

WELCOME

BHA Training
Nov. 14, 2016

Did you know?

- **Other Paraprofessional Trainings are available**
- **Every Training you come to benefits you**
- **You can be eligible for a lane change & make more money**

Triad Activity: 9 minutes

- **On three different sticky notes write the following: Discuss your sticky notes with two people. Determine a spokesperson, a scribe, and who will turn it the sticky notes and Exit Ticket**
 - A shining moment when I helped a student succeed at a task
 - The funniest/strangest student incident I have had to deal with so far this year
 - The most challenging behavior I need help with

Antecedent Strategies: Reinforcing, Proximity, Prompting, Redirecting, & Precorrecting

BHA Training

Nov. 14, 2016

Presented by Andrea T. Miller,
LCSW

Objective

- Define the antecedent interventions of reinforcing, proximity, prompting, pre-correcting, redirecting, and behavior momentum
- Be able to give examples of when to use each interventions
- Practice with your triad statements you would use with students when providing any of the antecedent interventions.

Know the Expectations



- Do you know the school–wide expectations?
- Are they the same in the classroom?
- Does the student know them?
- When can you reteach them?



Whenever a student is struggling...



Reteach the expected behavior using antecedent intervention strategies

- **Positive relationships**
- **Positive Reinforcement**
- **Proximity**
- **Prompting/ Cueing**
- **Pre-correcting**
- **Redirecting**
- **Behavior momentum**

Build Positive Relationships

“ Every time an interaction takes place between a teacher (BHA) and a student , the teacher (BHA) can use it to increase the probability of success” Pianta 1996



Self-Check- Do I...

- Greet students by name
- Maintain eye contact
- Keep the same eye level with the student
- Voice level and inflection is positive
- Find goodness in the student and I let them know it

What do you know about your student?

- **Favorite activities**
- **Family members**
- **Pets**
- **Cultural/Favorite foods**
- **Games/Sports**

Absolute Rule with Behavior Management

Belittlement of students (humiliation, disrespect, or hurtful sarcasm) has no place in any educator's repertoire. Everyone should be treated with dignity and respect



Turn and Talk

- **How could you promote positive relationships with your students?**
- **Write down an example on your exit ticket**

Reinforcing Positive Behaviors

The process by which a behavior is followed a consequences to get the desired outcome and **increase the chances** that the behavior will occur in the future

