Creating Positive School Culture

ESPs utilizing Verbal intervention Strategies for positive student behavior support
Jason Fletcher worked as a paraeducators for 11 years, of those years at High Road Specialized Education school, he is currently in his fifth year at George Read Middle School, in Colonial School District located in New Castle, DE. George Read is a Title 1 school that serves approximately 660 students from diverse backgrounds. The school also houses the district’s middle school special programs for students with cognitive and developmental delays.

Jason, a graduate of public school, obtained his bachelor’s degree in Behavior Science from Wilmington University. Known for his strong relationships with students and staff, Jason excels in supporting and managing student behavior. In 2021, he was honored as Colonial’s Educational Support Staff of the Year and has been a district CPI trainer since 2020. Jason believes in fostering safe and structured environments with high expectations for student behavior and academics. Currently, he serves as a schoolwide paraeducator support for student behaviors, utilizing training techniques and specialized rooms to help students develop coping strategies that reduce the need for behavior support interventions.
Objectives

Behavior Management and Interventions

Appropriate responses to challenging behaviors.

Verbal De-Escalation Strategies

Calm and supportive learning environment

Behavior Escalation Cycle
Understanding Behavior Management vs Behavior Intervention

**Behavior Management**

Very clear expectations and rules that are clearly defined and posted to help students know what is appropriate and what is not appropriate in a school setting.

**Behavior Intervention**

Strategies created to encourage positive behavior in students. The goal of interventions is to have the student manage their behaviors independently.
Behavior Intervention

Interventions can come in many forms

- Modeling behavior
- Picture reminders
- Positive Reinforcers
- Calm and positively phrased language.
Verbal De-escalation

An intervention used to de-escalate a challenging situation from becoming worse
Creating Class Culture of Compliance

Behavior prevention strategies you should incorporate into your workspace

- Relationship Alliance
- Social emotional learning
- Check-ins
Behavior Terms

• Regulation- The ability to manage your emotions and control their behavior
• Escalating behavior-is a term that describes when someone becomes increasingly agitated, angry, or violent in a situation.
• Positively phrase- choosing words that are affirmative and empowering
Behavior Escalation Cycle

Content on Behavior Escalation Cycle was originally presented by Clayton R. Cook and Diana Browning Wright,
Behavior Escalation Cycle

- Calm (1)
- Trigger (2)
- Agitation (3)
- Acceleration (4)
- Peak (5)
- De-escalation (6)
- Recovery (7)
Calm/Trigger

Do's

• Observe changes in student behavior or attitude
• Give the student space to return to calm if the are triggered.
• Rely on your relationship to distract or redirect.
• Check In
• remain regulated
• Remind them of the motivator

Don'ts

• Don’t assume the student will continue to escalate
• allow yourself to be the "trigger"
• intervene to quickly or harshly
Behavior Escalation Cycle

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery

INTENSITY vs. TIME
<table>
<thead>
<tr>
<th><strong>Do's</strong></th>
<th><strong>Don'ts</strong></th>
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<tbody>
<tr>
<td>Do pause and engage in active listening/</td>
<td>“Stop tapping your pencil, you are disrupting the classroom?” Say “You don’t seem like yourself today, how may I support you?”</td>
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<tr>
<td>Do offer support</td>
<td>Don’t argue, talk over, interrupt or make any demands that students are unlikely to meet.</td>
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<tr>
<td>Do offer a break</td>
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<tr>
<td>Show empathy, I acknowledge that they noticed the student was struggle</td>
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Behavior Escalation Cycle

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
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7. Recovery

INTENSITY vs TIME
Acceleration

**Do's**

- In a clear and calm tone, provide short and clear instructions
- Downplay the situation after they challenge your authority
- Use limit-setting to provide safe and effective choices to promote positive outcomes

**Don'ts**

- Do not engage in the power struggle (No, you aren't even a real teacher, you can't tell me what to do)
- Don't seek control
- Don't give ultimatums
Behavior Escalation Cycle

1. Calm
2. Trigger
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5. Peak
6. De-escalation
7. Recovery

INTENSITY

TIME
- Use non-confrontational approach/stance
- Know and implement a student’s IEP, BIP, 504 Plan that specifies behavioral interventions.
- If you don’t know the student, introduce yourself and your position to the student.

Don’ts:
- Do not cause the student to feel threatened, cornered, or violated.
- Do not improvise or deviate from the plan.
- Do not assume that just because you are an adult the student is going to willingly accept your approach.
Summary

• Positive relationships with students and clear expectations along with proper techniques.
• Interventions will support students in social and emotional settings help negative behaviors form escalating.
• Positive relationships reduce the likelihood of behaviors escalating.
• Respond appropriately to behaviors by ensuring you are regulated.
Amazing

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Middle School Behavioral Support
Thank you for listening!

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