

Understanding and Managing Escalating Behavior



positive
behavior
support

The System for Student Success



Acknowledgments



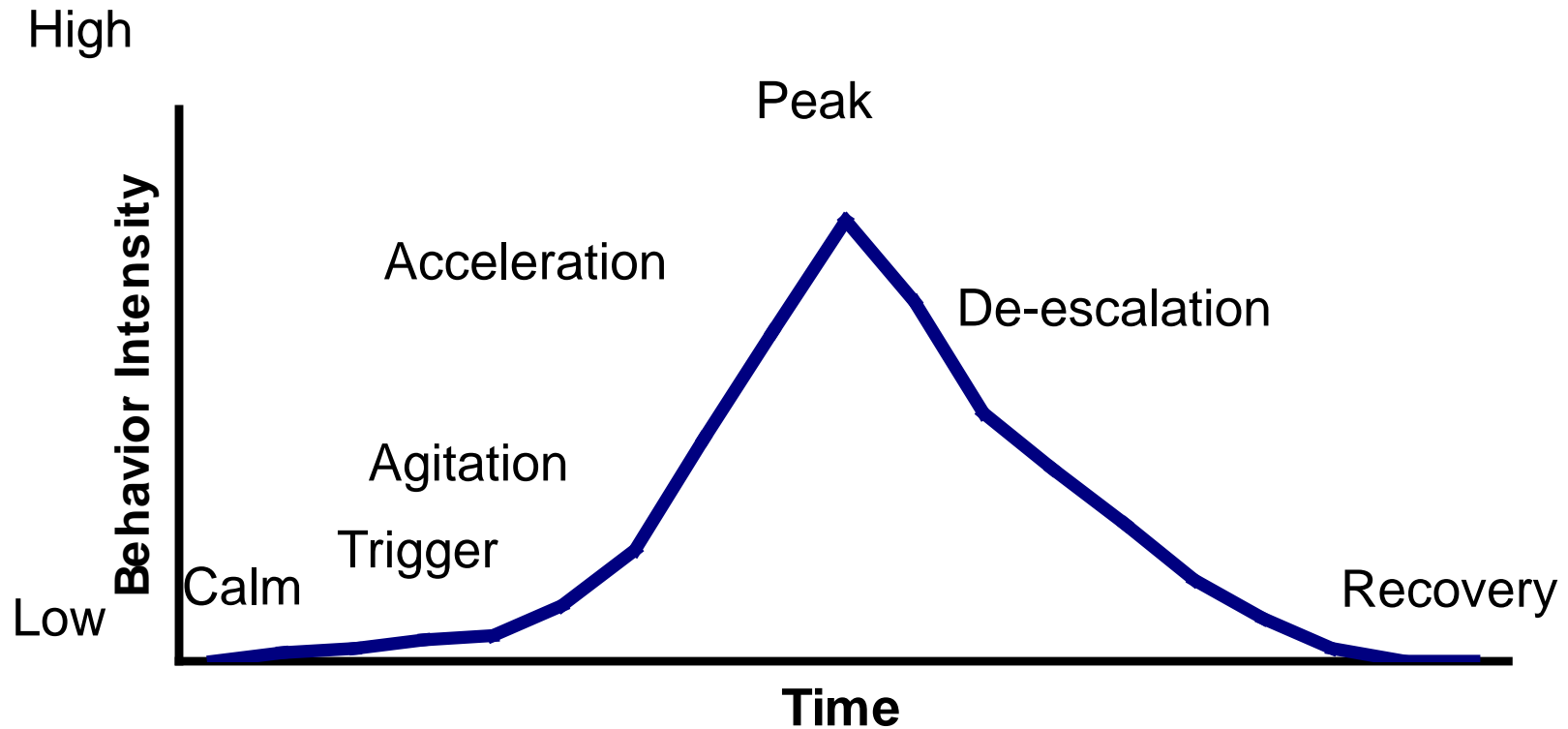
- New Mexico would like to acknowledge Dr. Rob Horner, University of Oregon, for his assistance in the development of the NM PBS training materials.
- *Managing the Cycle of Acting-Out Behavior In the Classroom* (Colvin, 2004).
- *Managing Noncompliance: Effective Strategies for K-12 Teachers* (Colvin, 2004)

Outcomes



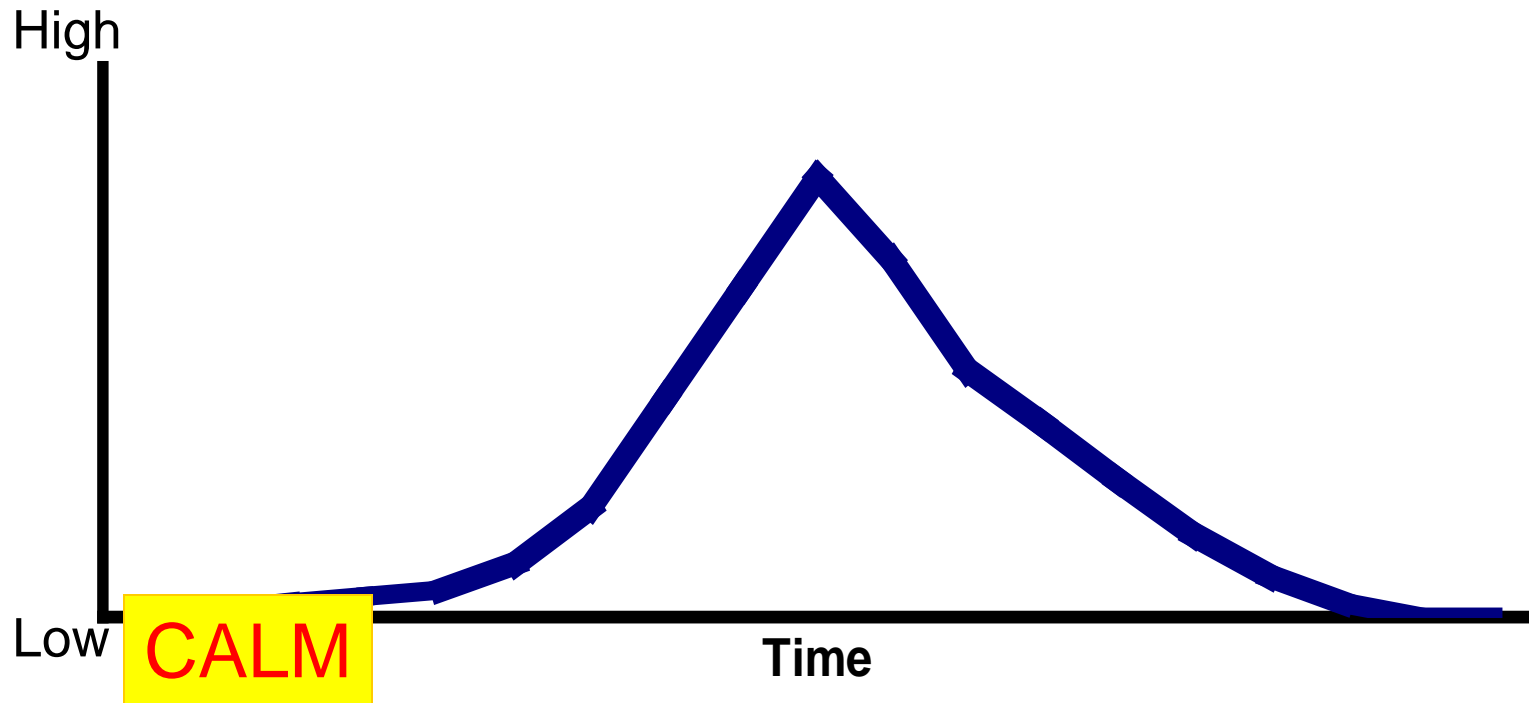
- Understand why education staff need to be able to effectively manage disruptive and noncompliant behaviors.
- Understand problem behaviors as occurring within an acting-out cycle.
- Know the phases of the acting-out cycle.
- Understand how to respond to students in different phases of the acting-out cycle.

