

# Classroom Management for Paraprofessionals

Presented by  
Project SUCCESS

November 4, 2020



**PUBLIC**<sup>™</sup>  
CONSULTING GROUP



[www.projectsuccessindiana.com](http://www.projectsuccessindiana.com)



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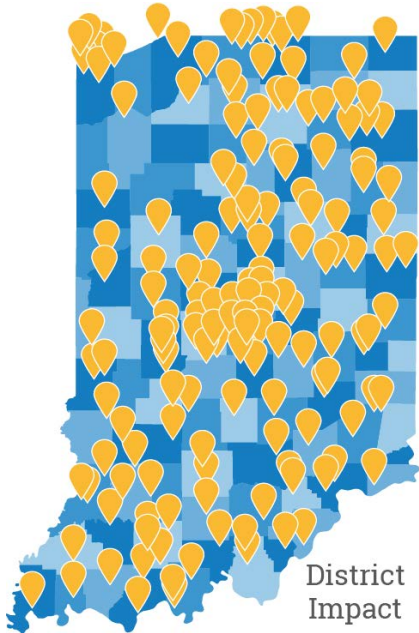


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# Project SUCCESS

Project **SUCCESS** supports districts to ensure that students with significant intellectual disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options by providing ongoing and job-embedded professional development focused on academic instruction, communication, and employability skills.

Topics Frequently Covered:	● Unpacking Standards	● Curriculum Mapping	● Goal Writing	● Formative Assessment	● Certificate of Completion
Types of Support:	● On-site FD	● Summer Institutes	● Webinars	● State/National Conferences	● Online Tools and Resources




 **441** participants at our 2019 Regional Trainings

 **11** schools selected as 2019-2020 Model Sites

 **32,515** views/downloads of Content Connector resources

**36,112**

 **8,987** Attend or view webinars

 views/downloads of curriculum and instructional resources

“As a result of partnering with Project SUCCESS, my students are achieving at a much higher level as I am providing access and exposure to grade-level content connectors and curriculum.”

# Session Overview

Classroom Management

November 4, 2020

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# Today's Objectives

- ▶ Examine classroom expectations as a part of classroom management.
- ▶ Identify tools for understanding student behavior.
- ▶ Identify strategies for responding to student behavior.
- ▶ Understand the role of the paraprofessional in classroom management.

## Webinar Activities Form #5

### Webinar Activities #5: Classroom Management

Please complete the following questions below to receive a Professional Growth Points (PGP) certificate for today's webinar.

\* Required

Email address \*

Your email \_\_\_\_\_

Participant Name \*

Your answer \_\_\_\_\_

Next

[www.projectsucceedindiana.com/paraprofessional-webinar-series](http://www.projectsucceedindiana.com/paraprofessional-webinar-series)

## Pre- Webinar Assessment

I am familiar with *classroom management strategies and how to use them.*

I understand my role as a paraprofessional in classroom management.

I understand the impact of classroom management on learning.

I understand how to assess student behavior.



# Classroom Management

Classroom Management

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**A well-organized,  
well-run  
classroom can  
make a significant  
difference for  
students,  
regardless of their  
ability and  
background.**

- - H. Wong

What is meant by the term *classroom management*?

# Classroom Management

- ▶ Classroom management includes all of things that a teacher or paraprofessional does to organize students, space, time, and materials so that student learning takes place. Being proactive is key.

# Effective Classroom Management

Students are involved with their work, especially with academic, teacher-led instruction.

Students know what is expected of them and are generally successful.

Little wasted time, confusion, or disruption.

The classroom climate is work-orientated but relaxed and pleasant.

## The Characteristics of a Well-Managed Classroom

Why would it be important to be proactive in classroom management?

# High Expectations

As a paraprofessional, it is important that you maintain high expectations for students and provide just the right amount of support for their long-term success.

# Components of High Expectations

- ▶ Teach the entire timeframe allowed or bell to bell teaching.
- ▶ Communicate expectations-What are students expected to do?
- ▶ Engage students in instructional tasks.
- ▶ Keep students on task.
- ▶ Give students specific feedback when they do something well or have a mistake.
- ▶ Deal with severe behavior immediately. Be proactive.



# Helpful Strategies

## Visual Schedules

- Each student/classroom should have a schedule.
- Schedules should be defined, displayed and followed by all staff members.
- Students and staff find comfort in routines.

