



# Riverview Educational Assistant Professional Development

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Jen Montague and Kourtney Gorham  
Advocacy and Behaviour Support Consultants

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# Key Points

- **Shifting our Mindset**
- **Taking Objective ABC Data**
- **Strategies for Behaviour Response: NVCI and Co-Regulation**
- **Strategies for Independence and Behaviour Shaping: Prompting**

# Part 1: Shifting our Mindset

THE WAY WE  
TALK TO OUR  
CHILDREN   
BECOMES THEIR  
INNER VOICE.

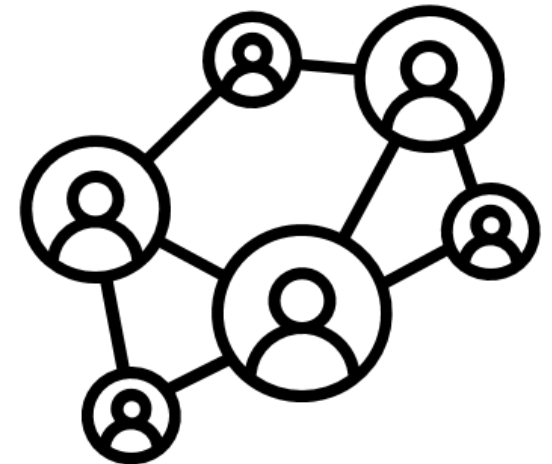
Peggy O'Mara

# Connection Mindset Shifts Activity

## Connection Mindset Shifts



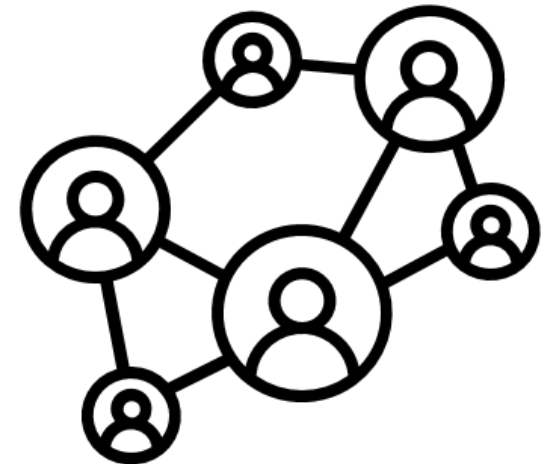
Shift From....	Shift To....
Children can and should be controlled by the adult. The adult is the rule-enforcer and compliance <u>is</u> key.	We can't force people, even children, to do things. The adult is the <b>needs-noticer</b> and making <b>connections</b> and <b>modeling desired behaviours</b> is key: "we're more likely to take direction from, listen to, and learn from someone who sees us." – Dr. Jody Carrington and Laurie McIntosh
Dysregulation in the classroom means that the adult isn't managing the class appropriately. A quiet classroom is optimal for learning.	Dysregulation in the classroom means that the students are <b>learning to regulate</b> from the adult. In fact, "chaos is necessary to learn the calm. You must first be dysregulated <u>in order to</u> learn how to regulate" – Jody Carrington and Laurie McIntosh. A quiet classroom does not always equate to being the better learning environment.
Our job is to fix students and their behaviours.	Our job is to <b>repair, listen, and be present (proximity)</b> as "we cannot fix trauma... we're not in the business of fixing kids." - Dr. Jody Carrington and Laurie McIntosh "Fixing is often so different from repairing" – Dr. Jody Carrington and Laurie McIntosh Note: the desire to fix – <u>similar to</u> the desire for compliance – is our own lid flip or flight, fight, freeze response.
Safety is directly related to control.	"Safety is directly related to <b>consistency, predictability, and perceived control</b> over any given situation." – Dr. Jody Carrington and Laurie McIntosh Stressful situations, for children and adults alike, include: <ul style="list-style-type: none"> <li>Novelty</li> <li>Unpredictability</li> <li>Threat to ego/competence questioned</li> <li>Sense of control lost</li> </ul> Note: "fun days" aren't always fun for all.



# Connection Mindset Shifts Activity

## Guiding Questions:

1. Why was the mindset shift you selected significant to you?
2. How can we shift to the ideal mindset?
3. How can we support our colleagues to shift their perspectives?





# Part 2: Taking Objective ABC Data



# ABC Data

Date/Time	Setting	Antecedent	Behaviour	Consequence	Effect
When did the interfering behaviour occur?	Where did the interfering behaviour occur?	What happened immediately prior (i.e., triggered) to the interfering behaviour?	Describe the interfering behaviour.	What did you do or what happened after the interfering behaviour occurred?	What effect did the consequence have on the interfering behaviour?



# ABC Data



## ANTECEDENTS

### Setting Events

Conditions that influence a person's tolerance to triggers.

### Triggers

Input that, under the right conditions, nearly guarantees the behaviour.

## CONSEQUENCES

### Two key questions:

- What happened after?
- What impact did it have?



# The Pop Can Analogy

## Setting Events

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- Think of the student as a pop can.
  - 7:00 am- wake up after only getting three hours of sleep \*shake
  - 7:30 am- mom and dad get in a fight \*shake
  - 8:30 am- a student runs into me in the hallway \*shake
  - 9:00 am- I don't understand my math assignment \*shake
  - 9:30 am- teacher asks me to get out a notebook, I can't find it (trigger) \*I meltdown (behaviour)

The student's reaction does not seem to match the trigger- a simple request to take out a notebook; however, the pop can was ready to explode.



