

Creating Positive School Culture

ESPs utilizing Verbal intervention
Strategies for positive student behavior
support



Jason Fletcher

Jason Fletcher worked as a paraeducator 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.



Middle School
Behavior
Support

OK



Objectives

Behavior
Management
and
Interventions

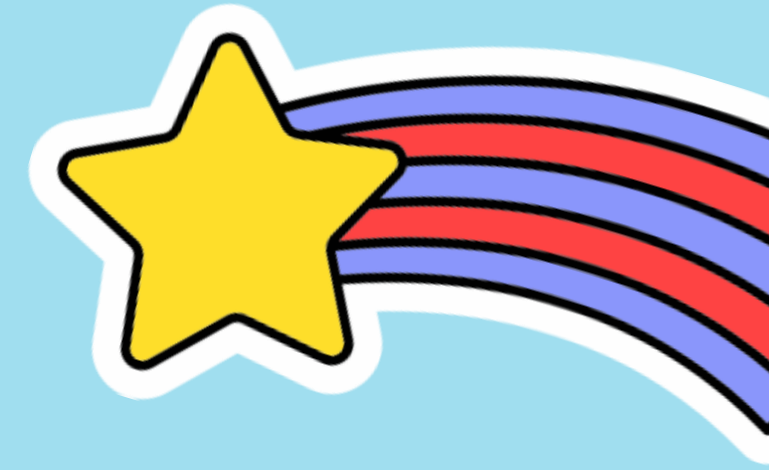


Appropriate
responses to
challenging
behaviors.

Verbal
De-Escalation
Strategies

Calm and
supportive
learning
environment

Behavior
Escalation
Cycle



Understanding Behavior

Behavior Management vs Behavior Intervention Management



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

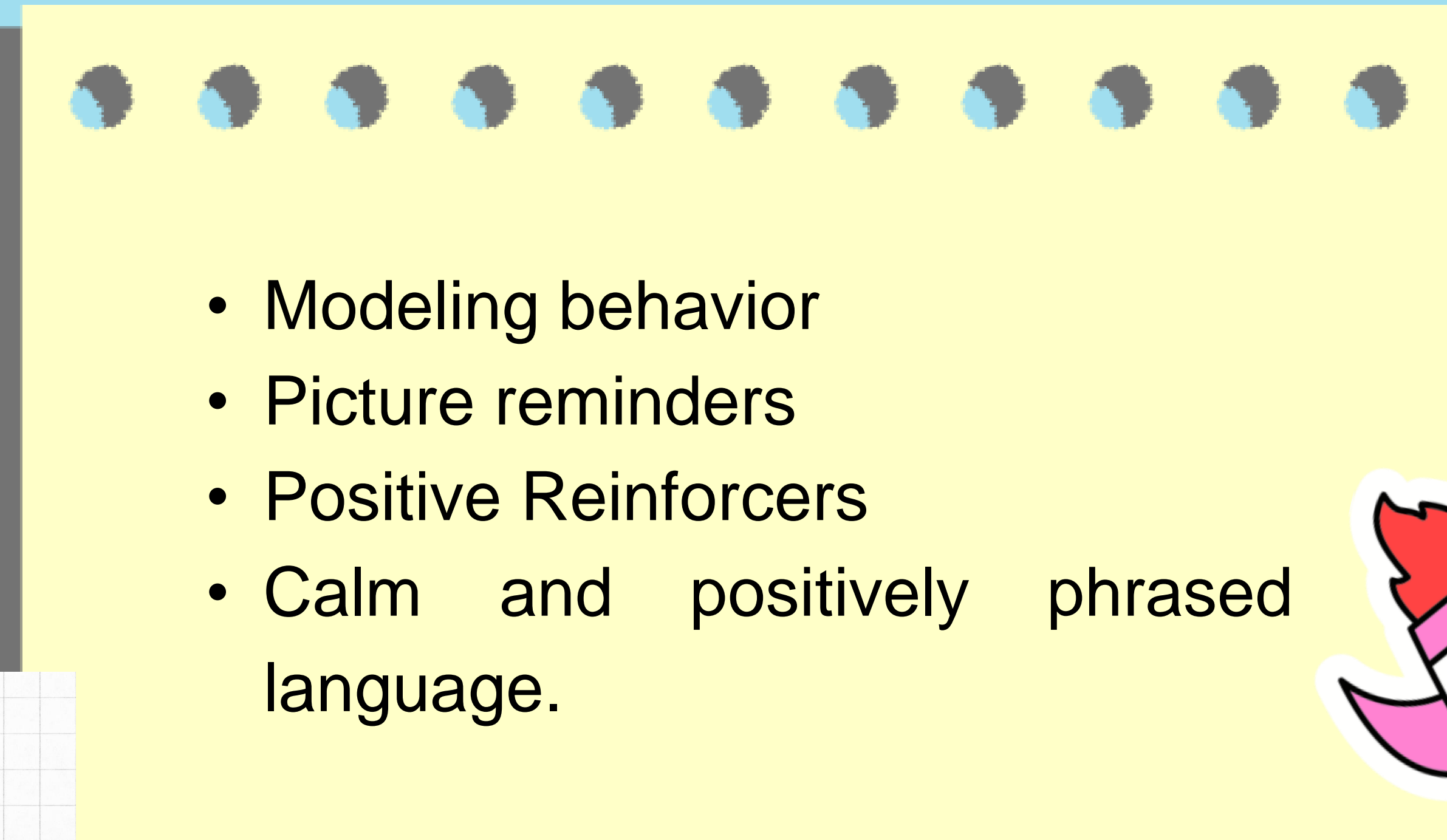


Strategies created to encourage positive behavior in students. The goal of interventions is to have the student manage their behaviors independently.





