

Check the State Support Team 9 website at www.sst9.org
for professional development opportunities for paraprofessionals coming fall 2015



Catch 'em Being Good; Check-in Check-out; Social Stories

Three strategies related to PBIS were discussed in the 2014-15 Paraprofessional Series. Participants highlighted ideas they wanted to remember to use or share with others. These strategies are the focus of this newsletter. Comments shared by participants about PBIS strategies include:

- Calmness=control=better PBIS.
- Reinforcement of desired behaviors increase the frequency of those behaviors.
- I like the statement that “everything goes better when students know what to expect and what to do.” It works across the board.
- Punitive measures without positive supports are not effective.
- Stay calm, don't raise your voice.
- The Positive Response! So important to be aware of your impact!
- Really thinking about positive comments – feedback vs praise.
- Discipline vs Punishment – discipline shows what students did wrong.
- Check-in Check-out process helps keep a child on task when he wanders.
- Check-in Check-out would work for middle school students. Gives them responsibility for their actions.
- I like the Check-in Check-out method. We have a few students that could possible benefit from this.
- Check-in, check out procedure is an awesome idea!



Catch 'em being good! One recommended behavior management strategy is the use of effective, meaningful praise given when the student is caught displaying the desired behavior. Students want their efforts acknowledged and will repeat the behaviors that bring rewards. The **catch 'em being good** strategy helps students develop self-control and helps us to build our relationships with them. Remember to use their name and state your positive praise specific to the behavior and be genuine.

When students do not display the desired behavior, we need to set him/her up for success through prompting the behavior. Gestures, picture cues, or verbal reminders are the antecedents that prompt the expected behavior. When the behavior is displayed, positively recognize it immediately. Recognize the effort given by the student first, even a rough approximation of the desired behavior. “Max, you wrote a great introduction to your story.” Don't hold a grudge and state “It's about time you showed me what you can do.”

Paraprofessionals support the team's focus to teach socially appropriate behaviors using this strategy. They are often the team member who is able to “catch” the student during the school day.

Check-in, Check-out! This procedure is designed for students who need support and monitoring of their behaviors especially those who are not responding to School-wide PBIS strategies, seek adult-attention, or display problem behaviors in multiple settings. Specific student goals are developed which align with the school-wide expectations of “being safe, responsible,

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Resources for Teacher – Paraprofessional Teams

Classroom Behavior Management Strategies by Dr. Mac – <http://behavioradvisor.com/>

For more information: *The Basics of Behavior Management and Tips for Becoming an Effective, Well-liked Behavior Manager* including examples from teachers who have tried the techniques



Review 360® Behavior Matters by Pearson

For more information: Webinars and archived newsletters for research-based strategies at <http://thebehaviorco.com/overview-webinars/>



Check-in Check-out: A Targeted Intervention

For more information: www.pbis.org for information including handouts and power point presentations



Social Stories

For more information: The Vanderbilt Kennedy Center at <http://vkc.mc.vanderbilt.edu/assets/files/tipsheets/socialstories/tips.pdf>

Carol Gray social stories at <http://www.carolgraysocialstories.com/social-stories> (requires an account)
Resources for social stories available through <http://www.pbisworld.com/tier-2/social-stories/>

respectful, attentive.” The student is given instruction on the school-wide expectations with specifics for what the behavior looks like. *Being Safe* means chair legs on the floor, *Respectful* means hands to self, *Responsible* means completing assignments, and being *Attentive* means following directions. Check-in and check-out process occurs with a positive adult mentor at the beginning and end of each school day as well as throughout the daily schedule with each classroom teacher. Points are given by the teacher who rates the behavior. The points are traded for a special reward motivating to the student.

The paraprofessional may support this strategy by graphing the points earned by the student, provide prompts to remind the student of expected behavior, or reviewing a social story for the behavior being taught.

Social Stories! Social stories describe a social expectation (socially acceptable way) to respond in a situation. These stories often use photographs or pictures to assist a student to think about his/her own behavior and the reactions of others as they learn about social situations, social cues, and social rules. Often photographs of the individual student are used to depict the learner engaging in the desired social behavior. These brief descriptive stories begin with a context for the desired social behavior, where the behavior occurs, who is involved, and what happens or could happen as a consequence of the behavior.

Paraprofessionals, educators, and parents can use social stories as a technique to prepare a student for a new situation, address problem behavior, or teach new skills. Examples of social stories include going to a new classroom, playing a new game with a friend, what to do when another student is using the colored pencils you want in art class, how to wait for your turn, or get ready for bed.



Autism Certification Series

In fall 2015, the Autism Certification Center will provide *ASD in Action* utilizing an online training of evidence-based practices to support for individuals with ASD. Examples of the practices include 1) facilitating engagement and learning; 2) reinforcing learning and positive behaviors; 3) using data in decision-making, and 4) using visual supports. These modules will include real life examples including case studies, interviews explaining the rationale for strategies, interviews sharing personal experiences, resources, reflection questions and assessments to gauge learner knowledge and understanding. The modules will be offered at no cost to participants and OCALI will be monitoring the completion of the modules. There will be a required 80% to pass each module. Check out the website at <http://www.autismcertificationcenter.org/>

Summer Plans

As we prepare for summer fun and relaxation, we hope you will find time for self-care. The job of teacher and paraprofessional are not easy. Your jobs are both rewarding and often quite stressful as you meet the daily demands of supporting your students while continually collaborating and communicating within your team. Create a team of support and decide an activity or meet with no planned agenda. Care for yourself and relax away from the responsibilities schedule, and demands of your work environment. Consider these ideas:

- Walk or jog together, play a game of tennis or golf
- Join a book study reading work-related books and books for pleasure
- Meet at a coffee place to enjoy a favorite tea, flavored drink and share stories of your summer
- Develop a spiritual outlet such as meditation or yoga

Whatever your plans, enjoy your summer! We look forward to the 2015-16 school year and resources that will support your teacher-para teams.