# ABC Data Collection

# Observations Activity





# Observations Activity

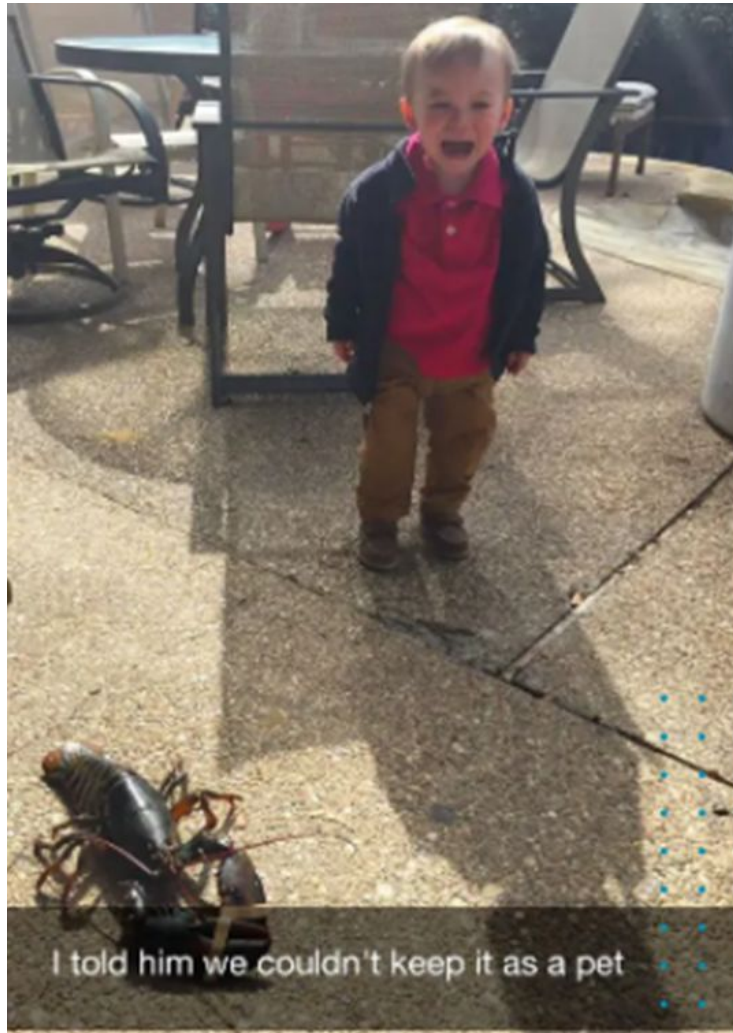


# Observations Activity





# Observations Activity



I told him we couldn't keep it as a pet



The goat ate the goat food from his hand



She doesn't want to come out

# Taking Objective ABC Data

## Subjective ←

When *your* opinions and conclusions are the “subject” of your report.

## Observed Behaviour

Feeling	Fact
“She is always aggressive!”	She is: <ul style="list-style-type: none"><li>- blurting</li><li>- kicking</li><li>- running away</li><li>- ignoring</li></ul>

## → OBjective

When you OBserve and record what is visible and measurable.

Topography: What does it **‘look’** like?



# The Purpose of Data

Data may reveal...



How **OFTEN** a behaviour occurs (frequency).



How **SEVERE** the behaviour gets (severity).



**WHEN** the behaviour occurs.



**WHO** is the behaviour targeted at.



**PATTERNS** or **THEMES**.



The **FUNCTION** of the behaviour.





Staff: \_\_\_\_\_ If applicable, filling in for student who was targeted: \_\_\_\_\_

Definition: **Physical Aggression**- has occurred when the student makes forceful, physical contact with another person.**Verbal Aggression**- has occurred when the student uses abusive/threatening language or profanity towards another person with a volume louder than conversational norm, includes giving the middle finger.**Property Destruction**- behaviour involves actions that render objects in need of repair or replacement or has the potential to damage objects, includes throwing objects not meant to be thrown.

Date/Time	Setting	Antecedent	Behavior	Consequence	Effect
<b>When did the aggression occur?</b>	<b>Where did the aggression occur?</b>	What happened immediately prior (i.e., triggered) to the aggression?	Describe the aggression?	What did you do or what happened after the aggression occurred?	What effect did the consequence have on Brad?
<b>Please Record</b>  Date: _____  Period 1 Time: _____  Period 2 Time: _____  Period 3 Time: _____  Lunch Time: _____  Period 4 Time: _____  Period 5 Time: _____	<b>Please Check</b>  -classroom____ -hallway____ -sensory____ -library____ -gym____ -outdoors____ -city bus____ -pool____ -other: _____	<b>Please Check Any That Apply</b> -active activity____ -computer____ -desk work____ -transitioning____ -staff gave a verbal request/prompt one time____ -staff gave a verbal request/prompt 2+ times____ -staff said no____ -staff said break is over____ -staff said go to class____ -staff said put phone away____ -staff said no that's private____ -other: _____  <b>Brad's Precursors:</b> -appears frustrated____ -not following directions____ -making a fist____ -growling____ -raising voice____ -other: _____	<b>Please Check Any That Apply- Mark an "A" if it was an attempt.</b> <b>Physical Aggression:</b> -grabbing person____ -hitting person____ -kicking person____ -pushing person____ -throwing an object at a person____ -other: _____  <b>Verbal Aggression:</b> -abusive/threatening language____ -profanity____ -giving the middle finger____ -other: _____  <b>Property Destruction:</b> -hitting/kicking objects____ -throwing objects____ -other: _____  <b>Please Check Severity:</b> -Person not injured____ -Person physically injured____ <i>*Definition of physically injured: caused pain and/or left a mark.</i> If physically injured record injury: _____	<b>Please Check Any That Apply</b>  -moved away from Brad____ -said ____ is not okay, you need a break/walk____ -said ____ is not okay, and redirected to task____ -switched staff____ -staff other verbal____ *what did you say? _____  _____ -other: _____	<b>Please Check Any That Apply</b>  -continued with same task____ -redirection to task effective____ -redirection to task ineffective____ -went with switched staff____ -stayed with targeted staff____ -went to sensory____ *for how long? _____ *what did he do in sensory? _____  _____ -went for a walk____ *for how long? _____ -Brad verbal____ *What did he say? _____  _____ -still seeing precursor behavior____ -crying____ -other: _____  _____ Total time escalated: _____