Behavior Intervention

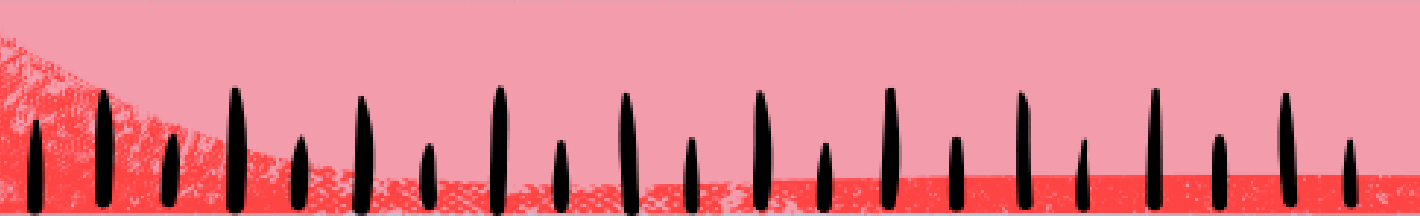
Interventions can come in many forms

- 
- 
- 
- 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

Behavior prevention strategies you should
incorporate into your workspace

Compliance

Relationship
Alliance

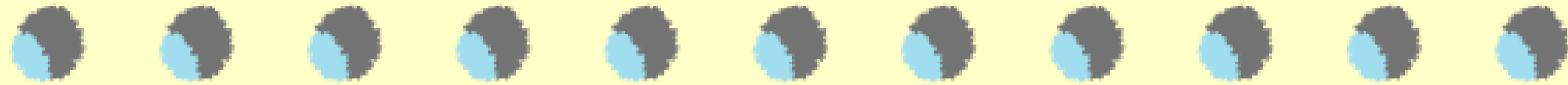
Check-
ins

social

emotional



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

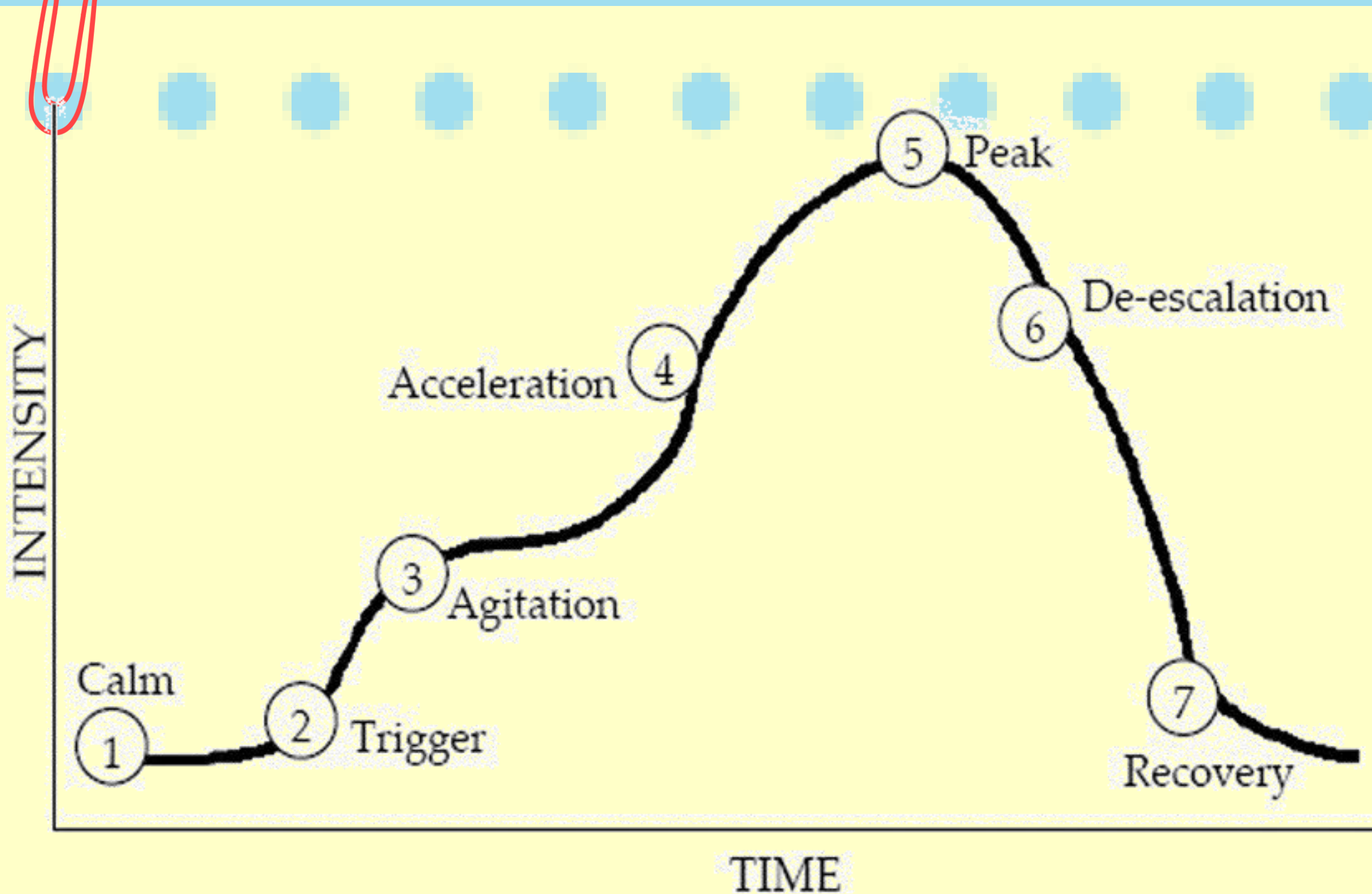


Behavior Escalation Cycle

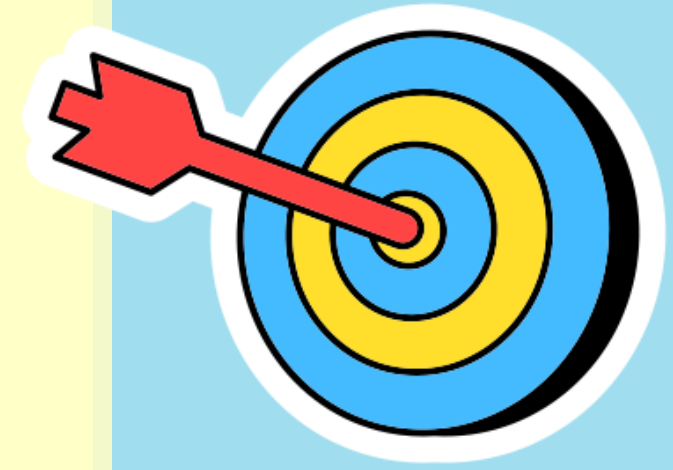
Content on Behavior Escalation Cycle was originally presented by Clayton R. Cook and Diana Browning Wright,