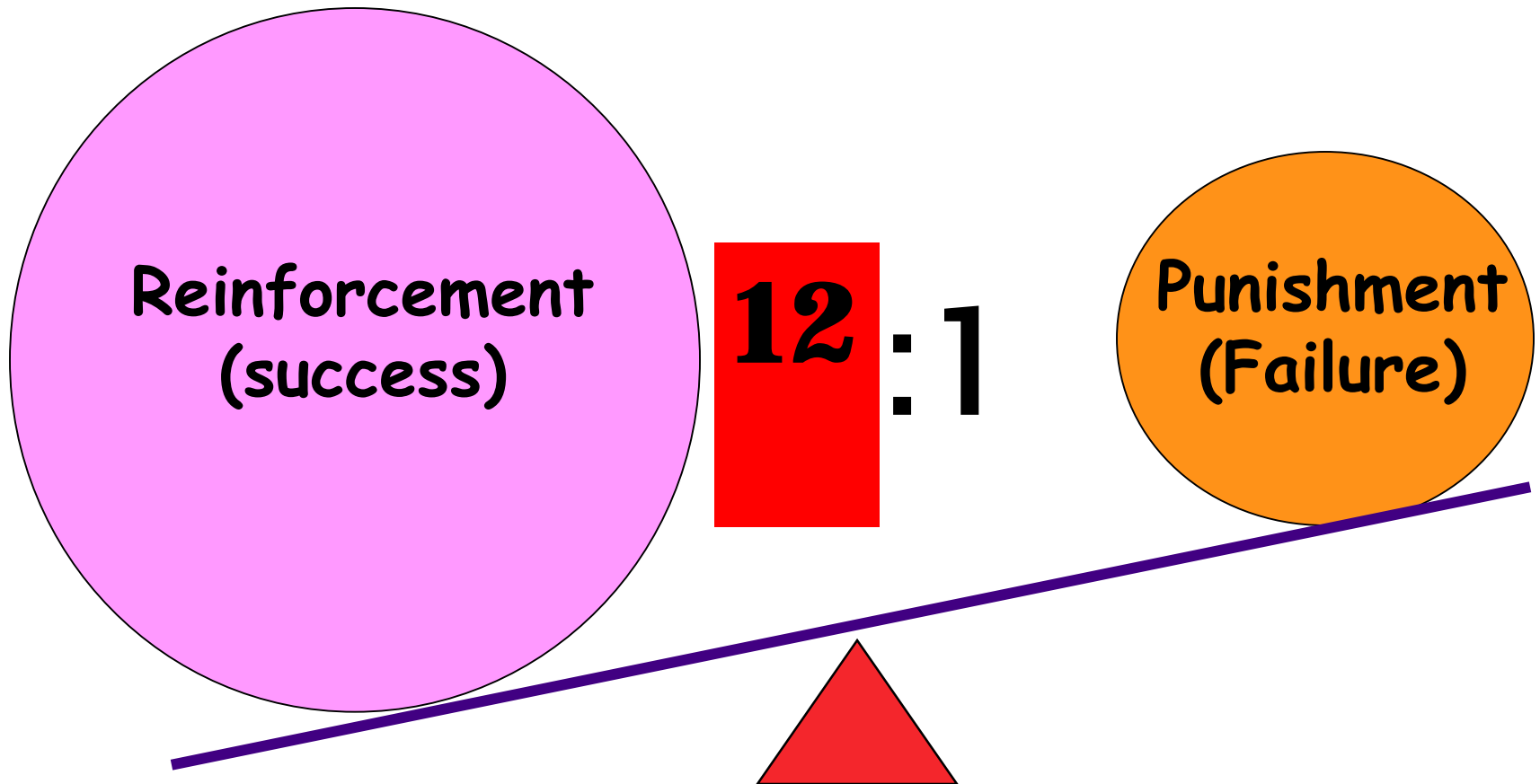


Positive Reinforcement Rules

- **#1 Students will find ways to access reinforcement. It is up to the adults to modify the environment to provide reinforcement for the desired behavior rather than the undesired behavior.**
- **#2 We should use as little reinforcement in terms of time money and energy needed to increase the probability the behavior will occur again.**

Discipline Works When

Prevention creates more Positive than negative consequences



Positive Reinforcement

Remember to pair any tangible reinforcement/reward with verbal praise

General - “Good job”

Specific - “Thank you for lining up quickly!”

Effective- “Wow you are being very responsible! By lining up quickly you will have more time for lunch recess!”

Types of Reinforcers

- “Atta Boy!”
- Attention
- Time
- Tangibles
- Activities



Turn and Talk

- **How could you use positive reinforcement effectively with your students?**
- **Write down an example on your exit ticket**

Proximity

Moving around the room throughout the day to maintain a comfortable distance in which to be able to provide both positive reinforcement and corrective feedback quickly



Proximity Guidelines

- Use proximity to be proactive to prevent predictable problems
- Be purposeful in your movement but not aggressive
- Keep your proximity to the student on their side
- Maintain within a 2 feet distance to deliver reinforcement, modeling, precision requests

Proximity Praise:

- Continuing to interact positively and delivering praise statements with other students near the target student who are demonstrating the appropriate behavior you want exhibited by the student.
- Example: “Jamie, Thank you for raising your hand. Lisa your hand it up too!, Way to go Lucas, now have your hand is up too!”

Turn and Talk

- **How could you use proximity praise with your students?**
- **Write down an example on your exit ticket**

Prompting

Forms of gestures, sounds, signals, notes, signs, modeling, or any other display the increases the probability of success.



