

Responding to Escalated Behavior



A Pocket full of Strategies

Hammond SEA Workshop
Oct. 19, 2012
Terry Lockett/Laura Brandon

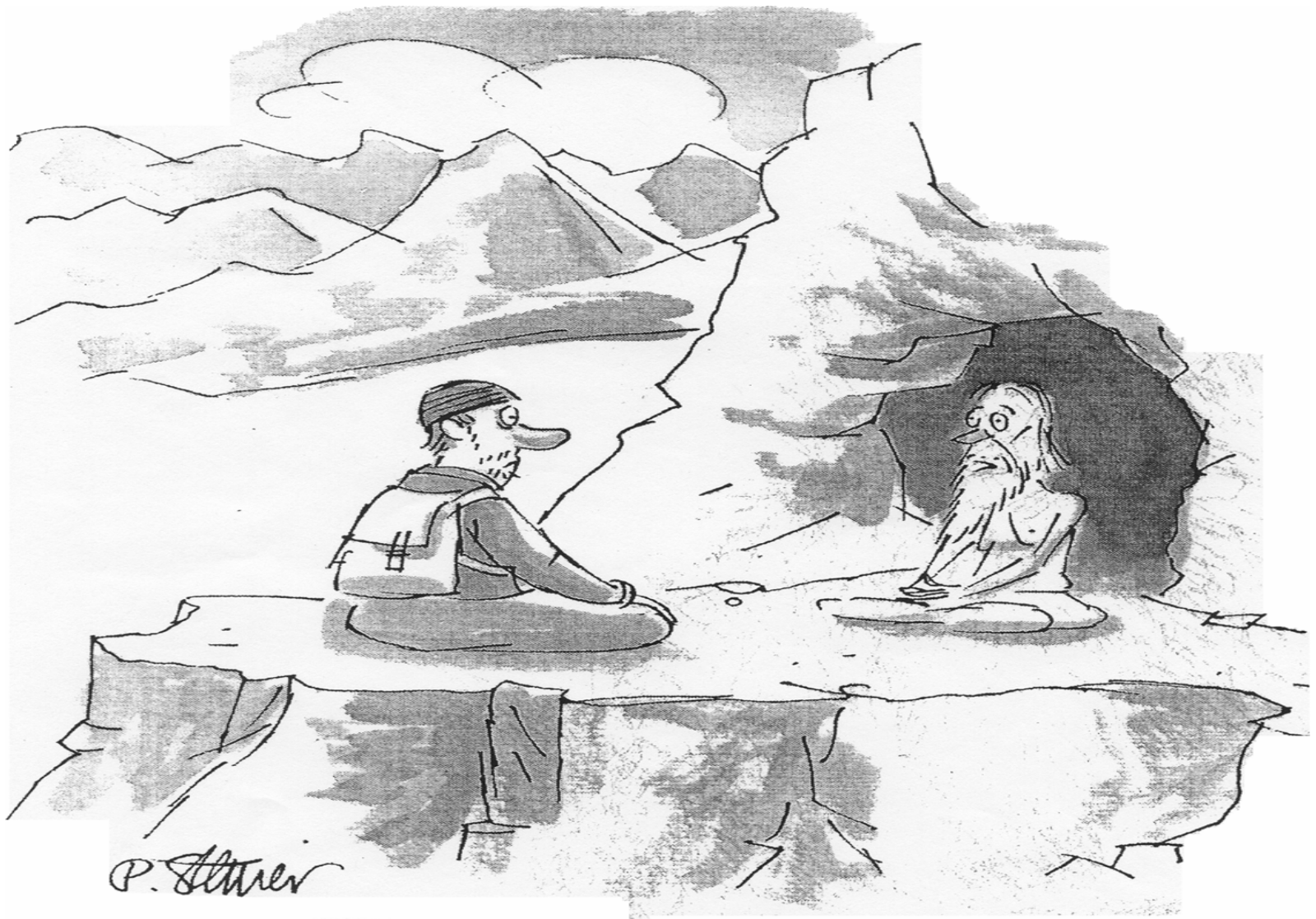
Shape of the Day



- Introductions and an Ice Breaker
- Understanding Behavior - the Basics
- Coffee Break
- Being Pro -Active
 - Talking about Triggers
 - Understanding Prior Events
 - Some great strategies
- When Things Go South!
- Stages of Escalation
- More Strategies
- 10 Top Pro-Active Strategies
- Big Ideas and Last thoughts

