

DEEP DIVE DE-ESCALATION DO'S AND DON'TS

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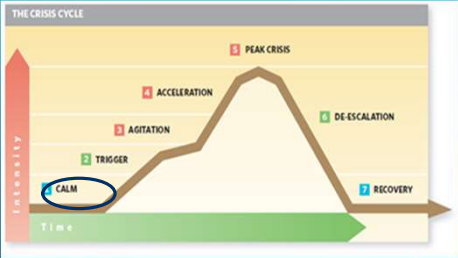
OBJECTIVES

We will learn:

1. To recognize student behaviors throughout the Crisis Cycle
2. How to implement a continuum of behavioral interventions

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THE CRISIS CYCLE




Managing the Cycle of Acting Out Behavior in the Classroom- Geoff Colvin (Colvin, 1992; Kauffman, Mostert, Trent, & Hallahan, 1998; Sprague & Golly, 2004)

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Student behavior:

- ▶ Appropriate
- ▶ Cooperative and responsive to teacher
- ▶ On-task, compliant, and academically engaged
- ▶ Responsive to teacher praise
- ▶ Overall, behavior is in accordance with classroom management plan




CALM PHASE

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Teacher Goal: PREVENTION

- ▶ Establish, teach, and reinforce expectations
- ▶ Maintain positive relationships
- ▶ Provide high amounts of praise
- ▶ Follow a routine
- ▶ Teach and reinforce good behavior
- ▶ High quality instruction
- ▶ Adapt instruction/activities to meet individual needs
- ▶ Teach skills- Explicitly, practice often, provide feedback



CALM PHASE

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TRIGGER PHASE



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Unresolved conflicts or problems: lack of coping skills

- ▶ Change in routine
- ▶ Interruptions
- ▶ Pressure/deadlines
- ▶ Repeated failure
- ▶ Frequent corrections
- ▶ Interpersonal conflicts
- ▶ Denial of something needed
- ▶ Something negative has been inflicted
- ▶ Low rates of positive reinforcement



TRIGGER PHASE

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<p>School-based Triggers</p> <ul style="list-style-type: none"> ▶ Negative interactions with teachers ▶ Peer conflicts ▶ Change in schedule ▶ High rates of failure ▶ Confusion about an assignment or difficulty getting started or completing it ▶ Transition or unstructured times 	<p>Non School-based Triggers</p> <ul style="list-style-type: none"> ▶ Hunger ▶ Lack of sleep ▶ Medical problems ▶ Stressful home situations ▶ Medications
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TRIGGER PHASE

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Teacher Goals: Prevention and Redirection

- ▶ Remove or modify expectation
- ▶ Increase opportunities for success
- ▶ Reinforce what has been taught
- ▶ Be sympathetic and understanding
- ▶ Provide higher rates of reinforcement

Provide support early to save time later.



TRIGGER PHASE

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Student behavior: Unfocused

1. Increasing Behaviors
2. Decreasing Behaviors

Students have disconnected from the learning experience.

AGITATION PHASE

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Teacher goal: Intervene early, change it up

- ▶ Make environmental adaptations
- ▶ Proximity
- ▶ Give choice
- ▶ Show empathy
- ▶ Change to a preferred activity or run an errand
- ▶ Partners to work collaboratively. **Shift what is happening** in your instruction, either individually or as a group.

AGITATION PHASE

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Student behavior: Focused and directed

- ▶ Engages teacher/peers
- ▶ Provocative and/or threatening
 - ▶ Questioning, arguing, refusing to work, committing minor property destruction, poor-quality work or will complete only a portion of the assignment, defiance, whining, crying, avoid, escape, verbal abuse.

* This most often when teachers first recognize a problem

ACCELERATION PHASE

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Teacher goal: Safety and diffusion strategies

- ▶ Disengage from student, avoid escalation
- ▶ Not a time to give choices and process their behavior
- ▶ Remove triggers
- ▶ Allow time and space
- ▶ Reinforce good behaviors or partial compliance
- ▶ Don't engage in power struggle
- ▶ Put away pride

ACCELERATION PHASE

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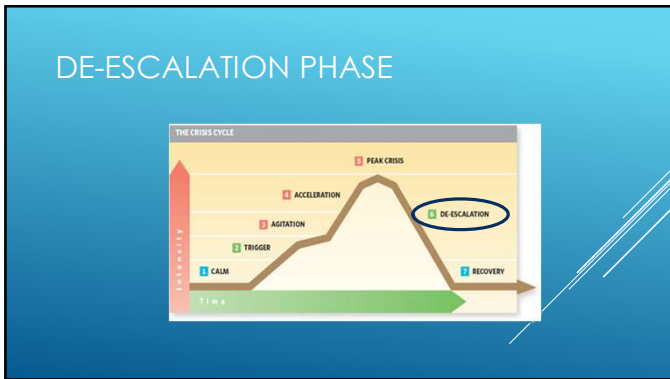
Student is out of control- verbal and/or physical aggression, property destruction, self-injury, elopement

Teacher goals:

- ▶ Follow school protocol as well as state and federal laws and codes
- ▶ Safety for ALL

PEAK CRISIS

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Student behavior:

- ▶ Confused
- ▶ Tired
- ▶ Withdrawn
- ▶ May try to blame others
- ▶ Somewhat responsive to simple directions

Teacher goal: Remove attention

- ▶ Do not discuss, nag, force apologies, or blame
- ▶ Give time and space
- ▶ Simple assignment or task

DE-ESCALATION PHASE



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RECOVERY PHASE



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RECOVERY PHASE


Student behavior:

- ▶ Subdued
- ▶ Compliant
- ▶ Avoiding talking about the event
- ▶ Defensive
- ▶ Apologetic

Teacher goal: Return to Calm Phase

- ▶ Gradually reintroduce reinforcement/praise
- ▶ Get back to the class routine
- ▶ Debrief, when appropriate- **what do we need to change?**

Create a healthier learning environment.



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- ▶ What caused the student to begin the escalation cycle?
- ▶ What prevention methods worked or did not work?
- ▶ What can we do differently next time?
- ▶ What skills does the student need to learn to be successful?

Consider:

- ▶ Providing more praise
- ▶ Strengthening your relationship
- ▶ Create a new plan- best predictor of future behavior is past behavior

REFLECT

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- ▶ Behavior is communication
- ▶ People will do well when they can
- ▶ Ensure tier one is strong
- ▶ Focus on teaching skills, not punishing behavior
- ▶ Reflect on what the person needs to be successful

REMEMBER

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Deep Dive De-escalation Do's and Don'ts
Session Evaluation
August 2, 2023 3:45 - 3:00 p.m.

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