# ABC Data Collection Activity 2





# ABC Data Collection Activity 2 Answers

Antecedents	Behaviour	Consequence	Effect
<p><b>Setting Events:</b> Math class. Too hard for Millie.</p> <p><b>Trigger:</b> Johnny gets praise.</p>	<p>Millie hit Johnny one time on the head with a fist.</p>	<p><b>Johnny</b> cried and said "why did you do that?"</p> <p><b>Teacher</b> told Millie not to hit, she should know better, sent to principal.</p> <p><b>Millie</b> visited with the principal and got a high-five (was not honest with him).</p>	<p>Millie smiled and appeared happy when seeing the principal.</p> <p>Millie returned to class and participated in art and recess.</p>

# ABC Data Collection Activity 1

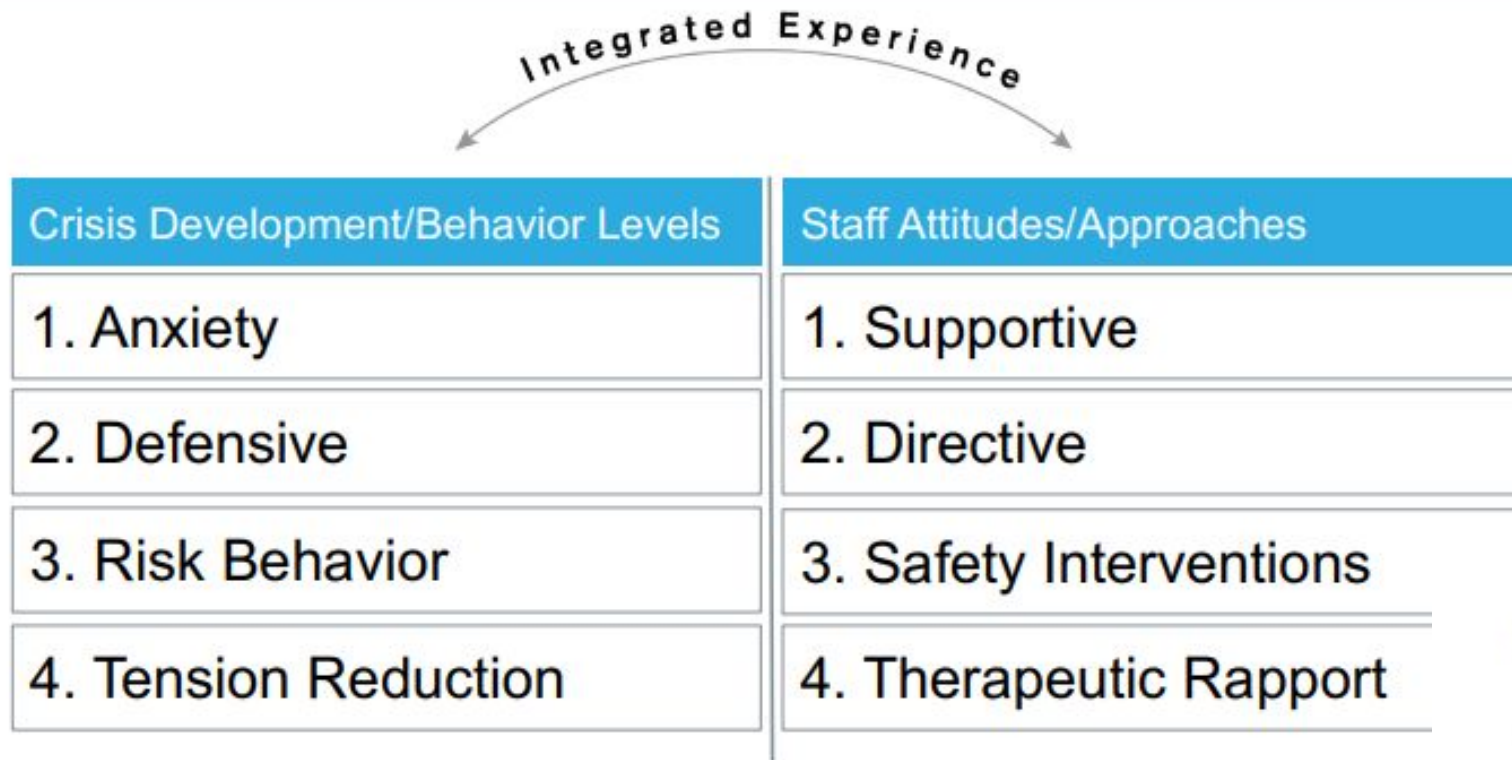


**Part 3: Behaviour  
Response/NVCI**

BEHAVIOR  
is  
COMMUNICATION

# NVCI

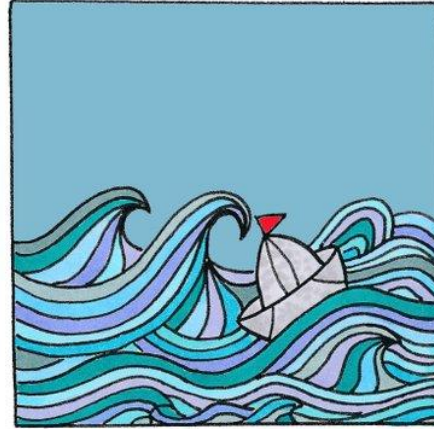
## The CPI *Crisis Development Model*<sup>SM</sup>



