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AUTHOR: Lisa Hallmeyer

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Jodi Robledo, Ph. D
PROJECT COMMITTEE CHAIR

Jodi Robledo
SIGNATURE

5/2/19
DATE

Rebecca Brooks, Ph. D
PROJECT COMMITTEE MEMBER

Rebecca Brooks
SIGNATURE

5/2/19
DATE

Running head: Positive Behavior Intervention Supports

Positive Behavior Intervention Support Handbook for Paraeducators

by

Lisa Hallmeyer

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Abstract

Challenging behaviors in the classroom can be taxing on everyone in the classroom. When behavioral needs are not met, academics can decline. Maintaining a safe and ready to learn environment requires meeting behavioral needs of all students, from minor behavior disruptions such as side talk and being out of seat to major disruptions such as yelling, refusal of work, and any unsafe behaviors. These challenging behaviors can happen in special and general education classrooms and the staff members who have a front row seat to these behaviors are paraeducators. Paraeducators are staples in the classroom, supporting students academically and behaviorally and they may often have limited resources to manage these behaviors. In order to provide paraeducators with more resources, the author aligned Positive Behavior Intervention Support (PBIS) and Win-Win Discipline (Kagan, Kyle, & Scott, 2004) in order to create a handbook for paraeducators focusing on how to best support students with challenging behaviors. The handbook provides an overview of PBIS, brief description of each Tier of the Multi-Tiered System of Support (MTSS), supports used in each Tier, and worksheets that paraeducators can use throughout the day. The author's goal is to provide paraeducators with more support and resources in supporting students with challenging behaviors in the classroom and throughout their daily interactions.

Keywords: Challenging Behaviors, Multi-Tiered System of Support, Paraeducator, Positive Behavior Intervention Support.

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Chapter One

Introduction

Challenging behaviors can be stressful in the school setting as teachers are responsible for meeting all the needs of the students they teach and meeting behavioral needs can be taxing on all involved. The author is all too familiar with working with challenging behaviors as she was a paraeducator in special education for four years. The author witnessed how minor behavior disruptions such as side talk and getting out of seat, would progress into major disruptions (e.g. yelling, refusal of work, interrupting and escalating to unsafe levels of throwing materials, eloping, or aggressiveness with peers). These challenging behaviors, at any level, require behavioral support. The more challenging the behavior is, the more significant supports are for the student(s). The author experienced how limited the knowledge and resources were to paraeducators on how to best support students with challenging behaviors and using effective strategies. Paraeducators work in both general and special education classes and provide support primarily to the student they are working with, but at times they also provide support to other students in the general education classroom. These students need not only academic support, but also behavioral support. Paraeducators need resources to help support students with these behaviors. While these students may not be eligible for special education services, they do have a need.

Maintaining a safe and ready to learn environment for all students, while providing the necessary behavioral supports to students, can be daunting not only for the teacher, but paraeducators as well. Students are the ones most impacted if their needs aren't being met with effective strategies to support them. There is a need in providing paraeducators with support and resources in behavioral strategies for students.

Purpose and Significance of Project

The goal of this project was to provide paraeducators with research-based strategies to support the behavioral needs of students in alignment with Positive Behavior Intervention Support (PBIS) and Win-Win Discipline (Kagan, Kyle, & Scott, 2004). The creation of this handbook provides paraeducators pro-active strategies and an introductory foundation of the Multi-Tiered System of Support (MTSS) in PBIS. These strategies can be used individually or in small group to support student with behavioral challenges.

This project was needed as the author, while working at different school sites, saw behaviors that would increase in intensity and frequency. The author observed a lack of positive and pro-active strategies in comparison to reactive strategies in the classroom such as timeouts, loss of privileged activity, owed time and/or sent to the office. While paraeducators work in both special and general education settings, they support all students. While there were some behavioral supports strategies in place, they sometimes did not meet the needs of the student. Paraeducators would then enforce another strategy, and another, and try to enforce multiple strategies at once in a short amount of time. This would produce multiple behaviors and escalations, from minor to unsafe levels, with some of these behaviors. These disruptions not only hindered the learning of the students having the challenging behaviors, but also for the other students in the classroom. The outcome of this project is to provide paraeducators with the introductory understanding and foundation of MTSS in PBIS, as well as, pro-active behavioral strategies to meet the needs of all students at any level and move away from the reactive strategies.

The significance of this project is that this user-friendly handbook would provide positive research-based strategies to paraeducators to be used in the classroom and school-wide. These

strategies are aligned with PBIS and School-wide Positive Behavior Intervention Support (SW-PBIS) and can be a resource and support not only for paraeducators but also teachers and staff. This handbook can be used across all grade levels and at any school site as it is not specific to one setting. This handbook provided an introductory understanding of the three Tiers of PBIS and specific strategies that can be used at the different Tier levels and in daily interactions.

Preview of Literature

The literature review covered four main topics to give an overview and insight to PBIS and its different components. First, what is PBIS and the significant growth and support it has received as a MTSS that uses pro-active approaches and includes all students and adults? Second, how it is implemented school-wide with three different Tiers of support each building off one another and becoming more targeted to the student as behaviors increase and what are the four essential elements that make SW-PBIS and how each Tier supports all students, small group, and individual students. Third, how PBIS can be used in the classroom by taking the same principles as SW-PBIS and applying them in the classroom maintaining application across the board? Lastly, how can paraeducators become more of a staple in the classroom and become implementors of SW-PBIS with little background and foundation?

Definition of Terms

Challenging Behaviors

Challenging behaviors that impedes on the students learning, social interaction and engagement with peers and adults. These behaviors can be mild to severe and reach unsafe levels that can be aggressive and physical toward others (Estrapala, Rila, & Bruhn, 2018).

