

# Warrensburg R-VI



## Paraprofessional Handbook

*“Every job is a self-portrait of the person who does it.  
Autograph your work with excellence!”*

2018-2019



# Duties & Responsibilities

*“Don’t say a little  
in many words,  
but a great deal in  
a few!”*

## **Professional Ethics**

*In order to protect the rights of students and parents, paraprofessionals must be aware of and practice appropriate ethical behavior. They should maintain confidentiality and protect and promote the rights of students to due process, dignity, privacy, and respect. Paraprofessionals must also demonstrate honesty, loyalty, dependability, cooperation, accountability, and a willingness to learn. The following is a suggested code of ethics for paraprofessionals:*

### **Accepting Responsibilities:**

- Engage only in non-instructional and instructional activities for which qualified or trained
- Do not communicate progress or concerns about students to parents
- Refer concerns expressed by parents, students, or others to your teacher
- Recognize the supervisor has the ultimate responsibility for instruction and management and follow the prescribed directions
- Help to see the best interest of individual students are met

### **Relationships with Students and Parents:**

- Discuss a child's progress, limitations, and/or educational program only with the supervising teacher in an appropriate setting
- Express differences of opinion with your supervising teacher only when students are absent from the room
- Discuss school problems and confidential matters only with appropriate personnel
- Do not engage in discriminatory practices based on a student's disability, race, sex, cultural background, or religion
- Respect the dignity, privacy, and individuality of all students, parents, and staff members
- Be a positive role model
- DO NOT be in personal contact with the parents.
- DO NOT text the parents.

### **Relationship with the Teacher:**

- Recognize the teacher as your supervisor
- Establish communication and a positive relationship with the teacher
- Discuss concerns about the teacher or teaching methods directly with the teacher

## **Paraprofessional Job Description**

<b>Position:</b>	<b>Special Services Paraprofessional</b>
To Whom Responsible:	Building Principal Process Coordinator Special Services Teacher to whom assigned Director of Special Programs
For Whom/What Responsible:	To assist the special services teacher to whom assigned.
Qualifications:	Minimum of 60 college credit hours or pass the ParaPro
Experience:	Prefer experience in working with disabled populations.
Primary Responsibilities:	To assist the special services teacher to whom assigned and to work with students assigned to that teacher.

### **ESSENTIAL JOB FUNCTIONS**

#### **PROGRAM OPERATION**

1. Prepares materials as assigned by the teacher.
2. Provides services to students as assigned by the teacher.
3. Provides for individual differences.
4. Assists students in completing assignments.
5. Assists students in moving about the building.
6. Demonstrates knowledge in working with disabled population.
7. Uses time effectively.
8. Communicates effectively with students.
9. Communicates effectively with staff.

#### **CLASSROOM MANAGEMENT**

10. Assists in organizing classroom to promote learning.
11. Demonstrates knowledge in working with students with behavior problems.
12. Follows classroom management procedures as set by teacher.

#### **INTERPERSONAL RELATIONSHIPS**

13. Demonstrates positive interpersonal relationships with students.
14. Demonstrates patience, respect and understanding for students.
15. Demonstrates positive interpersonal relationships with staff.
16. Demonstrates positive interpersonal relationships with parents.

#### **PROFESSIONAL RESPONSIBILITIES**

17. Participates in professional growth activities.
18. Demonstrates initiative and enthusiasm toward work.
19. Follows the policies and procedures of the school district.
20. Follows guidelines developed by the teacher.
21. Conducts self at all times as a representative of the school.
22. Completes other duties and responsibilities as assigned.

## **Duties and Responsibilities of the Teachers**

Each school building, special education program and their staff function as differently as the many families that make up our community. Diversity extends beyond the individual differences of our students. Special Education teams function in their own individual way, as a means of delivering services to students with special needs.