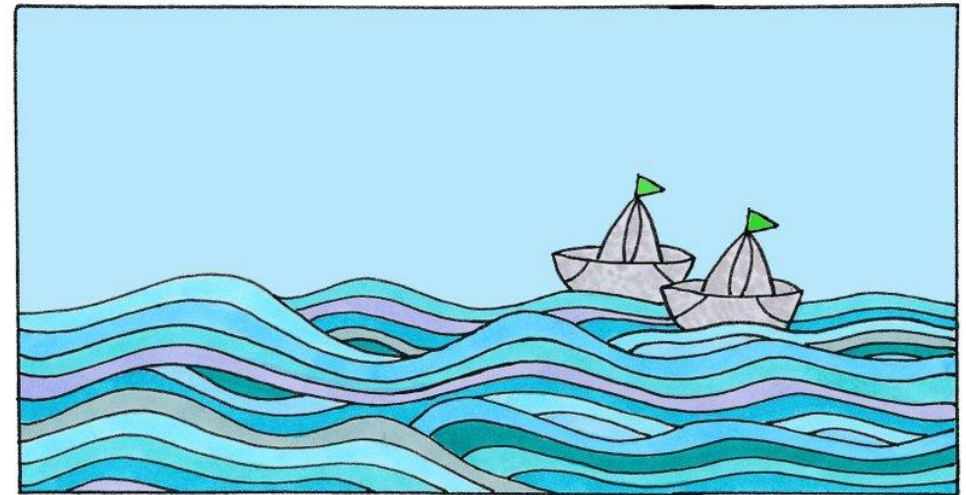
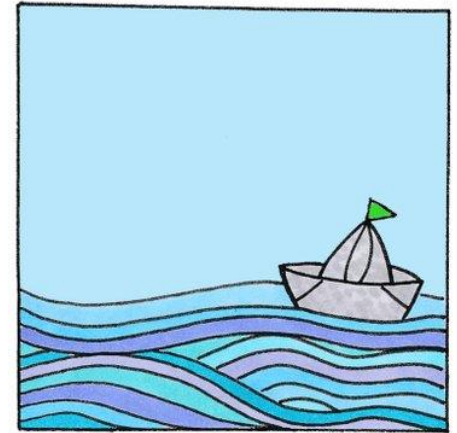


# Part 4: Behaviour Response/ Co-Regulation

WHEN THEIR UPSET



MEETS OUR CALM



@kwiens62

WE ARE BUILDING SELF-REGULATION

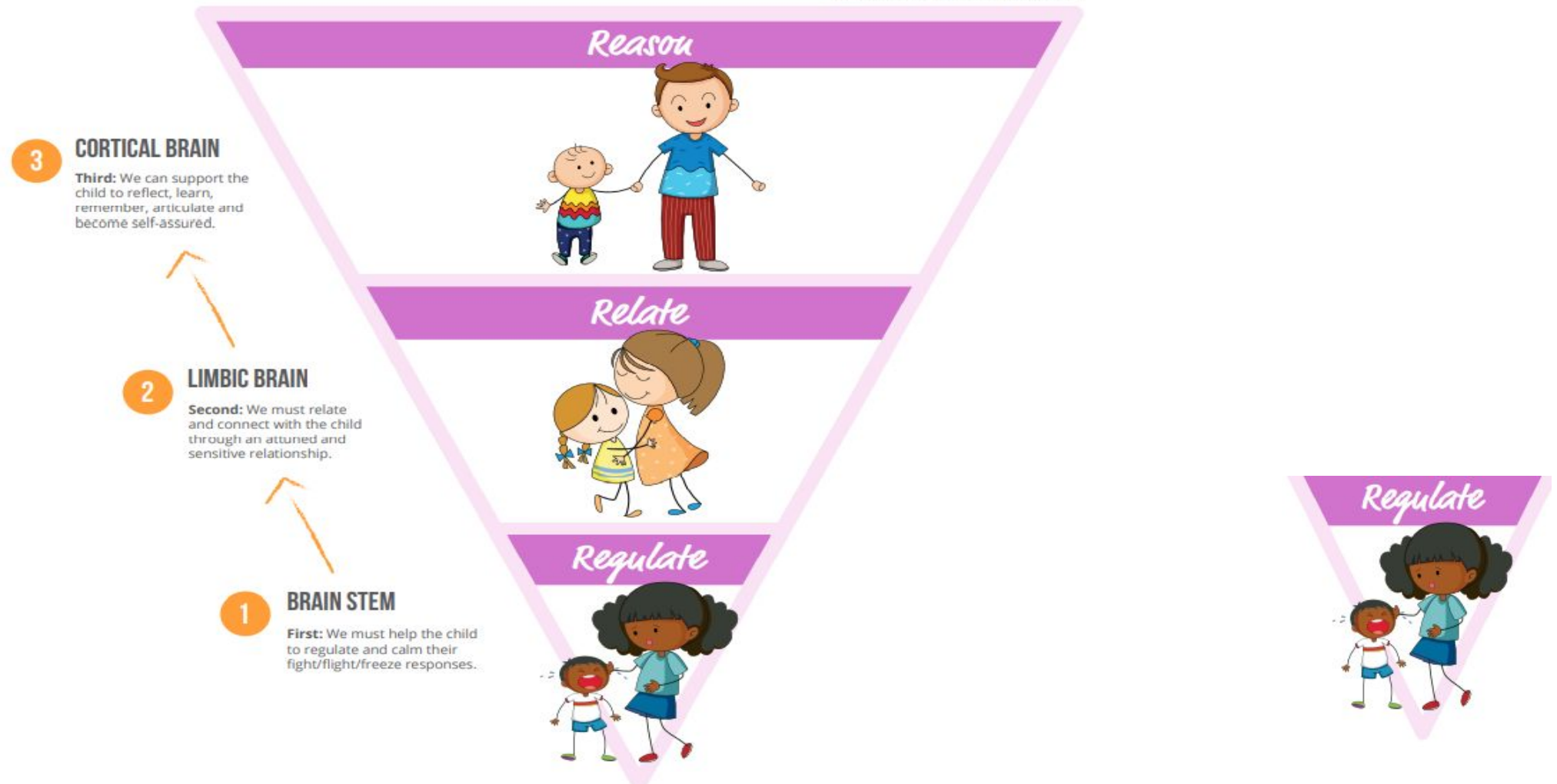
~ MONA DELAHOKE ~



# Coping and Tolerance Skills: The 3 Rs

## THE 3 R'S

Based on the work of Dr. Bruce Perry



# Coping and Tolerance Skills: The 3 Rs

*"When little people are overwhelmed by big emotions,  
it's our job to share our calm, not join their chaos."*

