see: What's under the surface

- Social Skills
- Basic Needs
- Physical Safety
- Need to belong
- Security
- Thoughts
- Executive functioning
- Environmental stressors
- Attachment
- Hunger
- Need for connection
- Power
- Sleep
- Sensory needs
- Emotions
- Self-esteem
- Attention
- Developmental level
- Need for attention
- Fear
- Sadness
The 4 A’s of Behavior Function
ATTENTION

Behavior is used to get attention…
ACCESS

Behavior is used to get something…
Behavior is used to get out of something…
Behavior is done for its own reward (rare)
EVERY BEHAVIOR PROBLEM IS A "CAUSE FOR PAUSE"

Before you respond, ask yourself:

• **Why** did my student act this way?

• **What** lesson do I want to teach in this moment?

• **How** can I best teach this lesson?
Behavior Assessment

- Functional Behavioral Assessment
  - Identify target behavior.
  - Describe frequency, intensity, duration, and latency of behavior.

- Functional Behavior Analysis
  - Analyze behavior observations and data.
  - Develop behavioral hypothesis.

- Behavior Intervention Plan
  - Implement strategies to modify behavior based on the functional behavioral assessment and functional behavior analysis.
ABC’s of Behavior and Functional Assessment

- **Antecedent:** What happens before behavior
- **Behavior:** Behavior of concern
- **Consequence:** What happens in response to behavior

**Setting Events** – General physical, social or biological conditions affecting students
Behavior must be measurable, observable and objective

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Concrete Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trish is aggressive</td>
<td>Trish hits other students during recess when she does not get her way.</td>
</tr>
<tr>
<td>Clark is disruptive</td>
<td>Clark makes irrelevant and inappropriate comments during class discussions.</td>
</tr>
<tr>
<td>Jan is hyperactive</td>
<td>Jan rocks in her chair. Jan blurts out answers without raising her hand. Jan leaves her seat often during independent work time.</td>
</tr>
</tbody>
</table>
Behavior must be measurable, observable and objective

1. Sam is lazy and hard to motivate.
   No

2. Sally is jumping off the top of the play structure.
   Yes

3. Billy is very impatient and hates waiting in the lunch line.
   No

4. Anna screams every time a classmate cuts in line.
   Yes
ABC’s of Behavior and Functional Assessment

Setting Event → Antecedent

Desired Behavior → Problem Behavior → Replacement Behavior

Maintaining Consequences → Maintaining Consequences
Functional Assessment Example

Power Outage -> Demand Task

Fatigue -> Complete Task

Demand Task -> Tantrum

Complete Task -> Ask for a break

Tantrum -> Escape task

Ask for a break -> Praise, then more tasks

Escape task
Now you try…

_________  →  __________

_________  →  __________  →  __________

_________  →  ___________________
Training Video

Name: Joseph
Age: 12 yrs.
Diagnosis: Aspergers/ADHD
Antecedent: Missed Medication

ANY QUESTIONS?
Time for a Break
behavior management strategies
Most problem behaviors are normal or typical behaviors that even most adults would exhibit in school:

Periodically off-task…Talking to peers…Forgetting materials

Respond and correct the problem using progressively more intensive strategies – while preserving the RELATIONSHIP.

**GOAL:** To get good behavior back on track and not to immediately reprimand or punish the student for initially engaging in problematic behavior.
PROXIMITY

• Move toward, but don’t give attention to, the problem behavior

• Compliment students on track on your way to and around the problem behavior too!

• 40% of problem behavior can be corrected with proximity
Redirection:
- Ask the student to do something that he/she will most likely do
- Gain momentum with compliance and rule following
- Then get the student to task back at hand

**GOAL:** Regain instructional control over the student.

**Example:** hand out papers, sharpen pencils, run errand, etc.
ONGOING MONITORING

- Carefully watch the student and **catch them showing the expectations**
- Reinforce and praise the student
  - Public vs. private – know your students!