General Education

General Education is the teaching of students of various skills, academic subjects, and receiving support in learning and continuously practicing behavioral expectations set forth by teachers and staff (Renike, Herman, & Stormont, 2013). Students receive support year around and students in general education are typical that do not have a diagnosed disability.

Multi- Tiered System of Support (MTSS)

MTSS is an overarching framework that houses PBIS and different levels of support. It is systemic and continuous in its approach and builds off each level or Tier while providing supports to students that are scientific based (Sugai & Horner, 2009).

Paraeducator

A paraeducator is a classified member of a school site that may not carry state licensing to teach in the classroom and they provide supports to students in academics, health, physical and behavioral (Feuerborn, Tyre, Beaudoin, 218). They can be referred to as instructional assistants, aides, paraprofessionals, or paraeducators.

Positive Behavior Intervention Support (PBIS)

PBIS is a positive approach to behavior that teaches students behavioral expectations and improves school-wide and individual behaviors. It takes a positive pro-active approach while using research-based strategies based off three different tiers of support (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2017).

School-wide Positive Behavior Interventions Supports (SW-PBIS)

SW-PBIS provides a set amount of positive behavioral expectations that the school teaches its students, implements, and are easy to remember. Adults acknowledge when those expectations are met and practiced and do not focus on the non-preferred behaviors. SW-PBIS is

under PBIS principles and needs consistency from all involved (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2017)).

Special Education

Special education is specialized academic learning in teaching students who have a diagnosed disability that impedes their learning in a multitude of subjects, and they need individualized support and services in the least restrictive environment (IDEIA, 2004).

Summary

Providing paraeducators with the resources and support in meeting the behavioral needs of students is a necessity. They are staples in the classroom and when trying to support students with challenging behaviors without knowledge and resources can be stressful, not only to them but primarily the student whose needs are not being met. This user-friendly handbook would provide positive researched-based strategies with a foundation in the three Tiers of support in PBIS. The literature provides background of what PBIS is and how its framework helps pull away from the traditional disciplinary approaches, as well as, how it is used school-wide and taking those same principles and integrating them into the classroom. Lastly, paraeducators take on a multitude of jobs within their job and the need for professional development in supporting challenging behaviors is essential as the literature review highlights.

Chapter Two

Literature Review

The Individuals with Disabilities Education Improvement Act (IDEIA, 2004) highlights the use of research-based practices to support behavioral challenges school-wide and in the classroom. In doing so, IDEIA supports the implementation of Positive Behavior Interventions Supports (PBIS). PBIS is not one-sided and is used in both general and special education. School-Wide Positive Behavior Interventions Supports (SW-PBIS) focuses on positive and proactive approaches to challenging behaviors versus reactive approaches as seen in traditional school discipline. With the ample research and support of PBIS there is a need to encompass all staff in trainings in using PBIS especially classified staff such as paraeducators.

Paraeducators support students with challenging behaviors in multiple settings. Challenging behaviors can be disruptive behaviors that interfere with peer learning and the students own learning such as distracting others, talking during class, and engaging in noncompliance. Behaviors can escalate to unsafe behaviors that result in aggression, physical contact, and eloping from the classroom. While paraeducators interact quite often with these types of behaviors, they may not come with the training in supporting students with challenging behaviors as education specialists do. The need for providing a professional development handbook to paraeducators brings to light the purpose of this project. The literature review examines four themes related to PBIS and implementation for paraeducators.

First, the literature review identifies what is PBIS. Next, is the implementation of SW-PBIS, what it encompasses, and the Multi-Tiered System of Support (MTSS). Third, how SW-PBIS influences Class-wide Positive Behavior Interventions Supports (CW-PBIS) through

Positive Behavior Intervention Support

integrated schoolwide expectations in the classroom. Lastly, the training of paraeducators on PBIS and the role of paraeducators in implementing PBIS schoolwide and in the classroom.

Positive Behavior Interventions Supports

With significant growth and ample support, PBIS has become a staple in multiples of schools. PBIS is a three-tiered system of support that addresses the behavioral needs of all students (Estrapala, Rila, & Bruhn, 2018; IDEIA, 2004). It pulls away from traditional disciplinary approaches which are reactive to the inappropriate behavior by using referrals, detention, timeouts, and suspension (Chitiyo & May 2018; Gelbar, Jaffery, Stein, & Cymbala, 2015). PBIS moves away from that framework by utilizing a pro-active conceptual framework for pertinent behavioral changes by using research-based intervention strategies (Sugai & Horner, 2009). PBIS gives teachers more time and support in focusing their attention and engagement of students rather than on challenging behaviors.

School-wide Positive Behavior Interventions Supports

As identified in IDEIA (2004), Multi-Tiered System of Support (MTSS) are used to support students who may need additional academic and behavioral supports. MTSS is the basis of SW-PBIS, as it supports pro-active and positive strategies for defining and teaching of appropriate student behavior and creating a positive school environment (Gelbar et al., 2015; NEA Positive behavioral interventions and supports: a multi-tiered framework that works for every student (2014); OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2017); Yeung et al., 2016). With over 20,000 schools implementing SW-PBIS, the integration of the four key elements of SW-PBIS is essential. They are:

- A) Outcomes: academic and targeted behaviors that are supported by staff and students and they are achievable and measurable.

- B) Data: information that is collected to monitor progress, the need for change, and how interventions are working.
- C) Practices: evidence-based strategies and interventions.
- D) Systems: most important support as they are needed to sustain accurate implementation over time

(Sugai et al., 2000; Sugai & Horner, 2006; Sugai & Horner, 2009; OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2017).