Part I: The Model



Colvin & Sugai, 1989

The Model



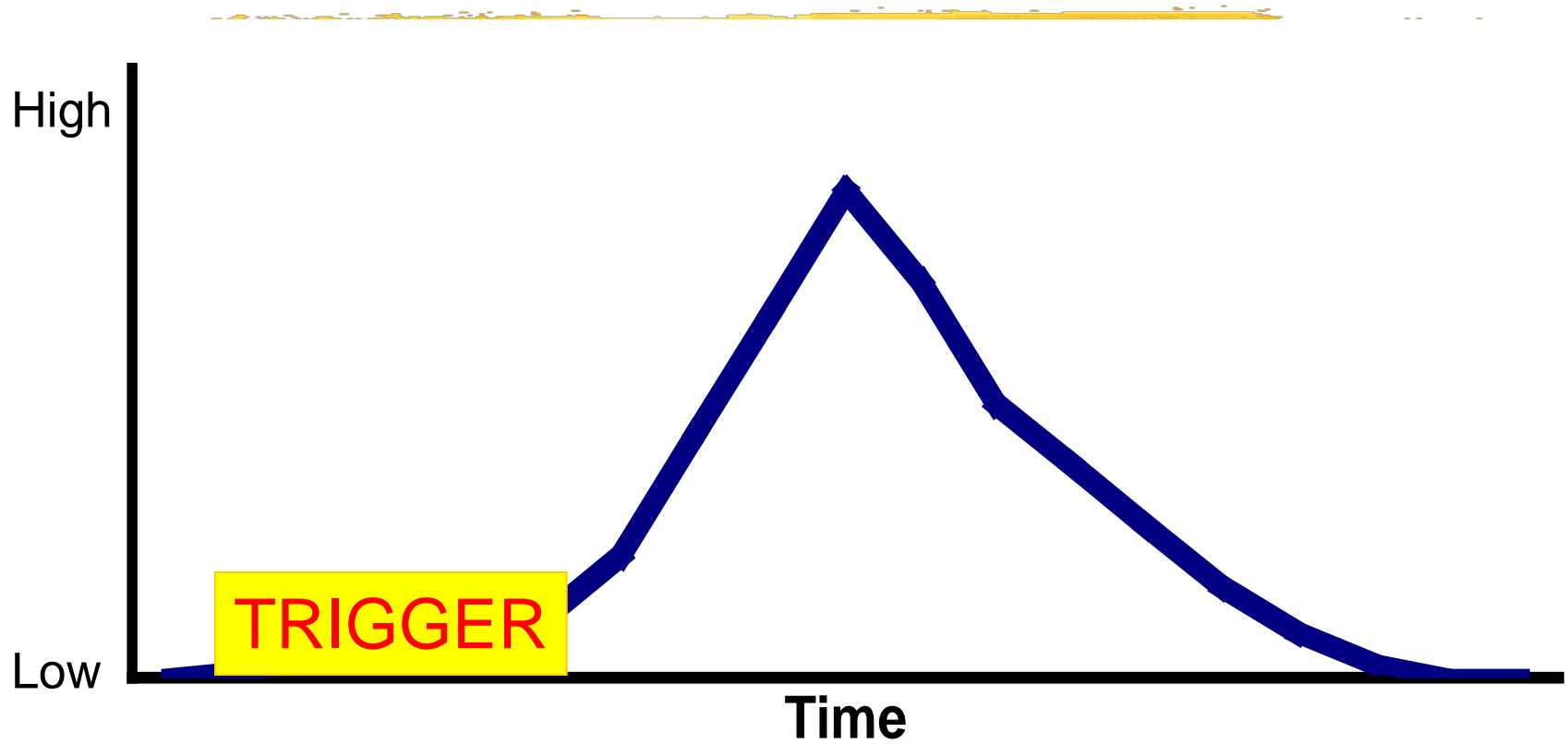
Colvin & Sugai, 1989

Phase One: Calm



- Student is cooperative.
 - On-task
 - Accepts corrective feedback
 - Follows rules, expectations and directives
 - Sets personal goals
 - Ignores distractions
 - Accepts praise
 - Socially appropriate

The Model



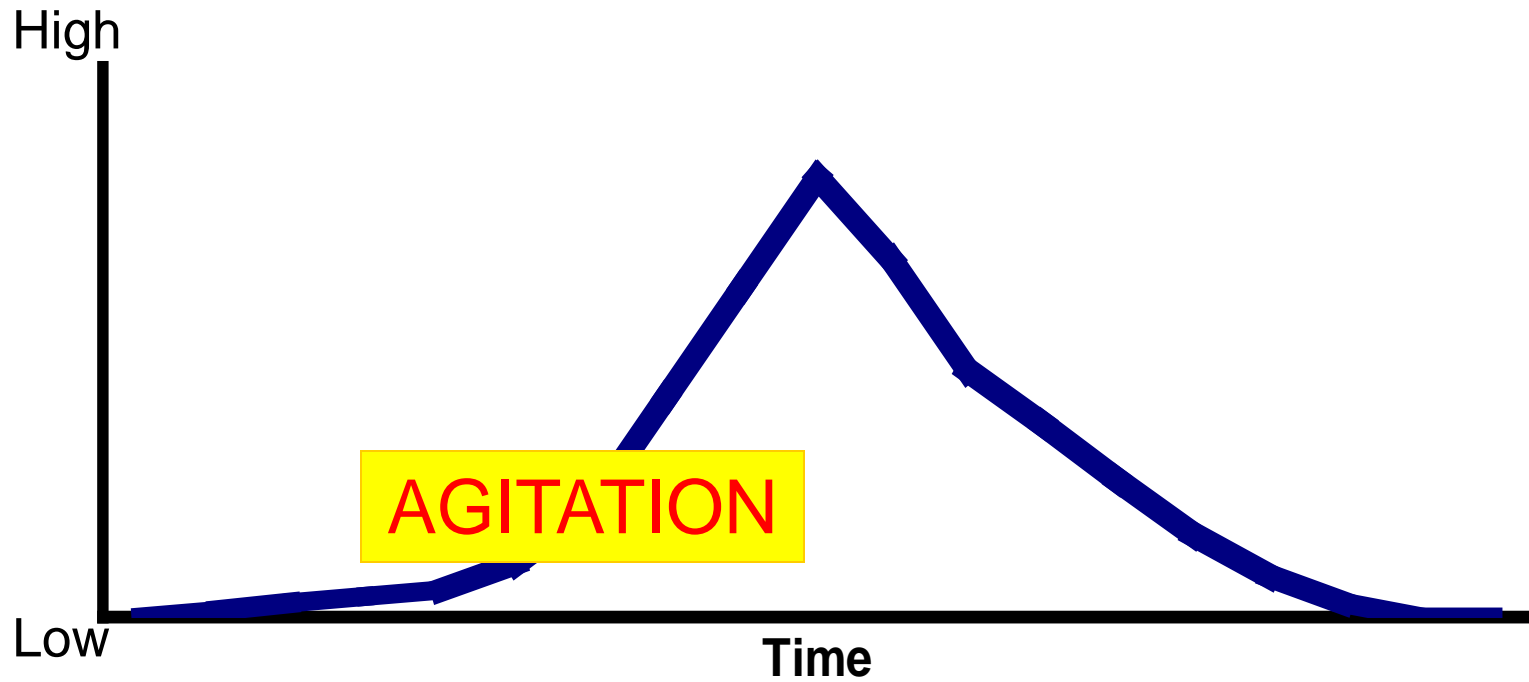
Colvin & Sugai, 1989

Phase Two: Trigger



- Student experiences a series of unresolved conflicts or problems.
 - Denial of something needed
 - Something negative is inflicted
 - Changes in routine
 - Provocations
 - Pressure/Timelines
 - Interruptions
 - Repeated failures
 - Frequent corrections
 - Interpersonal conflicts
 - Low rates of positive reinforcement

