

Prepared Performing Paraprofessionals (P.P.P)

Mastering the Art of Presence, Connection, and Self-Advocacy

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You are the Lead Actor



The Thermostat: You set the temperature of the room; don't just react to it.



Emotional Acting: We project calm and safety even when we feel stressed.



Connection Before Content:
A brain in "survival mode" (Flip the Lid) cannot learn.

*DIRECTOR'S NOTE:
Our external presence
creates their internal safety.*



Showering Students with Attention



The 5:1 Ratio:
5 positive deposits for every 1 correction.



The Power of 'Neutral':
Give high-intensity attention when they are doing well *before* a crisis occurs.



Proactive Presence:
Be physically present and engaged, not just supervising.

What is the 'P.L.O.T.' of the Behavior?

P- Physical/Preceding:

Hunger, sleep, noise, or what happened right before.



L - Language:

What is the behavior trying to say? (Communication is key).



O - Outcomes:

What are they trying to get or avoid?



T - Temperament:

How does their personality mesh with the environment?



Every Character has a Backstory

Behavior is a symptom of a need, not a personal attack.

Assume Positive Intent: They are doing the best they can with the skills they have.

Consider trauma, sensory needs, and developmental stages (Pre-K vs. 12th Grade).

Hands on Practice Session: **The Emotional Acting Challenge**

1. The "Survival" Face

Take selfie showing high stress intense emotion – matching how a student's face looks when their brain "flips its lid".

2. The "Lead Actor"

Take a second selfie showing your professional "acting" face: calm and reassuring, projecting absolute safety.

3. Backstage Review

Compare the two photo's side by side with a partner. How does your external presence create their internal safety?



Para thought: Our external presence creates their internal safety.

Teaching vs. Penalizing



Punishment:
Focuses on making
the student "pay."
(Breaks trust)



Discipline:
Focuses on
teaching the "How."
(Builds skills)

What should they do **instead**?

Mastering Self-Advocacy



Own Your Voice:

You are the one in the "trenches." Your data and observations are the script for the student's success.



The "Temperature Check":

If you are hitting a wall, your student will feel it. Advocacy isn't "complaining"; it's preventative maintenance.



The Partnership:

How to approach your teacher/case manager when the "scene" isn't going as planned.



Collaborative Problem Solving:

Moving from "This isn't working" to "What strategy can we try next?"

Headspace Check: Complaining vs. Advocacy

Are you seeking a solution or just venting?

Complaining (Venting):

-  Focuses on the problem.
-  Uses "Always/Never" language.
-  Stems from frustration.
-  Leaves the team feeling drained.

Example: "[Student] is just being mean today."

Self-Advocacy (Solutions):

-  Focuses on the solution/student.
-  Uses specific data and observations.
-  Stems from a desire to support.
-  Leaves the team with a plan.

Example: "[Student] is struggling with the transition; can we try a visual timer?"

How & When to Reach Out

Discussion Prompt:



“In the heat of a ‘difficult scene,’ how do you currently signal for help?”



“What is the best time/method for us to have a Team Meeting (Reflection)?”

TIPS FOR A STANDOUT PERFORMANCE

(Action Plan)



Watch the Clock: Timing is everything. Save deep strategy talks for “off-stage” moments (prep time or after school) rather than mid-lesson.



Bring the “Script” (Data): Instead of “He’s having a bad day,” say “He struggled 3 times during the transition to lunch.” Specifics help me help you.



Lead with a “Mini-Solution”: When you bring a problem, try to bring one idea. “I’m struggling with his elopement; do you think a visual ‘stop’ sign on the door would help?”



Use “I” Statements: Focus on your professional needs to keep it collaborative. “I am feeling a bit overwhelmed by this new behavior; can we review the P.L.O.T./behavior plan together?”



The “Close the Loop” Follow-Up: If we agreed on a new strategy, check back in 48 hours. “I’ve been trying that new ‘first/then’ board we talked about; here is how it’s going...”

BACKSTAGE PASS

PREPARED PERFORMING PARAPROFESSIONALS

□ "Our external presence creates their internal safety."

□ THE DAILY CUE SHEET

1. **The Thermostat:** You set the room's temperature. Don't absorb the heat—cool the space with calm.
2. **Emotional Acting:** Fake it 'til you regulate it. A safe face calms a dysregulated brain.
3. **The Backstory:** Behavior is a symptom of a need, not a personal attack. Every character has a backstory.

STAGE DIRECTIONS

DE-ESCALATION & RESET GUIDE



"IN THE SCENE" STEPS

STEP 1: PAUSE (Take Spotlight)

Take 1 deep breath. Unclench jaw & drop shoulders.

STEP 2: LOWER & SLOW (Adjust Mic)

Drop voice volume 20%, speak slowly, use fewer words.

STEP 3: ANCHOR (Safety Net)

Stand side-by-side (not face-to-face). Keep posture open.

□ My Self-Advocacy Phrase:

"I need a 2-minute backstage reset."

□ My Physical Reset Cue:

'BE THE SAFEST PERSON IN THE SCENE.'

You are the Director of Your Space

*"A regulated adult can regulate a child,
but a dysregulated adult can only escalate them."*