## Clear Expectations

- Clear expectations/rules should be visually provided, followed and revisited by staff.
- If there are classroom rules/expectations, consistency across the day is important. If you are unclear about the rules, ask.

## Movement Breaks

- Students benefit from breaks, movement, and yoga.

# Additional Strategies

Engaged staff and students.

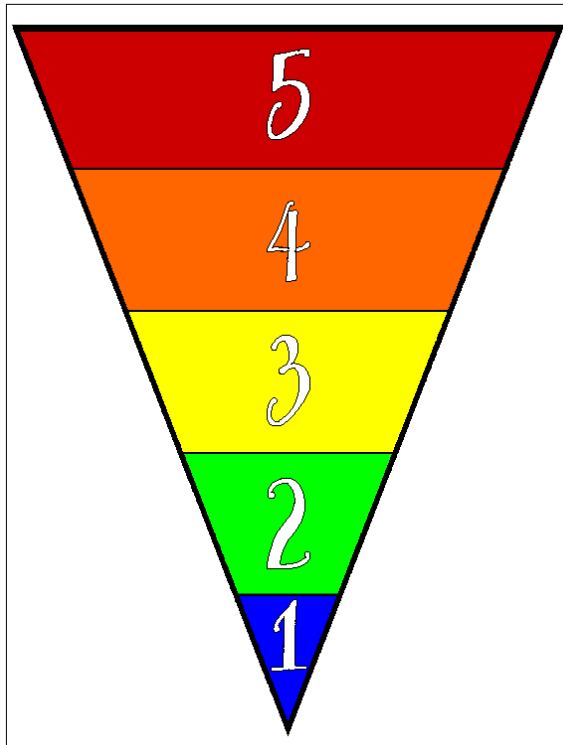
Build in success for the student..

Create and promote an environment that is safe, structured, and calm.

Understand Student Learning Styles

Use visual supports

# Visual Supports



**Outside Voices**  
**Play Voices**  
**Inside Voices**  
**Whisper Voices**  
**NO Talking**



Reinforcement



Desired  
Behavior

Reinforcement

Specific Praise

# Prompts

Verbal

Visual

Modeling

Physical

Gestural

What classroom  
management strategies  
are you using with your  
students?

# Understanding Behavior

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When behaviors occur,  
we are often asked the  
question: “What do we do  
when...?”



# Understanding Behavior

## Understanding Ourselves in the Situation

- Understand your own values about behavior.
- Consider whether the behavior is “annoying” to you, or if it rises to “problem” level.
- Understand your “hot” buttons and range of tolerance.
- Manage your own emotions before attempting to manage the student.

## Understand the Individual Student

- What is happening around the student?
- Are other students a factor in the escalation of the behavior?

## Understand the Context of the Behavior (Environment)

- What triggers does the student have?
- What prompts are more likely to be successful with the student?
- Is there a plan for managing this behavior?

# Crisis/De-Escalation Plan

- ▶ A crisis or de-escalation plan is a short-term solution. It helps us understand what to do in the “heat of the moment.”
- ▶ The plan should be written and reviewed with all involved. You have to understand what you are to do in an escalation situation.

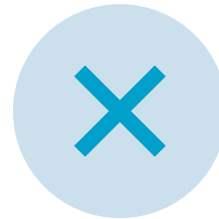
How many students have a crisis or de-escalation plan?  
Do you review these plans with your cooperating teacher?

What is your role, as the  
paraprofessional, in  
supporting these plans?

