

Data Collection & Instructional Strategies

2024 Paraprofessional Training: Session #4
November 14, 2024

2024 Paraprofessional Training Schedule

- Session #1: The Ins and Outs of IDEA
 - October 3 from 4:00 – 5:30 p.m.
- Session #2: 3 R's: Roles, Responsibilities, & Relationships
 - October 17 from 4:00 – 5:30 p.m.
- Session #3: Supporting Students In and Out of the General Education Classroom
 - November 7 from 4:00 – 5:30 p.m.
- **Session #4: Data & Instructional Strategies**
 - **November 21 from 4:00 – 5:30 p.m.**
- Session #5: Maintaining a Healthy Balance for Success
 - December 5 from 4:00 – 5:30 p.m.

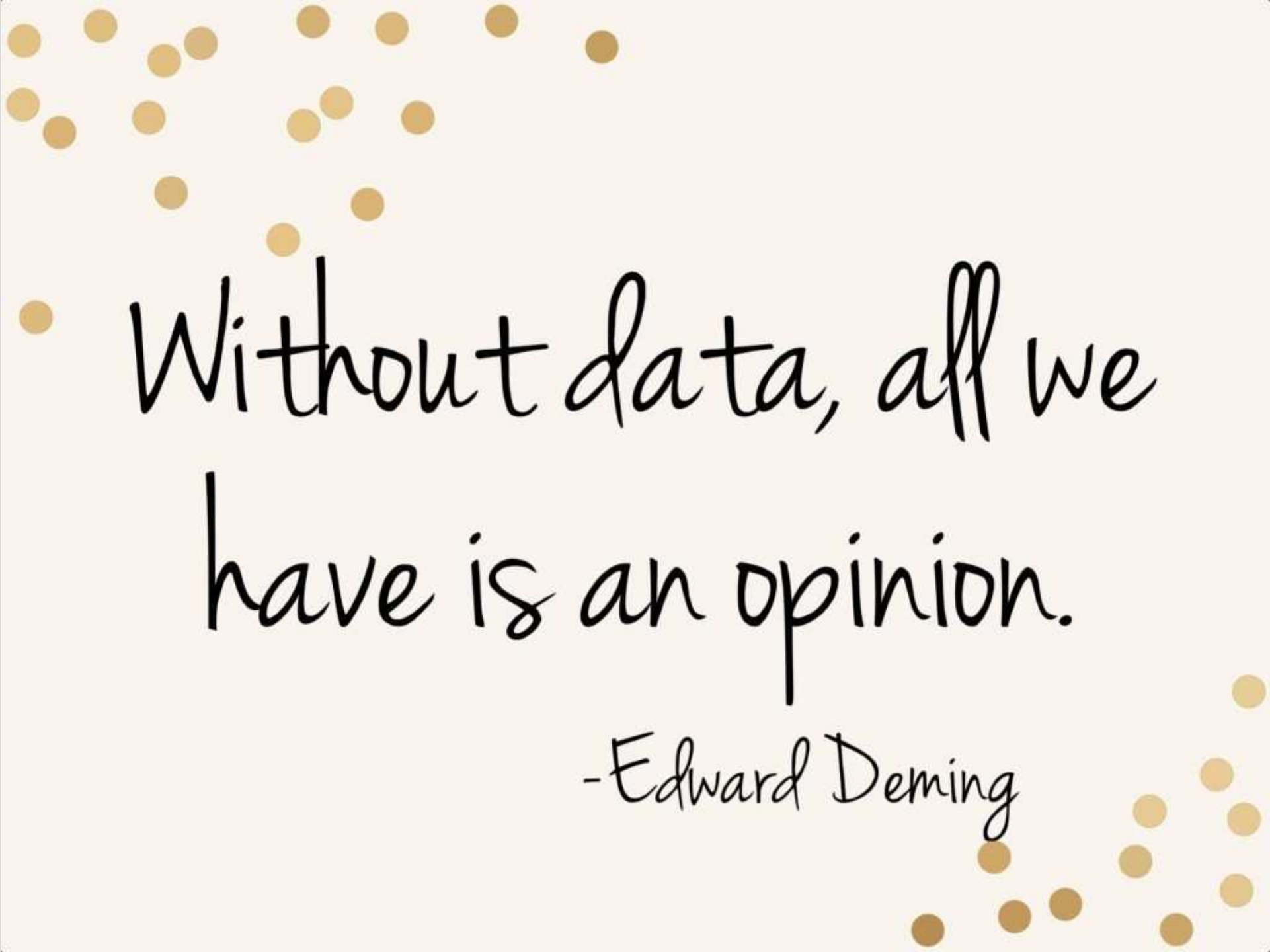
<https://wyominginstructionalnetwork.com/professional-development/waves/>

Training Session Information & Expectations

- Questions- please put in Q&A.
- 5 virtual training sessions – will be recorded.
- You may attend any live sessions and/or watch recordings.
- PTSB/STARs credit – attendance is mandatory for **ALL 5 live** sessions (watching the recordings do not count towards credits).
 - Must complete form at the end of each session.
 - There will be a final form to gather your information to send to PTSB/STARs - this must be completed to receive credit.