The Model



Colvin & Sugai, 1989

Phase Three: Agitation



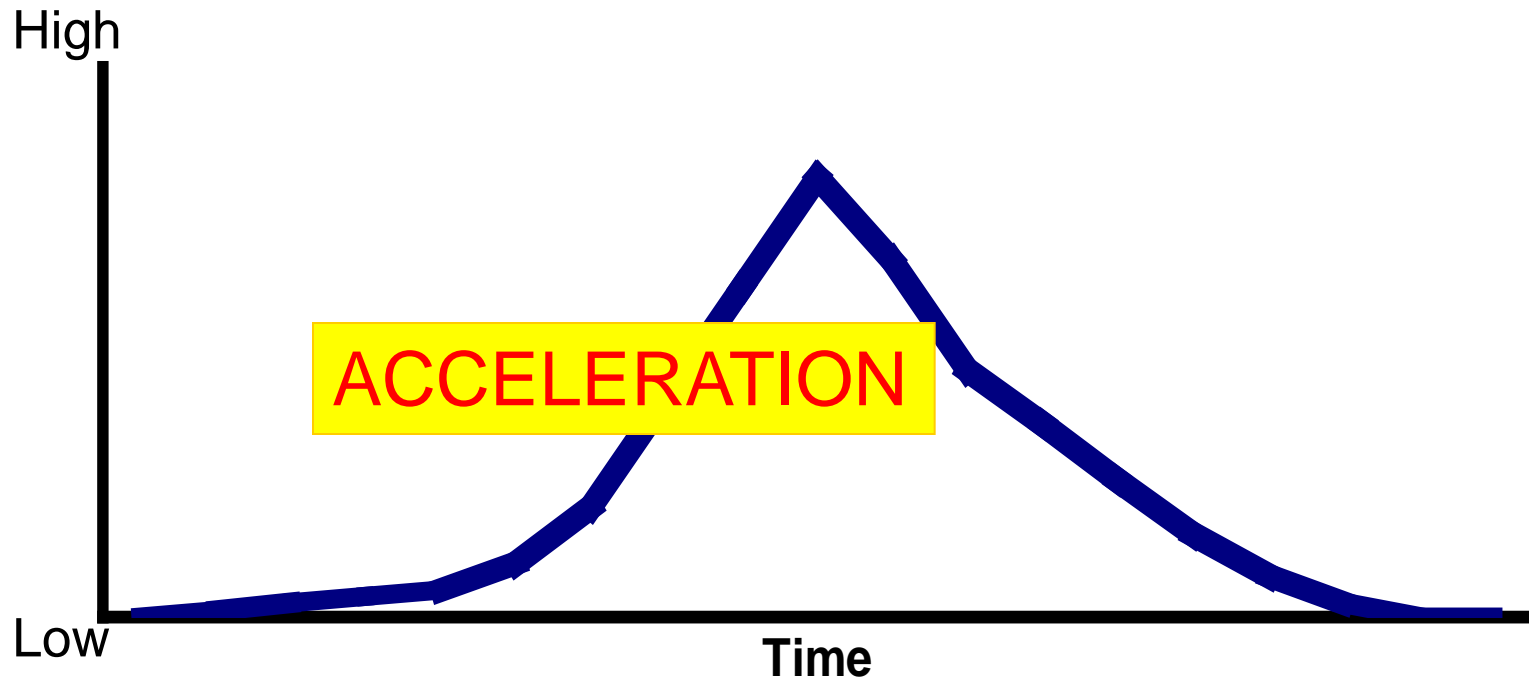
- Student exhibits increase in unfocused behavior.
 - Increase in Behavior
 - Eyes dart
 - Language nonconversational
 - Busy hands
 - In and out of group/seat
 - Off-task/On-task
 - Talking with others

Phase Three: Agitation



- Student exhibits increase in unfocused behavior.
 - Decrease in Behavior
 - Stares into space
 - Language subdued
 - Hands contained
 - Withdraws from group
 - Off-task, "Frozen"

The Model



Colvin & Sugai, 1989

Phase 4: Acceleration



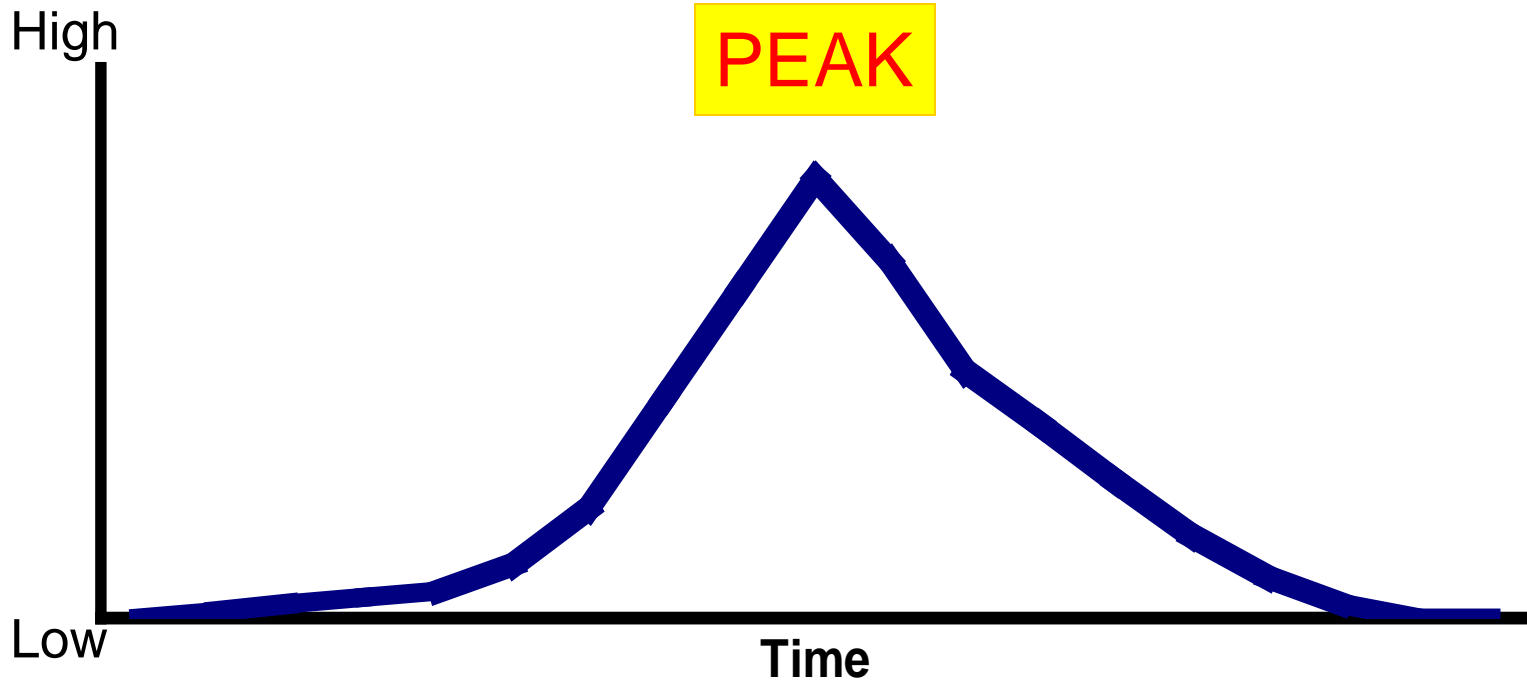
- Student displays focused, directed, engaging behavior.
 - Provocative
 - High intensity
 - Threatening
 - Personal

Acceleration, continued



- Questioning & arguing
- Non-compliance and defiance
- Off-task
- Provoking students
- Compliance with accompanying inappropriate behaviors
- Criterion problems
- Whining & crying
- Avoidance & escape
- Threats & intimidation
- Verbal abuse