Verbal Prompts

- **Verbal Prompts**

- Clear statements that act as reminders
- Delivered in contexts where failure is predictable
- Use the smallest necessary to facilitate success

“Remember to raise your hand.”

General Guidelines for Verbal Prompts

- **Use right immediately before the student is to perform task. Make sure they are aware and can hear the prompt**
- **Be brief with prompt. “ Quick and Quiet” or “Go and get done”**
- **Make prompts for each part of a complex task**
- **Pair a verbal prompt to an environmental cue**
- **Verbally prompt until data indicates there is sufficient success to fade.**

Turn and Talk

- **How could you use prompting with your students?**
- **Write down an example on your exit ticket**

Cueing

Facilitate a given response by pairing it with naturally occurring stimuli in the environment to help students succeed. Cues can be verbal, visual or physical to increase the desired behavior.



General Guidelines for Cues and Attention getters

- **Teach students the routines and expectations associated with the visual cue.**
- **Stick to the same cue for the same activity.**
- **Involve the student in the development of the cues**
- **Use natural cues from the environment so they can fade to using them independently**

Turn and Talk

- How could you use cueing with your students?
- Write down an example on your exit ticket

Pre-Correction

Thinking ahead to times when the student may struggle with a certain transition or and preparing the student to enter a situation that may be problematic by reviewing the expectations that would be required of him to be successful.



Underlying Principles of Multi-Tiered Prevention Models

4 Components

What are the predictable failures?

1

What can we do to prevent failure?

2

How will we maintain consistency?

3

How will we know if it's working?

4

Same at Every Level!!

Pre-Correction Example

- Clear questions that acts as reminder
- Student is required to respond
- Teacher praises or corrects student response

“What will you do if you need my help?”

“Raise my hand.”

“Exactly, good for you!”

Turn and Talk

- **How could you use Pre-correction with your students?**
- **Write down an example on your exit ticket**

Redirecting

Redirection focuses on the desired behavior by helping your student forget about the undesired behavior.

Instead of engaging in a negative power struggle, use distraction to pull student's attention away from his current activities to what you want him to do.



How to Redirect

- **Focus on the opportunity to positively show the student how you want her to act or what you want her to do.**
- **Physically moving from the place where he is engaging in misbehavior can be an effective way to redirect him**
- **Use of a short interim activity to distract from inappropriate behavior and act as a bridge activity toward the desired activity.**

Turn and Talk

- **How could you use redirection with your students?**
- **Write down an example on your exit ticket**

Behavior Momentum

Getting a student to comply with a very simple request and then reinforcing the completion of the task to build toward eventual completion of a more difficult task. Terry Scott 2012

Warning: This works best if student already responds to low level request so you can build on opportunities to reinforce compliance



Behavior Momentum

- **Example-** Asking a child to pass out papers and thanking them for doing it by stating how responsible she was with the task; then asking her to write her name on the paper, followed by praising her handwriting; before making the request to begin on her spelling words.

Guidelines for Behavior Momentum

- Be certain the student can perform the task
- Use age appropriate tasks
- Provide strong reinforcement linked to class/school expectations (respectful, responsible, safe) with in the praise statement
- Vary the task asked with each use so that the student does not see this a trick
- Give effective reinforcement so the student will know that when the task is completed the get to escape to a preferred activity

Turn and Talk

- How could you use behavior momentum with your students?
- Write down an example on your exit ticket
- **And** each discuss one way you will use the information you learned today. Write them on your exit ticket.

Review the Objective

- **Define the antecedent interventions of reinforcing, proximity, prompting, pre-correcting, redirecting, and behavior momentum**
- **Be able to give examples of when to use each interventions**
- **Practice with your triad statements you would use with students when providing any of the antecedent interventions.**

Before you leave...

- Please turn in Group Exit Ticket with all names
- Put your sticky note with your behavior challenges on the Parking lot sheet

- Andrea T. Miller, LCSW
- amiller@graniteschools.org

