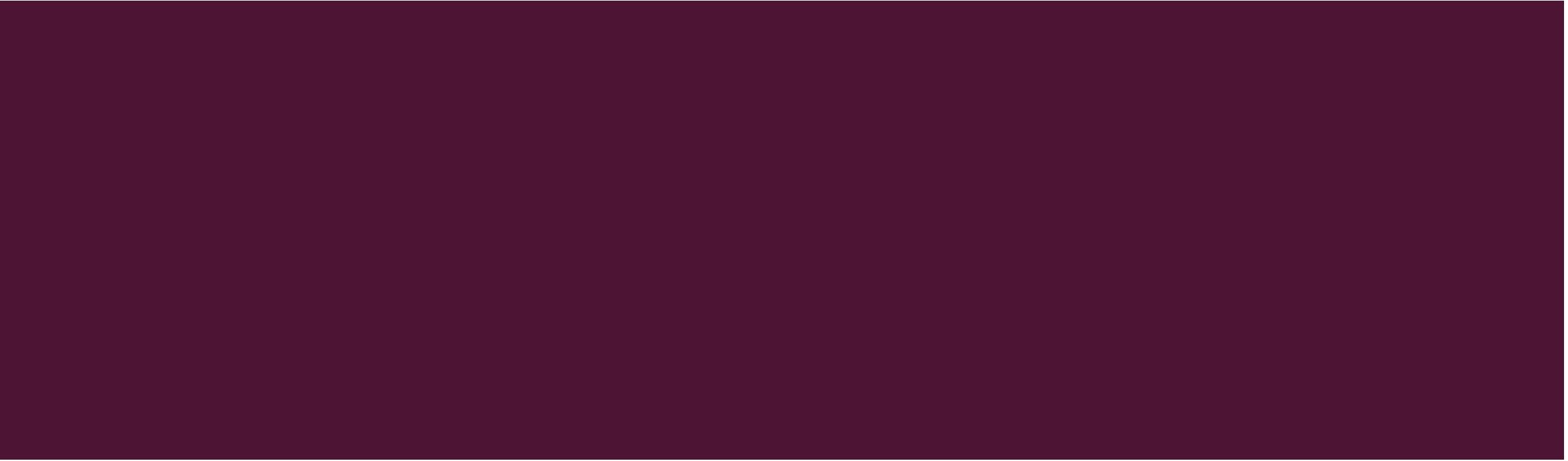

BEHAVIOR REGULATION PSYCHO- EDUCATIONAL SMALL GROUP

BY: LAUREN WILSON



EXISTING DATA SOURCES TO IDENTIFY AND SUPPORT THE NEED FOR BEHAVIOR REGULATION SMALL GROUPS

- PBIS data- According to the PBIS website it states, Positive Behavioral Interventions and Supports (PBIS) is a framework for supporting whole school practices (schoolwide) to promote a safe school setting by supporting social, learning, behavioral, and emotional needs of all students both with and without individualized education programs (IEPs) (PBIS, 1997).
 - The students that have been referred and recommended to join this behavior regulation group are misbehaving and losing points on their PBIS.
- Grades- These students that are a part of this group are really struggling with academic success. Most of their teachers, administrators, and the counselor think that they are not doing well in school because of their behavior problems within the classroom. They are disruptive, lack self-control, and are getting in trouble daily.

NEEDS ASSESSMENT. THE PEOPLE THAT WERE SURVEYED TO SUPPORT THE NEED FOR BEHAVIOR REGULATION SMALL GROUPS

- **Teachers-** the teachers in the school choose students that are need for behavior regulation small groups from their misbehavior in the classroom, their PBIS points, and the RTI behavior plans.
- **Parents-** parents have called, emailed, and spoken to the counselor about helping their children learn to regulate their emotions and behaviors.
- **School Administrators-**These include the Principal, Assistant Principal, the Instructional Coach, the Counselor, and the Behavior Support Paraprofessional. The Administrators wanted to start a behavior regulation small group for children on RTI Tier 2 & 3 for behavior concerns.
 - They also want these behavior regulation groups to be used as a preventive measure to help avoid children from getting on Tier 2 & 3 for behavior concerns and problems