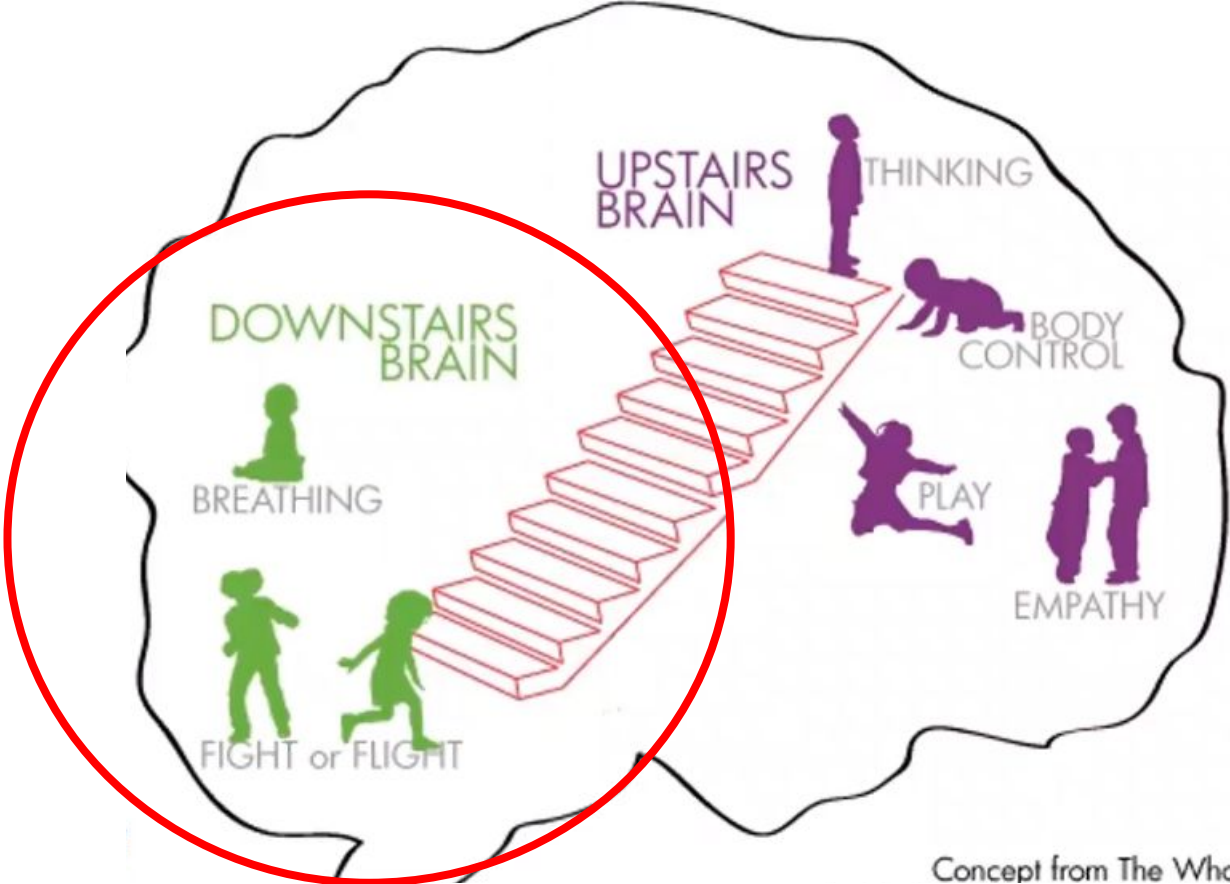
*- L.R. Knost*



*Relate*



# What Part of the Brain are They In?



Concept from The Whole-Brain Child



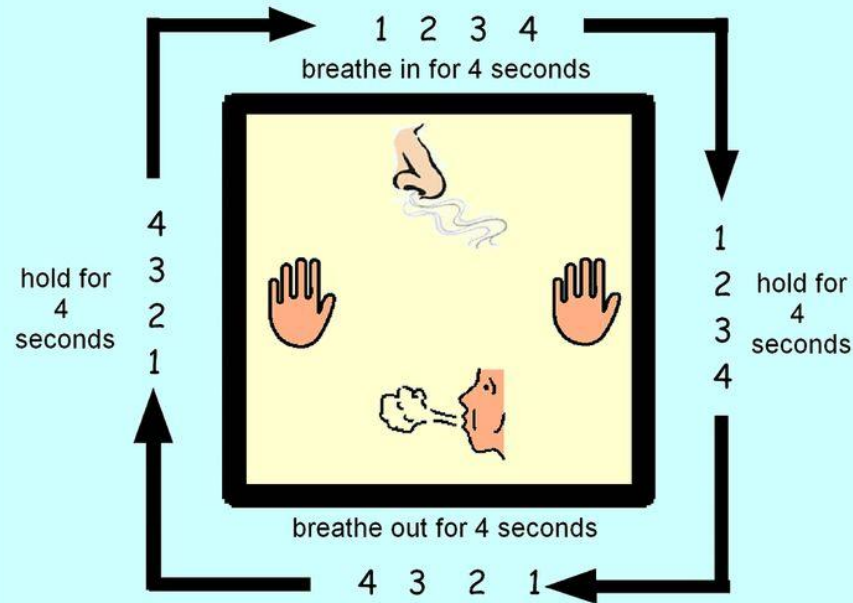
# Coping and Tolerance Skills: Breathing

## CALM DOWN WITH TAKE 5 BREATHING



1. Stretch your hand out like a star.
  2. Get the pointer finger of your other hand ready to trace your fingers up and down.
  3. Slide up each finger slowly ~ slide down the other side.
  4. Breathe in through your nose ~ out through your mouth.
  5. Put it together and breathe in as you slide up and breathe out as you slide down.
- Keep going until you have finished tracing your hand.