It is imperative that a clear delineation of the roles of the teacher and the paraprofessional be discussed and determined if a cohesive team structure is to exist. There are a multitude of ethical and legal requirements that teachers must adhere to. Teachers have responsibilities to their students and to the paraprofessionals that they direct the work of. Below is a list of some of those responsibilities:

- Assess student entry-level performance
- Plan instruction for individual students
- Implement goals and objectives of the IEP (individual education plan)
- Supervise and coordinate the work of paraprofessionals and other support staff,
- Evaluate and report student progress,
- Involve parents in their child's education, and
- Coordinate and manage information provided by other professionals.

The following have been identified as necessary roles and responsibilities, as they manage paraprofessionals:

- Set an example of professionalism
- Establish criteria for acceptable job performance of the paraprofessional,
- Provide consistent feedback to assist the paraprofessional in refining skills,
- Communicate the needs of each student to the paraprofessional,
- Establish and communicate the paraprofessional's role in behavior management, and
- Assign the paraprofessional responsibilities which facilitate the teacher's ability to provide more direct student instruction.

## **Role of the Paraprofessional**

The role of the paraprofessional is to enhance the instructional program of students.

Under the guidance of your supervising special education teacher and/or process coordinator, you will be asked to perform many various tasks designed to increase the learning opportunities for students. **100% of your workday should be spent utilizing student contact time.** We discourage the use of your time for making bulletin boards, or making excessive copies, for example.

Below are listed the types of duties that you may be assigned to perform:

- Assist individual students in performing activities initiated by the teacher
- Assist teacher in collection of data on students' progress toward specific learning objectives
- Attend training or meetings when needed
- Supervise specific children in the hallway, lunchroom, playground, or to and from the bus
- Assist teacher in data collection (observing, charting, and recording behavior)
- Assist teacher with crisis problems or behavior management
- Carry out instructional programs designed by the teacher
- Attend to physical and/or medical needs of the students when needed
- Assist in monitoring supplementary work or independent study
- Provide assistance with individualized programmed materials or specialized equipment for specific students
- Reinforce appropriate learning behaviors of students while a teacher teaches
- Assist in the production of instructional materials (i.e. making flash cards, etc.)
- Assist students in a regular classroom setting in order to insure optimal learning

## Comparison in the Roles of the Teacher and Paraprofessional

Area	Teacher Role	Paraprofessional Role
Classroom Organization	Plan weekly schedule, lessons, room arrangements, learning centers, and activities for individuals and the entire class.	Implements plan as specified by teacher.
Assessment	Administers and scores formal and informal tests.	Data collection
Setting Objectives	Determines appropriate objectives for groups and individual children.	Carries out activities to meet objectives as directed by teacher.
Teaching	Teaches lessons for the entire class, small groups, and individual children.	Reinforces and supervises practice of skills with individual and small groups as directed by teacher.
Behavior Management	Observes behavior, plans and implements behavior management strategies for entire class and for individual children.	Observes behavior, carries out behavior management activities as directed by teacher.
Building a Classroom Partnership	Arranges schedule for conferences, shares goals and philosophy with paraprofessional, organizes job duties for paraprofessional.	Shares ideas and concerns during conferences and carries out duties as directed by teacher.



District

Resources

## Paraprofessional Staff Development

### District Staff Development

Opportunities for staff development are offered for all paraprofessionals several times during the year. All returning Para's are required to have 10 professional development hours each year and any new para's are required to have 15 professional development hours their first year and 10 any remaining years.

### Local Administrator's of Special Education (LASE)

Several of these area organizations provide paraprofessional training throughout the year. There is generally a fee for these trainings, which require prior approval. Information on these workshops are provided by the Special Services Department.

### Safe Schools

This training contains three videos that are required by staff to watch annually:

- Smarter Adults Safer Children
- Discrimination Awareness in the Workplace
- Worker's Compensation

These videos may be accessed through the website: <https://warrensburgr6-mo.safeschools.com/> Follow the instructions to set up a user account and watch each video. When you have completed all videos, email Laurie Tapp [ltapp@warrensburgr6.org](mailto:ltapp@warrensburgr6.org) at Central Office.

### Confidentiality Training

It is the requirement of the State Department of Education, Special Education Division, that training and information on confidentiality be provided to all district personnel. This training typically occurs at the beginning of the school year.