The Model



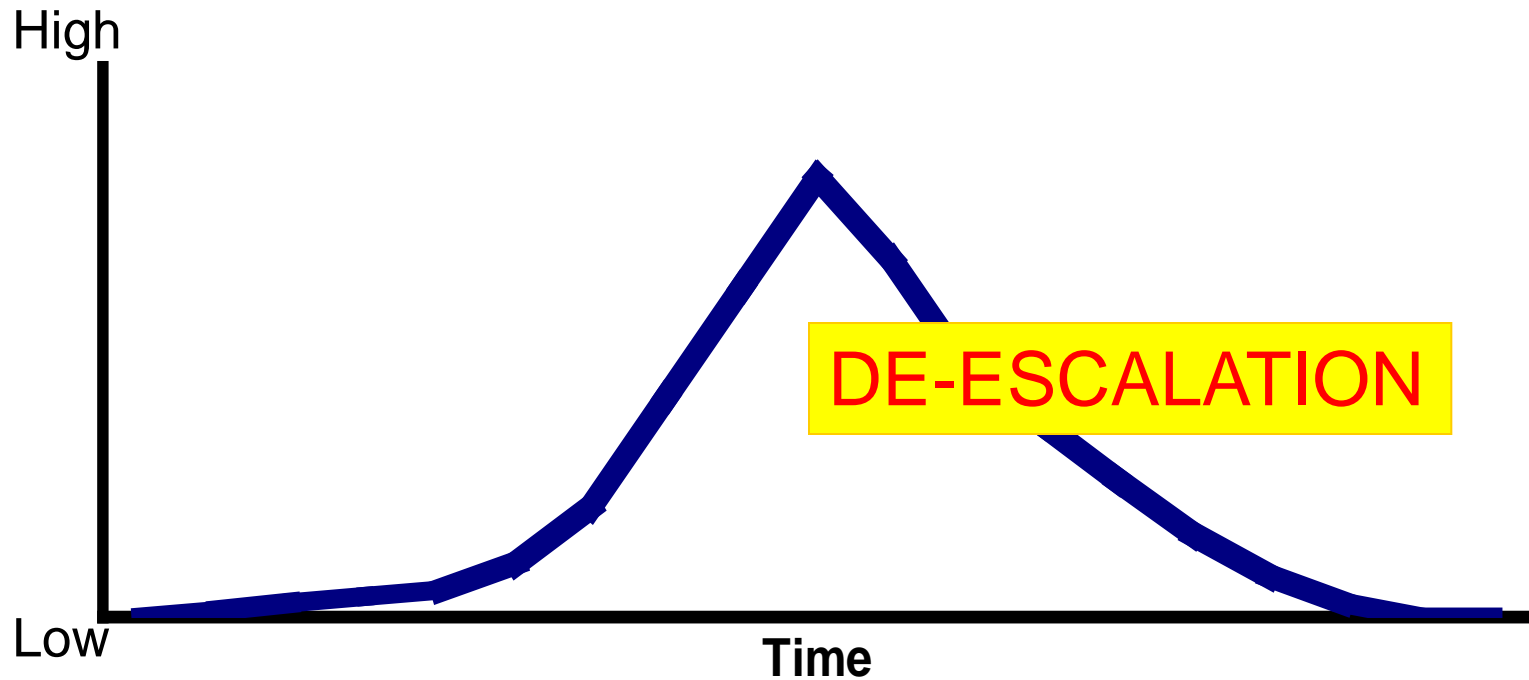
Colvin & Sugai, 1989

Phase Five: Peak



- Student is out of control & displays most severe problem behavior creating safety concerns.
 - Physical aggression/Assault
 - Serious destruction of property
 - Self-injury
 - Escape/social withdrawal/running
 - Hyperventilation
 - Severe tantrums
 - Screaming

The Model



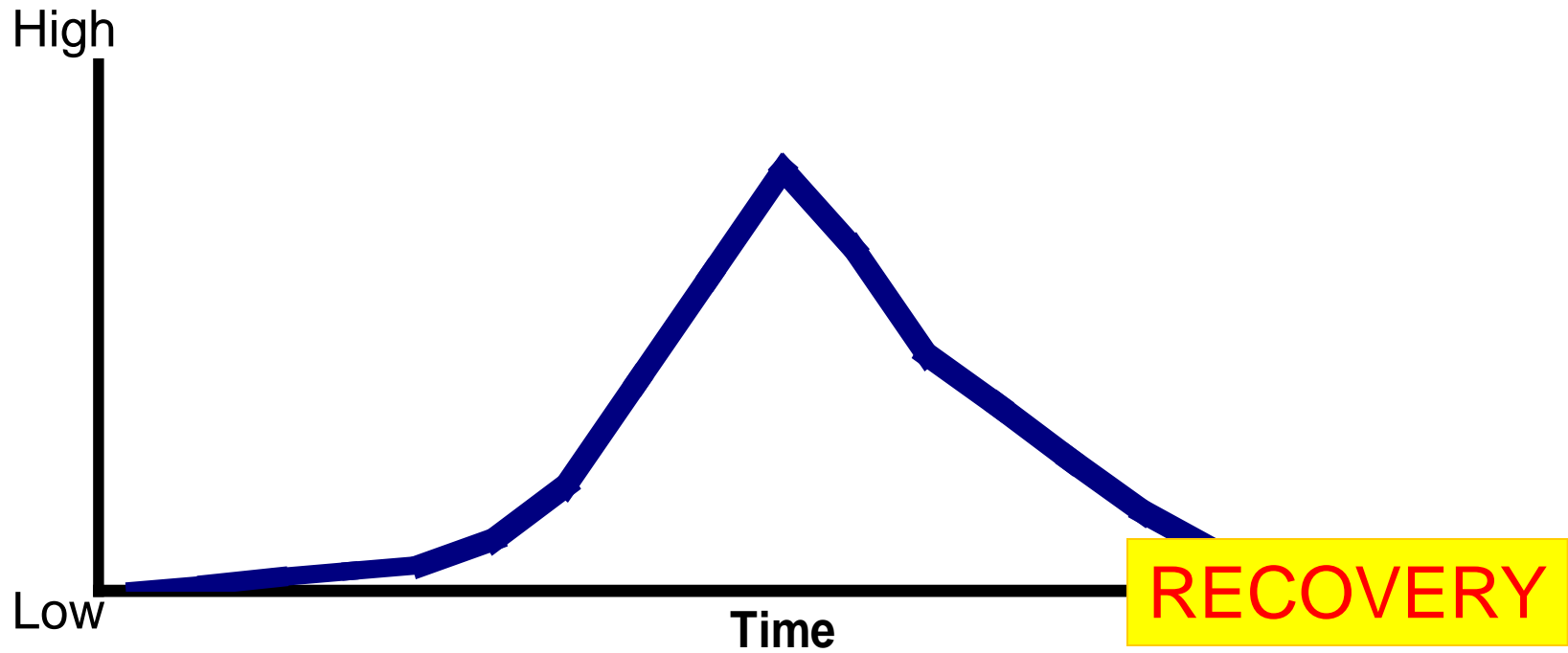
Colvin & Sugai, 1989

Phase Six: De-escalation



- Student displays confusion but with decreases in severe behavior.
 - Social withdrawal
 - Denial
 - Blaming others
 - Sleeping
 - Responsive to directions
 - Responsive to manipulative or mechanical tasks
 - Avoidance of discussion (unless there is occasion to blame others)