**GOAL:** Gain momentum for on-task behavior instead of for problem behavior
• Positively stated command
• One direction at a time
• Statement – not a question
• Calm
• Non-threatening
• Respectful tone
Teaching Interaction- or Teachable Moment!

Chronic Problem Behavior → Opportunity for student to learn appropriate, desired behavior.

Goal: Keeping student and teacher in a CALM state of mind.

Learning cannot happen when people are in the flight or fight mode. We have to be able to preserve relationship to get to the learning.
TEACHING INTERACTION

1. Private
2. Empathy statement
3. Label inappropriate/appropriate behavior
4. Give a rationale for expectation
5. State natural consequence
6. Give student time and space to decide what they’re going to do
7. Praise the student for making good choices or follow through on consequence
• Students often experience disciplinary interactions as negative, which can hurt or weaken the relationship with them.

• This is a standard follow-up process that should be implemented after engaging in a teaching interaction.

• Communicate effectively to repair any hard feelings and be open to a do-over or admitting one’s own mistake.
ANY QUESTIONS?
DE-ESCALATION STRATEGIES

WHAT DOES ESCALATED BEHAVIOR LOOK LIKE? HOW DOES IT FEEL?
6 Dimensions of Wellness

© 1989 Bill Hartin, M.D.
Co-founder, MNH
THE CYCLE OF BEHAVIOR: WHERE DO YOU WANT TO FOCUS YOUR EFFORTS?

A: Baseline
B: Escalation
C: Crisis/Alarm
D: De-escalation

Return to Baseline

Exhaustion
DE- ESCALATION

During an escalation, try...

Showing Curiosity/Offering Help
• I’m wondering how I might help you?
• Show me how to help?

Empathy/Validation
• I know how frustrated you must be.
• I’m sorry I haven’t figured out the best way to help you. Can I have a minute to think this through?

Assurance
• Our job right now is to feel better and de-escalate behavior, then we can figure out how to solve the problem.
DE- ESCALATION

Triggers to Avoid

Blaming, shaming or guilt trips
• You’re acting like a baby.
• I need you to…
• You’re stressing me out.

Minimizing
• What’s the big deal?

Arguing or engaging in a power struggle
• “tag out” with another para
• View “winning” by remaining calm

Others?
DE- ESCALATION

Be aware of your own triggers

- Is it a personal irritability or vulnerability?
- Does the student’s behavior violate your personal values?
- Are you embarrassed, afraid…?
DE- ESCALATION

Other strategies

1. Rule of 5 – limit words to 5 or less
2. Time – allow the time they need to de-escalate
3. Space – create space from the perceived demand
4. Redirect – provide a distraction to shift focus
5. Choices – provide a clear choice that’s accessible and immediate
6. Silence – stop talking
7. Save face – don’t allow talk about the situation
• Be proactive with a plan in place
• Teachers lead the communication regarding how to respond to escalated behavior
• All members of a team should be clear on their roles and responsibilities
• If you’re uncertain, ask for clarification
De-Escalation

• Think of a student and any potential situations for escalated behavior. Which de-escalation strategies will you try with the support of your team?
ANY QUESTIONS?
SCENARIOS

1. A student refuses to begin a writing assignment. When you offer assistance they get agitated and argue loudly.

2. A student continues putting their arm around a classmate even though it’s causing a conflict.

3. A student begins to cry during a standardized test.

4. A student is having difficulty focusing their attention on the teacher during instruction. They interrupt repeatedly with sarcastic remarks.

5. A student comes to school angry and upset. They throw their backpack across the classroom.

How could you:
- Be proactive?
- Make the student feel safe?
- De-escalate?
WHO DO I GO TO WHEN...

Network of Support

• Certified Teachers
• Fellow Paraprofessionals
• Dean of Students
• Counselor
• PBSES Coach
• Principal
• Paraprofessional Learning Coaches – Judy Heasly & Julie Worsfold
PUTTING KIDS FIRST!

https://www.youtube.com/watch?v=VxyxywShewI
Please sign the compensation sheet before leaving

You’ll be receiving a feedback survey via email