### How to Access My Learning Plan

You are required to use 'my learning plan' when registering for in-services and training. You will need to set up an account at the following web address: <http://www.mylearningplan.com>. Once your account is set up, you will click on professional leave request on the left side of the screen:

1. Complete the first section. The initiated by: should be DISTRICT SPED. The activity format should be 'Inservice.'
2. Dates/Times/Location: Complete the date of the meeting, start and end times, meeting location, and signify "YES" for sub needed. Complete absence start/end time and location of absence.
3. Provider: Choose either DESE or WBG, unless some other organization (i.e., KCLASE).
4. Cost Estimates: Do not complete this section.
5. Professional Development Hours: List the professional development hours you will earn.
6. Goals and Objectives: Choose Goal 1, Objective A
7. Purpose: Select professional development hours, and hit SUBMIT button.

Should you have questions on how to set up an account or enter a professional development request, please contact Kim Sproat, Special Services Administrative Assistant at 660-747-7823 ext. 2012 or [ksproat@warrensburgr6.org](mailto:ksproat@warrensburgr6.org).

## Confidentiality

### Students

One of the most important aspects of ethical behavior for paraprofessionals is the handling and disclosure of confidential information about students and their families. During the normal course of daily activities, the para comes in contact with a wide variety of information about students. Information may include test scores, behavior, attendance, family problems, and many other kinds of personal information. School personnel, including paraprofessionals, are required by law to keep this information confidential and a signed confidentiality form must be on file with the Warrensburg R-VI School District.

***Discussion of personally identifiable information regarding a student in the teacher's lounge, lunchroom, or any other public area is both unethical and illegal.***

Information about a student is confidential and should only be shared with teachers and staff who directly work with the student. ***Never discuss students with parents in any setting.*** Kindly explain that you cannot discuss the student and suggest they call the teacher.

### Co-Workers

It is also very important that you practice confidentiality with teachers and other school personnel. Teachers need to feel confident that you are not in their room to make judgments about their teaching, discipline techniques, or other things that may happen in the room. Do not discuss what goes on in the classrooms you work in with anyone else. This will ensure a level of trust that will benefit both the teacher and the para. If there is something you think the teacher should know, discuss it with him/her later. Please do not discuss incidences or concerns in front of students and never interrupt instruction unless the situation is urgent.

## CONFIDENTIALITY

It is a requirement of the State Department of Education, Special Education Division, that training and information on confidentiality be provided to all district personnel. We are all aware that confidentiality is extremely important in all aspects of the school environment. It is the policy of the District that all information on a student that is collected and maintained by the District will be protected to ensure the confidentiality of all such information. The information included in this packet is taken from P.L. 90-247, TITLE IV FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT, the District Compliance Plan and the State Plan for Special Education and will hopefully help you in understanding the confidentiality involved with all students in the district.

### **A. Assurances of Confidentiality**

The District assures the confidentiality of personally identifiable information in the following manner:

1. Persons collecting or using personally identifiable data will receive training.
2. A current list of names and positions of those employees having access to personally identifiable data will be maintained. (This list will be posted in each building.)
3. An official is appointed in the district who is responsible for assuring that all personally identifiable data is collected, stored, disclosed, and destroyed by the district according to the provisions governing the confidentiality of the data.

### **B. Access Sheet**

An access sheet is included in each child's special services file for completion by individuals reviewing information. The access sheet will include:

1. Names of such individuals;
2. Date file was reviewed;
3. Purpose for which the data was reviewed.

The record of access shall be maintained in each special services pupil's file which contains confidential information. Authorized employees of the agency who access confidential information in a pupil file are not required to be listed on the Record of Access each time they review confidential information. The District is required, however, to maintain a list in a central location of those employees who may have access to confidential records. Only employees of the district who have a legitimate need to review confidential records for the purpose of providing a free appropriate public education shall be included on the list.