Objectives

- Explore data and collection
- Identify possible strategies to support academic, executive functioning, social emotional, and behavior
- Discover and practice matching interventions to functional behavior



Without data, all we
have is an opinion.

-Edward Deming

Data is...

Facts (Objective)

Data is not...

Personal opinions, feelings,
or perspectives (subjective)



Data should be...

- Taken in real time
- Objective
- Clear, concise, and consistent
- Communicated and discussed

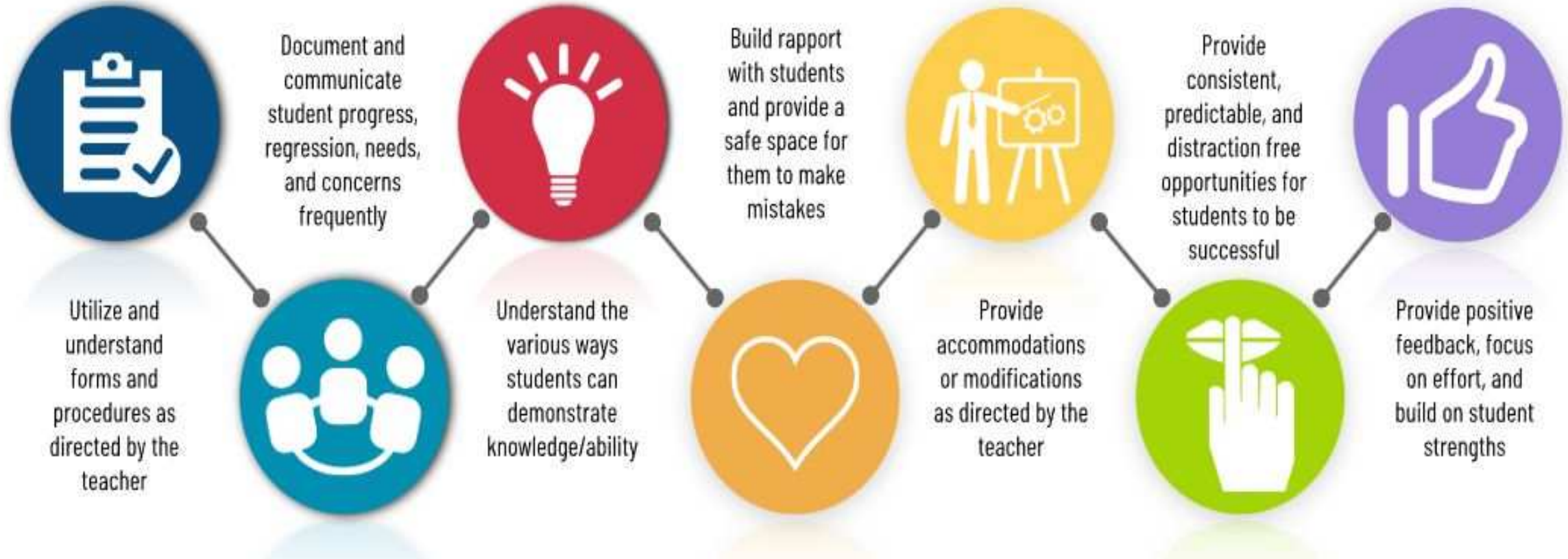


Key Data Points Might Include

- Academic
- Accommodations
- Attendance
- Behavior
- Executive Functioning
- Progress on IEP goals
- Social/Emotional



Supporting Data Collection & Student Assessment: At a Glance



Common Data Collection Methods

- Anecdotal notes
- Frequency
- Interval
- Duration
- Checklists
- Data sheets



Student Name: _____

A-B-C Data Collection Form

Date: _____

Time	Setting & Staff	Antecedent (What happened before the Behavior?)	Behavior (Describe the behavior of concern?)	Consequence (What were the results/reactions?)	Comments

EXAMPLE

Strategies



Supporting Instruction...