SW-PBIS framework is comprised of three-tiers of which are known as primary (Tier I), secondary (Tier II), and tertiary (Tier III). Tier I, primary interventions, are universal and apply to all students and staff. To reinforce positive behavior teachers, define and teach three to five schoolwide behavioral expectations for all students to follow. These expectations are the school norms and students are rewarded throughout the day and year for continuously meeting these expectations by staff. These behavioral expectations through Tier I are about 80% effective for students (Chitiyo & May, 2018; Yeung et al., 2016).

Tier II, secondary interventions, are targeted supports for the 10 to 15% of students exhibiting at risk behavioral problems. Specific supports are designed and team-driven to build on Tier I supports that have already been taught. Supports are provided in small group and use feedback and environmental structures for increased success (Chitiyo & May, 2018; Sugai & Horner, 2009; Yeung et al., 2016). Tier II consists of the strategy of Check In/Check Out (CICO) and is widely used and supported by research (Bunch-Crump & Lo, 2017). Check In/Check Out can provide students with prompts and structure, data collection, feedback, and visual reminders of their goals for the day (Todd,

Campbell, Meyer, & Horner, 2008). CICO system is widely used as a targeted intervention for Tier II support but it needs to be continuously available for all staff, students, and parents. CICO provides students with self-management skills as they monitor along with staff their behaviors throughout the day and if they meet the desired behavior, they receive positive reinforcement for doing so. The CICO card follows three school rules that are implemented in Tier 1 as school expectations (Todd, Campbell, Meyer, & Horner, 2008).

Tier III, tertiary interventions, are for the 1 to 5% of students that need more intensive and individualized supports. Students in Tier III are not responsive to primary and secondary interventions (Chitiyo & May, 2018; Sugai & Horner, 2009; Yeung et al., 2016). The exhibited behaviors are severely challenging, chronic and disruptive. There is use of data collection to create a Behavior Intervention Plan (BIP) to reduce the challenging behavior and replace it with the desired behavior. Understanding the function of the behavior is key to this Tier. Tier III interventions can be the wraparound support and functional behavior assessment (Yeung et al., 2016). While Tier II and Tier III are more individualized supports the notion is that the continuum of support grows off each Tier.

Classroom-wide Positive Behavior Interventions Supports

The ample research and support of PBIS shows how effective it is and in using PBIS teachers can use those principles and apply them to the classroom. Benedict, Horner & Squires (2007) highlighted three key components for the classroom that included 1) students building positive relationships with their peers and the adults, 2) students learning behavioral expectations during whole group instruction time and 3) students receiving feedback about their use of appropriate behavior throughout the day. While using praise in the classroom comes with

concern, Benedict et al., (2007) points out that specific praise can improve student behavior versus an empty praise like awesome job may not. Setting classroom expectations and rules should align with the school-wide expectations and in the context of SW-PBIS (Reinke, Herman, & Stormont, 2013). In addition to classroom expectations being aligned with the schoolwide expectations, Wills et al., (2010) uses the Class-Wide Function-Based Intervention Team (CW-FIT) program. This program is multi-level and can be used at any Tier for supporting students with challenging behaviors. Wills et al., (2010) uses a pro-active and universal approach in meeting students' behavioral needs aligning this program with PBIS principles and addressing the needs of student's whole class or at the individual level. To reinforce desired behavior students can earn points from the teacher toward reward in a group or individual setting and by earning rewards, the focus is on tracking positive behavior rather than negative (Caldarella, Williams, Hansen, & Wills, 2015; Wills et al., 2010). CW-FIT and PBIS provides different supports to use in the classroom and allow teachers to focus on other components of teaching.

Training of Paraeducators on PBIS

Paraeducators are a staple in the special education field. They support students who receive both general and special education services and their roles vary from instructional support to overseeing and managing behaviors (Feuerborn, Tyre, & Beaudoin, 2018). With schools implementing SW-PBIS paraeducators are becoming key implementers in the classroom (Feuerborn et al., 2018). With having such key roles in SW-PBIS there is very little research on paraeducators perception and implementation of SW-PBIS. One of the biggest perceived barriers of SW-PBIS in the literature is classified staff buy-in (Filter, Sytsma, & McIntosh, 2016). This is in part due to different beliefs on supporting behavior, consistent support at leadership levels, and the fidelity of implementation. However, in a study done by Filter et al., (2016) they

examined three principles that classified staff would have to implement as part of SW-PBIS. They were asked to positively state behavioral expectations of students, acknowledge when those behavioral expectations were met, and be consistent in responding to behavioral breaches (Molloy, Moore, Trail, Van Epps, & Hopfer, 2013). After the study concluded, it showed that classified staff were committed to implementing those principles. While the research is limited on paraeducators and PBIS, paraeducators are supportive of SW-PBIS and are key implementers and in being so they need additional support and training.

Summary

The literature review shows the positive influence PBIS is having on students with challenging behaviors. PBIS is not a one size fits all and it can be tailored to meet the needs of all students and staff. PBIS incorporates a Multi-Tiered System of Support that is pro-active and uses research-based strategies for positive behavior changes. SW-PBIS uses the integration of four key elements to support the implementation of SW-PBIS and SW-PBIS focuses on its three Tiers of support for students. The primary Tier is universal and support all at this Tier. The secondary Tier targets a small group of students with more specific needs. The tertiary Tier supports are intensive and individualized to meet the needs of the students who are not fully supported by Tier I and Tier II. SW-PBIS has a major influence on CW-PBIS by using the universal principles and positive reinforcement.

Paraeducators are key implementers when it comes to SW-PBIS and CW-PBIS. They support students across varies settings and quite often will be supporting students with challenging behaviors. They need more support and training in understanding PBIS interventions and strategies for those behaviors.