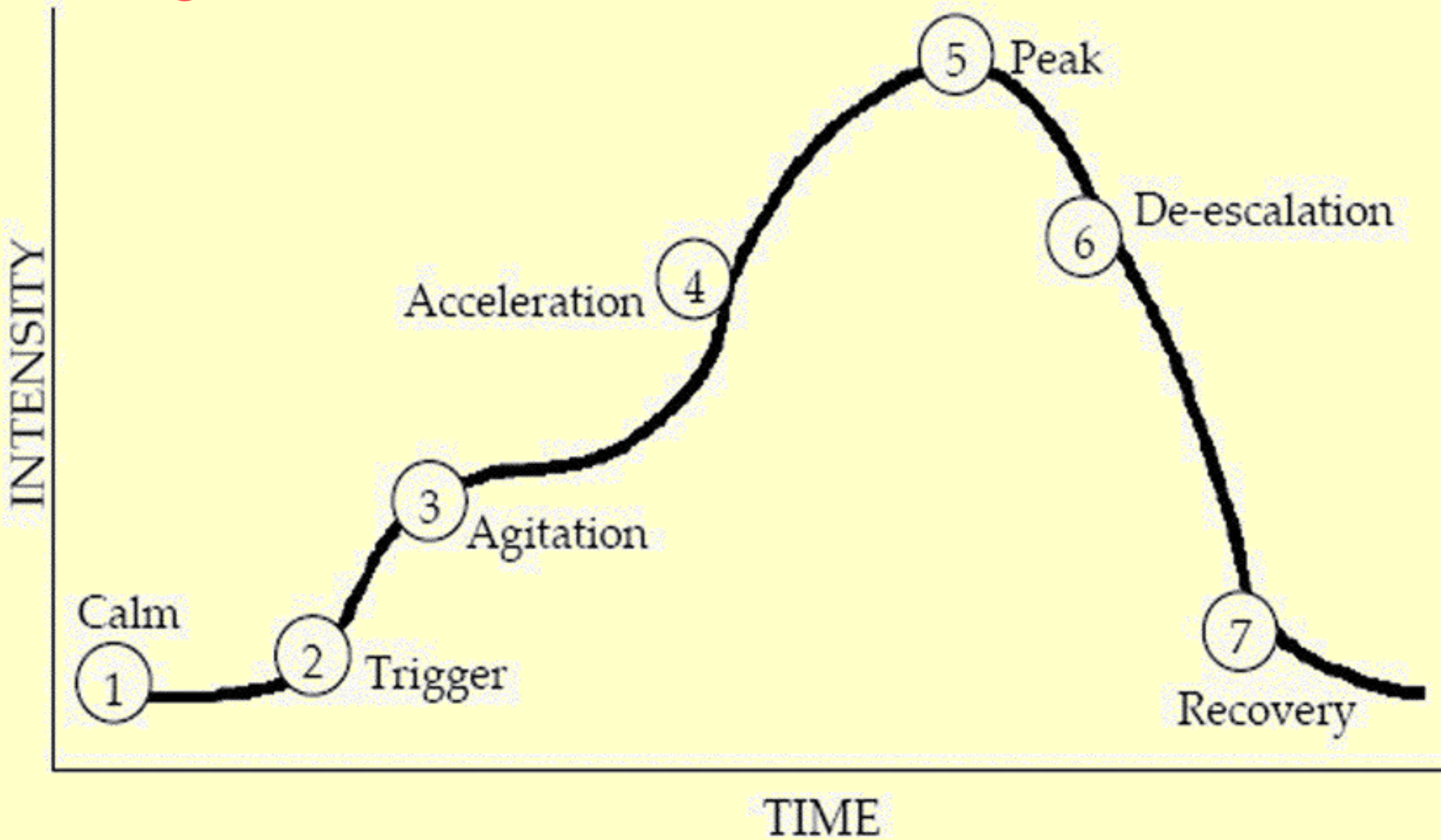
YAAAAAS



Behavior Escalation Cycle



YAAAAAS





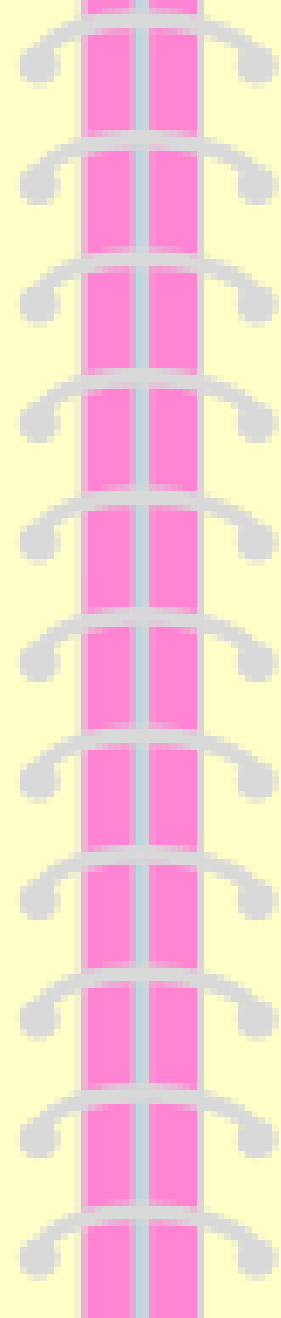
Calm/ Trigger



Do's



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

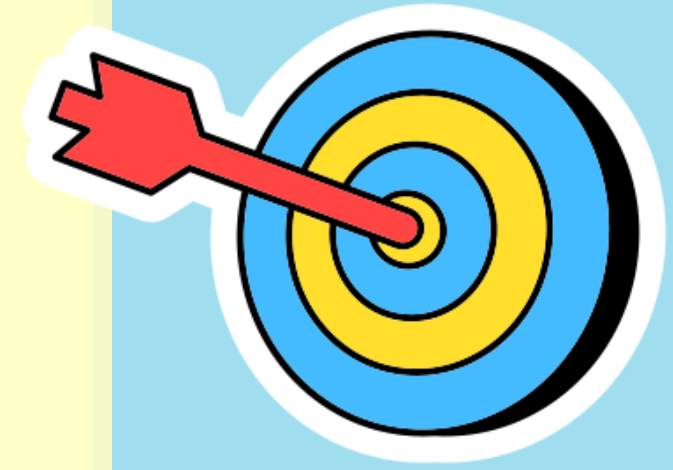