- Support & encourage a positive, safe learning environment - Model preferred behavior
- Proximity: be mobile around the room to monitor progress - academic, behavior, executive functioning skills, social emotional, other IEP goals
- Provide support to help students participate and stay engaged in tasks/activities
- Monitor understanding & provide support as needed
- Provide time for students to process & respond
- Assist teacher in preparing & organizing materials



- “While I am helping other students, if you need me before I get to you give me this sign.”
- “You’re right on track to get the right answer. I’ll be right here to support you.”

Communication is a Strategy...

Instead of saying:	Say/Model	Reinforce
"No yelling!"	<ul style="list-style-type: none">• "Use a calm voice."• "Use an inside voice."	<ul style="list-style-type: none">• "Speak in a low voice while saying... Now I can listen, you are using a quiet voice."• "Nice job using your inside voice."
"Don't run!"	<ul style="list-style-type: none">• "We walk in the hallway."• "Use walking feet."• "Walk please."	<ul style="list-style-type: none">• "I like the way you're walking."• "Thanks for walking!"
"Stop calling out!"	<ul style="list-style-type: none">• "Raise your hand."• "When you raise your hand, the teacher will answer your question."	<ul style="list-style-type: none">• "Thank you for raising your hand."• "I like the way you raised your hand to share your ideas."

The **POWER** of WAIT TIME



@ValentinaESL

Why Should I **WAIT?**



Students need to listen to the question.



Students may need time to build up courage for responding.



Students need to process what they've heard.



Students may need to translate from one language to another.



Students raise their hand in an effort to be heard.

WAIT 1:

The time between asking the question and the answer.

WAIT 2:

The time after the student answers the question. This wait time allows for an extended response.

MINDSET MATTERS

Change your words to
change your mind.

I made a
mistake.

Mistakes help
me learn.

I can't
do it.

I'm on
the right
track.

It's good
enough.

Is this my
best work?

I give up.

Let me
try
another
way.

I'm not good
at this.

I'm just
getting
started.

I'm a natural.

I improve
with practice.

This is too
hard.

This may take
some effort.

Executive Function



Why do Executive Function skills matter?

- School success
- Independence
- College
- Employment
- Decision-making
- Positive relationships
- Regulating behaviors
- Improved overall health

10 Executive Functioning Skills for Success

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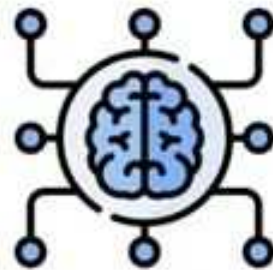
Planning