### **C. Public Notice**

A public notice is published annually in the local newspaper describing access rights of all parents to personally identifiable data relating to their child. The notice indicates that public schools are required to provide parents the right to inspect and review personally identifiable information collected and used or maintained by the district relating to their children. It further states that parents have the right to request amendment of these records if they feel the information is inaccurate, misleading, or violates the privacy or other rights of their children. The notice also indicates that parents have the right to file complaints with the U.S. Department of Education or the State Department of Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act.

**D. Records of More Than One Child**

If any education record includes information on more than one (1) child, the District shall allow the parent to inspect and review only the information relating to their child or to be informed of the specific information.

**E. Fees**

The District may charge a fee for copies of records, which are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The District may not charge a fee to search for or retrieve the education records of a student.

**F. Access Rights**

The following rights exist for a parent or eligible student when inspecting and reviewing education records:

1. Each local school district shall permit a parent or eligible student to inspect and review the education records of the student.
2. The school district shall comply with a request for access to records within a reasonable period of time, but in no case more than 45 days after it has received the request.
3. The district shall respond to reasonable requests for explanations and interpretations of the records.
4. The district shall give the parent or eligible student a copy of the records if failure to do so would effectively prevent the parent or student from exercising the right to inspect and review the records.
5. The district shall not destroy any education records if there is an outstanding request to inspect and review the records.

The school district shall give full rights to either parent, unless the district has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

**G. Procedures for Amending Confidential Information**

1. The District shall inform the parent(s)/legal guardian(s) of their right to request amendments to data compiled by the district if the parent(s)/guardian(s) believes that such data is inaccurate, misleading, or violates the privacy or other rights of the students.
2. If the parent(s)/guardian(s) requests such an amendment, the District will afford the parent(s)/legal guardian(s) the rights provided in the Family Educational Rights and Privacy Act (regulations 99.21 and 99.22) and follow the procedures outlined in those regulations.

**H. Disclosure of Personally Identifiable Information**

The District will require written consent from the parent(s) or legal guardian(s) before it releases information from the educational records of the child, unless it is authorized to do so under Sections 99.31 and 99.34 of the regulations implementing the Family Educational Rights and Privacy Act.

1. Written consent from the parent(s)/legal guardian(s) or emancipated student shall be obtained by the District before any personally identifiable information is:

- a. disclosed to anyone other than officials of the public school district in which the student attends or will attend;
- b. used for purposes other than educational purposes specified in IDEA, Part B, Section 300.571(a)(2) of the federal regulations;
- c. sought directly from the child by initial formal evaluation; or,
- d. disclosed to the student's parent(s)/legal guardian(s) once the student reaches the age of 18, provided the student is her/her own legal guardian.

**I. Destruction of Data**

The District shall inform the parent(s)/guardian(s) when personally identifiable information collected, maintained or used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parent(s)/guardian(s). However, a permanent record containing the student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be retained without time limitation.

**J. Children's Rights**

All rights indicated herein with regard to parents and children shall pass to the child upon reaching age 18, except in the case of a child with a disability who is legally determined to be incompetent to make such decisions for himself/herself and for whom legal guardianship or conservatorship is required beyond the age of 18. In those instances, the legally established guardian or conservator shall maintain the rights to privacy as previously outlined.

I have read this confidentiality information and agree to follow these guidelines:

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Signature of Staff Member

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Date

**Strategies**  
**for**  
**Working**  
**with**  
**Teachers and Students**

## 126 Things that Paraprofessionals Can Do in Inclusive Classrooms

There are many, many adaptations, modifications and types of assistance that a paraprofessional can provide in an inclusive classroom. The following is a partial list of possibilities to assist teams to think about new roles for paras.

Please recognize that:

- I. adaptations are individually determined based upon student needs, and,
- II. paras should only begin an adaptation following instruction from the teacher or related services provider.

Some paras may feel more comfortable implementing modification than others. An attempt should be made to match the complexity of the modifications with the paraprofessionals degree of comfort, while at the same time providing instruction for the para to increase his/her skills in this area. Any adaptation should first be approved and designed by the team prior to the paraprofessional's implementation of the modification.