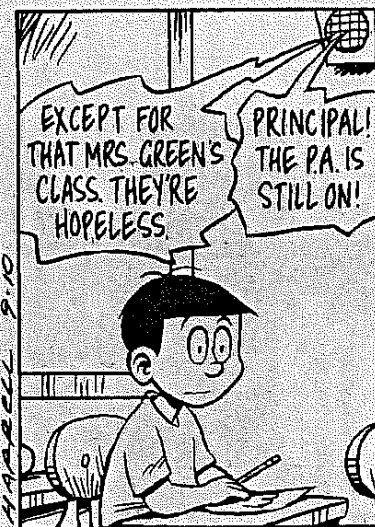
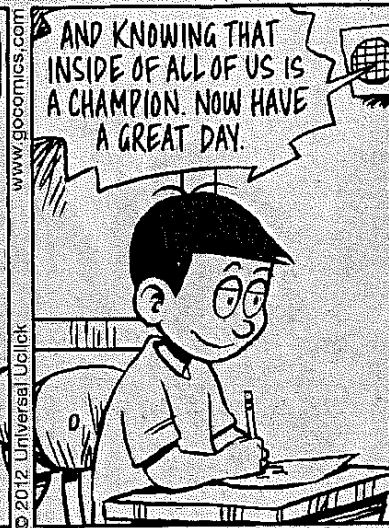
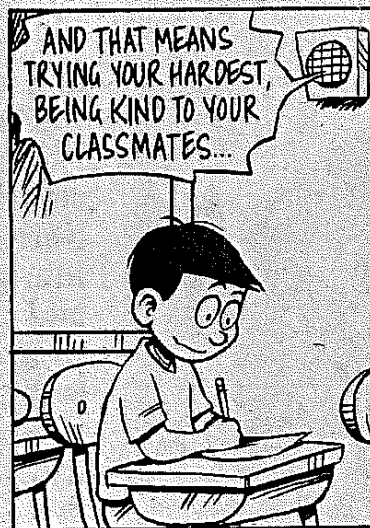


- Find a partner - preferably someone you do not know well.
- Your task is to find 5 things you have in common and write them down on your card.
- Could be anything, # of children, colour of hair schools attended etc.
- Return back to your table when you are done
- Be ready to report on something you have in common with your partner that surprised you!



If I had all the answers to how to handle behavior, would I be sitting in a cave in my underwear?

ADAM



If You Want It, TEACH IT!

“If a child doesn’ t know how to read, *we teach.*”

“If a child doesn’ t know how to swim, *we teach.*”

“If a child doesn’ t know how to multiply, *we teach.*”

“If a child doesn’ t know how to drive, *we teach.*”

“If a child doesn’ t know how to behave, we...

.....*teach* *punish?*”

“Why can’ t we finish the last sentence as automatically
as we do the others?”

Tom Herner (NASDE President) Counterpoint 1998

The Basics!

° UNDERSTANDING BEHAVIOR



Behaviour is communication



Behaviour serves a function

To Escape/Avoid the Undesirable



or.....

To Obtain the Desirable



Any behaviour that maintains or is increasing over time is somehow being reinforced



Behaviour is related to the environment in which it occurs



Always ask

- What is the student trying to tell me with his/her behaviour?
- What is the student avoiding or obtaining out of his/her behaviour?
- What happened in the environment right before the behaviour happened?
- What happened in the environment right after the behaviour happened?