Don'ts

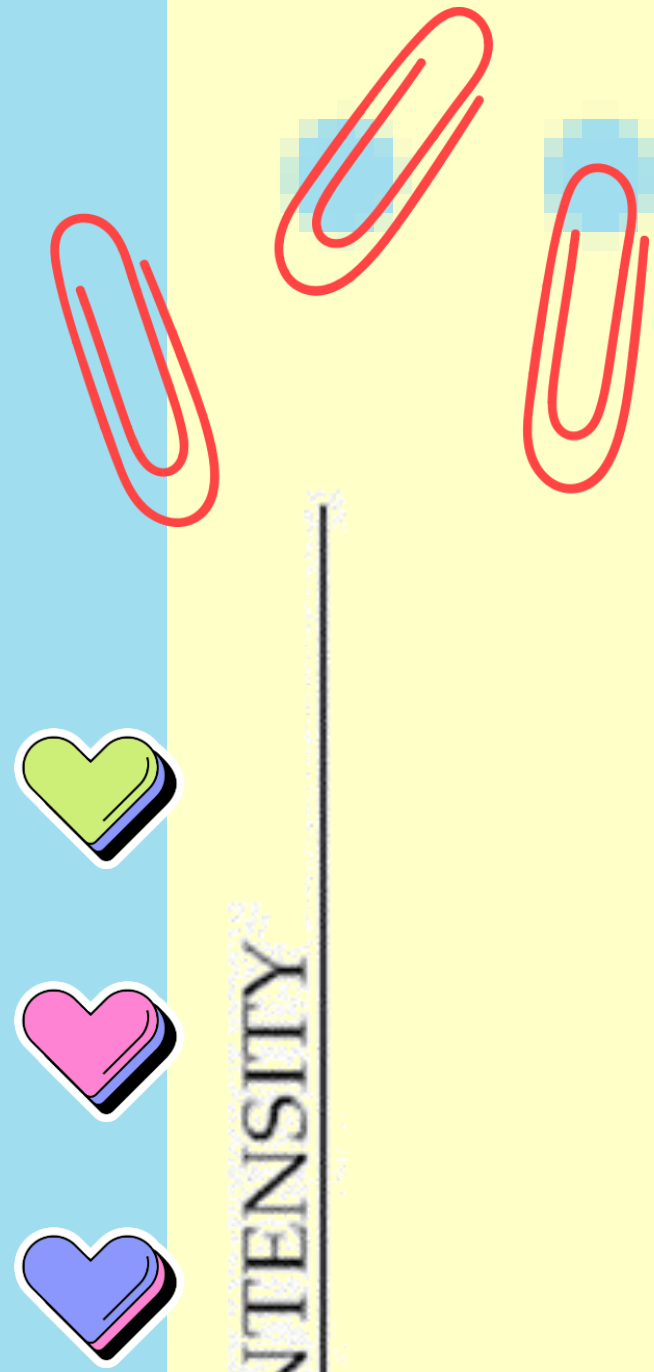
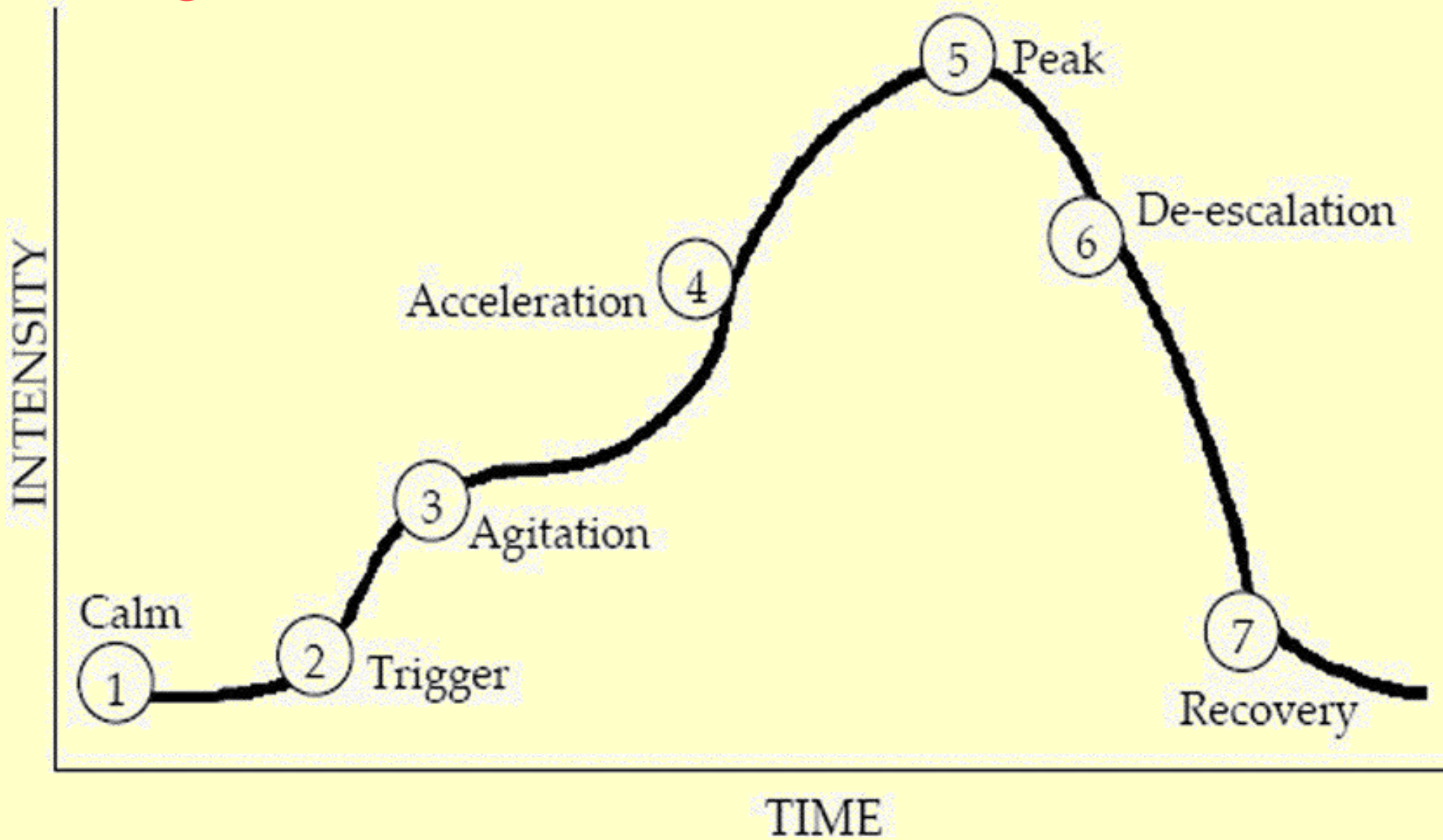
- Don't assume the student will continue to escalate
- allow yourself to be the "trigger"
- intervene too quickly or harshly