### For students who are inattentive, a para could:

1. With the teacher's permissions, seat the student in a quiet area, or
2. Seat the student near a good role model, or
3. Seat the student near a "study buddy."
4. Assist the student in setting short-term goals.
5. Pair written instructions with oral instructions.
6. Give clear, concise instructions.
7. Stand near the student during teacher instruction.
8. Have student repeat instructions or expectations.
9. Signing/Signal.
10. Cue card questions.
11. Pre-questions.
12. Self-monitoring.
13. Encourage to think.
14. Reinforce what can do after job.

### For student who are impulsive, a para could:

15. Ignore minor, inappropriate behavior.
16. Increase immediacy of rewards and consequences.
17. Supervise closely during transition times.
18. Attend to positive behavior with compliments.
19. Acknowledge positive behavior of other students.



For students who are very active, a para could:

20. Provide a short break in between assignments.
21. Allow student to stand at times while working.
22. Supervise closely during transition times.
23. Remind student to check over work product if performance is rushed and careless.

For student who are moody, a para could:

24. Provide reassurance and encouragement.
25. Frequently compliment positive behavior and work product.
26. Speak softly in nonthreatening manner if student shows nervousness.
27. Review instructions of new assignments to make sure the student understands.
28. Look for opportunities for student to display leadership role in the class and mention them to the teacher.
29. Make time to talk alone to the student.
30. Encourage social interactions with classmates if student is withdrawn or shy.
31. Reinforce frequently when signs of frustration are noted.
32. Spend time talking to students who seem pent up or display anger easily.

For students who have difficulty with organization, a para could:

33. Help the student set up a notebook with dividers or folders to organize work.
34. Assist the student to set up and maintain a homework assignment book (color coding by subject may be helpful.)
35. Regularly check desk and notebook for neatness, rewarding success rather than punishing sloppiness. (Ask student's permission first.)
36. Assist student to tape record assignments or homework.
37. Check to see if homework assignments are taken home at dismissal time.
38. Praise/reward student for returning completed homework.
39. Help to devise a daily routine for the student and assist them in following it.
40. Provide samples of a finished product for the student to see.
41. Assist the student to review and summarize information.
42. Organize tasks.
43. Assignment book check.
44. Allow sheet of helps.
45. Calendar to track on activities.
46. Write directions as given.
47. Make sure that the student is provided time within daily schedule to organize.
48. Assist the student to list steps for completing assignment and check off when completed.
49. Assist student to determine a timeframe for completing long term assignments.

For student who have difficulty with compliance, a para could:

50. Praise compliant behavior.
51. Provide immediate feedback.
52. Ignore minor misbehavior.
53. Acknowledge positive behavior of nearby student.
54. Implement classroom behavior management program.
55. Instruct student in self-monitoring of behavior.

For students who have difficulty with socialization skills, a para could:

56. Praise appropriate behavior.
57. Monitor social interactions
58. Implement a reward system for social behavior program.
59. Praise student frequently.
60. Assign special responsibilities to student in front of others so they see him/her in a positive light.
61. Play games with small groups, emphasize good social skills.

For students who need help with daily assignments and activities, a para could:

62. Pre-teach new vocabulary; introduce new words before the unit begins.
63. State the purpose before the asking the student to read a selection.  
“Read this paragraph and give out when George Washington was President.” Give student something specific to look for before they start reading.
64. Repeat or review materials presented in class:
  - Assist a review group where students discuss key concepts.
  - Have student relate concept to his/her own experiences.
  - Provide a study guide of the important concepts and have student underline or highlight key points as you review the study guide.
65. Prepare study guides ahead of time for upcoming events.
66. During a lecture, model notetaking of key concepts on overhead projector, chalkboard, or flipchart.
67. Make sure that both written and oral directions are given.
68. Provide feedback to the team about whether or not a student may need shortened assignment or longer time to complete assignments.
69. Assist the teacher in providing immediate feedback to student after completion of assignments.
70. Assist student with an alternate assignment when the team has determined on to be appropriate (Example: If the student has poor writing skills, the teacher may allow the student to do an oral assignment.)
71. Read materials aloud with the student to allow another method of input.
72. Assist students who have trouble memorizing to use manipulatives such as cue cards, number lines, math fact tables, or calculators.
73. When a student has trouble aligning numbers, use graph paper or turn lines paper in a vertical direction.

