

Behavior Management



Purpose

At times, paraeducators may be asked to support the teacher in managing student behavior. Learning basic strategies for behavior management is essential to this process.



Materials

Copy of Paraeducator Handbook

“Notes and good ideas” pages in the handbook

Highlighter

Scenarios Activity Sheet



Trainer Directions

A. The Basics

Ask participants to read the six strategies for basic behavior management on page 53. Working in pairs, have them create an acronym to help them remember these tips. For example, the first strategy can be represented by the word “routines”, therefore the letter “r” would be the first letter of the acronym.

Allow about 10 minutes to complete this task. Direct participants to write the acronym in the handbook “Notes and good ideas” page section as a way to remember these tips.

B. Next Steps

Read the strategies on page 55 aloud. Participants should highlight notes as they listen.

This section is about effective communication between the paraeducator and students. Have participants brainstorm five positive statements they can use in the following classroom situations. Direct participants to work with the person sitting to their left.

They will use the technique called Think-Pair-Share as they read and discuss these student encounters. They should first *think* about their answers, *pair* with someone to discuss and then *share* with their group. Next, they should write responses in the “Notes and good ideas” section of the handbook.



Scenarios Activity Page

1. You are reviewing for a test and students are not paying attention. Instead, they are talking and being disruptive. What can you say or do to correct this situation?
2. The student you are assigned to expects you to do everything for him or her. How can you encourage independence?
3. Two students are arguing and becoming verbally abusive. What can you do to stop this behavior?



Remind participants to be confident and to use a firm tone.

4. One child often exhibits bullying behavior by confronting student in an aggressive manner. The student is verbally and physically abusive. How will you handle this?

5. A student you are working with along refuses to pay attention or cooperate in any way. What can you say or do?



Since these behaviors may call for more student follow-up, it is important that the paraeducator understands the **5 Step Action Plan** for behavior change. Take the time to read and

discuss all 5 steps in the plan on page 57. Participants may highlight as the steps are read aloud. Allow time for questions and discussion.

It is also important to note that this plan should be used with the approval, support and input from the supervising teacher.



What I'll Take Away

Participants should be given time to consider the information taught in this section and write one or more professional development goals on their "Notes and good ideas" page.

What will I do differently in the classroom tomorrow?