Organization



Task Initiation



Flexibility



Attention



Self-Control



Metacognition



Working Memory

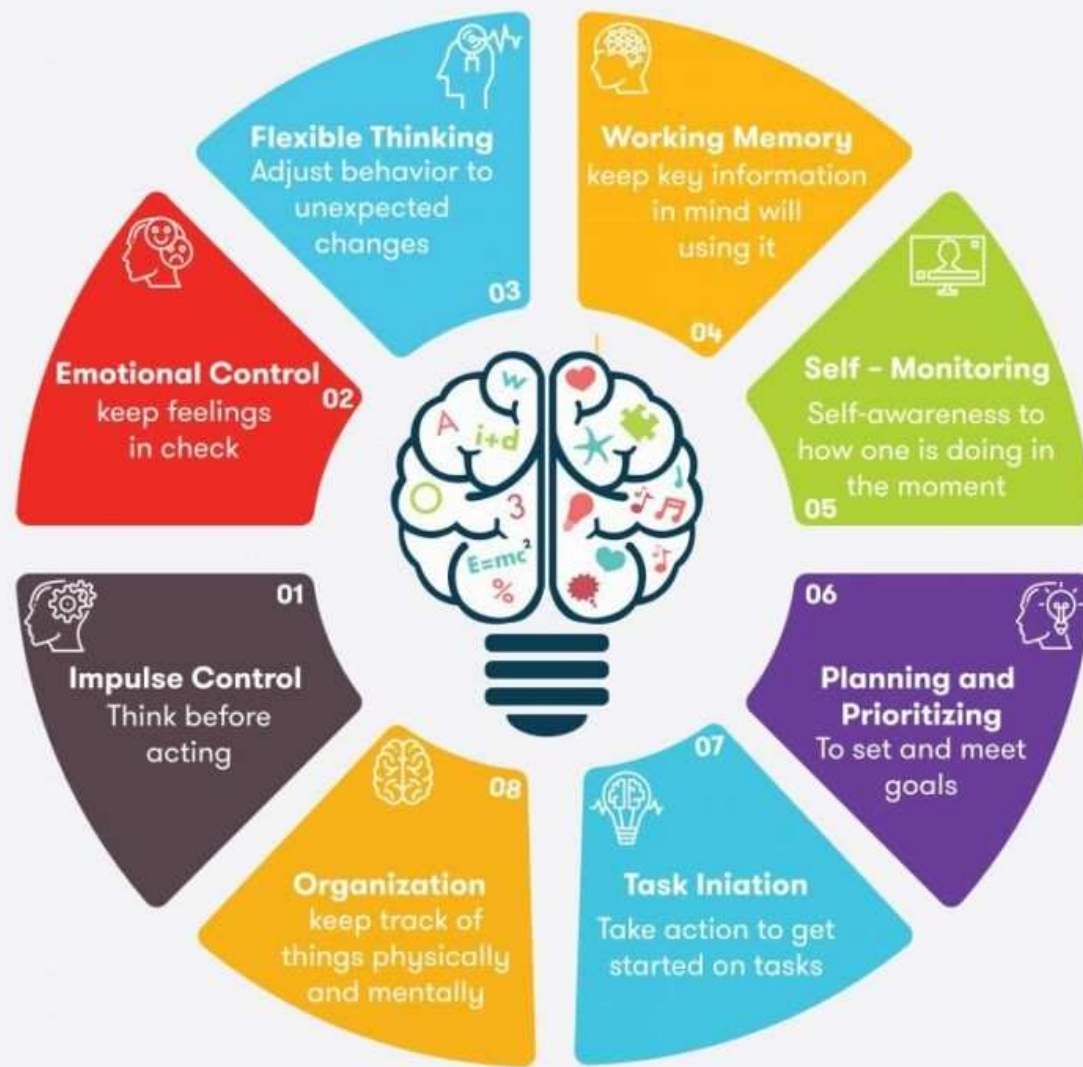


Time Management



Perseverance

EXECUTIVE FUNCTIONING



When do you use executive functioning skills?

Executive Functioning Skills



Planning is the ability to figure out how to accomplish our goals.

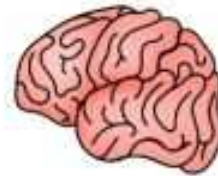


Organization is the ability to develop and maintain a system that keeps materials and plans orderly.

Time Management is having an accurate understanding of how long tasks will take and using time wisely and effectively to accomplish tasks.



Task Initiation is the ability to independently start tasks when needed. It is the process that allows you to just begin something even when you don't really want to.



Working Memory is the mental processes that allow us to hold information in our minds while working with it.



Metacognition is being aware of what you know and using that information to help you learn.

Pathway
2 SUCCESS

Self-Control is the ability to regulate yourself; including your thoughts, actions, and emotions.



Attention is being able to focus on a person or task for a period of time and shifting that attention when needed.



Perseverance is the ability to stick with a task and not give up, even when it becomes challenging.



Flexibility is the ability to adapt to new situations and deal with change.

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Frontal lobe

Executive functions, thinking, planning, organising and problem solving, emotions and behavioural control, personality