Chapter Three

Methodology

Supporting students is more than just making sure they understand the academic content. It is supporting them in their acquisition of learning behavioral expectations, rules, collaborating among peers and adults, and making safe and good choices. In supporting the complex needs of students in the classroom, it can be challenging when students fail to meet behavioral expectations. Behavioral expectations set the foundation for adults and students in the classroom and provides the teacher with classroom management skills and being able to keep the students focused and ready to learn. Additionally, paraeducators are supporting students in both special and general education environments. It can become a stressful environment not only for the student but for the paraeducator as well when behavioral expectations are not met, and the behaviors escalate to more challenging behaviors and potentially to unsafe levels. The expectations of paraeducators are high and they become second hands of the students they support. However, paraeducators do not always come with the training and knowledge of research-based strategies for supporting students with challenging behaviors and meeting those needs of the student. Creating this handbook provides paraeducators with simple and effective strategies they can use daily to support students because each student has different needs and using the handbook provides paraeducators with different strategies and accompanying worksheets to use in monitoring the behavior as well as tracking patterns that arise.

Audience and Setting

The primary audience of this handbook is paraeducators. It can be used in both special and general education classrooms as the handbook highlights important information about PBIS and has laminated worksheets which are easily accessible that can be used on spot. Paraeducators

can use and reference the handbook when behaviors start to arise and try different strategies that meet the needs of the student they are supporting. Additionally, if a paraeducator is supporting more than one student there are multiple strategies that can be used and reinforced individually or in a small group. Teachers in both settings can use it and as an additional resource to enhance further understanding of PBIS, the different Tiers, and build on different strategies to use in meeting behavioral needs.

The setting in which the handbook was created was in an inner-city school of Southern California. The author completed student teaching at the site and observed a need for support for paraeducators. The site holds 699 students with 73.5% as English Language Learners, 16.6% are in special education and 97.1% of students receive free and reduced breakfast and lunch. The site supports multiple special education classes kindergarten through 5th grade with paraeducators in all of them. The handbook provides paraeducators with the different Tiers of support in PBIS and multiple research-based strategies in preventing behaviors, supporting students with challenging behaviors and preventing their escalation in the classroom. Provided in the handbook is an overview of each strategy with an accompanying worksheet to better support paraeducators and provide a foundation for reinforcing positive behavior.

Procedures for Developing the Project

In the beginning of the creation of the handbook, the author focused on supporting challenging behaviors in alignment with PBIS. To understand the foundation, background, and what PBIS is the author completed extensive research by the way of articles, books and the PBIS website. After gathering a fundamental understanding of PBIS, the author researched MTSS and the different Tiers of support in PBIS. After gaining a foundation of MTSS and the different Tiers of support, the author then began brainstorming different ways to support challenging

behaviors based on personal experience as an instructional aide and time spent in clinical practice.

The author wanted to create a user-friendly handbook that highlighted the significance of the three Tiers of PBIS and provided in the moment strategies to prevent challenging behaviors, the escalation of those behaviors and replacing them with positive behavior. In highlighting the Tiers of support the author used key information that described the Tiers in a simplistic way but maintained the importance of each Tier. To create and identify the different strategies, the author continued to research the three different Tiers of support and identify research-based strategies for each Tier and how they build on one another. Through articles, the PBIS website and the Win-Win discipline book, the author identified multiple strategies for each Tier and how each strategy provides a pro-active approach versus a reactive approach allowing the student to be more successful in maintaining the positive behavior. In completing the extensive research, the author then created worksheets that a paraeducator can use in a timely and efficient manner. The worksheets vary in highlighting different techniques, verbal word structures, different strategies, and charts.

Chapter Four

Results

In the creation of this seventeen-page *Positive Behavior Intervention Support Handbook for Paraeducators* that can be found in Appendix A, the author created this handbook to align with PBIS and Win-Win Discipline (Kagan, Kyle, & Scott, 2004). In doing so highlights the different Tiers of support and research-based strategies to support paraeducators in being proactive in behavioral challenges versus reactive. Each strategy can be used multiple times and a variety of supports are provided to meet the needs of the student and maintain a positive relationship between the student and paraeducator.

The handbook consists of 17 pages and contains the following information:

- Page One: introduces the school and expectations of the school site.
- Page Two: is an overview of PBIS, the three Tiers of support, and the contents and goal of the handbook.
- Page Three: introduces Tier I- Universal Supports with a brief background about the effectiveness of Tier I and how supports are used. It highlights implementations factors that work best, Tier I expectations, and schoolwide and classroom expectations. Lastly, a brief introduction to the different Tier I supports with supporting worksheets.
- Page Four: is the scenario page. It has two different scenarios that can arise in the classroom and provides four different strategies that can be used to support the student with challenging behaviors.
- Page Five: is a continuation of the scenarios and strategies to best support the student and prevent a behavior.

- Page Six is the personal behavior expectation chart that can be used daily to reinforce behavior expectations of the student(s) in the classroom.
- Page Seven: is the tally chart emphasizing using specific praise when a student shows they are doing one or all expectations. A tally is marked in the box and the student is earning points toward a daily reward.
- Page Eight: is the choice sheet for students to use when they are needing additional support, are getting too distracted, or need a break.
- Page Nine: introduces Tier II- Targeted Intervention Supports with a brief background into what Tier II is and how it uses targeted supports in meeting student needs that were not met in Tier I. Implementation factors that work best for Tier II such as increased positive reinforcement and positive support before a behavior escalates. Followed by a brief introduction to Tier II supports with an overview of what they are and an accompanying worksheet. A few supports are verbalized without a worksheet but are important to the success of supporting students challenging behaviors.
- Page Ten: is the scenarios page. It gives different scenarios of students in Tier II and different strategies to best support the student with challenging behaviors. These support strategies are more targeted to the students needs.
- Page Eleven and Twelve: are continuations of the scenario page and highlighting different support strategies that can be used to prevent the behavior from occurring or escalating.
- Page Thirteen: is the Check-In/Check-Out Sheet where students have a visual reminder of what their goals are for the day. Student and paraeducator do self-

match after each block of the day to see if the student met their behavioral goal for the day.

