



## First Responders: The Critical Role of Paraprofessionals in the Classroom

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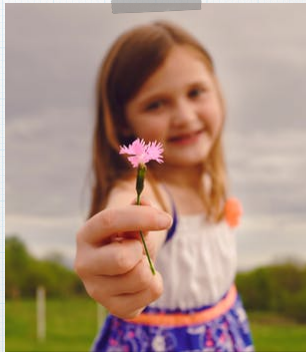
## The Role of the Para

- \* Helper
- \* Eyes and Ears
- \* Implementer
- \* Data collector
- \* Teacher



## Step 1: Building Relationships

- \* Building Rapport
- \* Getting them to like you
- \* "Pairing"
- \* yourself as a reinforcer
- \* "Pairing is Caring"!



## Activity: Pairing is Caring

- \* Pair up (or groups)
- \* Determine
  - \* 3 things you have in common
  - \* 5 things your students (age group) are "into"

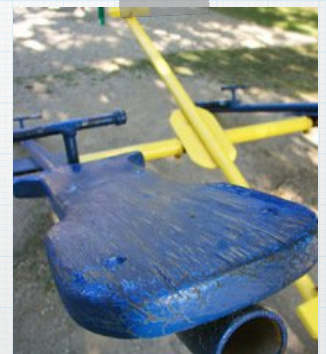
## Step 2: Meeting Needs

- \* Basic Needs
- \* Attention
- \* Success



## Step 3: Reinforce!!

- \* "Behavior goes where reinforcement flows"!
- \* Focus on what you want to see
- \* Increases in appropriate behavior often mean decreases in challenging behavior
- \* "Catch 'em being good!"



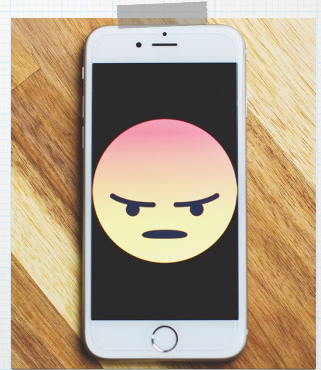


## Activity: The Power of Positive Reinforcement

- \* Need a volunteer
- \* Your job is to get applause
- \* The rest of us
- \* reinforce (clap) as they get closer to the target behavior!

## Step 4: Attend

- \* Behavior doesn't happen "out of the blue"
- \* Be aware of
  - \* Antecedents
  - \* Precursors



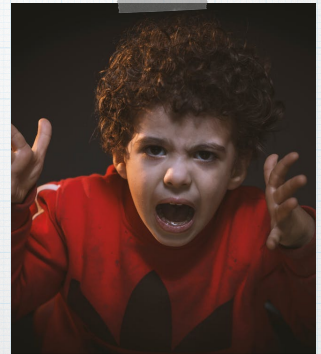
## The Best Defense...

- \* Reduce the need for the challenging behavior
- \* Prompt the appropriate behavior
- \* Accommodating appropriately
- \* "Nip it in the bud"



## Step 5: Responding to Challenging Behavior

- \* Follow the plan!
- \* Don't reinforce
  - \* withhold attention, escape, or access
  - \* intervention may sometimes seem counter-intuitive



## Activity: Nip it in the Bud

- \* Pair up (or groups)
- \* Think of a student you have worked with who engages in challenging behavior. What sets them off?
- \* What are some things you can do to prevent the behavior from occurring?
- \* OR work with the following scenario:

## Activity: Nip it in the Bud

- \* Scott is a 7 year old boy in a special education classroom. He often becomes frustrated with independent seat work and will rip up his paper or break his pencil, and yell and scream in the classroom. This has often resulted in a trip to the dean's office, where he sits until he calms down, the dean talks to him, and he returns to class.
- \* Today, Scott was observed to scream "I hate you" as his mom dropped him off at the car line. He yelled "out of my way" at fellow students as he stormed his way to class, where he threw his backpack at the ground and plopped in his seat.
- \* The first task of the day is a spelling test. Scott is not especially good at spelling.