Motor cortex

Movement

Sensory cortex

Sensations

Parietal lobe

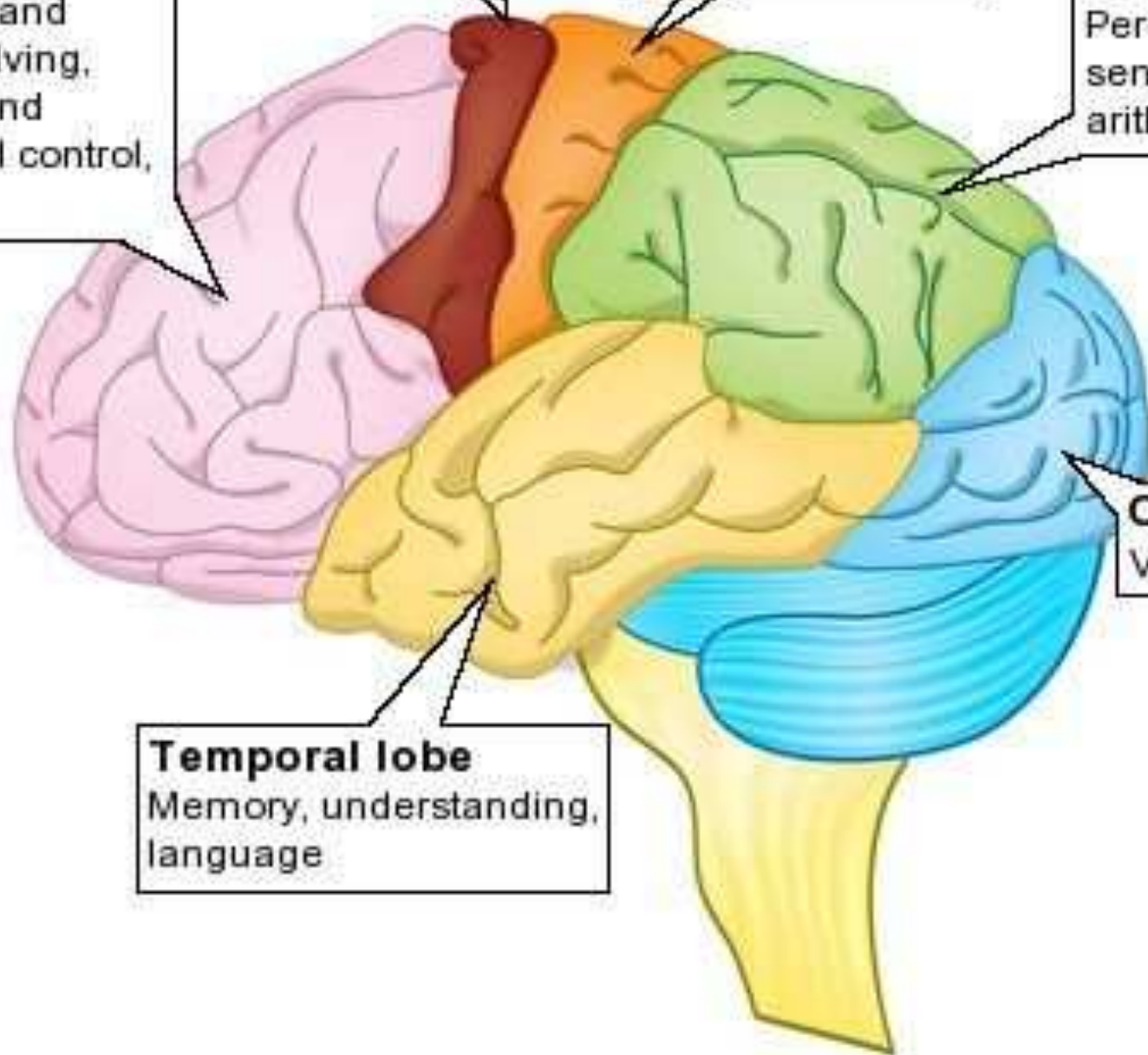
Perception, making sense of the world, arithmetic, spelling

Occipital lobe

Vision

Temporal lobe

Memory, understanding, language



12

Reasons to Teach Executive Functioning Skills Explicitly



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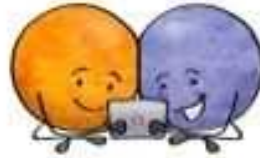
EF skills are shaped (not innate)



They are life skills



They build independence



EF skills impact social skills



Strong EF skills support academics



EF skills enhance problem-solving abilities



They are a component of SEL (self-management)



Interventions support struggling kids



Research supports teaching EF skills



Proactively teaching EF skills supports all learners



Learning tough skills requires practice



EF skills teach positive study habits

- Taught, not innate
- Necessary life skills
- Build independence
- Impact social skills
- Support academics
- Enhance ability to problem solve
- Self-management
- Research supported
- Supports all learners
- Positive study habits
- Requires practice

Strategies for Supporting Executive Functioning Needs

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Have homework written down in the same spot every day



Explicitly teach executive functioning & study skills



Give an extra 3-5 minutes to organize before transitions



Schedule a weekly organization time



Create routines and practice them often



Incorporate movement during instruction

Create an end-of-the-day checklist to remember materials



Provide brain breaks during and after instruction



Clearly explain academic & social expectations



Keep an extra set of books at home and in the classroom



Use countdowns & time checks during work periods



Have students set up homework binders

- Explicitly teach/reinforce skills
- Student binder (student set up)
- Create a list for homework or other assignments
- List items in the same area
- Allow time to organize before transitioning
- Incorporate movement during instruction
- Brain breaks
- Clear expectations (academic, social, behavior)
- Extra materials as needed
- Allow time to practice skills

Find more tips at:

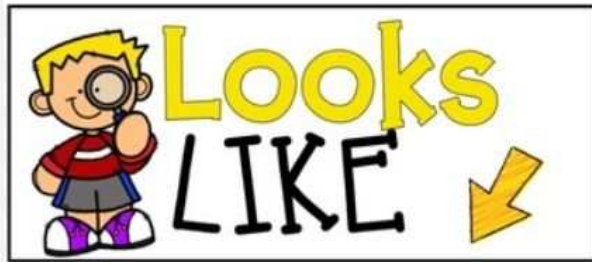
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Let's Play...