The Model



Colvin & Sugai, 1989

Phase Seven: Recovery

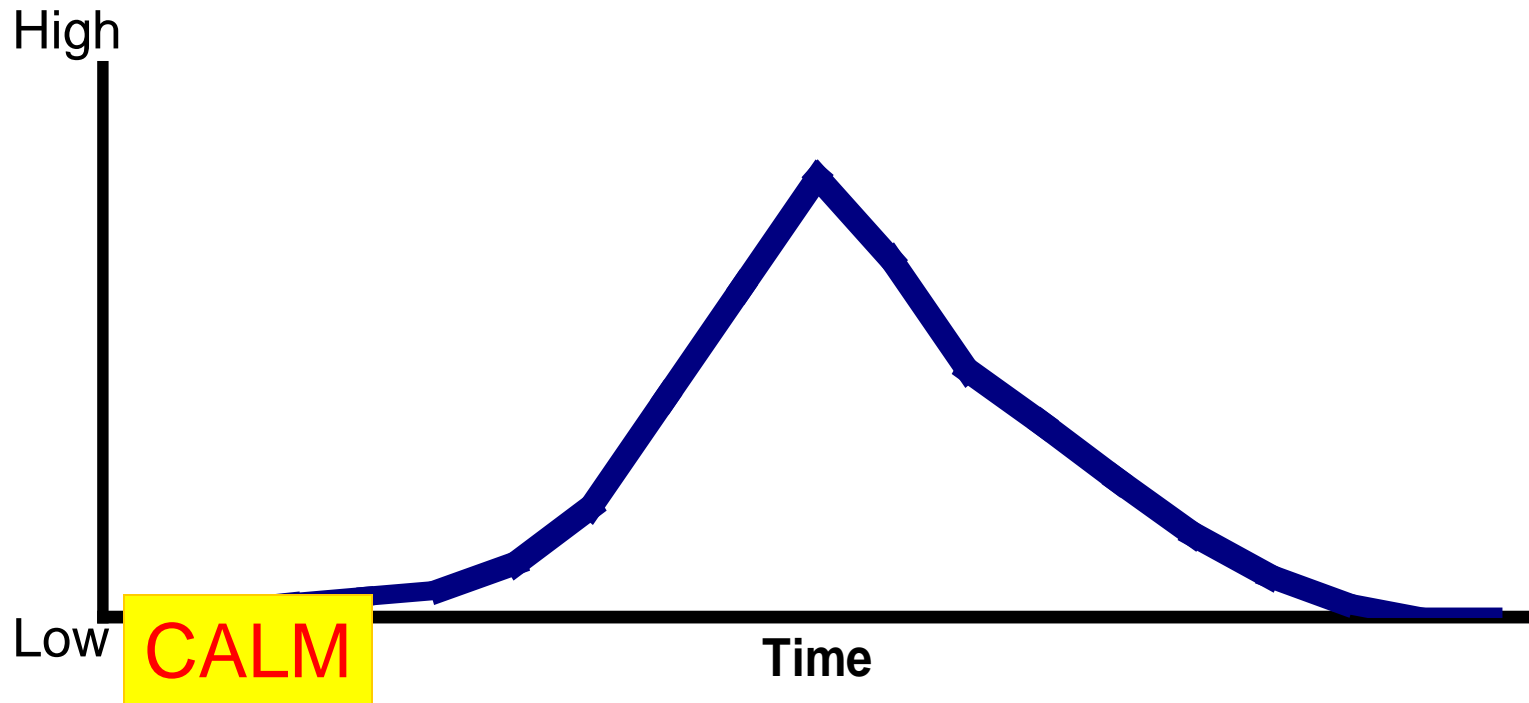


- Student displays eagerness to participate in non-engagement activities (e.g., independent work or study) and reluctance to discuss to situation
 - Subdued in group work
 - Subdued in class discussions
 - Defensive
 - Avoidance of debriefing
 - Attempts to correct problem

Part II: Strategies



The Model



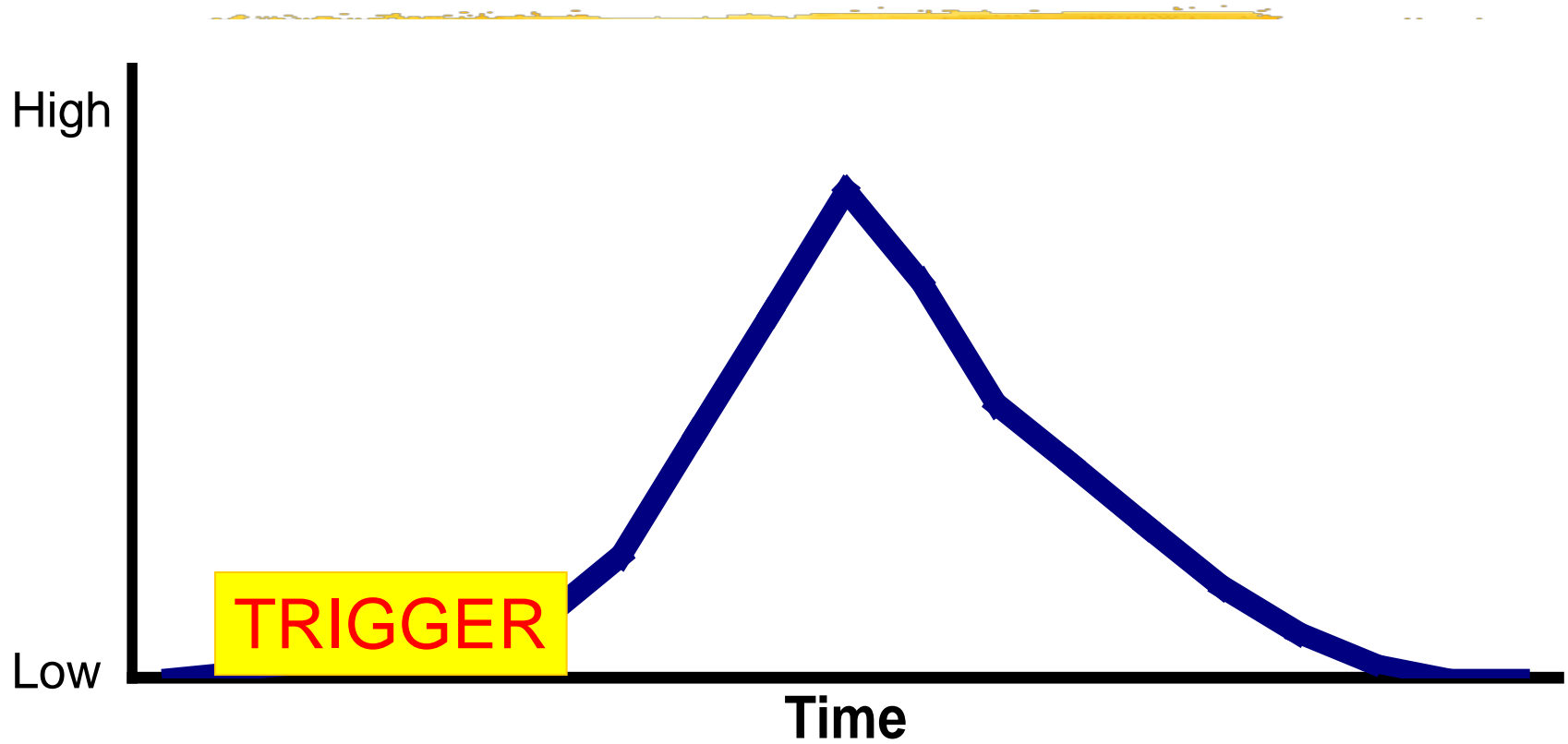
Colvin & Sugai, 1989

Proactive Strategies for Maintaining Calm Phase



- Intervention is focused on prevention and to maintain students in this phase.
 - Arrange for high rates of successful academic & social engagements.
 - Classroom structure
 - Quality instruction
 - Use positive reinforcement.
 - Teach social skills and behavior.
 - Problem solving
 - Relaxation strategy
 - Self-management
 - Communicate positive expectations.