For students who have difficulty with visual perception, a para could:

74. Give oral directions to an assignment.
75. Tape record directions, so that the student may replay as often as needed.
76. Assist the student to summarize key points.
77. Reduce the visual distractions in the student's work area.
78. Make sure that directions given are concise and clearly written.
79. Teach the student to take notes and proofread.
80. Assist the student to highlight key points in textbooks purchased for the student.
81. Introduce new vocabulary before a new chapter/story/assignment.
82. Check for comprehension after reading.
83. Discuss written responses with the student.
84. Assist the student to make a small notebook dictionary of misspelled words to use as a reference.
85. Have the student verbally state steps to solving math equation before doing them.

For students who have difficulty with auditory perception, a para could:

86. Provide short oral directions.
87. Have the student repeat the directions back to you.
88. Talk slowly to the student – give them time to process.
89. Try to pair a visual cue with auditory directions when possible.
90. Provide a problem solving sequence chart for math problems.
91. Provide a lecture outline.
92. Provide an example on worksheets for the student to refer back to:
93. Increase your "wait time" before expecting a response.

Paras can assist teachers with adapting the format and organization of paper assignment:

94. Rework worksheet, study guide or questions at end of chapter to include lots of spacing. Start each sentence on a new line to improve readability. Provide lots of space for writing answers.
95. Rework paper assignments to reduce clutter, too much information, extraneous print or graphics.
96. Break paper assignments into separate sections or boxes. Number problems or questions.
97. Make sure the directions are in line with the purpose of the worksheet. For Example, if the purpose is to identify parts of an insect, provide a word bank rather than ask for recall of spelling.
98. Revise worksheets so that examples are provided with directions when possible.
99. Use cues such as page numbers for finding answers.
100. For some assignments, it may be helpful for the para to write down a list of the steps to solving a problem for the student to use. The list could be kept on a notecard on the student's desk.
101. Simplify vocabulary of questions at end of chapter if necessary.
102. Break two part questions down into two separate questions.

Paras can assist students who have trouble taking notes:

103. Provide a listening/notetaking guide for the lecture – an outline with blank spaces provided to fill in other important concepts.
104. Provide a frame for the lecture where the key terms are left out for the student to fill in.
105. Assist the student to tape record a lecture.

Paras can assist students who have trouble taking tests:

106. Provide daily review prior to the test.
  - Assist with study guide or flashcards for drill practice.
  - Tape classroom review sessions for students to listen to again.
107. Give a practice test with possible test questions (same format, same materials) prior to the actual test. Assist the student to student further in areas of difficulty.
108. Adapt a test if needed.
  - Type and double space it. If typing is not an option, the test should be printed neatly in manuscript, not in cursive.
  - Provide adequate spacing between each question, subtest and for written answers.
  - Change the format (i.e. fill in the blank – change to multiple choice.)
109. Read test aloud to student if the student has poor reading skills.
110. Check to be sure the student understands the directions. Read directions aloud before the test begins.
111. Write or tape record test responses for students who are allowed to respond orally.

Paras can assist the classroom teacher in providing a variety of instructional arrangements:

112. Assisting one or more cooperative groups to complete an assignment or activity.
113. Assist peer partners to complete an assignment or project.
114. Assist peer tutors or cross-age tutors.
115. Assist students during independent seatwork time.

Paras can assist the teacher in changing the format of a lesson:

116. Facilitate a small group discussion following presentation of some material.
117. Assist the teacher in developing and providing games, simulations, role-playing and activity based lessons. This could include gathering and preparing materials, making games, setting up activities, supervising small groups or individual work.
118. Provide instruction in a community setting (particularly for students with moderate-sever disabilities.)