## SQUARE BREATHING



## Reason



## Relate



## Regulate





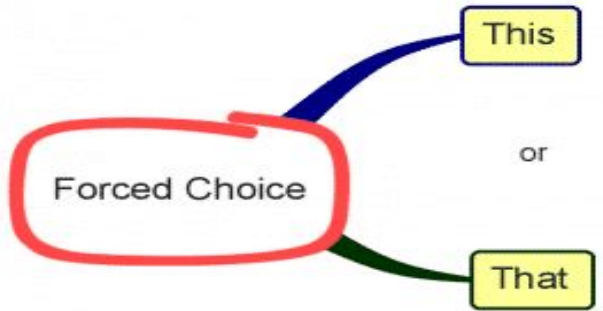
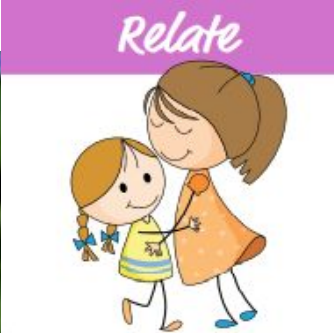
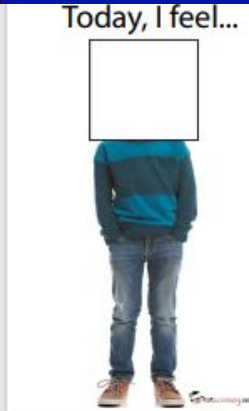
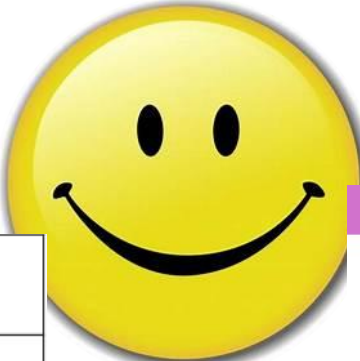
# Coping and Tolerance Skills: Breathing