The Model



Colvin & Sugai, 1989

Precorrection Strategies for Trigger Phase



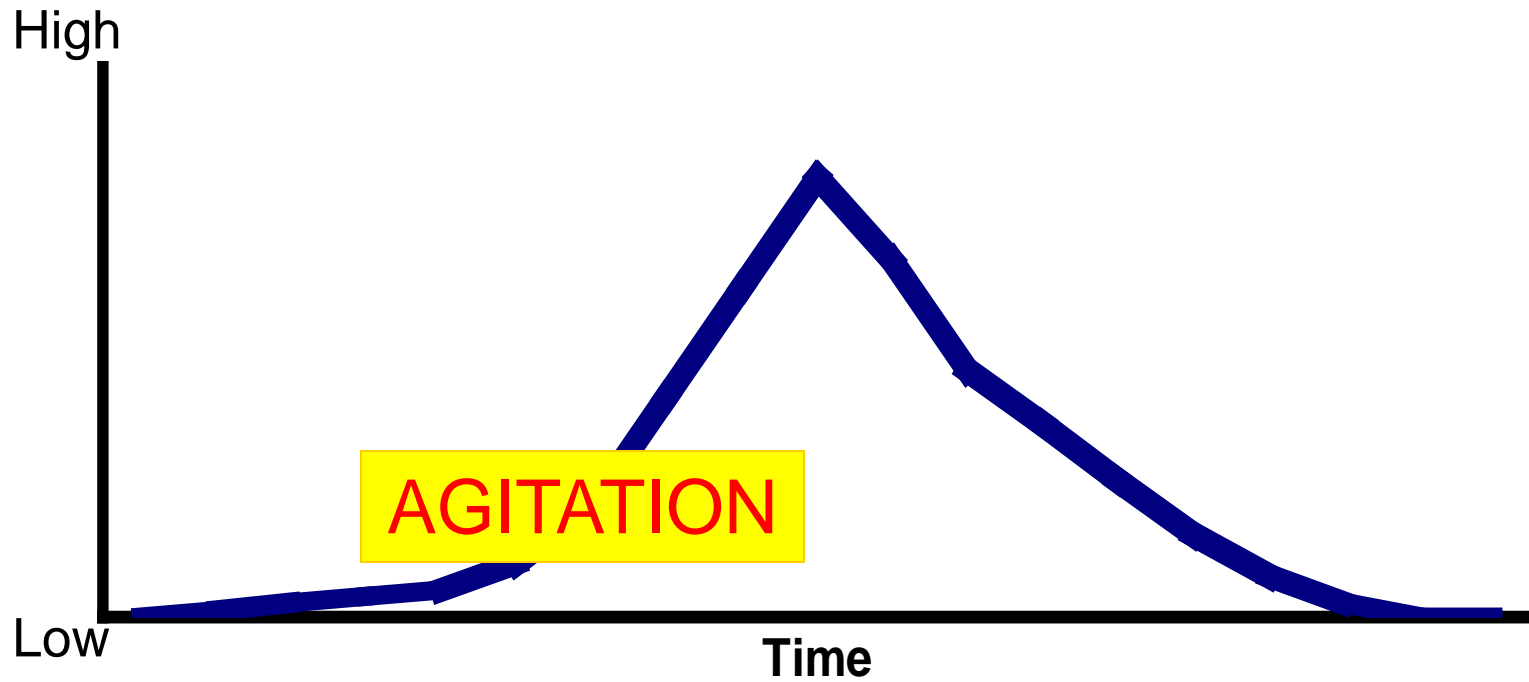
- Intervention is focused on prevention & redirection.
 - Remove from or modify problem context.
 - Increase opportunities for success.
 - Reinforce what has been taught.

Trigger Strategies



- Three major areas
 - Formal programs or services
 - Precorrection
 - Addressing non-school based triggers

The Model



Colvin & Sugai, 1989

Calming Strategies for Managing Agitation Phase



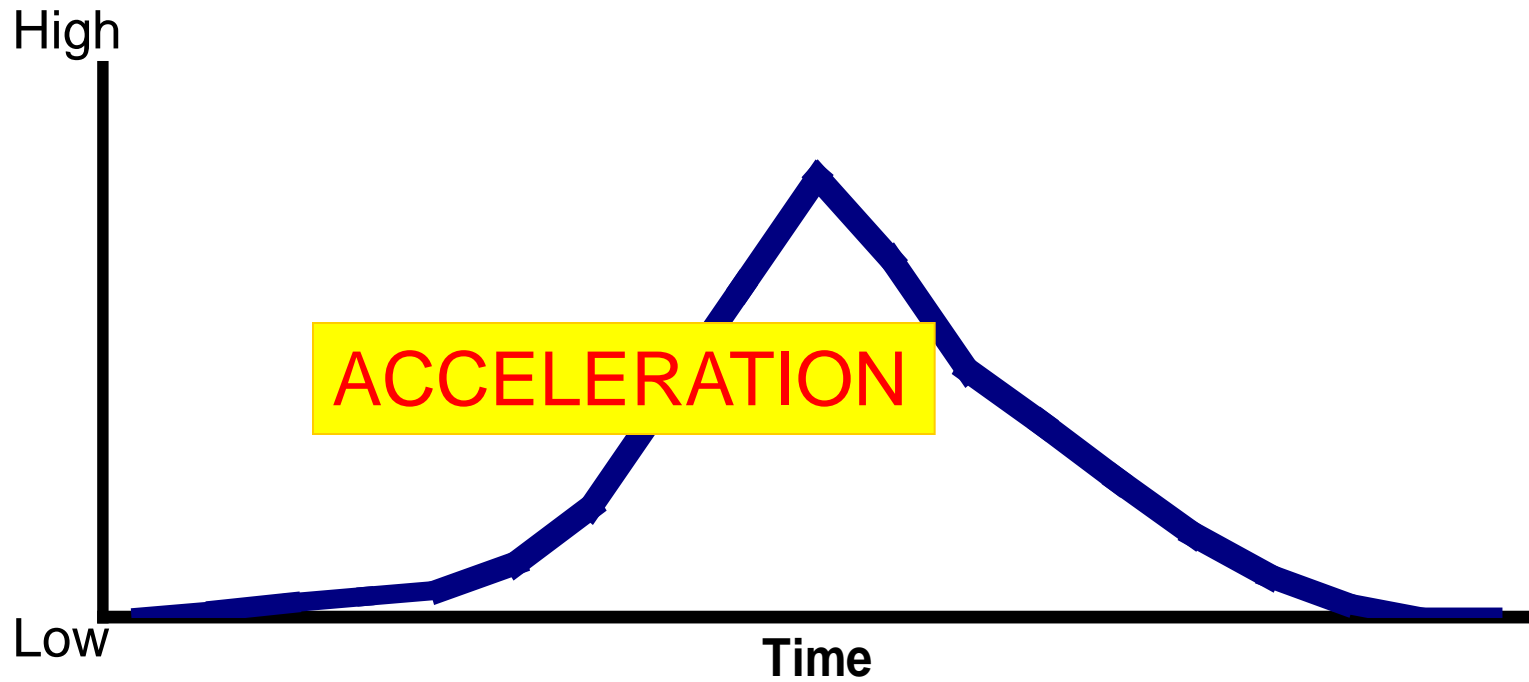
- Intervention is focused on reducing anxiety.
 - Make structural/environmental modifications.
 - Space
 - Teacher proximity
 - Provide reasonable options & choices.
 - Preferred activities
 - Independent activities
 - Movement activities (jobs)
 - Involve in successful engagements.
 - Teacher empathy

Agitation Strategies



- Key issues
 - If not addressed the student may
 - Escalate, or
 - Remain distracted making instruction difficult
 - Strategies are accommodations
 - Implement before onset of escalation

The Model



Colvin & Sugai, 1989

Defusing Strategies for the Managing Acceleration Phase




- Intervention is focused on safety.

Remember:

- *Escalations & self-control are inversely related.*
- *Escalation is likely to run its course.*

Strategies, continued

- 
- Remove all triggering & competing maintaining factors.
 - Avoid escalation responses.
 - Disengage from student.
 - Follow crisis prevention procedures.