## When It All Goes Wrong

- \* Therapeutic Environment breaks down
- \* Crisis behavior
- \* Continuous Aggression, property destruction or high magnitude disruption



## When It All Goes Wrong

- \* What do we do?
- \* The best we can!
- \* Remember, it's not what's happening now, it's what the child is learning for next time.
- \* Be firm and consistent



## DATA

- \* What does it mean to be effective?
- \* Achieving our goals
- \* So how do we know if we're effective?



## DATA

- \* Data are critical for determining if we're making a difference
- \* It is also important to document our efforts
- \* "If you didn't write it down, it didn't happen!"



## Measuring Behavior

- \* Behavior has three properties/characteristics:
  - \* It starts at some point (Temporal Locus)
  - \* It continues for some period of time (Temporal Extent)
  - \* It can happen again (Repeatability)



## The Response Cycle

- \* A response is a single instance of behavior
- \* Hand-clapping is behavior; one hand-clap is a response
- \* We can define the beginning, middle, and end of a response.
- \* We call this the response cycle

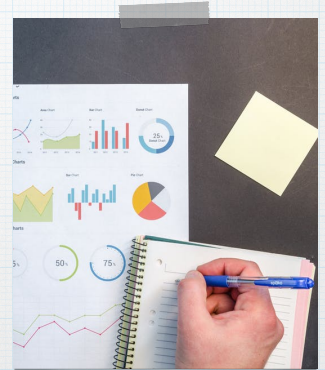


# The Response Cycle



# Measures of Behavior

- \* Frequency
- \* Rate
- \* Duration
- \* Latency
- \* Inter-Response Time
- \* Time sampling



# Frequency

- \* Count
- \* How many responses occurred?
- \* Can use tally marks: IIII or a frequency counter
- \* Reported as a number (4)



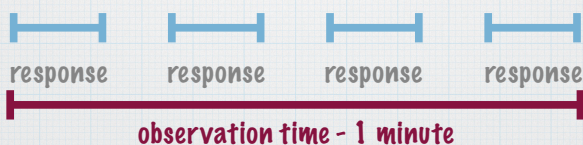
# Frequency

- \* What's the frequency of tapping?



# Rate

- \* Count/Time
- \* Better measure if the duration of observation changes
- \* Reported as a number per unit of time (4/minute)

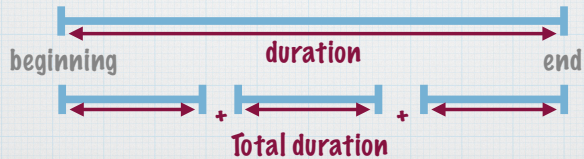


# Rate

- \* The school day is 6 hours long. Forrest eloped from the classroom 9 times on Monday. What was his rate of elopement per hour?
- \* **9 elopements/6 hrs = 1.5/hr.**
- \* On Tuesday, his mother picked him up from school 4 hrs early for an appointment. Before he was picked up, he eloped 5 times. What was his rate of elopement per hour?
- \* **5 elopements/2 hrs = 2.5/hr**

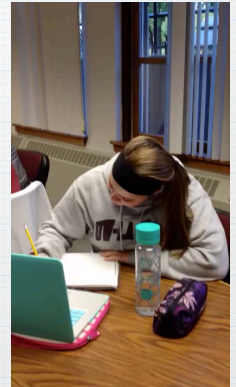
## Duration

- \* Measure of time from the beginning of the response cycle to the end.
- \* May also calculate total duration - stopping and starting timer as needed.
- \* Reported as number of minutes, hours, etc.



## Duration

- \* What's the duration of:
  - \* on-task behavior
  - \* off-task behavior?



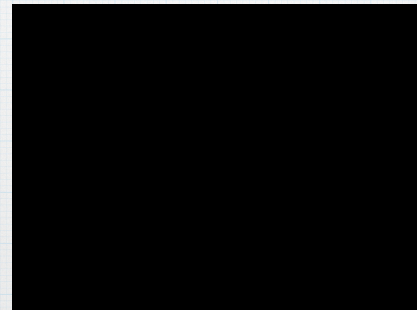
## Latency

- \* Measure of time UNTIL the beginning of the response cycle (usually from some opportunity to respond, until the response occurs).