Other things paras can do:

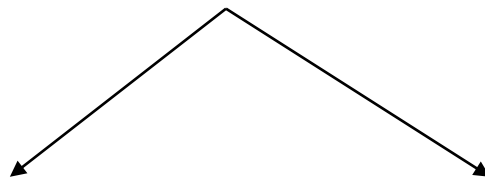
119. Assist students who have different learning outcomes for a particular activity. (Example: A student with sever disabilities may have a learning outcome that focuses on reaching and grasping materials during a science experiment rather than acquiring knowledge of a scientific process.)
120. Provide information to the team about adaptations that are needed to the physical environment such as accessing materials or activities, lighting, seating location, and so on.
121. Provide information to the team about adaptations needed to instructional materials such as larger print, needs for manipulatives, etc.
122. Provide suggestions to the team for ways to fade out adult's assistance and substitute peer assistance or independences when possible.
123. Develop a picture schedule for the student to use throughout the day.
124. Take data on behavior or IEP objects.
125. Provide suggestions to the team about new vocabulary to teach based upon the student's daily schedule, interests and so on.
126. Provide positive support for the teacher.

## THREE-MONTH "CHECK-UP" FROM B.I.S.T.

August to October is the "honeymoon" quadrant. By now, students have become familiar with the B.I.S.T. process and language. The students that are repeat offenders are those that have difficulty dealing with feelings. These students will require greater effort on the part of the support team. If the failing with a particular student is due to incorrect language or action, the team, or teacher is encouraged to conference with the student, to admit that other action or language would have been more appropriate.

With repeat offenders, it becomes important to switch the focus from the behavior to the feeling. (Dig deeper to find out the reason for the behavior).

### Two Ways Adults Usually Respond To "Hard Kids"



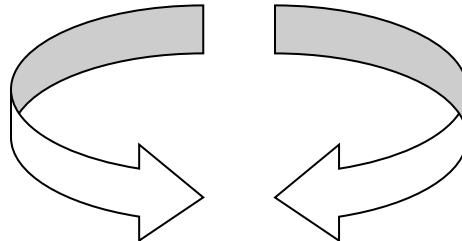
#### Enablers

Lecture  
Ignore  
Explain  
Abandon

#### Counter-Aggressive

Defeatist attitude  
Blame  
Abandon

If adults have  
Enabled and  
Feel let down  
By student, they  
Become  
Counter-aggressive



If adults have been  
punitive and feel  
guilty, they swing back  
to enabling the  
student.

Adults can become hopelessly caught in this cycle. In fact, some students manipulate adults so that they get the desired reaction in order to maintain the method with which they feel familiar.

Behavior Intervention Support Team  
Kansas City, Missouri 64145

Try instead:

1. Focus on complete processing
2. Develop relationship with student
3. Explore feelings (why is the student acting out?)

## HOW?

Change in accountability questions:

1. How is it going to look different next time?
2. If you missed class, how will the work be completed?
3. How will you fix the physical damage?
4. What were you feeling before you kicked the chair?
5. What were you feeling after you kicked the chair?

Don't rush through processing just because you've become familiar, and don't fall into the counter-aggressive mode just because the enabling mode didn't work.

Instead:

- Call the shots. Determine when they are ready to process return to class.
- Student must be sincere.
- If chronic, intervene sooner.
- Offer something like M&Ms as part of team. If they're ready, they'll accept offer. If they decline, it is an early indicator that they aren't ready to process.
- Deal with feelings to a greater degree.

*"When I asked you to do something you didn't want to do, how did you feel?" "What is it going to take for you to take good care of yourself?"*

*"What kind of body language will I see if you are having difficulty?"*

*"How long will you need to be in the safe place today before you join the rest of your group, 20 or 25 minutes?"*

Some choice is still important.