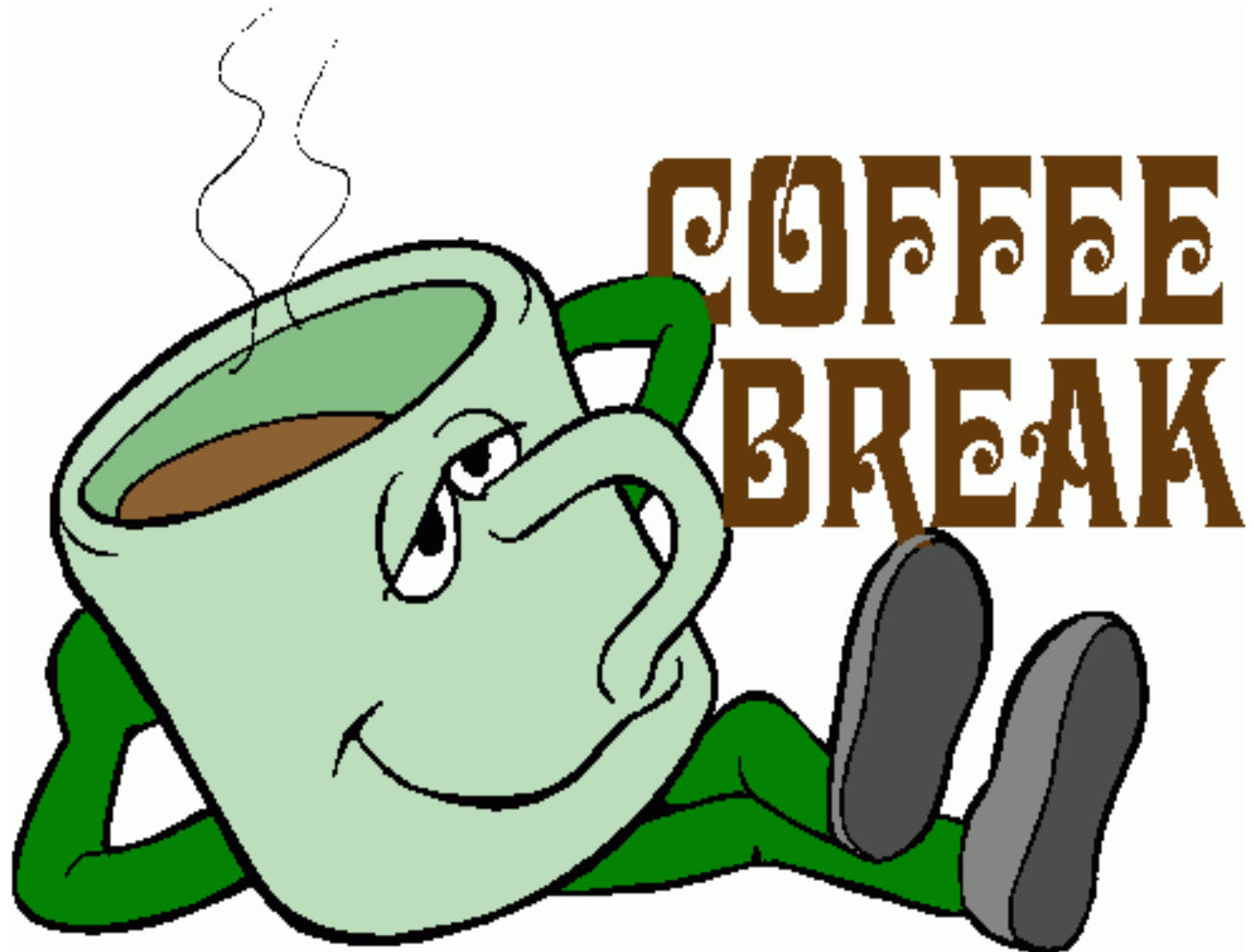
a table talk activity!

- MOVE to a new table!

