

De-Escalation Phases and Strategies for Student Behavior

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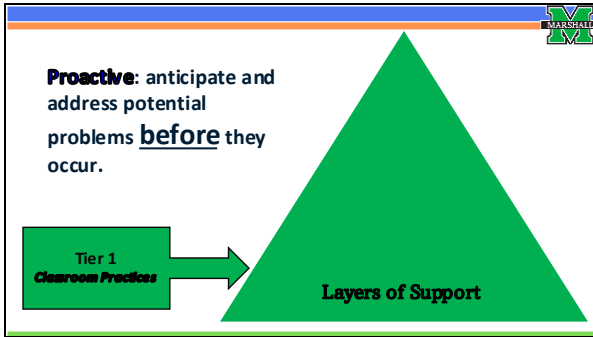
Today's Objectives

- ✓ De-Escalation Phases
- ✓ **Brief** Overview of Behavior Function and the Antecedent-Behavior-Consequence Model
- ✓ Trauma and Poverty's Impact on Student Behavior
- ✓ Behavior Response Strategies

De-Escalation Phases

	Prevention	Problem Behavior	Crisis	Recovery
Youth Behavior	Calm	Agitation Acceleration	Peak	De-escalation Recovery
The Brain	Reg do test	Reg do test or Dye equal ad	Dye equal ad	Reg do test
Teacher Practices	Active Supervision Establishing Appropriate Behavior <ul style="list-style-type: none"> • Interruption of behavior • Instructional redirection • Ignoring • Space Re-Position • Individualized Strategies • Group Contingencies • Proximity/Check/IDB 	Contingency of Strategies to Respond to Inappropriate Behavior <ul style="list-style-type: none"> • Physical Restraint • Signal • Prompting/Redirect to others • Problem/Consequence • Specific Error Correction • Removal of Inappropriate Objects • Etc. 	Crisis Teaching Routine Safety Routine	Recovery Practices <ul style="list-style-type: none"> • Regulate • Use of Inappropriate Objects • Realign/Connect with IEP • Space Re-Position • Break • Effective Questioning (IDB) • Instructional Behavior • Review/Restoration
Routines	Engage and De-escalate Respond	Engage and De-escalate Respond	Engage and De-escalate Respond	Engage and De-escalate Respond
Systems	Intentional and Fidelity of classroom practices	Classroom Practices Staff Self-Care	Safety Procedures	Data Collection/Document





Strong Tier 1 Classroom Practices
Significantly Reduce the Need for Tier 2 Interventions

- Active Supervision
- Teaching and Reteaching Expectations, Procedures and Routines
- Engagement and Opportunities to Respond
- Feedback and Acknowledgments
 - Behavior Specific Praise
 - Behavior Specific Error Correction
- Pre-Correcting and Prompting Expected Behaviors

Classroom Practices

Behavior Specific Error Correction

The Wilson Way	Classroom Rules
Be Responsible	<ul style="list-style-type: none"> • Stay on task • Clean up area • Ask for help
Be Respectful	<ul style="list-style-type: none"> • Listen to speaker • Follow directions
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self

*"Sarah, please be **responsible** by walking to your seats."*

Behavior Specific Praise

The Wilson Way	Classroom Rules
Be Responsible	<ul style="list-style-type: none"> • Stay on task • Clean up area • Ask for help
Be Respectful	<ul style="list-style-type: none"> • Listen to speaker • Follow directions
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self

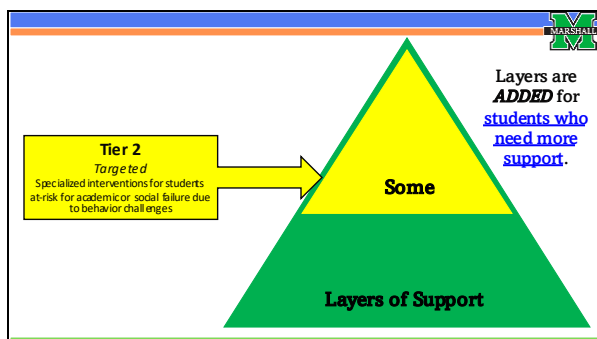
*"Daren, thank you for being **respectful** by putting your iPad away when asked."*

Classroom Walkthrough Tool For Administrators


Purpose:
This form is used as part of completing the SWPBS 56 essential classroom procedures walkthrough to assess the teacher's level of implementation of classroom practices.

Importance:

- Tracks teacher implementation
- Serves as an onset to behavior or problems with students
- Helps administrator know what teachers need PD in specific areas
- Assists with two-way communication between teacher and administrator



[illegible]




- **Behavior** is defined as anything we can see a person doing.
- It does not just refer to "bad" behavior but also includes skills!
- **Challenging Behavior** is often used by an individual when they don't have the skills to communicate thoughts, desires, or unmet needs in an appropriate manner.