Behavior Escalation Cycle



YAAAAAS



Agitation



Do's



- Do pause and engage in active listening/
- Do offer support
- Do offer a break
- Show empathy, I
acknowledge that they
noticed the student was
struggle

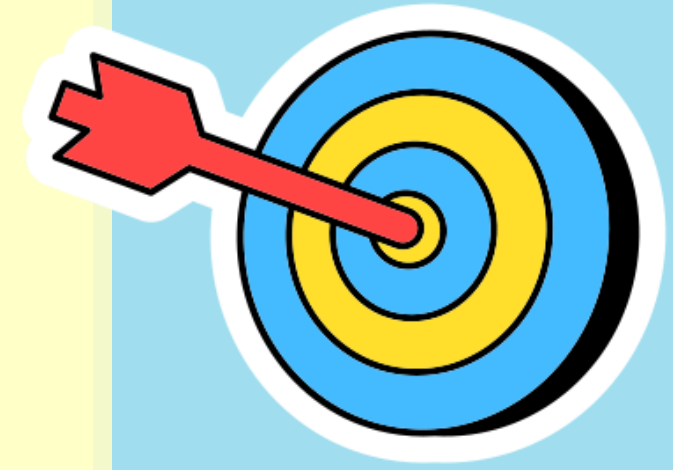


Don'ts

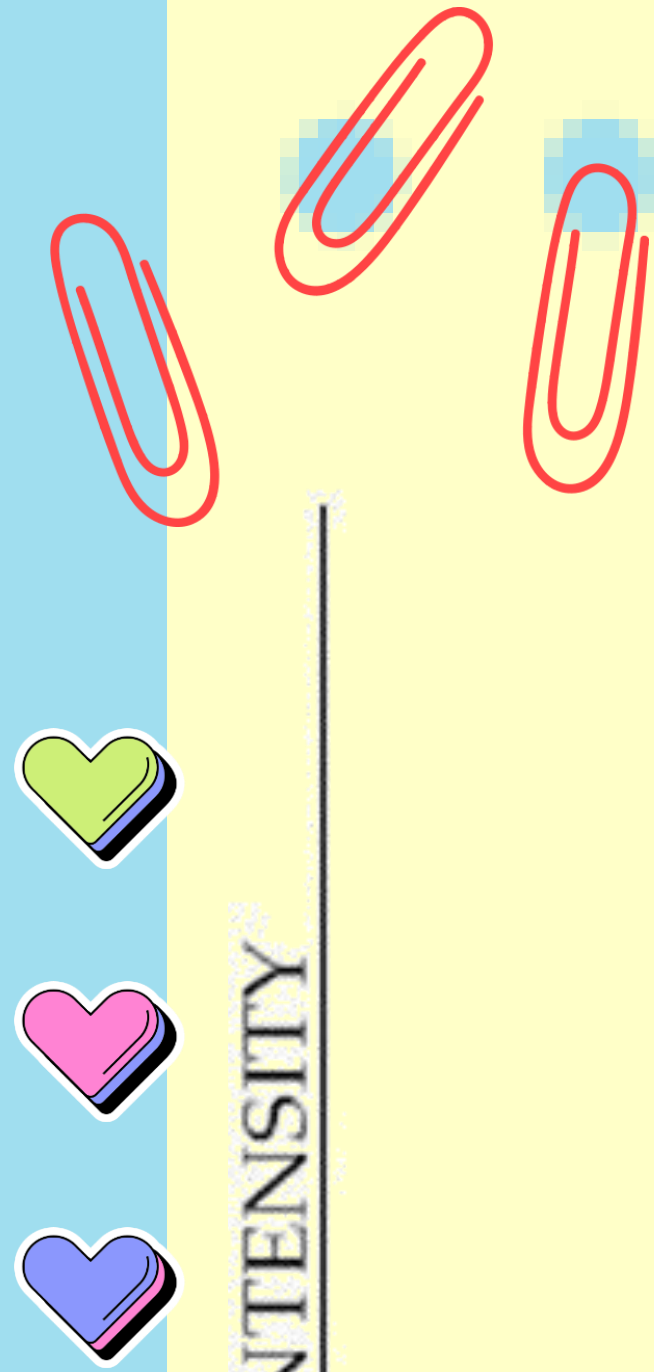
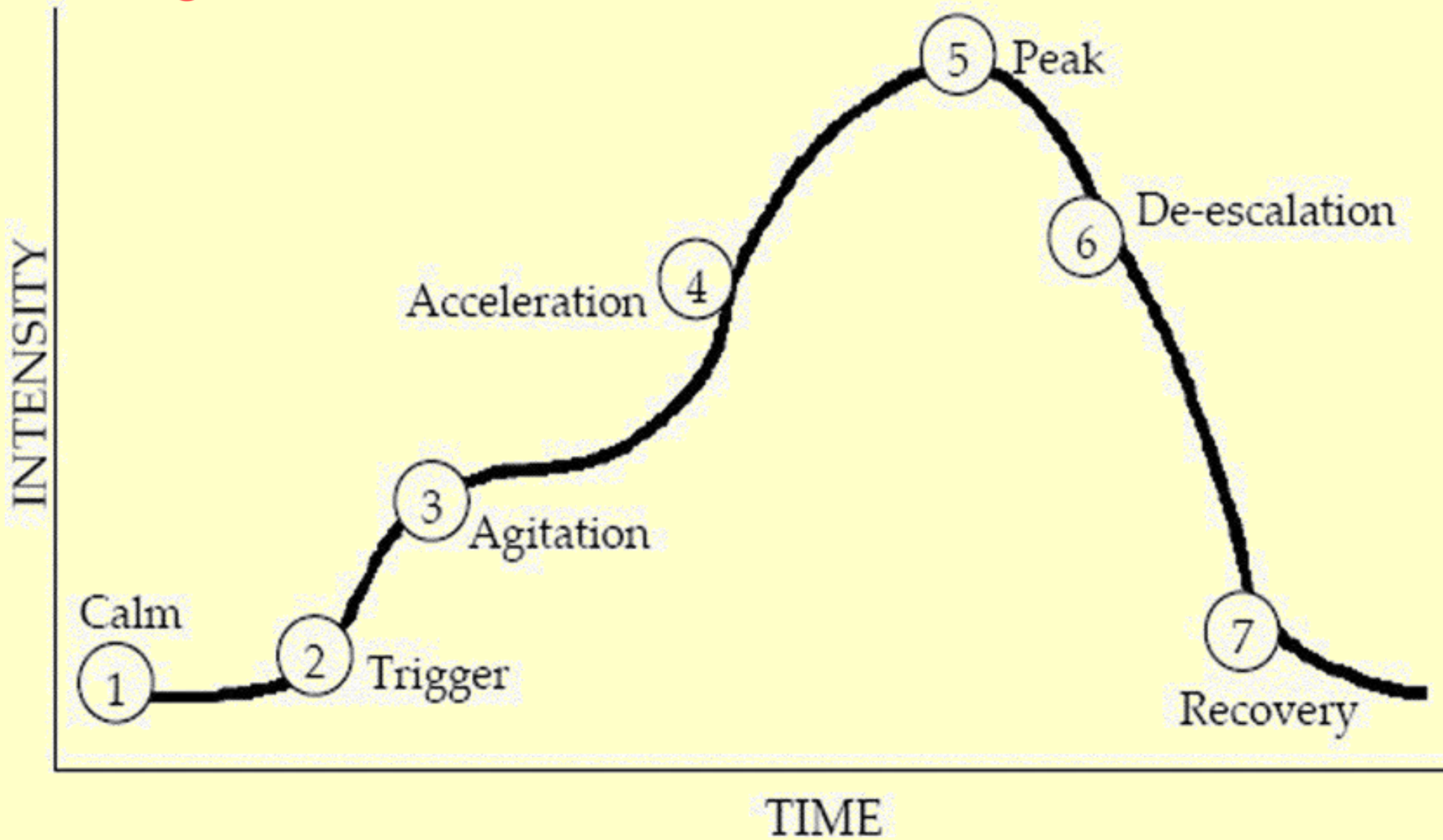
- "Stop tapping your pencil, you are disrupting the classroom?" Say "You don't seem like yourself today, how may I support you you?"
- Don't argue, talk over, interrupt or make any demands that students are unlikely to meet.