## Latency

- \* What's the latency?



## Inter-Response Time (IRT)

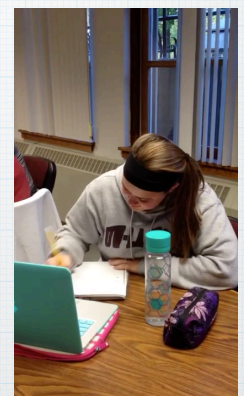
- \* Measure of time in between consecutive responses
- \* Can also be estimated by dividing observation time by frequency (inverse of rate)



## Inter-Response Time (IRT)

- \* What's the IRT of off-task behavior?

- 1:
- 2:
- 3:





# Time Sampling

- \* Interval measures
  - \* record if behavior occurs (+) during any part (partial interval) or for all (whole interval) of shorter recording periods, otherwise, mark nonoccurrence (-)
- \* Momentary Time Sample
  - \* Record if behavior is occurring at end of shorter recording period (easiest to do!)

# Partial Interval Recording



$$5/10 = 50\%$$

+	-	+	-	-	+	-	+	-	+
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# A-B-C Data

- \* We collect A-B-C data during functional assessment - to determine the specific antecedents that evoke the behavior and the consequences which may be maintaining it
- \* May observe for periods of time, or may record as soon as behavior occurred

# A-B-C Data

A•B•C Chart

Date/Time	Antecedent What was happening right before the behavior occurred? How was Ct interacting with the environment?	Behavior What did the behavior look like, sound like, how long did it last, how many times was it repeated?	Consequence How did the environment change as a result of the behavior? Did Ct get what he wanted, or get "punished"?

# A-B-C Data

A-B-C CARD		
STUDENT: _____	DATE: _____	
LOCATION/ACTIVITY: _____	TIME: _____	
<b>ANTECEDENTS</b> <input type="checkbox"/> Lack of Social Interaction <input type="checkbox"/> Asked to Do Something <input type="checkbox"/> Free Time <input type="checkbox"/> Could Not Get Desired Item/Activity <input type="checkbox"/> Loud/Disruptive Environment <input type="checkbox"/> Ongoing Behavior Interrupted <input type="checkbox"/> Other Student Provoking <input type="checkbox"/> Stopped From Doing Activity <input type="checkbox"/> Transitional Time <input type="checkbox"/> Difficult Task <input type="checkbox"/> Interruption in Routine <input type="checkbox"/> Consequences Imposed for Negative Behavior <input type="checkbox"/> Other (Specify) _____	<b>BEHAVIOR</b> <input type="checkbox"/> Noncompliance <input type="checkbox"/> Off Task <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Property Destruction <input type="checkbox"/> Provoking/Teasing Others <input type="checkbox"/> Running Away/Out of Designated Area <input type="checkbox"/> Screaming/Tantrum <input type="checkbox"/> Other (Specify) _____	<b>CONSEQUENCES</b> <input type="checkbox"/> Interruption/Blocking <input type="checkbox"/> Behavior Ignored <input type="checkbox"/> Redirection to Activity <input type="checkbox"/> Physical Restraint <input type="checkbox"/> Removed From Room/Area <input type="checkbox"/> Separation Within Room/Area <input type="checkbox"/> Required to Continue Activity <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Reprimand/Warning <input type="checkbox"/> Peer/Adult Attention <input type="checkbox"/> Timeout (Duration: _____) <input type="checkbox"/> ISS (Duration: _____) <input type="checkbox"/> Change in Expected Activity (How or What?) <input type="checkbox"/> Detention (Duration: _____) <input type="checkbox"/> Other (Specify) _____

# A-B-C Data



## A-B-C Data



## Data Collection

- \* Critical in determining
  - \* function of behavior
  - \* success of interventions
- \* And in documenting efforts



## Your Critical Role

- \* Helper
- \* Eyes and Ears
- \* Implementer
- \* Data collector
- \* Teacher
- \* First Responder!



## Q & A



## Thank You

contact: [behaviorguy@gmail.com](mailto:behaviorguy@gmail.com)