Avoiding escalation responses

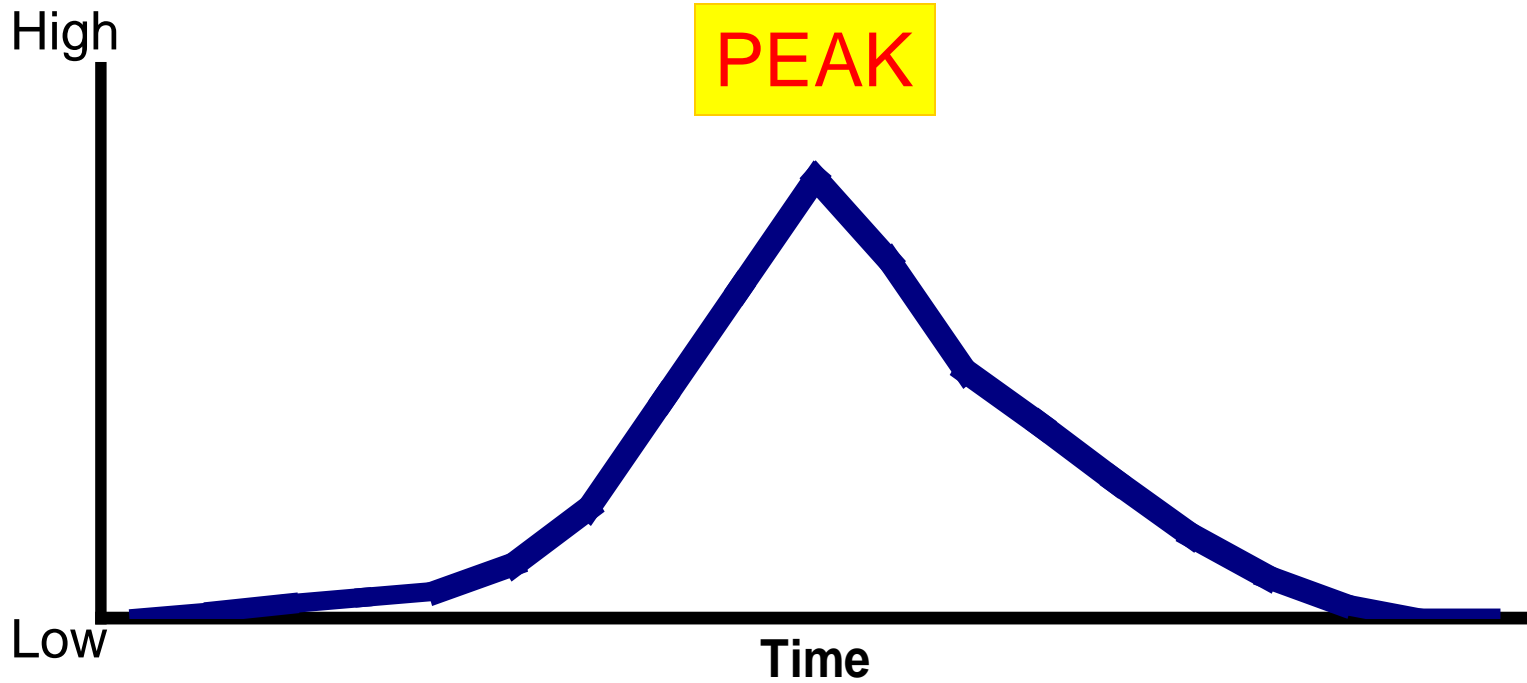


- **Avoid**

- Getting in the student's face
- Discrediting the student
- Nagging or preaching
- Arguing
- Engaging in power struggles
- Tugging or grabbing the student
- Cornering the student
- Being overly defensive
- Following student behavior with corresponding demands
- Shouting or raising voice

Colvin, 2004

The Model



Colvin & Sugai, 1989

Safe Management Strategies for Peak Phase



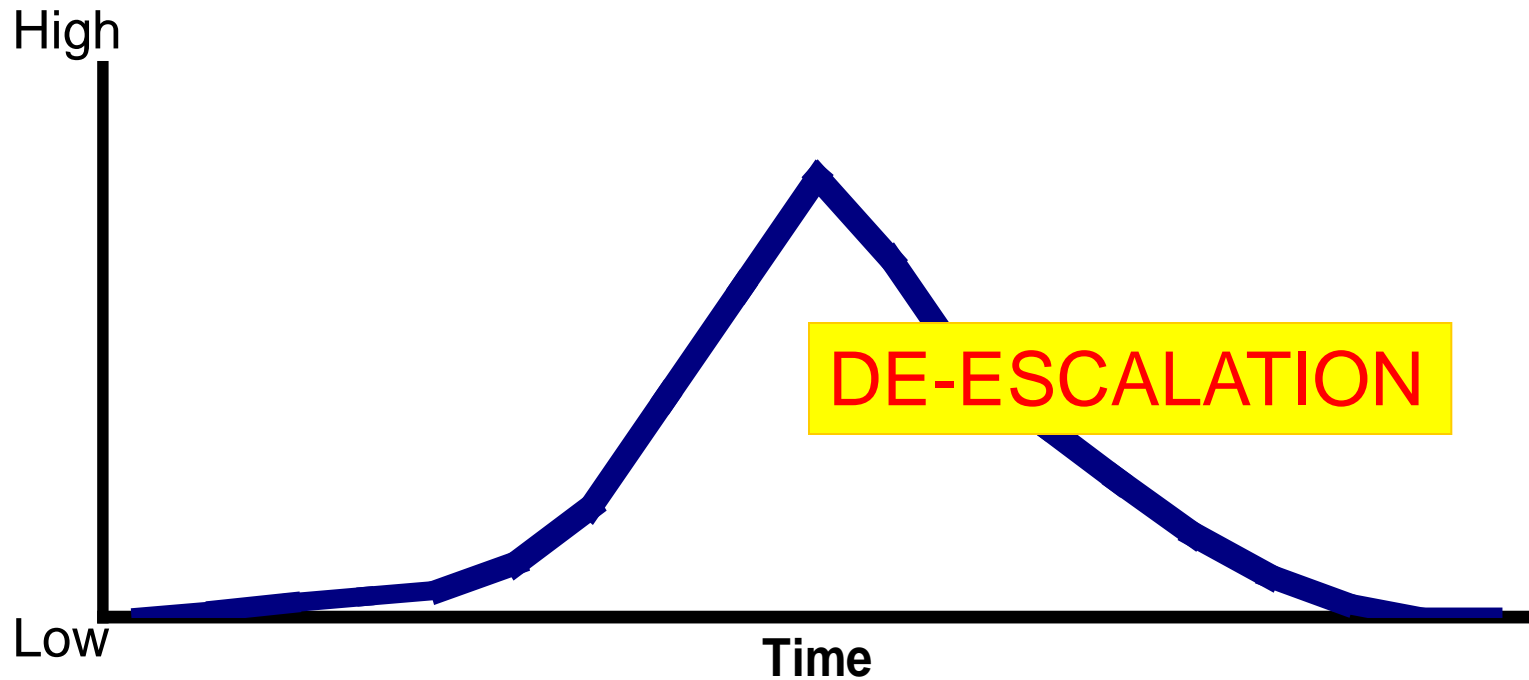
- Intervention is focused on safety.
 - Procedures like acceleration phase, except focus is on crisis intervention
 - Systems response
 - Legal requirements
 - Short term and long term interventions
 - Safe strategies

Safety tips



- Move slow and deliberately
- Keep reasonable distance
- Minimize body language
- Speak privately
- Speak calmly
- Speak respectfully
- Use simple language
- Acknowledge cooperation
- Withdraw if problems escalate
- Give student space
- Don't communicate "urgency to gain control"