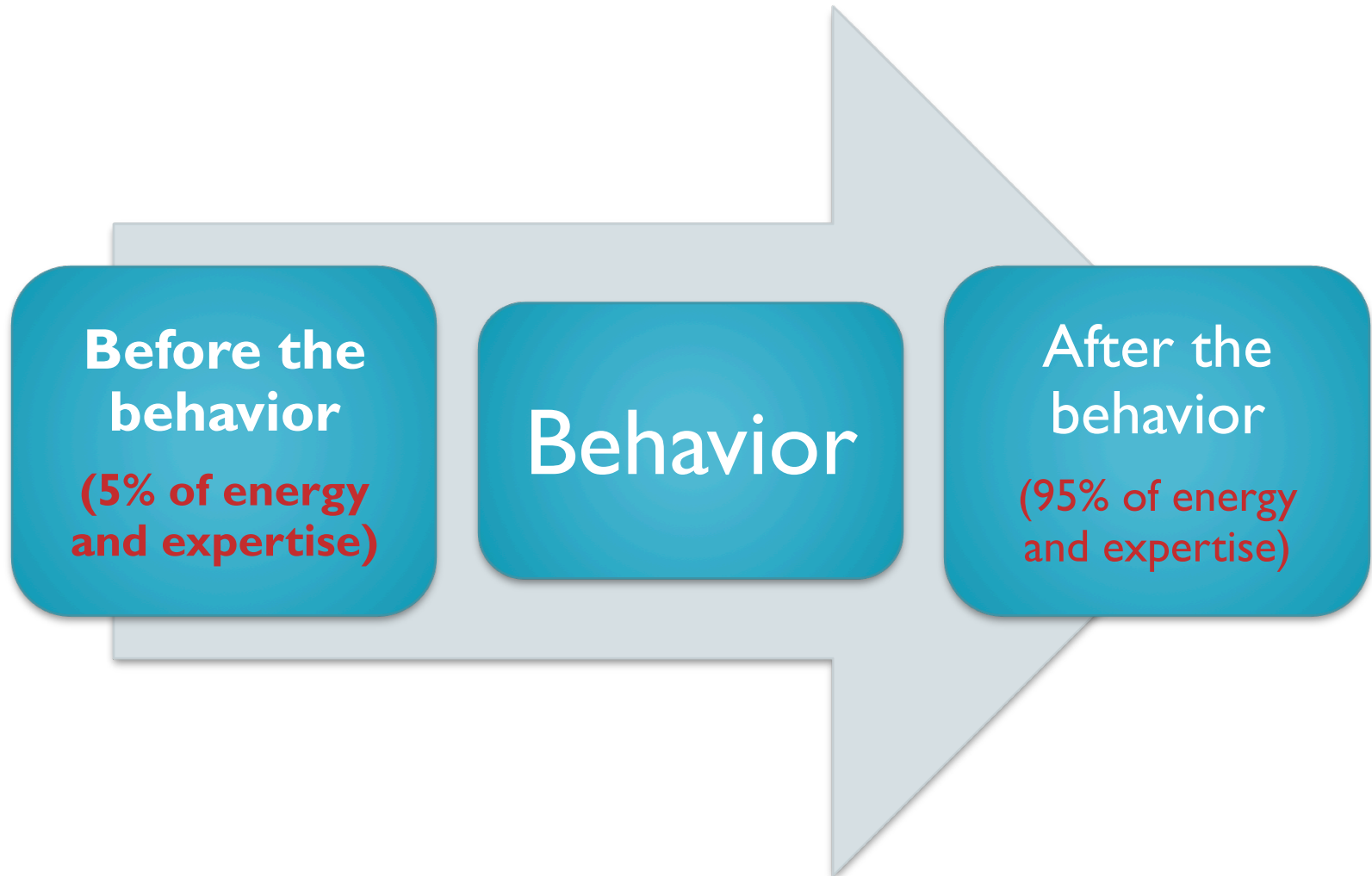
Have one person read your scenario

Ask the QUESTIONS!!