Behavior Escalation Cycle



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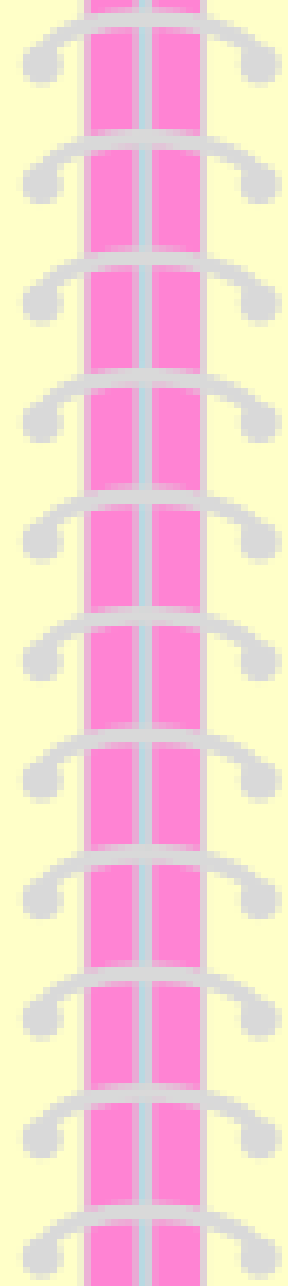
Acceleration