Simon
says

Supporting Behavior...



- Supporting classroom rules, routines, norms, & transitions
- Modeling skills & strategies
- Addressing behavior needs timely & positively
- Remain attentive, calm, & proactive
- Provide scaffolding & individual support
- Consistency & Predictability
- Meeting the student where they are
- Showing compassion & empathy



- 5:1 (5 praises/1 correction)
- Frontloading: “
- Model positivity
- When/Then
- Us vs. the problem

BEHAVIOR IS COMMUNICATION



I have yet to meet a child who enjoys misbehaving. Rather, I see a child who is working to communicate a message about an unmet need in increasingly desperate and extreme ways.

- Dr. Vanessa Lapointe

THE CRISIS CYCLE



Calm Phase

Characteristics:

- Student is peaceful, not agitated

The goal is to teach, pre-correct, motivate, and enhance self-regulation during this phase.

Strategies:

- Teach replacement behaviors and emotion regulation skills (relaxation, breathing, distraction, positive self-talk - example of curriculum - Zones of Regulation)
- Sampling the reinforcer (student experiences the preferred reinforcement to increase desire to self-regulate)
- Build and maintain positive relationships
- Identify potential triggers (ask student of their known triggers)
- Use PROMPT:
 - **P**roximity control
 - **R**edirection
 - **O**ngoing **M**onitoring
 - **P**rompt (Model) Expected Behavior
 - **T**eaching interaction

Trigger Phase (antecedents)

Characteristics:

- Difficult or non preferred task
- Confusion about assignment
- Negative interaction with peer or adult
- Change in routine or schedule

Strategies:

- Remove or reduce contact with triggers.
- Prompt student to implement coping strategy, self-soothe, or avoid contact with the trigger.
- Prompt the student to use the replacement behaviors that have been taught, modeled, and rehearsed during the calm stage.
- Reinforce the student for exhibiting the replacement behavior(s).

Agitation Phase

Characteristics:

- A series of behaviors that indicate the student has disengaged from instruction:
 - darting their eyes
 - tapping their pencil or hands
 - moving in/out of groups
 - starting/stopping activities
- Marks the point where the student has escalated - previous strategies are insufficient to prevent further escalation

The goal is not to set firm limits and try to enforce them - the student will likely escalate to a point that is highly disruptive, dangerous, and/or destructive

Strategies:

- Stimulus change - briefly remove student from the source - may help maintain compliance
 - may need to change adult working with them
 - location
 - instructional activity
- For students with more developed reasoning, you may work early in the agitation phase to collaboratively identify the source of the problem & determine a mutually agreed upon solution removing the need to escalate.

Any attempt to problem solve with the student during this phase should be made at the beginning of the phase; otherwise they could cause the behaviors to escalate to the acceleration phase.

Acceleration Phase

Characteristics:

- Unwilling/unable to communicate with adults attempting to support
- Question, argue, and engage in confrontational interactions
- Defiant

The goal in this phase is to set up places where the student can go in order to engage in calming activities and potentially use emotion regulation strategies.

Strategies:

- Use nonverbal empathy messages
 - Do not engage in verbal explanations (reasoning), cajoling, or other interactions that will further escalate
- Avoid power struggles - provide choices where complying with directions is more advantageous than not
- Wait. Step away. Do not do or say something that may make the situation even worse
- Gesture student toward an area (predetermined) in the room to calm down using an inviting, non-demanding manner

Peak Phase

Characteristics:

- Full escalation
- Potential for highly disruptive, dangerous, or destructive behavior
- Staff protocol/procedures in place to address
- Seek support as needed

Remember that restraint is used only in emergency situations and used by a trained staff member when a less restrictive response cannot be used.

Strategies:

- Regulate your own behavior
 - Use calm voice tones
 - decrease the amount of words spoken - leave spaces between words
 - decrease voice volume
- Be sure the student doesn't feel overwhelmed by the adults and forced into something
- Help to control behavior overall if other students are in the room
- Show compassion and tolerance
- Teacher will remove student or others as appropriate

De-escalation Phase

Characteristics:

- Decrease in frequency and intensity of behavior(s)
- May appear confused, disoriented, and far less agitated
- Once the student is returning to a calm state, use of techniques to restore relationships can be used
-

Strategies:

- Do not add much conversation yet
- Maintain brief interactions with the student
- Avoid talking about the challenging behavior
- You may model coping/relaxation strategies to assist in de-escalation into next phase

Recovery Phase

Characteristics:

- Often more compliant than in the initial calm phase
- Restoring relationship is critical
- Debriefing and problem-solving strategies may be helpful for student and staff

Strategies:

- Debriefing allows the student to reflect on the behavior (social narratives)
- Opportunity to remind student of classroom rules and expectations
- Opportunity to review what strategies can be used when the student might face similar situations in the future
- Staff may model, practice, rehearse, or role play coping strategies or replacement behaviors and skills (especially for students with limited language or reasoning skills)

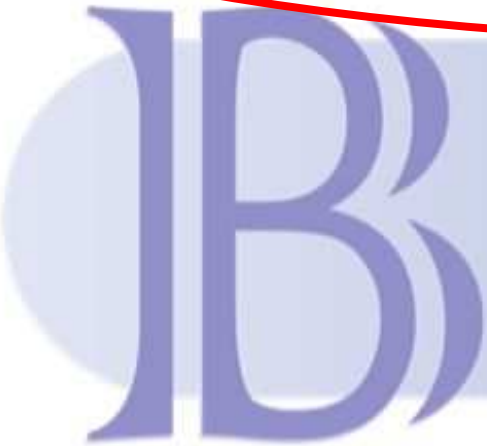
What Might Be Driving Misbehavior?

- Attention seeking
- Boredom or lack of engagement
- Frustration with academic challenges
- Unresolved conflict (peers and/or adults in or out of classroom)
- Sensory issues
- Stress at home
- Lack of clear expectations

A large, light blue, stylized letter 'A' is positioned on the left side of the top box. The letter is composed of two overlapping shapes, giving it a 3D effect.

Antecedent

Any situation, action, or event
that precedes a behavior

A large, light purple, stylized letter 'B' is positioned on the left side of the middle box. The letter is composed of two overlapping shapes, giving it a 3D effect.

Behavior

An observable and
measurable act

A large, light green, stylized letter 'C' is positioned on the left side of the bottom box. The letter is composed of two overlapping shapes, giving it a 3D effect.

Consequence

Any response, action, or event
that follows a behavior

A

Antecedent

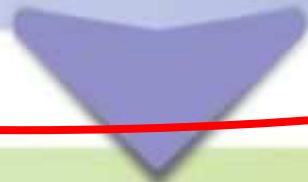
Any situation, action, or event
that precedes a behavior



B

Behavior

An observable and
measurable act



C

Consequence

Any response, action, or event
that follows a behavior



A

Antecedent

Any situation, action, or event that precedes a behavior



B

Behavior

An observable and measurable act



C

Consequence

Any response, action, or event that follows a behavior

The Goal of Consequences

Our goal is to change behavior over time, not just in the moment.

**If the behavior
is not changing
we are not
choosing the
right
consequences.**



Before

- Antecedents: What happened *Immediately* before the behavior (trigger)?
- Was the behavior part of a pattern?
- Be clear, concise, & consistent
- Avoid or plan for known triggers

During

- Remain calm
- Assess severity & safety
- Know when to engage or ignore
- Use When/Then statement(s) as appropriate
- Avoid escalating behavior further
- NOT the time to try to teach new skills
- Why is the behavior happening?
- Avoid inadvertently rewarding undesired behavior

After

- Logical consequence, not punishment
- Provide empathy and emotional safety
 - Praise in public; discipline in private
- Decide to replace (annoying) or extinguish (dangerous) behavior
- Assess knowledge and understanding
- Determine appropriate tools

In Between

- Build and maintain strong relationships
- Utilize the 5:1 rule
- Notice patterns of behavior
- Support & reinforce appropriate behavior
- Be clear & consistent
- Be mindful of triggers
- Monitor progress

A-B-C Examples

1. Teacher hands out math test (A), student screams (B), teacher sends student to office (C)
2. Mom tells child to turn off the computer (A), child turns off computer (B), mom tells child thank you (C)
3. Principal tells class they have a substitute teacher today (A), student walks out (B), student gets a talking to (C)

Let's Practice Identifying the ABC's...

It's a Thursday afternoon in November. A 5th grade student named Paul walks out of the classroom when the teacher puts his science test on his desk. The test must be made up during lunch the following day.

Antecedent

Behavior

Consequence

Let's Practice Identifying the ABC's...

It's a Thursday afternoon in November. A 5th grade student named Paul walks out of the classroom when the teacher puts his science test on his desk. The test must be made up during lunch the following day.

Antecedent: the sight of the science test

Behavior: walking out of class

Consequence: test must be made up

Let's Practice Identifying the ABC's...

Barry's girlfriend broke up with him in the hallway before 3rd period. Barry began swearing and punched several lockers in the hallway. He was escorted to the principal's office and was sent to ISS.