# How to support the behavior situation:



Minimize verbal comments



Avoid lecturing the student

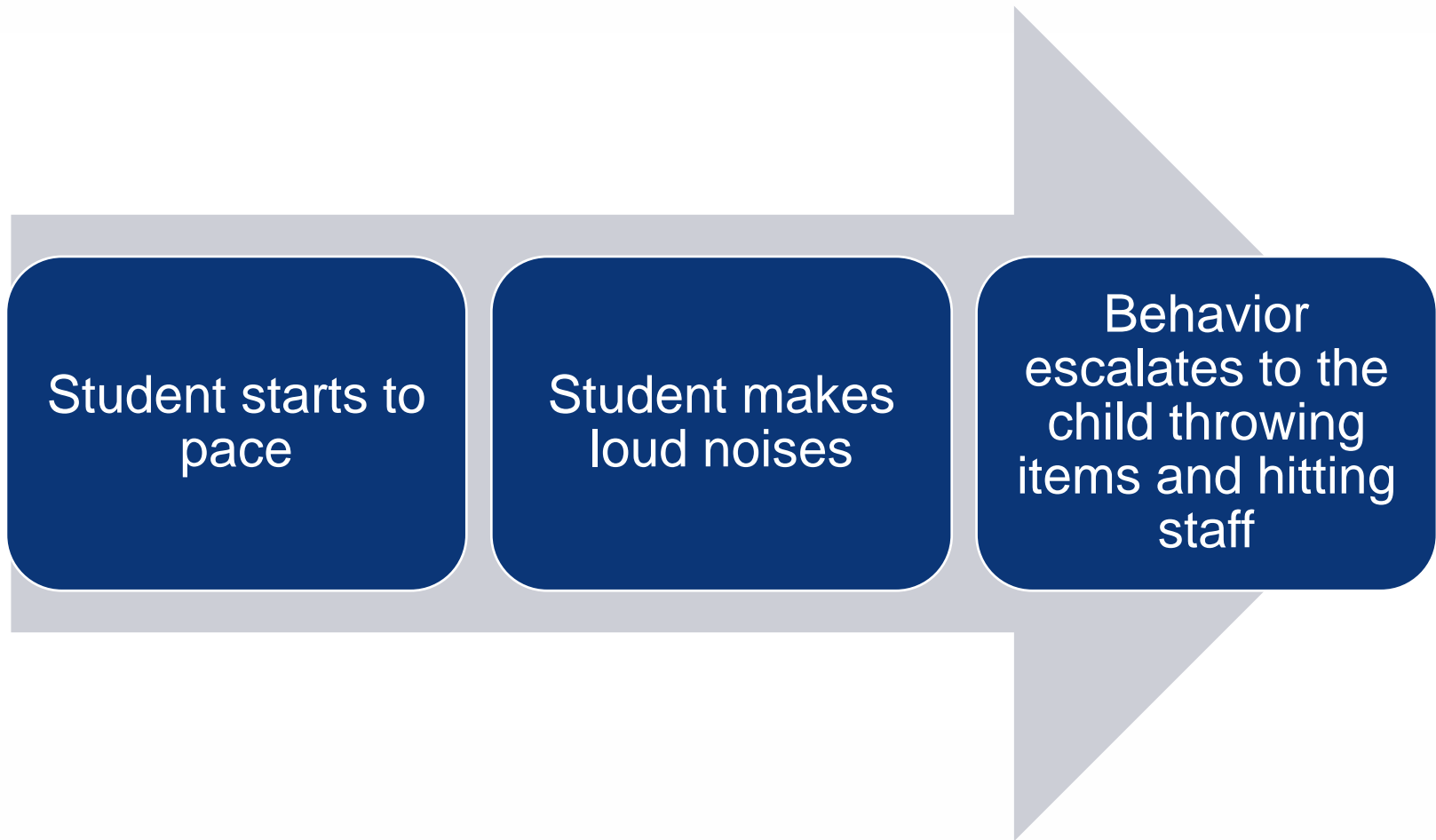


Don't approach the student quickly.  
Avoid touch.



Focus on the Crisis Plan

# Escalation Cycle



## Additional Strategies

Avoid power  
struggles.

Stay calm.

Don't  
comment on  
the behavior.

Which of these  
strategies do you find  
most challenging?



# Assessing Behavior

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# Assessing Behavior

## Operationally Defined

- Child hits with open hand causing red mark.
- Child bites self on the arm breaking the skin.
- Student says “no” and puts head on the desk.
- Student responds to staff with profanity.

## Not Operationally Defined

- Tantrum
- Hyperactive
- Being aggressive
- Frustrated
- Distractable
- Non-compliant

# Paraprofessionals and Classroom Management

Understand your role in managing the classroom.

Learn critical information about individual students.

Review action steps from behavioral plans.

Report any observations about student behavior.

**Schedule a meeting with the cooperating teacher.**

## Pre- Webinar Assessment

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# Where We've Been



SESSION FEEDBACK

The logo features a circular icon with a white arrow pointing towards the top-right corner, set against a light blue background. The word "Project" is written in a light blue, sans-serif font, and "SUCCESS" is written in a bold, lime green, sans-serif font below it.

# Project SUCCESS

Questions?

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