The Model



Colvin & Sugai, 1989

Reintegration Strategies for De-escalation Phase



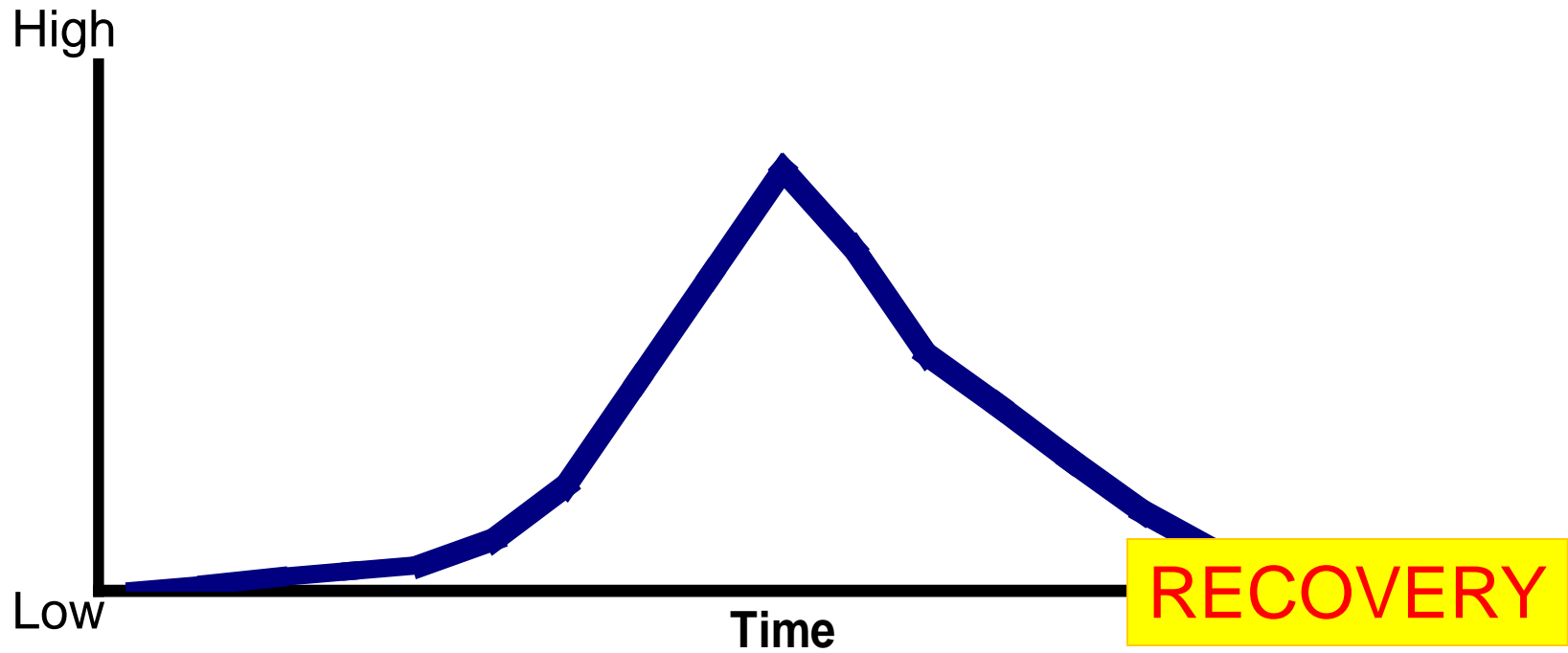
- Intervention is focused on removing excess attention.
 - Don't nag.
 - Avoid blaming.
 - Don't force apology.
 - Emphasize starting anew.
 - Monitor for health and safety of all involved.
 - Monitor student for re-escalation of behavior.

Reintegration Strategies for De-escalation Phase, cont.



- Allow time and space.
- Provide opportunity for non-judgmental discussion.
- Provide easy/concrete tasks.
- Determine appropriate time to debrief with student and staff.

The Model



Colvin & Sugai, 1989

Recovery Strategies



- Intervention is focused on assisting student in returning to normal routines & activities; and returning to Phase One: Calm.
 - Focus on normal routines.
 - Follow through with consequences for problem behavior; do not negotiate.
 - Positively reinforce any displays of appropriate behavior.

Recovery Strategies, continued



- Strongly acknowledge appropriate handling of previous difficult situation
- Communicate student can succeed with effort and support
- Debrief

Recovery Strategies, continued



- Debrief
 - Purpose of debrief is to facilitate transition back to program.
 - Debrief follows consequences for problem behavior.
 - Goal is to increase more appropriate behavior.

Recovery Strategies, continued



- Problem solving example:
 - *What did I do? (define the problem)*
 - *Why did I do it?*
 - *What could I have done instead? (create possible solutions)*
 - *What do I have to do next? (make a plan)*
 - *Can I do it?*
 - *If not, whose help would I like?*

Safe Strategies for Managing & Preventing Behavioral Crises



- Before
 - Use sound preventative procedures.
- During
 - Goal is safety first.
- After
 - Gather sufficient information to refine procedures and prevent subsequent crises.

Part III: Learning and Practicing Two Strategies



Responding to Escalating Behavior



Video



- *Managing Noncompliance: Effective Strategies for K-12 Teachers*
 - Geoff Colvin, PhD
 - Iris media inc, 2004
- Complete the worksheet as you watch the video. Be prepared to share your new learnings and perceptions.

Basic Teacher Response Strategy



- Present request
- Determine if request is fulfilled satisfactorily
- Follow through based on student's response
- Present choice
- Determine if request is fulfilled satisfactorily
- Follow through based on student's response

Activity: Individualizing the strategies



- *Let's work together to*
 - *Discuss your thoughts and feelings about the material presented.*
 - *What possibilities do you see for using these techniques?*
 - *How might you modify them?*
- *Work in teams to practice the strategies in given scenarios.*

Ratio of Interactions

The Four to One Rule



What is the 4:1 rule?

(Smith & Sprague, 2006)



- The 4:1 rule says that teachers should have at least four positive interactions with students or give students at least four positive comments for every negative or corrective interaction or comment.

Why use the 4:1 rule?

(Smith & Sprague, 2006)



- Research shows that when supervisors have at least four positive interactions with students for each negative or corrective interaction:
 - appropriate behavior increases.
 - disruptive and inappropriate behavior decreases.
 - relationships between students and staff improve.

Sound easy?



- An essential behavior management strategy and maybe one of the most difficult to use.
- Consider...
 - Positive interactions
 - Negative interactions
- The “Criticism Trap” (Sprick, et al, 1998)

How to use the 4:1 rule?

(Smith & Sprague, 2006)



- To use the 4:1 rule effectively:
 - focus on expected, positive behavior.
 - make more positive comments to students than negative or corrective comments (at least 4:1).
 - have more positive interactions with students than negative or corrective interactions (at least 4:1).

Suggestions for Increasing Positive Interactions with Students



From CHAMPS (Sprick et al, 1998)



- Each time you have a negative interaction with a student, tell yourself that you owe that student three positive interactions.



- Identify specific times during each day that you will give students positive feedback or some aspect of their individual behavior or class performance.



- Schedule individual conference times with students to compliment them on their behavioral or academic performances.

- Make a point of periodically scanning your classroom, specifically “searching” for important reinforcement behaviors that you can acknowledge to students.



- Identify particular events that occur during the day (e.g. a student getting a drink of water) that will prompt you to observe the class and identify a reinforceable behavior.



- Make a point to reduce the amount of attention (time and intensity) a student receives for misbehavior and to increase the amount of attention (time and intensity) the student receives when not engaged in misbehavior.



- Engage in frequent noncontingent positive interactions with the student(s).



Part III: Wrapping it up...



Next steps...



- Discussion of next steps
 - Teachers
 - EAs
 - District

What questions do you have?



Thank You!



- Please complete your Learning Log and turn in before leaving.
- Please complete the course evaluation when emailed to you.

Final Thought...



It is always important to remember that “if you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around” (Geoff Colvin, 1989).