Antecedent

Behavior

Consequence

Let's Practice Identifying the ABC's...

Barry's girlfriend broke up with him in the hallway before 3rd period. Barry began swearing and punched several lockers in the hallway. He was escorted to the principal's office and was sent to ISS.

Antecedent: girlfriend broke up with Barry

Behavior: swearing, punching lockers

Consequence: principal's office, ISS

Let's Talk About the Function of Behavior

Functional Relations:

1. Environment affects behavior,
- AND
2. Behavior affects the environment

How are they functionally related?

Let's Talk About the Function of Behavior

Functional Relations:

1. Environment affects behavior,
- AND
2. Behavior affects the environment

How are they functionally related?

Cause and effect

Functional Relationships

How does the environment affect behavior?

How does the behavior affect the environment?

Kara, a preschooler, walks into class and sees her friends. She waves and says hello. Her friends smile and say hello back to her.

Functional Relationships

How does the environment affect behavior?

How does the behavior affect the environment?

Paul walks out of the classroom when the science test was placed on his desk. The test must be made up during lunch the following day.

Behavior SERVES as a Function

“Why” is the person doing this behavior?

“What” are they trying to get or get out of by doing this behavior?

Two main functions of behavior:

1. Get something
2. Avoid or escape something

Function of Behavior

1. Access to an item or activity
2. Attention- good or bad
3. Escape or avoid something non preferred, not good at, not interested in, etc.
4. Sensory- access to and/or escape from

Function of Behavior

Jack sees a piece of candy (A)

He says, “Candy please”. (B)

Candy is given to Jack. (C)

Result, is getting candy.

Function of the behavior- “Candy please.” is access to candy.

Function of Behavior

A 4-year old child was running and fell down. He was not hurt, but began crying loudly. He received hugs and cuddles.

A =

B =

C =

Function of behavior =

Function of Behavior

A 4-year old child was running and fell down. He was not hurt, but began crying loudly. He received hugs and cuddles.

A = running, fell down

B = crying loudly

C = hugs and cuddles

Function of behavior = access to attention/comfort

Function of Behavior

Kara walks into class, sees friends, waves, and says hello.

Antecedent = the sight of friends

Behavior = waving and saying hello

Consequence = friends smile and say hello

Function of behavior = access to social attention

Function of Behavior

Did Kara's Behavior (waving, saying hello) result in the Consequence she desired? (Access to social interaction/attention)

Therefore, Kara is more likely to engage in waving and saying hello (B) when she wants social attention (C).

Function of Behavior

Paul walks out of the classroom when the science test was placed on his desk. The test must be made up during lunch the following day.

Behavior = walking out of class

Antecedent = the sight of the science test

Consequence = test must be made up

Function of behavior = escape/avoid taking the test

Consequences

Consequences determine FUTURE behavior!

They can:

- Increase future behavior
- Decrease/eliminate future behavior
- Maintain future behavior

Consequences

If the consequence gets the person what they want, most likely that behavior or similar behavior will continue to occur- the behavior has been reinforced.

If the consequence does NOT get the person what they want, the behavior is more likely to change.

Prevention is Vital

- Manage the environment
- Provide visual supports
- Peer support
- Differentiation
- Ample time
- Preferences
- Be aware of medications that may affect appetite
- Safety- Inclusion, antibullying
- Give attention
- Maslow's before Bloom's



Prevention Tips

1. Build and maintain relationships with students.
2. Don't wait till the student is escalated, practice prevention all day, everyday.
3. Empathy- "How can I help you?" "What do you need?"

Skills that should be taught:

- Other's perspective
- Self-regulation skills
- Academics
- Relationships/social/behavioral skills
- Executive function

A warm, golden-toned photograph of a Thanksgiving table setting. In the center, a white sign with a gold border sits on a small gold stand, displaying the text "Happy Thanksgiving" in a dark, elegant script. The background is softly blurred, showing a lit candle in a glass holder, a glass of water, and autumnal decorations like pumpkins and colorful leaves. The entire scene is framed by a solid gold border.

Thank you
and have a very

*Happy
Thanksgiving*

Join me for Session #5:

December 5, 2024 4:00 - 5:30 p.m.

Maintaining a Healthy Balance for Success

- Self-Care & Maintenance for Educators

Zoom link: https://zoom.us/webinar/register/WN_I0Ao8dxAR96UTfDI6s81FQ

Recordings and Materials

To access all session recordings and materials, use the following link:

<https://wyominginstructionalnetwork.com/professional-development/waves/>

Session #4 Attendance & Participation

<https://bit.ly/3zIRiqH>