Behavior Serves a Purpose or a Function...

FUNCTION OF BEHAVIOR

What is Function?



- **Function** is the underlying reason for a behavior.
- What drives the behavior.

What is Function-Based Thinking?

A Process

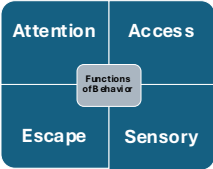
- Defining problem behaviors
- Identify the function of behaviors and the significant role
- Select interventions that match the function of the behavior.

General Education Teachers Can Have An Important Role

Understanding Why Problem Behaviors Occur

Attention:
The student receives attention after engaging in the behavior. (Great Job! Stop That!)

Escape:
Following the target behavior, the student is able to escape from a non-preferred task.



Access:
The student engages in the target behavior after being told "no" or "wait".

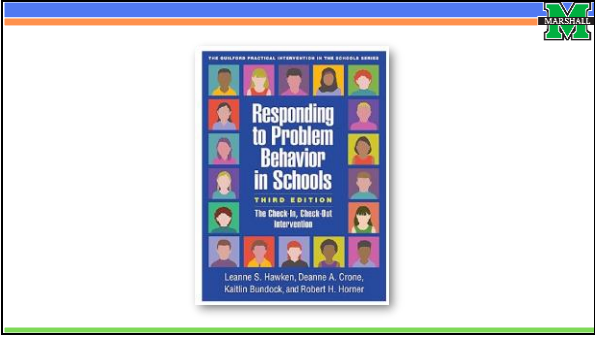
Sensory:
The student is engaging in the behavior because it "feels good" or helps them self-regulate.

The student does not need the teacher to have reinforcement.

ABA Visualized Workbook 2nd Edition: A Visual Workbook for Learning Behavior Strategies



Weekly Report											Date: Week of	
How I Show Respect <small>at all times</small>	Hearing Impaired		Reading		Math		Science		Dismissal			
Did I ask to talk?	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
Did I listen to my teacher when she said "no"?	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
Did I interrupt my teacher or another student when they were speaking?	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
Checkboxes If I didn't earn a star, explain on the back.	☆☆		☆☆		☆☆		☆☆		☆☆			
Recent Feedback Return this to school every day!												



Student's Name: _____		Crisis Plan 20__	
Goal	Behavior (What is the goal?)	Intervention	Measurement/Response (How are results measured?)
Other staff involved in plan	<ul style="list-style-type: none"> Trained in interventions Working with student Monitoring/observations Following directions Working in appropriate area of the classroom 	Parent Report	Prevention / Proactive
Teacher	<ul style="list-style-type: none"> Keep in mind Following up with parents Monitor student from adult supervision Working around the room Have not responded to direction Ignoring individual student 	Parent Report	
Administrator	<ul style="list-style-type: none"> Working with Working with 	Parent Report	

Student's Name: _____		Crisis Plan 20__	
Behavior	"You can not bring it"	Other children	<ul style="list-style-type: none"> They are not allowed to work with _____ or go out of the room until they are 100% Immediately remove if student is using to make the choice to go for a break instead of leaving without permission
Behavior	"You can bring it up"		<ul style="list-style-type: none"> Let student work with adults Let them and protect student with others Protect for any work for student to complete Be prepared for student to escalate
Teacher	Teacher Redirection		<ul style="list-style-type: none"> If teacher is able to make a choice between up in the back of the room or go to a table out area and no further escalation occurs, provide praise and redirect student immediately Offer verbal of verbal, acting, etc., to teacher report Go back to the original instruction
Working with student	<ul style="list-style-type: none"> Attempts to make the classroom Ask up, things or teacher objects that could be harmful to self or others "You can't be in the classroom anymore, student's behavior should be considered 'bring your behavior' after in school more than once up, they will be something and then report contact." 	When student escalates disruption intervention	<ul style="list-style-type: none"> Report the process if necessary Be prepared to leave with the student Address the appropriate choice between verbally, physically check back to see if that area of the classroom and report Before using CR Redirection Use student if the student is in a state of crisis or safety. If student can show control the student can then be allowed to go back to the area.

Student's Name: _____		Crisis Plan 20__	
Teacher	<ul style="list-style-type: none"> verbally use the behavior is unsafe and if student continues you will have to take measures to help everyone safely. Calm self or in response to others' attempts to help calm down, no longer engaging in unsafe behaviors, return to seat or activity or (up to 10 min) for a break 	Parent Report	<ul style="list-style-type: none"> Offer verbal of verbal verbally check in with student every 5 minutes until they are on task

Agreement includes _____ to give input and agreement with plan

Report: Teacher _____ Date _____

Administrator _____ Date _____

Does the Student Need an FBA/BIP?