ALIGNMENT WITH PRE-AIA SPECIALTY STANDARD(S) WITH THE BEHAVIOR REGULATION SMALL GROUPS

- The standards that align with this group are Counseling Prevention & Intervention, Assessment & Research, Academic Development, Collaboration & Consultation, and Leadership.
 - **Intervening & Preventing-** these students' behavior from getting worse and also helping them improve their behavior by giving them strategies on how to better control their emotions and behavior before their behavior gets out of control.
 - **Researching-** In the process of this behavior regulation small group, I will be assessing the participants in the group and researching ways to better serve them, so they can successfully behave while in the classroom, on the playground, and at home.
 - **Collaborating-** I collaborate with my supervisor, the group participants' parents and teachers, and the school administrators, so I can better serve the group.
 - **Leadership-** I also teach the students leadership and how they can be on their best behavior and learn to control their emotions, and also train them to be a leader for good and positive behavior in their classroom and in their home.

ALIGNMENT WITH PRE-AIA SPECIALTY STANDARD(S) WITH THE BEHAVIOR REGULATION SMALL GROUPS: PART 2

- According to the article, Early Elementary Trajectories of Classroom Behavior Self-Regulation: Prediction by Student Characteristics and Malleable Contextual Factors,, it states self-regulation is a critical component of school readiness and success. Practices for supporting self-regulation may be advanced by a better understanding of factors characterizing children at risk for challenges and contextual mechanisms associated with desirable developmental trajectories (Brittany Zakszeski, Robin L. Hojnoski, Bridget V. Dever, George J. DuPaul & Megan M. McClelland, 2020).
- By doing these behavior regulation groups we are teaching children strategies and self- control at a young age so they can successful in their academics, social life, and home life.

ARTIFACTS, PICTURES, & EXAMPLES OF THE BEHAVIOR REGULATION SMALL GROUPS

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

ARTIFACTS, PICTURES, & EXAMPLES OF THE BEHAVIOR REGULATION SMALL GROUPS

Checking In	☐	GREEN ZONE I AM FEELING  happy ready to learn
	☐	BLUE ZONE I AM FEELING  sad or tired moving Slowly
Today I am Feeling...	☐	YELLOW ZONE I AM FEELING  worried or anxious loss of control
YOU can make TODAY a great day!	☐	RED ZONE I AM FEELING  angry or mad out of control

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BROOKE REAGAN'S CLASS

ARTIFACTS, PICTURES, & EXAMPLES OF THE BEHAVIOR REGULATION SMALL GROUPS

4 Functions of Behaviour			
		What It Does For Me	When Does It Happen
S Sensory		Provides preferred sensory experiences; behaviour feels good to do	Anytime, even when alone. Especially if I'm anxious
E Escape		Removes undesired activities or interactions	When task is too: hard, easy, boring, or scary
A Attention		Provides access to people or interactions	When I want social interaction
T Tangibles		Provides preferred items or activities	When I want a preferred item or activity
Andrew Davis B.Sc.H M.ADS @amldavis		Geneva Centre for Autism - www.autism.net	

CULTURAL SENSITIVITY WITHIN THE BEHAVIOR REGULATION SMALL GROUPS

- Since we have a variety of cultures and races within the behavior regulation small group, my supervising counselor, the behavior support paraprofessional, and myself have gone over treating everyone equally and with respect regardless of their race, gender, or culture.
 - We have not had any issues or problems with treating individuals with respect within the small group.

PROGRAM EVALUATION:

- So far in November, some students are learning behavior regulation strategies for controlling their behavior, outbursts, and self-control.
 - Students are not losing as many points on their PBIS and getting rewarded for good behavior.
 - Students are behaving better in class, therefore making academic improvements.
- Teachers are seeing improvements in behavior in the classroom.
- There are less disciplinary referrals to the office since the start of behavior groups.
 - Students are learning ways and strategies to control their behavior in the classroom and at home.
- One area of improvement would be to have more communication and planning with teachers
 - Some Exploratory teachers and homerooms teachers were gets frustrated and annoyed sometimes when we would come to pull children for the behavior regulation small groups.

REFERENCES

- American School Counselor Association (2022). ASCA Student Standards; Mindsets and Behaviors for Student Success. Alexandria, VA: Author.
- Brittany Zakszeski, Robin L. Hojnoski, Bridget V. Dever, George J. DuPaul & Megan M. McClelland (2020) Early Elementary Trajectories of Classroom Behavior Self-Regulation: Prediction by Student Characteristics and Malleable Contextual Factors, School Psychology Review, 49:2, 161-177, DOI: [10.1080/2372966X.2020.1717373](https://doi.org/10.1080/2372966X.2020.1717373)
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