- Page Fourteen: is the make a better choice structure which provides a visual four-step structure for student and paraeducator to identify the disruptive behavior, identify a better choice, write it down or say it, and act on the better choice.
- Page Fifteen: offers nine different techniques for controlling frustration and paraeducators can offer a few different ones to a student with growing frustration or have them pick which one they would like to use.
- Page Sixteen: provides the “First... Then...” worksheet where paraeducators visually show the student the activity they need to finish to earn the preferred activity of their choice.
- Page Seventeen: introduces Tier III Intensive Intervention Supports and a brief overview highlights how these interventions are highly individualized and students needing these supports are not having their needs met by Tier I and Tier II supports. The overview highlights a key component of Tier III which is understanding why the behavior is happening. Next, how implementation of Tier III works best with building off Tier I and Tier II supports and putting into work a Functional Behavior Assessment (FBA) and a Behavioral Intervention Plan (BIP). Supports for Tier III are different in that they come highly individualized with wraparound supports and the implementation of a BIP. Implementation of a BIP is understanding the reason for the challenging behavior and providing interventions to reduce the challenging behavior and increase the desired behavior. On the other hand, the FBA is analyzing what is supporting the

challenging behavior and what the student is getting out of it by exhibiting the
challenging behavior.

Chapter Five

Discussion

As education is ever-changing so are the demands of teachers and paraeducators in supporting students in special education. Paraeducators not only support the students in special education classrooms but also in inclusive general education settings. They are staples in the student's daily routine and when an unexpected behavior happens or an escalation of a behavior occurs, paraeducators may not be equipped to manage it or are not given enough resources to pro-actively react versus reacting to it in a traditional way. Challenging behaviors can be daunting on everybody involved, especially the student. They are displaying these behaviors because their needs are not being met and students use behaviors to communicate that. Providing and teaching effective communication skills and using these positive support strategies will support the student in replacing the challenging behavior with a desired behavior. Students not having a set and clear understanding of expectations can lead into minor disruptions, which may escalate into major disruptions and potentially unsafe behaviors.

In being a paraeducator for four years, having completed clinical practice, and subbing, I saw the high demand put on paraeducators in supporting students daily. A paraeducators job encompasses so many different components that they may not always have the training that general education teachers and education specialist do. Paraeducators can benefit from having additional resources in meeting the behavioral needs of the students they are supporting. Having a variety of behavioral strategies and a quick reference handbook on how to implement them can be highly beneficial for paraeducators and reduce some of the stress both they and the student may have.

In creating this handbook, I kept paraeducators in the front running as they receive the least amount of resources and supports. In creating a user-friendly handbook with behavioral information and background at their fingertips, explanations on spot about behavioral supports and strategies and visual representation (e.g. worksheets) for paraeducators to use in supporting the student. The hope is that this handbook provides paraeducators with enough resources to support students effectively in the classroom and prevent behaviors from escalating. Collaborating with the education specialists to add on to the different strategies and meet the needs of students and paraeducators when they are engaging in behavioral support. This handbook has many benefits, but it also comes with its limitations, further steps in progress, and implications.

Limitations of Project

If I had unlimited resources and support, I would implement a PBIS training for paraeducators and teachers on behavioral supports and create multiple handbooks each highlighting different causes for challenging behaviors and how to support students. While this handbook provides a brief introduction, overview of the three Tiers, and varied supports it does not give an in-depth understanding of PBIS and the significance it has for both individual students and classroom/schoolwide. Tier II alone has so many research-based strategies that I wanted to include and go more in-depth on because they are so beneficial.

Next Steps

In moving forward, I would present this handbook to the other education specialists at my school site and collaborate with others, supporting all who use the handbook (e.g. paraeducators, resource teachers, general educators). I would also share this vital information with the principal and program specialist to see how they would feel about allowing the implementation of it at

least among paraeducators. When training and implementing the handbook doing it in small groups of paraeducators at a time. That way there is ample support, and all have a good understanding of the handbook. After training and successful implementation, I would introduce it to other teachers and other school sites. I would continue implementation of the handbook while providing a foundation in behavioral supports based off PBIS, even if the school site is not fully implementing PBIS.

Lessons Learned and Educational Implications

In creating this handbook, I spent quite some time reminiscing about my time as a paraeducator in implementing interventions, teaching expectations, and supporting students daily. As a paraeducator, I got very little training and supporting students with challenging behaviors was learned as concerns arose. The teacher I worked with was good at explaining and providing insight, but I wanted more. I wanted to know why the behaviors were happening, why they escalated, and how to pick different strategies in supporting positive behavior. I wanted to understand but not feel so overwhelmed by all the information. When I created this handbook, I remember this feeling and was therefore able to create a user-friendly handbook with an overview, brief descriptions, multiple behavior strategies and worksheets.

My hope is that when a fellow education specialist picks up my handbook and wants to implement the strategies, they embrace all aspects of the content. I hope they will provide the understanding and background of PBIS, execute expectations, embrace the research-based supports of Win-Win Discipline (Kagan, Kyle, & Scott, 2004), and provide paraeducators with a handbook they can keep daily. I hope they use the worksheets not only for supporting students, but as progress monitoring, identifying patterns and building on supports for the student when needed. Lastly, I hope they actively reinforce pro-active approaches versus reactive approaches.