Behavior Intervention Support Team  
Kansas City, Missouri 64145

## **SOME THOUGHTS ABOUT PROCESSING**

- Processing does not have to take a tremendous amount of time. It can be just a few minutes between classes, lunch or before/after school.
- Processing with a student does not have to occur immediately after the behavior, it can be delayed for a reasonable length of time or until a time that is more convenient.
- There is no real need to process with a student if they have not been able to accept responsibility for their actions. At this point, it might be best to be empathetic and let the student know that you understand it is difficult task that you have to ask them to accomplish, but you will be available when they are ready to talk.
- For your sake, there should probably always be a parent contact if you need to process with a student.
- If you feel a little anxious, or inexperienced when processing with students, preplan what you want to say and what you want to accomplish with the student.
- If you feel angry with a student, there may be a couple of reasons. First of all, the problem probably went on too long in the classroom, or perhaps there is some type of carry over from a previous incident. If you feel anger toward a student, it will be the best to wait on the processing until you don't feel angry. Another option could be to get an outside facilitator to help you process so that the student doesn't see your anger.
- If a student fails to make an appointment to process with you, this could be a type of sabotage. You should continue to make contacts with the student and try to form some type of relationship.
- Do you feel like this is too time consuming? You should! This type of system takes a tremendous amount of time, but stick with it. You may very well be amazed at the results you will experience..

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## PROCESSING

*Think Sheets are a good tool to guide us through the processing*

### PURPOSE IS:

Determine if the student is able to own the problem  
Develop an adult/student partnership/trust to solve the problem.

### PURPOSE IS NOT:

To "fix" the student.  
Impart our understanding or give all the answers. (Lecture)  
Persuade the student to make changes.  
Punish the student.

Adults often feel that processing is difficult because:

1. Adults are working harder than the student.
2. The student is not ready to process.
3. Adults feel that the student has to be OK now or parents will be angry or the student won't learn.

Therefore when students are not ready, (we can often tell by tone of voice, body language, and inability of the student to problem solve):

1. End the conference by saying, "That's ok, this is really hard."
2. Determine what you would like the student to think about and problem solve next. Example: Think about why it is a problem to talk in class for you and others.
3. Determine:
  - a. A place for the student to think about the problem.
  - b. Times to visit the student to encourage, support, and determine readiness to conference.
4. Notify parents about your intent to hold their child accountable and the types of support you will provide

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## PROCESSING WITH STUDENTS

### WHAT ARE THE STEPS?

*(a helpful processing checklist)*

- Student must accept responsibility for actions. \*If a student doesn't know what he did, don't tell him. (possible response to, "What did I do?" Teacher: "That's a great question, if you need to think about it, we can give you some more time.")
- Help student identify why problem is occurring. \*If a student can't figure this out, you might offer suggestions (Possible response to, "I don't know why I talk out" Teacher: "I'm wondering if you want the teacher to know you know the answer, or maybe you want the teacher's attention, or do want your friends to pay attention to you. Do any of these sound like why you might be talking out?")
- Allow student to problem solve what might help them be more successful. (Possible response: "What do you think will help you remember not to talk without permission in class? or "What plan do you have so that we can know you can go to class and not talk out?")
- Develop a behavior plan  
Or
- Set definite boundaries for behavior. (Possible response: "We are going to help you recognize when you do this behavior by giving you one redirection when we see the behavior occur. On the second occurrence, we will probably ask you to go somewhere where you won't be in trouble.") This may sound like a plan, but it is not as specific as a plan. If you find that you send the student out of the room for behavior on a frequent basis, you probably want to develop a plan. This step will probably be used for students who rarely have difficulty in class.

### WHAT SHOULD WE AVOID?

*(a helpful list of things to avoid)*

- Giving students answers to questions. Telling students what they did. (Students: "I don't know what I did." Teacher: "Well, weren't you talking while I was giving directions?")
- Explaining why it was wrong. (*When I'm giving directions, it is really disruptive to me and the class if people are talking or not paying attention.*)
- Repeating information more than one time. (*It isn't respectful to talk while others are talking. It is disruptive to talk during directions. It is very hard to teach if you are talking.*)
- Telling kids we care about them. Doting or insincere. (*You're so special, we really want you to be successful. You're really smart and could do well if you would just try. We're doing this because we care about you.*)

\*\*\*Student input is imperative in helping students partner with us to change behavior. \*\*\*

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