*"We don't have to do all of it alone. We were never meant to." - Brene Brown*



# Coping and Tolerance Skills: Additional Strategies



# Part 5: Prompting for Independence





# All About Prompting

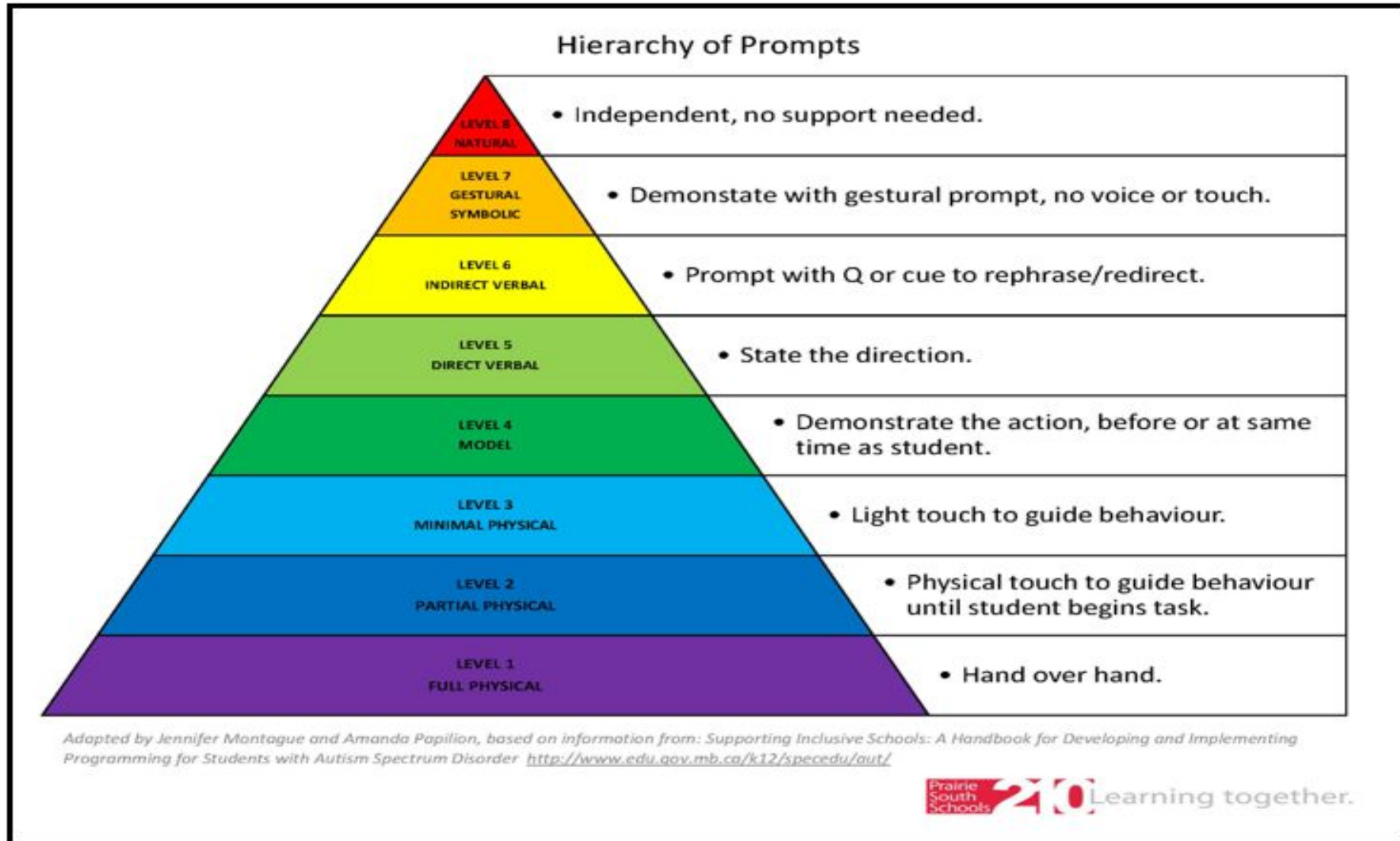


- Prompting involves cueing the students about what behaviour(s) to perform.
- It is used during forwards and backwards chaining, for discrete trial training, when shaping by excessive approximations (for getting closer and closer to the desired behaviour), and with FIRST/THEN.
- It is used daily and for everyone!
- It is a way to foster independence in our students!

Discuss: What are some of the different ways that you prompt your students?



# Hierarchy of Prompts



# Tracking Our Prompts

Student's Name: \_\_\_\_\_

Task: Crossing the Street

Please use hierarchy of prompts for trials.



Crossing the Street: No Lights										
Stop at curb										
Look both ways										
If no car: crosses the street quickly										
If car: waits at curb until the car has passed or stopped										
If car stops: makes eye contact with the driver before crossing										
Crosses the street quickly										
Crossing the Street: With Lights										
Stop at curb										
Push the walk button										
Wait for walking light										
When the light is on, checks that cars are stopped										
Crosses the street quickly										

**Prompting Hierarchy**

- 8 – Independent
- 7 – Gesture/Symbolic
- 6 – Indirect Verbal → What do you need to do next?
- 5 – Direct Verbal → You need to borrow \_\_\_\_.
- 4 – Model Using Sample
- 3 – Minimal Physical Prompt
- 2 – Partial Physical Prompt
- 1 – Full Physical Prompt

Student: \_\_\_\_\_

Task: Purchasing

Please use hierarchy of prompts for each step of the task analysis.



Takes item to till															
Takes out wallet	8														
Takes out money	8														
Passes money to cashier	8														
Waits for change	8														
Puts change in wallet	8														
Puts wallet in pocket	8														
Takes bag/item	8														

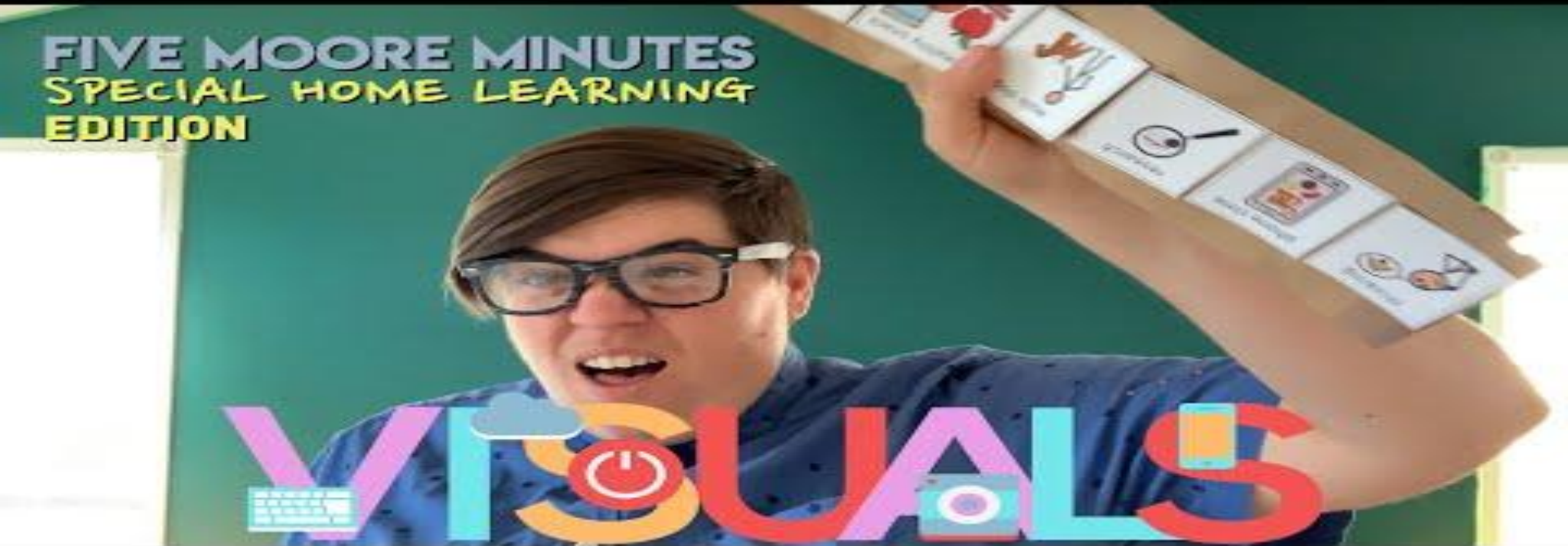
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# Prompting Video Discussion