Conclusion

As I wrap up this project, I cannot help but think about the students I have worked with that influenced this creation of the handbook and my progression in becoming an education specialist. These students I worked with had quite challenging behaviors and I was committed to figuring out how can I best support them and provide them support to meet their needs. All students need staff willing to embrace the ever-changing world of education and support students in all areas. Behaviors can be the most challenging because they can be unpredictable and one support that worked for a couple weeks may not work the next week. Allowing the teacher and paraeducator to create a new support, build on an older support, or be creative in meeting the needs of the student by incorporating this handbook will hopefully positively effect students.

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Appendix A

Positive Behavior Intervention Support Handbook for Paraeducators

PIERS Elementary

P: Follow Procedures

I: Show Integrity

E: Show Excellence

R: Be Respectful

S: Show Support

Positive Behavior Intervention Support (PBIS) Overview

Hello Staff!

Welcome to the start of a new year with some exciting news! To better support students throughout the year we are going to be implementing PBIS. PBIS is a multi-tiered system of support that teaches pro-active supports and interventions versus reactive approaches. There are three Tiers of support in PBIS and they are Tier 1- Universal Supports, Tier 2- Targeted Supports, and Tier 3- Intensive Supports. In this handbook each of the Tiers are briefly described as well as different supports and interventions that go along with each Tier. There are worksheets provided to support you and the implementation of PBIS with the students this year. The goal of this handbook is to support you and the student throughout the year in supporting students with challenging behaviors and meeting the students' needs and your needs as well. This can be taken with you throughout the day and referenced whenever needed.

Tier 1- Universal Supports

Tier 1 in PBIS uses universal supports for all students and staff. Tier 1 supports are the primary go to with 80% effectiveness for students (Chitiyo & May, 2015) and these supports are used as early supports for a proactive approach in meeting behavioral needs of the students. (www.PBIS.org).

Implementation works best when all adults use (www.PBIS.org):

1. Common Language
2. Common Practice
3. Consistency in positive and negative reinforcement

Tier 1 Expectations-

- Schoolwide positive expectations reinforced to students.
- Classroom expectations coincide with schoolwide expectations.
- Encouraging and rewarding expected behavior while discouraging unexpected behavior.

Schoolwide Expectations: Expectations:

P- Follow Procedures

I – Show Integrity

E – Show Excellence

R – Be Respectful

S – Show Support

Classroom

R- Follow Routines

T- Be Truthful

R- Show Respect

S- Show Support

Supports-

- **Personal Behavior Expectation Chart-** Use daily to review what expectations are expected out of the student.
- **Tally Chart-** Positive reinforcement for rule following, give specific praise when student follows and executes expectations and mark tally sheet.
- **Ignore-** unexpected behavior and highlight other students expected behavior.
- **Choice Sheet-** Use when student needs a redirect or additional options.

Scenarios

Scenario A- Student A is a 3rd grader who is included in general education science and math classroom. During class time, student A can get easily distracted and become off task often and distracts peers as well. Student A needs reminders and prompts about the daily expectations of the classroom. Student A responds to visual prompts and positive reinforcement via earning reward.

To best support the student here are some strategies to use:

- Pull out the daily expectation chart and place it on the desk for the student to see at the beginning of class and verbally review it before tasks and have the student point to each expectation as you review it or have them check it off. Allowing the student to make a visual connection to the visual prompt via verbal prompting.
- Allow for peer modeling and highlighting what peers are doing and how they are following the expectations and task at hand. If a peer comes over to offer support, allow them to give support. Peer modeling and tutoring is great!
- Be consistent in expectations. Ensure students follow them daily.
- Give specific praise to the student by identifying exactly what the student did correctly and praising their success. Such as when the student follows expectations and routines. Be consistent and stay positive. Use tally chart to highlight how well they are following expectations and earning rewards. Rewards that student can earn would be a five-minute draw break at their desk, earn time for iPad during free choice, or first pick at free choice options and unless escalation starts to occur ignore unexpected behavior.

Scenario B- Student B is a 1st grader who is included in general education for math, P.E., reading and spelling. Student B is very social and likes being in table groups. Student B can become off task and partake in unexpected behaviors at the table when there is down time between tasks. Student B responds well to positive reinforcement via rewards such as free choice, technology time, and drawing.

To best support the student here are some strategies to use:

- Create a list with the student about what can happen if engaging in unexpected behavior while seated at a table group. Collaborate with the student and have them provide answers with prompting questions. Ex. If you rock your chair side to side what can happen?
- Highlight a table mate who is demonstrating expected seated table behavior. Be specific and allow for peer modeling. It is a great reinforcer!

- Create a list of three expectations that the student can follow while seated at the table. Make sure you both can agree on them. Allow the student to collaborate on expectations.
- Always keep the list on the table. When student follows them give specific praise and tally them. Use tallies as a reward. Ex. Five extra minutes on I-pad or can help pass out materials.

Scenario C- Student C is a 4th grader who is included in general education classes most of the day. Student C does well at completing tasks and activities and gets along well with peers and teacher. Student C can get distracted and does not always respond well to redirection. Student C can become frustrated when redirected or when tasks are not completed in time or there are mistakes. Student C takes well to positive reinforcement and breaks.