FBA: Functional Behavior Assessment
BIP: Behavior Intervention Plan

- Any student not responding adequately to classroom interventions and modified interventions (Tier 1 and Tier 2)
- Exception to the system: Adult perceives student as being in urgent need (lower-level support is not seen as adequate)
- Data-based decision-making: Data review identifies students in need (# of ODRs, suspensions, absences, high-intensity, frequency, etc..)

ABC Recording Form

When to Use This Form	Antecedent	Behavior	Consequence
1. When a student is exhibiting a behavior that is disruptive to the classroom or school environment.			
2. When a student is exhibiting a behavior that is a safety concern.			
3. When a student is exhibiting a behavior that is a health or safety concern.			
4. When a student is exhibiting a behavior that is a legal concern.			

EXAMPLE	
Behavior	Behavior Intensity Rating Rubric
1. When a student is exhibiting a behavior that is disruptive to the classroom or school environment.	1. Disruptive behavior (e.g., talking out of turn, calling out, etc.)
2. When a student is exhibiting a behavior that is a safety concern.	2. Disruptive behavior (e.g., talking out of turn, calling out, etc.)
3. When a student is exhibiting a behavior that is a health or safety concern.	3. Disruptive behavior (e.g., talking out of turn, calling out, etc.)
4. When a student is exhibiting a behavior that is a legal concern.	4. Disruptive behavior (e.g., talking out of turn, calling out, etc.)

4373 – Expected Behavior in Safe and Supportive Schools

Section 1. Addressing Inappropriate Behavior with Meaningful Interventions and Consequences

§126-992, Purpose.

2.1. The purpose of this rule is to establish a framework for the implementation of the MTSS framework in the public schools to promote students' academic success, behavioral and mental health, including social and emotional needs, trauma sensitivity, bullying prevention, dropout prevention, and truancy reduction to ensure a positive school climate and culture that fosters learning and personal-social development.

County and school policies should identify appropriate and meaningful interventions and consequences. Through a MTSS framework, school administrators and staff should leverage available school and community resources to provide appropriate evidence-based intervention strategies designed to improve student behavior, maximize student attendance, and increase student engagement.

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Intervention vs Consequence

An **intervention** is an "action" taken to improve a situation, while a **consequence** is the "outcome" of a behavior.

- In behavior modification, **interventions** can include strategies to **prevent** unwanted behaviors or from behaviors escalating in addition to **teaching a skill** when there is a deficit, while **consequences** are the outcome of those behaviors.

Maintaining Consequence

- If a behavior is continuing to occur, it is being reinforced...
- **A Reinforcer:**
 - is an item, activity or event that **follows** a behavior and results in an **INCREASE** in that behavior.

The **Maintaining Consequence** is a very concrete example of the **Function At Work**.



Who Are We Disciplining?



Question???

On Average, how many of your students have a **history of Trauma** or are **living in Poverty**?

Students with **High Office Referrals...** may ***also*** have High ACE Scores

Adverse Childhood Experiences

- Experience of abuse (verbal, physical, or sexual) or neglect (emotional or physical)
- Parental separation or divorce
- Witnessing domestic violence
- Substance abuse in the home
- Mental illness in the home
- Suicidal household member
- Parental incarceration
- Death of a parent or another loved one

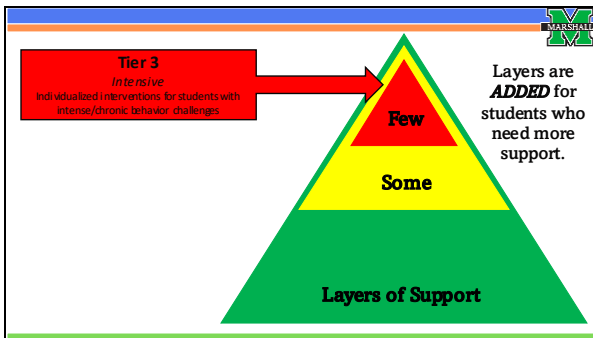
We aren't born practicing Self-Regulation

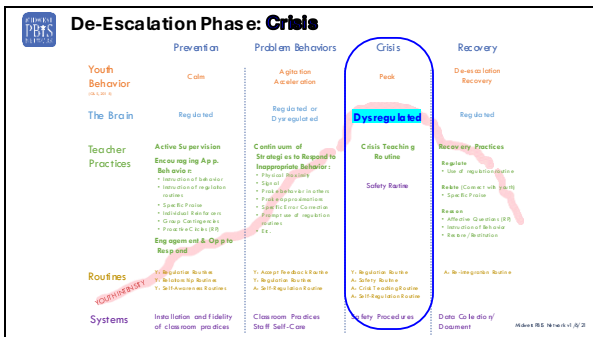
Students from poverty often have **emotional dysregulation**:

- give up more easily on challenges
- often find it difficult to work in groups
- may have difficulties with manners.