# Prompting with Visuals

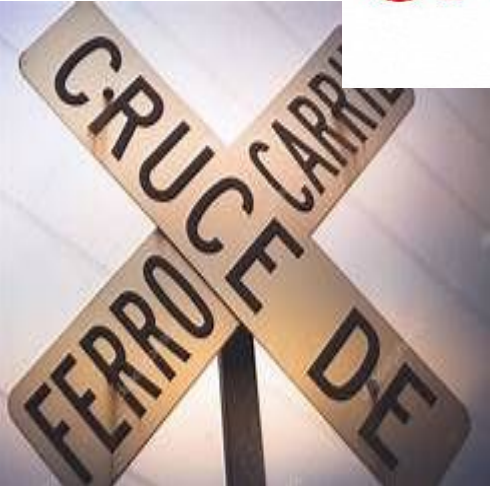




# Visuals are for EVERYONE, EVERYWHERE!

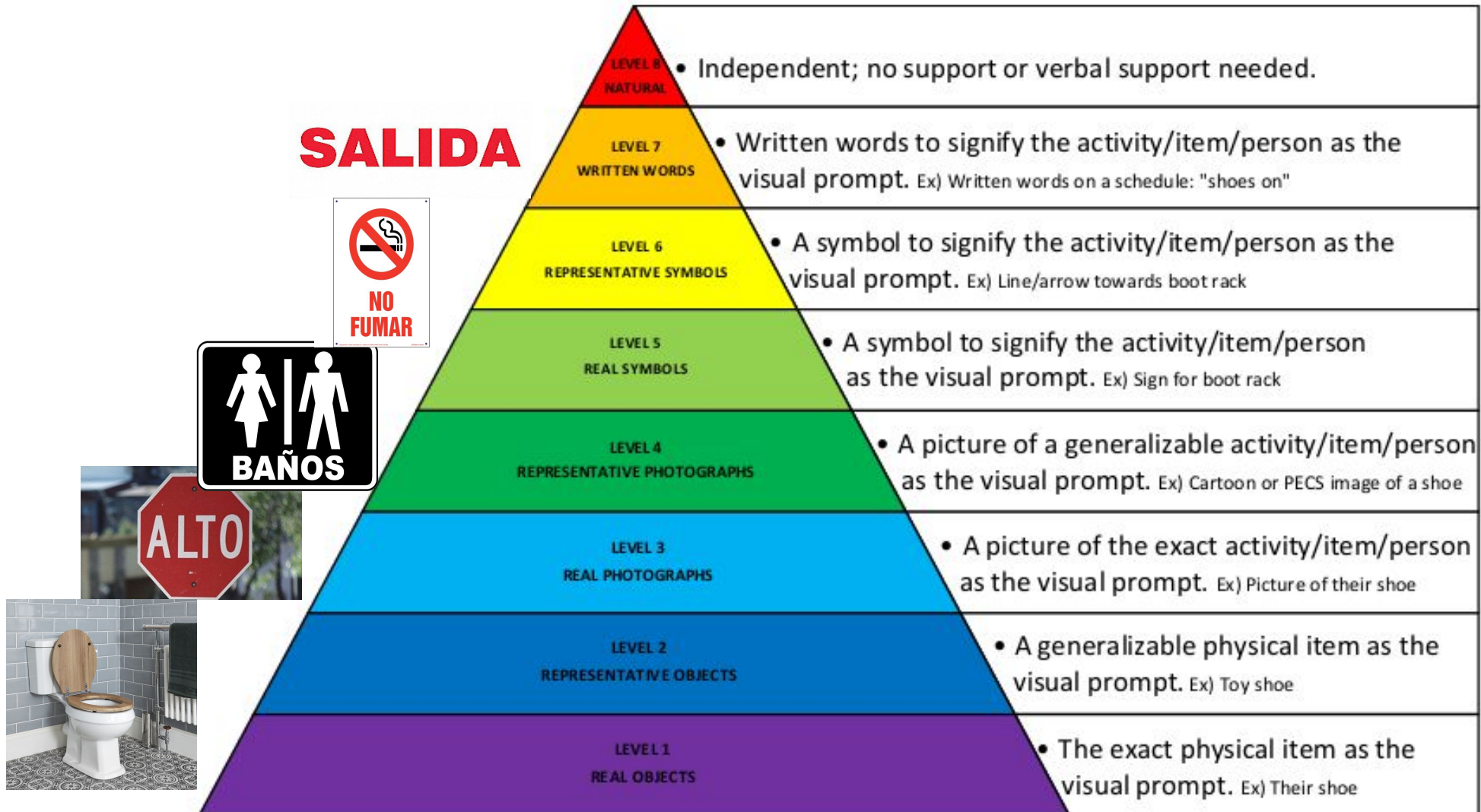


**SALIDA**



# Hierarchy of Visual Prompts

Hierarchy of Visual Prompts



# Building Student Independence Discussion



I CAN DO IT  
MYSELF  
THANKS

1. What level of prompting do you use most with students?
  2. Could a verbal turn into a non-verbal?
3. How would this increase the independence and at times self-esteem of our students?
4. Are there times we are prompting a student to do something (e.g. put your shoes on) but they can actually do it without the prompt or with a gesture instead?
5. How can we increase our use of visual prompts?
6. Are we giving enough wait time between prompts?  
Hint: busy self with another task or student.



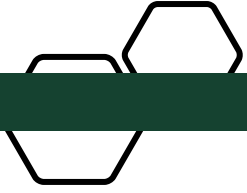


Today my takeaways are...





# Thank You!



Jen Montague- [montague.jennifer@prairiesouth.ca](mailto:montague.jennifer@prairiesouth.ca)

Kourtney Gorham- [gorham.kourtney@prairiesouth.ca](mailto:gorham.kourtney@prairiesouth.ca)



CONTACT US:



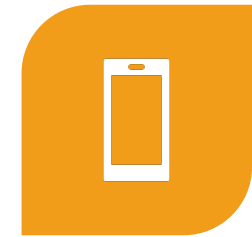
QUESTIONS



COMMENTS



FEEDBACK



FUTURE PD