To best support the student here are some strategies to use:

- When providing redirection to the student keep it positive. Positive redirection will be most successful for the student and you without a behavior following. Ex. "Would you please go back to your seat" versus "You need to go back to your seat immediately." (McCarney, Wunderlich, & House, 2006, p. 483)
- When redirecting during an activity, such as independent work, keep redirection volume at an appropriate level. No raising voices between you and the student. This could result in a behavior escalation or the student refusing completely.
- Provide support to the student. If they are stuck on a step in an equation work with them and figure it out together. Build the rapport with the student. Keep it positive.
- Provide redirection based on student needs. When redirection is given and no immediate response happens, give same direction and wait (McCarney, Wunderlich, & House, 2006). Each student responds differently and a minute or two wait time is quite okay. When student reengages give praise.
- After multiple attempts of redirecting and no success, provide student with the choice sheet and provide three choices they can choose from. Providing a break and then coming back to the task can be beneficial. If the task isn't completed that's okay!

*These strategies can be used for different behavioral needs not just the scenarios presented.

Personal Behavior Expectation Chart

Daily

☐

Follow

Routines

☐

Be

Truthful

☐

Show

Respect

☐

Show

Support

Tally Chart

(Kagan, Kyle, Scott, 2004)

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Follow Routine						
Be Truthful						
Show Respect						
Show Support						

*Each time student shows they are doing any of the four expectations mark a tally in each box for points earned toward reward each day. Praise specifically when student does follow and display expectations.

Choice Sheet

- ☐ Peer support
- ☐ Restart the problem or sheet (Kagan, Kyle, Scott, 2004)
- ☐ Listen to calm music (Kagan, Kyle, Scott, 2004)
- ☐ Take a 5-minute break at desk
- ☐ Take a break in the calm down area
- ☐ Take a walk

* Use these choices for student/s when they are distracted or needing additional support on classwork.

Tier 2- Targeted Intervention Supports

Tier 2 secondary interventions are used as targeted supports for some students whose needs are not met by Tier 1 universal supports. Tier 2 supports are built on Tier 1 and are done in small group or individually (Chitiyo & May, 2018). Ten to 15% of students need these additional supports and maintaining challenging behaviors as well as reducing frequency and intensity.

Implementation works best with (www.PBIS.org):

- Increased positive reinforcement
- Increased practice with self-regulation
- Increased supervision
- Increased support before escalation of behavior

Supports-

- **Check in Check Out-** Provides students with visual reminders of goals they are working on academically and behaviorally while checking in with staff at the end of each activity.
- **Make a Better Choice Structure** (Kagan, Kyle, & Scott, 2004)- Provides a four-step structure to identify the disruptive behavior the student is doing and then identifying and acting on a better choice of behavior in moving forward.
- **First... Then...** - Gives students visual representation of what they need to do to get what they want. It allows for students to pick which desired activity they would like to do when work is completed.
- **Choice Sheet-** Nonengagement in power struggle is highly important. Provide student with the choice sheet and allow them to pick to defuse the power struggle.
- **Monitor Frustration and Techniques** (Kagan, Kyle, & Scott, 2004) - Watch for verbal and nonverbal cues of building frustration levels. Provide techniques and choices to reduce the chance of an outburst.
- **Cool Down Area-** Have student take a break in here when needed.
- **Redirect-** Redirect when student is off task or needs a break from the work at hand.

Scenarios

Scenario A- Student A is a 5th grader who spends most of the day in general education with aide support throughout the day. Student A does well with table group work, is helpful to the teacher, and likes when peers help. Student A is social and gets along with peers and adults in the classroom and student A does need multiple prompting about completing independent tasks and staying on task.

To best support the student here are some strategies:

- Set time limits for task or activity to be completed such as a personal time at the table or a clock with the end time presented. Giving verbal prompts about how much time is left.
- Allow for additional time to complete task such as tests or writing in different subjects. Support the student if they have questions or reassure them that time is fine, and they are not to rush to finish.
- Provide the student with structure for all academic activities such as specific directions, clarification, and constant interaction to provide successful completion (McCarney, Wunderlich, & House, 2006).
- Using the “First... Then” is finding a reinforcer that is more desirable to get than the task being asked to do. To achieve this in the classroom present student with the unpreferred task of finishing spelling, math or writing and when completed will earn a reward, ex. Drawing time, five-minute break, technology time. Using the pictures to identify the task of completion and identify reward they want are reinforcing what they are working for. Ex. Finishing writing your spelling sentences will earn you five minutes of I-pad time.

Scenario B- Student B is a 4th grader who spends most of the day in general education with an aide. Student B likes to be involved with their peers and interacts well. Student B can distract others when the task or activity is too hard to complete or rushes through it to be done quickly and gets distracted easily. Student B works hard and needs reminders about expectations and goals for the day.

To best support the student here are some strategies to use:

- Using Check In Check Out at the beginning of the day to show and explain the targeted behaviors the student will be working on for the day. After each block and activity completed, student will check in with paraeducator to see how well they did. Did they meet those targeted behaviors? Did they need some verbal prompting? How did they student feel they did? The student will circle a face and the paraeducator will as well. The goal is for the faces to match and if the student

scored themselves lower and paraeducator score higher give them the higher score and explain why. Showing they are doing good and making improvement! Build that rapport!

- If student is being distractive toward students at first, ignore it and highlight students who are modeling expected behavior. If the distractions increase, then pull out the Make a Better Choice sheet and explain to the student why you have it out. Explain the four steps one at a time and first identify what the unexpected behavior is and write it down providing the connection for the student or have them write it. Allow the student to pick a better choice for behavior and have them write it, next verbalize it and write it again. Have the student say what they will do in making a better choice and then reinforce it. Highlight when they do it and praise!
- When introducing assignments, break it down for the student sections or rows one at a time. This way the student doesn't focus on the whole sheet and rush through it without accuracy. Rather they will focus on the section at hand and have a higher chance of work completion.
- When reviewing sections or rows, provide student with self-checking tools they may need. Focusing on that section or row at a time. Have student pick their favorite color and correct with that providing the necessary changes for task completion and highlight when they solved correctly! (McCarney, Wunderlich, & House, 2006).