Reardon, Teaching in the Poverty in Mind (2009)







Peak / Crisis



In the classroom

- Highest point of escalation
- Disruption is so serious class can't continue
- Student is in rage and out of control
- Represents a threat to safety

Student Behaviors

- Serious destruction of property
- Physical attacks
- Self-abuse
- Severe tantrums
- Running Away

Adapted from Colvin, G., & Scott, T. M. (2016). Managing the Cycle of Acting Out Behavior in the Classroom. Second Edition. Thousand Oaks: Corwin/L&L Company.

How We Respond Matters



Practice Rational Detachment

Avoid the Power Struggle


- A key component of de-escalation is **not taking things personally, even when faced with aggression or verbal attacks**
- Remind yourself that the **person is not operating rationally**





Control our Own Frustrations

Think honestly... when someone is **aggressive** with you or **rude to you**, what is **your first thought**?




Am I Regulated?

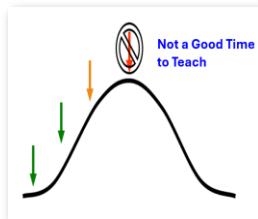
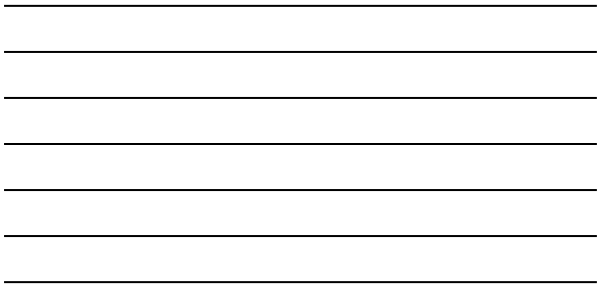
- Do I feel Calm?
- Am I taking this too personally?
- Do I need to call for help / does this need to be handled right now? **If so, what's the Plan?**
- Can I think clearly about where this behavior is really coming from?

What is the Goal?

- Win or Teach a Lesson?
- Punishment?
- End the situation?
- Avoid damaging the relationship?
- Offer Support?
- Defuse the behavior safely?










Verbal:

- Talk slow in short sentences without a lot of questions
- Don't focus on the problem or provide a consequence



- Use reflective questioning = "What's going on?" rather than "Are you OK?"
- Avoid judgement and sarcasm
- Validate Emotions (**even if they are irrational**) "That can be frustrating."
- **Partner with someone they connect with** (signal yellow folder in arm)




Well after the event...

- Make sure emotional control is regained
- Discuss the facts of the incident
- Identify patterns or triggers
- Identify alternate responses to the triggers
- Decide what supports are needed
- Negotiate future approach, expectations, behaviors, and consequences
- Decide about **consequences** for the current situation

Debrief with the Regulated Student

Debrief with the Teacher

- Initial Check-in and Support
- **Teacher's Voice**
- Follow Up with the Incident
- Resources
- Long-Term Support



Dr. Bruce Perry



[Stress, Trauma, and the Brain: Insights for Educators - Regulating Yourself and Your Classroom \(dcmp.org\)](#)



the
Regulated
classroom

regulatedclassroom.com

\$34.99

~EmilyDaniels~



Escalation Plan Template

Goal
When a child consistently struggles to respond to classroom expectations...

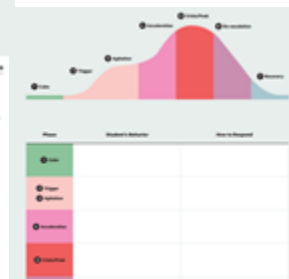
How
When the student is consistently struggling to respond to classroom expectations, the teacher will use the following steps...

Context
This plan is designed to be used when a student is consistently struggling to respond to classroom expectations...

Instructions
1. The teacher will use the following steps to help the student respond to classroom expectations...

Tips for Developing your Response Plan

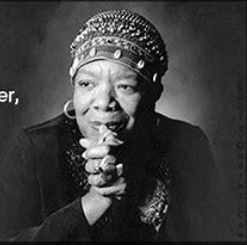
- 1. **Identify** the specific behaviors that are causing the problem.
- 2. **Observe** the student's behavior and identify the patterns.
- 3. **Identify** the triggers that lead to the problem.
- 4. **Identify** the consequences that lead to the problem.
- 5. **Identify** the supports that lead to the problem.
- 6. **Identify** the interventions that lead to the problem.
- 7. **Identify** the supports that lead to the problem.
- 8. **Identify** the interventions that lead to the problem.



We Can Improve...

Do the best you can until
you know better.
Then when you know better,
do better.

-Maya Angelou



Thank You!



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Check out our website and
trainings on YouTube!
www.marshall.edu/bmhtac/



Quick Evaluation

The more you complete, the better
chance of winning a prize 😊