Time for a



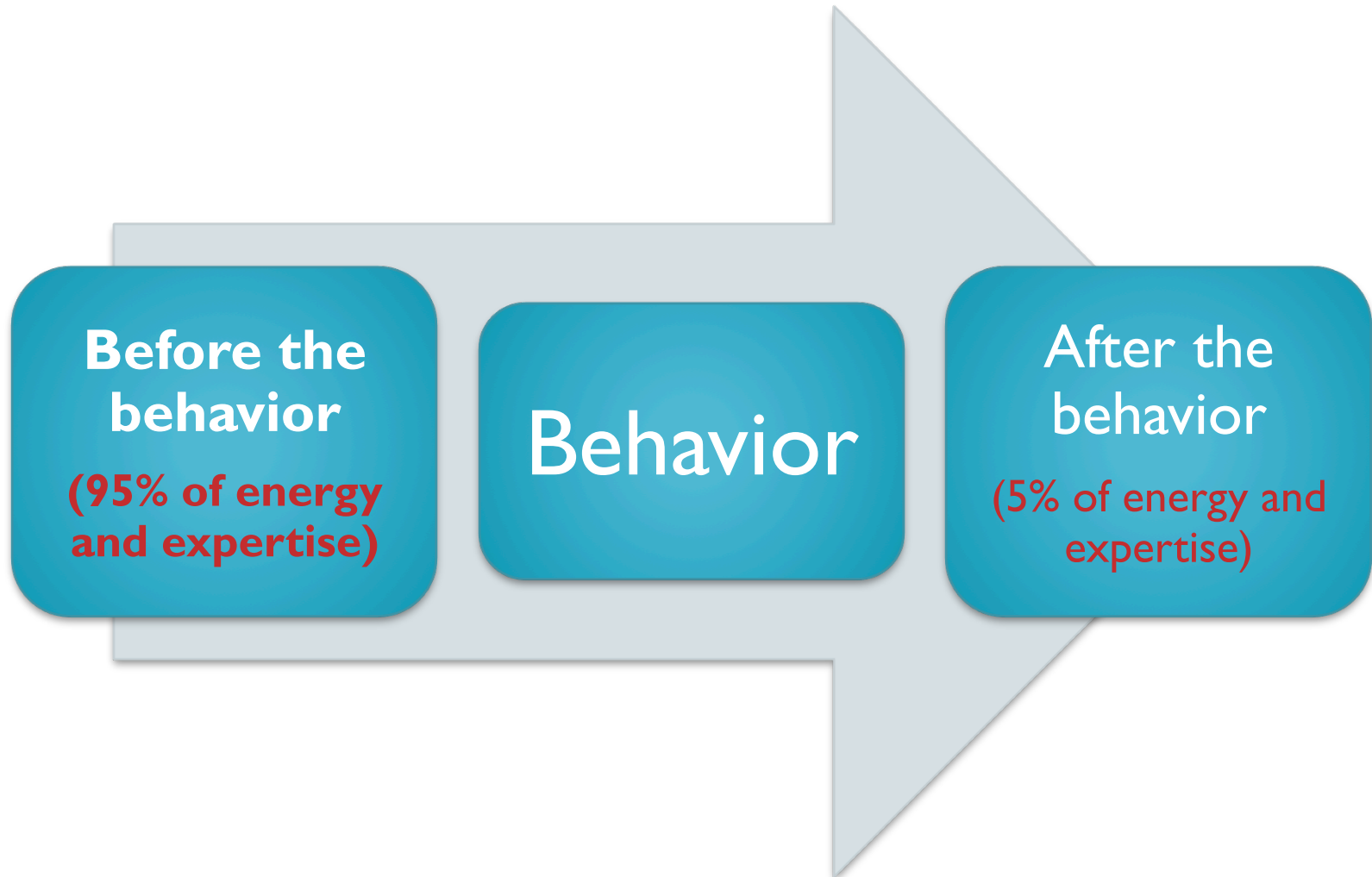
Traditional Interventions



- 
- NO TALKING • NO SMILING • NO WEARING WEIRD CLOTHES
 - NO RUNNING • NO EATING • NO DUMB QUESTIONS
 - NO KICKING • NO SWEATING • NO COMING IN LATE
 - NO BITING • NO SWEARING • NO COMING IN EARLY
 - NO LAUGHING • NO BURPING • NO LOOKING AT THE CLOCK
 - NO TICKLE • NO SNEEZING • NO LOOKING OUT THE WINDOW
 - NO HOWLING • NO COUGHING • NO SMART-ALECKY REMARKS
 - NO SLEEPING • NO MAKING STUPID FACES
 - NO SCREAMING • NO CRYING DURING TESTS
 - NO GIGGLING • NO DORKY HAIRSTYLES

Mrs. Mutner liked to go over a few of her rules on the first day of school.

Being Proactive



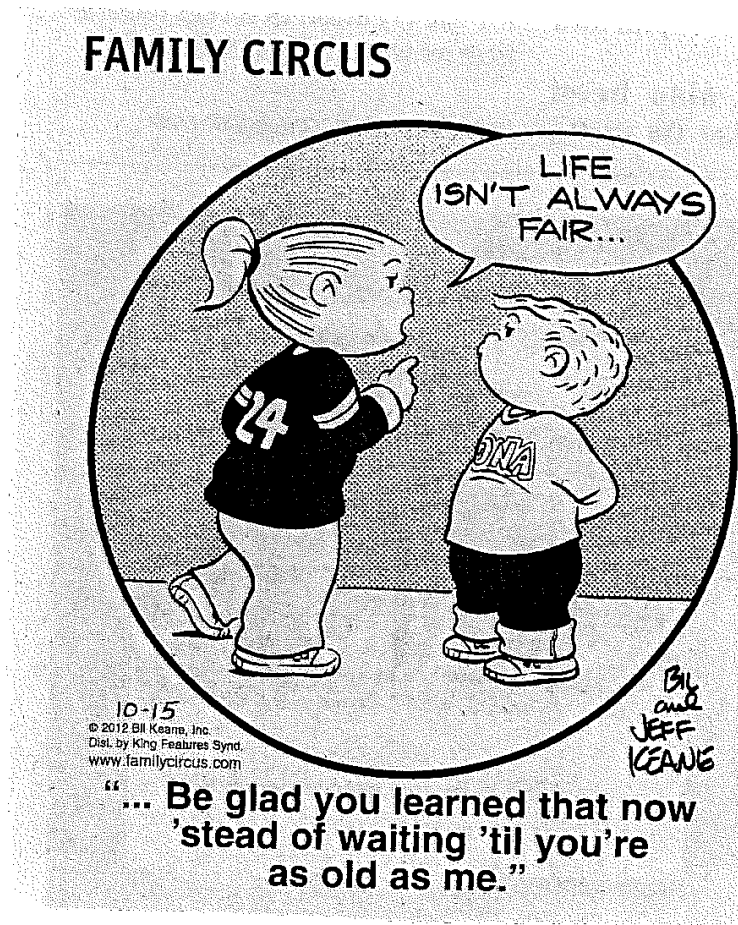
Talking about triggers

- Often called Antecedents or Predictors

Are:

- Actions or events that often occur immediately before problem behaviour e.g. verbal overload, non-preferred task demand, noisy environment, unstructured social situation, student perceives someone is upset with them, unpredicted change of routine, being corrected, hearing NO

Does this sound familiar???



What are your triggers??

- Disappointment?
- Change in plans?
- Someone arriving late?



Turn to your neighbour - find out what their triggers are??

Prior Events

Also called Setting Events

Are:

- **prior situations/events that predict the student will have more difficulty in a day e.g. missing breakfast, morning routine off, feeling sick, allergies, medication effects, negative interactions with peers/siblings before school)**

What are your Prior Events?

- Difficulty getting started in the morning?
 - Teenagers in your house
 - Health?
-
- Turn to your neighbour
 - find out what their prior events are??



Great Pro- Active Strategies

Trigger

- Teacher request
- Saying "no"
- Change in routine
- too much language
- too many instructions
- taking something from him/her

Strategy

- give choice
- Say what he can do
- Frontload. OOPs
- visuals
- Routine strips
- Ask him to put it away

More Great Proactive Strategies

Prior Event

- Difficult mornings
- Hasn't eaten
- Home issues
- Peer issues
- Regulation
- Sensory challenges

Strategies

- Soft Start
- Feed
- Communication book
- Social stories/ Maps
- 5 point scale/ movement break
- Adapted P.E./Job



What are some triggers and/or prior events you see in your work each day??

Turn to your neighbour and discuss!

Let's



When Things go South!!!





Understanding the stages of Escalation

I. Anxiety

What it looks like.....

- Face changes colour
- Body tenses up
- Paces
- Growls
- Says "no"
- No eye contact
- Shuts down

Great Strategies for Stage I

- Offer movement break/ offer choice or preferred activity
- Use first....then
- State expectation clearly – give wait time for processing
- Give space
- Reassure. Be positive and empathetic
- Distract or redirect

II. Defensive

What it looks like...

- Non-compliance. Says “NO”
- Louder, agitated language. Arguing.
- Moving, hiding
- Swearing, threatening
- Destroying their property or others
- Aggressive with peers – pushing, shoving

Great Strategies for Stage II

- Limit language and engagement
- Limit # of adults working with him
- Allow change of location – to quiet spot, support room, etc.
- Suggest sensory activity or strategy developed from 5 point scale
- Offer opportunity to do “job”
- Reassure.

III. Acting out

What it looks like....

Hitting

Spitting

Kicking

Biting

Bolting

Throwing things

Procedures to follow

(injury prevention):

- ✓ keep a safe distance;
- ✓ clear the area;
- ✓ assign one person to direct the actions of intervening adults;
Classroom teacher
- ✓ physical restraint strategies as a last resort when there is a danger to self/others.

IV. Re-integration

What it looks like.....

- Student can talk, have normal conversation
- Facial and body expression becomes calm
- Able to sit
- Crying
- Becomes compliant
- Want familiar object or toy to play with

Great Strategies for Stage IV

- Establish rapport. Do not recriminate
- Offer object of comfort (toy, blanket)
- Read story to him
- Offer food or drink to him
- Offer opportunity to rest
- Do sensory/regulation activity with him.
- Have ST/Admin decide if he is ready to go back to class

Universal strategies

- Be prepared
- Know the signs
- Be aware of your environment
- Don't ignore anxiety
- Be a team (quietly)
- Monitor your own reactions
- Disengage
- Move back
- STOP talking!

Wise Words from Laurie Smith

Two big things to remember..

- Don't personalize the behavior!!
He/she is not deliberately out
to get you!!
- Stay calm - if you become
escalated call
"tag" or "switch off"

Last thoughts.....

Let's be proactive

Take care of triggers and prior events

Let's be aware

Look for early signs of escalation

Let's be safe

Follow procedures for full escalation

Let's be a team

Debrief - what went wrong - what can we do different next time?

We're done!!!!



Or just beginning???

Have a great Friday!
(please fill out an Evaluation Form)

THANK
YOU!