Scenario C- Student C is a 2nd grader who is included in general education classes for about half of the day. Student C is quiet and keeps to themselves but does enjoy peer tutoring and support. Student C can get frustrated when activities and tasks are too hard. Student C is verbal about when frustrated, but student C displays nonverbal cues which are important in preventing a behavior.

To best support the student here are some strategies to use:

- Monitor frustration cues and identify when student is getting frustrated even if they have not verbalized it. Look for tense body, scowl looks at other students, pushing work off to the side, not engaging, and head down. If these or other cues arise provide student with frustration control techniques and allow the student to pick what they want and need to calm down. Provide three options and allow the student to pick which they want and once picked immediately let them use it. Allow it for five minutes to bring them back to a calm place while monitoring but checking in after five minutes.
- If the student will not engage, is visibly upset and partaking in unexpected behavior, then allow for the student to take a trip to the calm down area. No questions, no emphasis on blame, and stay positive. Allowing for the trip and

break can allow the student to relax and take a moment to regain their composure. Do not engage in a power struggle by passing blame or questioning what is bothering them as they are visibly frustrated. This can cause for a behavioral outburst.

- When student is showing cues of frustration or getting upset, maintain a positive and calm environment (McCarney, Wunderlich, & House, 2006) and keep voice level low and project a calm tone. Connect with the student and engage as to what might be upsetting the student. Let them be vocal.
- Be flexible! If the student is getting frustrated and not completing the task or activity that is okay! The student verbalizing what is bothering them is progress and accommodate to that by modifying the task, allowing more time, or more breaks (McCarney, Wunderlich, & House, 2006).

Check In Check Out Chart

Name: _____



- 2 points- I met the goal

Date: _____



- 1 point- I need some more support

Points: _____



- Try again

Target Behaviors	Morning Work	Snack	Rotations	Lunch	Read Aloud	Learning Centers
Be Responsible  Complete Work	Student  Teacher 	Student  Teacher 	Student  Teacher 	Student  Teacher 	Student  Teacher 	Student  Teacher 
Be Respectful  Follow Directions	Student  Teacher 	Student  Teacher 	Student  Teacher 	Student  Teacher 	Student  Teacher 	Student  Teacher 
Be Safe  Play Well	Student  Teacher 	Student  Teacher 	Student  Teacher 	Student  Teacher 	Student  Teacher 	Student  Teacher 

*At the end of each activity student circles how they did and paraeducator circles how they felt the student did. If student circles a sad face and the paraeducator feels they did a good job, then give them the point and let them know why. When circling the faces paraeducator and student want to match as much as possible.

Make A Better Choice Structure

(Kagan, Kyle, Scott, 2004)

1. Tell the student to stop _____ disruptive behavior.
(Identify disruptive behavior and write down as visual if needed.)

2. Tell the student to identify a better choice _____
(can use choice sheet or support student in making one and write down as visual if needed.)

3. Verbalize the better choice _____
(Write down as visual if needed.)

4. Student acts on the better choice _____
(Write down as visual or reminder if needed. Verbal reminders are good too.)



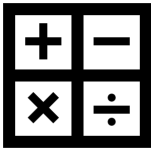




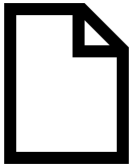
Frustration Control Techniques:

(Kagan, Kyle, Scott, 2004)

- ☐ Take 10 deep breaths
- ☐ Take a drink of water
- ☐ Eat a snack
- ☐ Go to the calm down area
- ☐ Draw
- ☐ Count to 10
- ☐ Think time
- ☐ Ask for a break
- ☐ Take a walk

***** Monitor student/s frustration level via verbal and non-verbal cues. If you notice levels are rising use these as suggestions in helping the student manage their frustration and prevent outburst or escalation.

First... Then...

First, I do this...	Then, I can do that...
 - Reading	 -Puzzle/ Games
 - Math	 -Paint
 - Writing	 -Technology
 -Worksheet	 - Draw

*When using the First... Then... chart student completes the unpreferred activity to earn the preferred activity they want. The chart comes with pictures on the back that can be placed to match the work and student gets to pick preferred activity of their choice.

Tier 3- Intensive Supports

Tier 3 Tertiary interventions are intensive and individualized for the 1 to 5% of students whose needs are not met by Tier 1 and Tier 2 supports (Sugai & Horner, 2009). Tier 3 uses specific interventions that are custom to the student needs and the key component to Tier 3 interventions is understanding why the behavior is happening (www.PBIS.org). These interventions help reduce challenging behaviors and replace it with the desired behavior.

Implementation works best with (www.PBIS.org):

- Building off Tier 1 and Tier 2 supports
- Utilizing and implementing a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP).
- Multiple support strategies targeting the behavior for prevention, teaching, positive reinforcement and safety.

Supports-

- **Wraparound Support-** As described by the California Department of Social Services, is a strengths-focused process done in a team setting engaging the student and their family. Focuses on needs and approaches to meeting the student's needs. Wraparound supports are different for each student and done individually.
- **Functional Behavioral Assessment (FBA)-** An FBA analyzes what is supporting the challenging behavior and the outcome the student gets from exhibiting that behavior. An FBA is on an individual basis and needed when the student's behavior impedes on their learning.
- **Behavioral Intervention Plan (BIP)-** Is based off a Functional Behavioral Assessment (FBA) and the BIP describes the challenging behavior, understanding the reasons why the challenging behavior is occurring and providing specific positive interventions in reducing challenging behavior and increasing desired behavior.