Do's



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



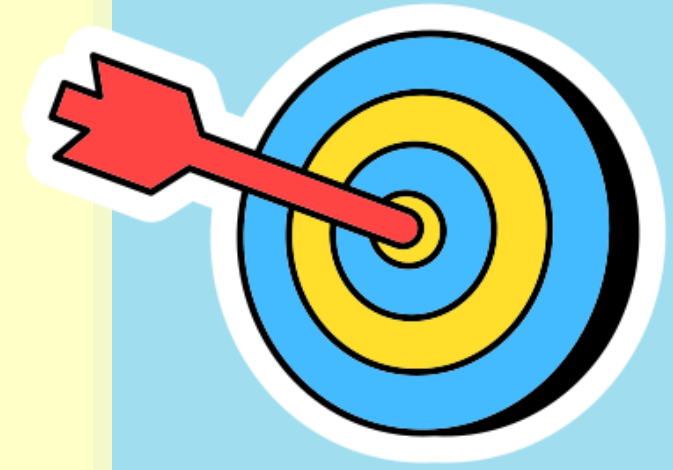
Don'ts



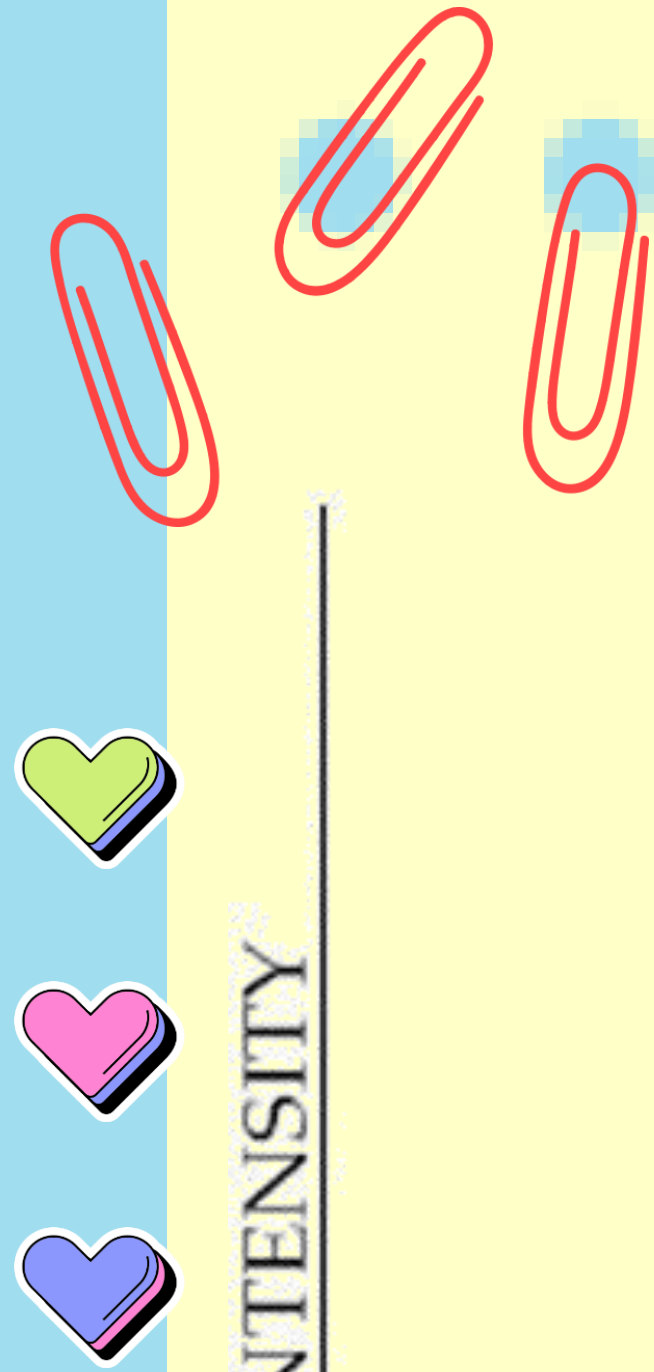
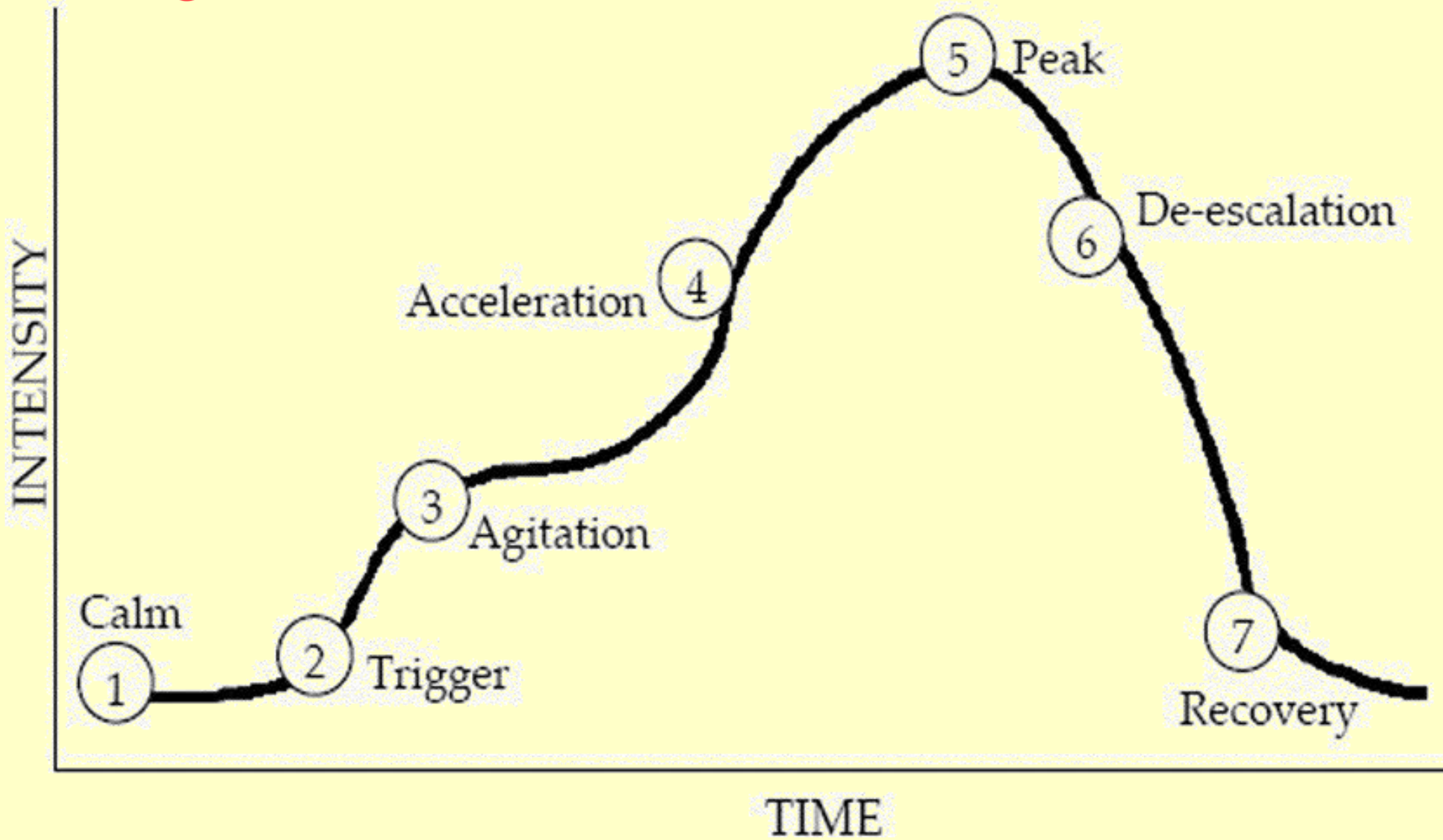
- Do not engage in the power struggle (No, you aren't even a real teacher, you can't tell me what to do)
- Don't seek control
- Don't give ultimatums



Behavior Escalation Cycle



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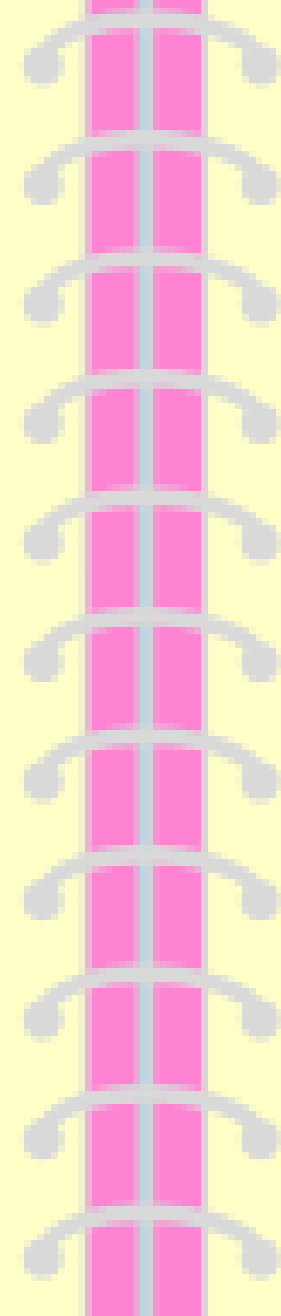
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Do's



- 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

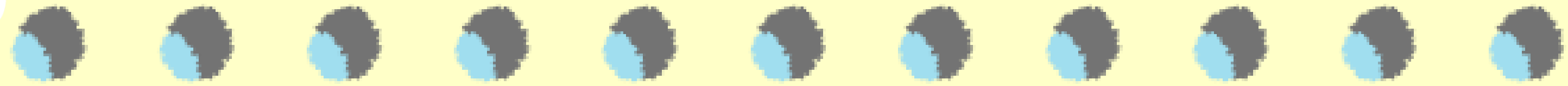


Don'ts

- Do not cause the student to feel threatened, cornenered, 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 willing 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 from escalating .**
- **Positive relationships reduce the likelihood of behaviors escalating.**
- **Respond appropriately to behaviors by ensuring you are regulated.**



AMAZING



**Jason Fletcher
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Middle School Behavioral Support**

Thank you for listening!

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