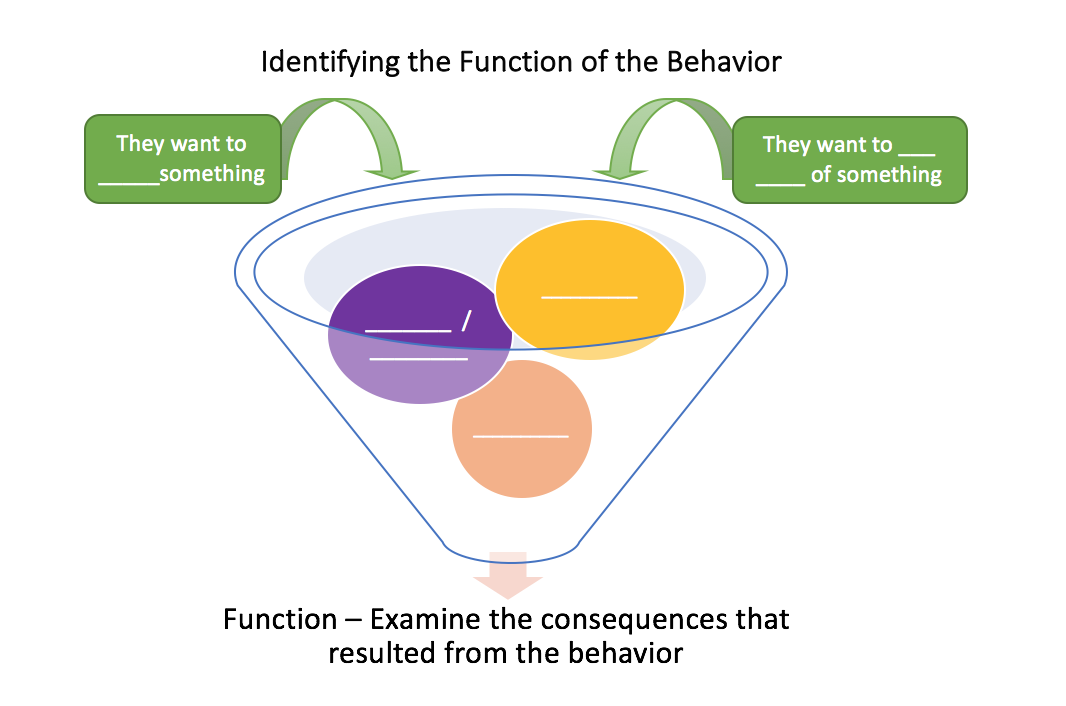
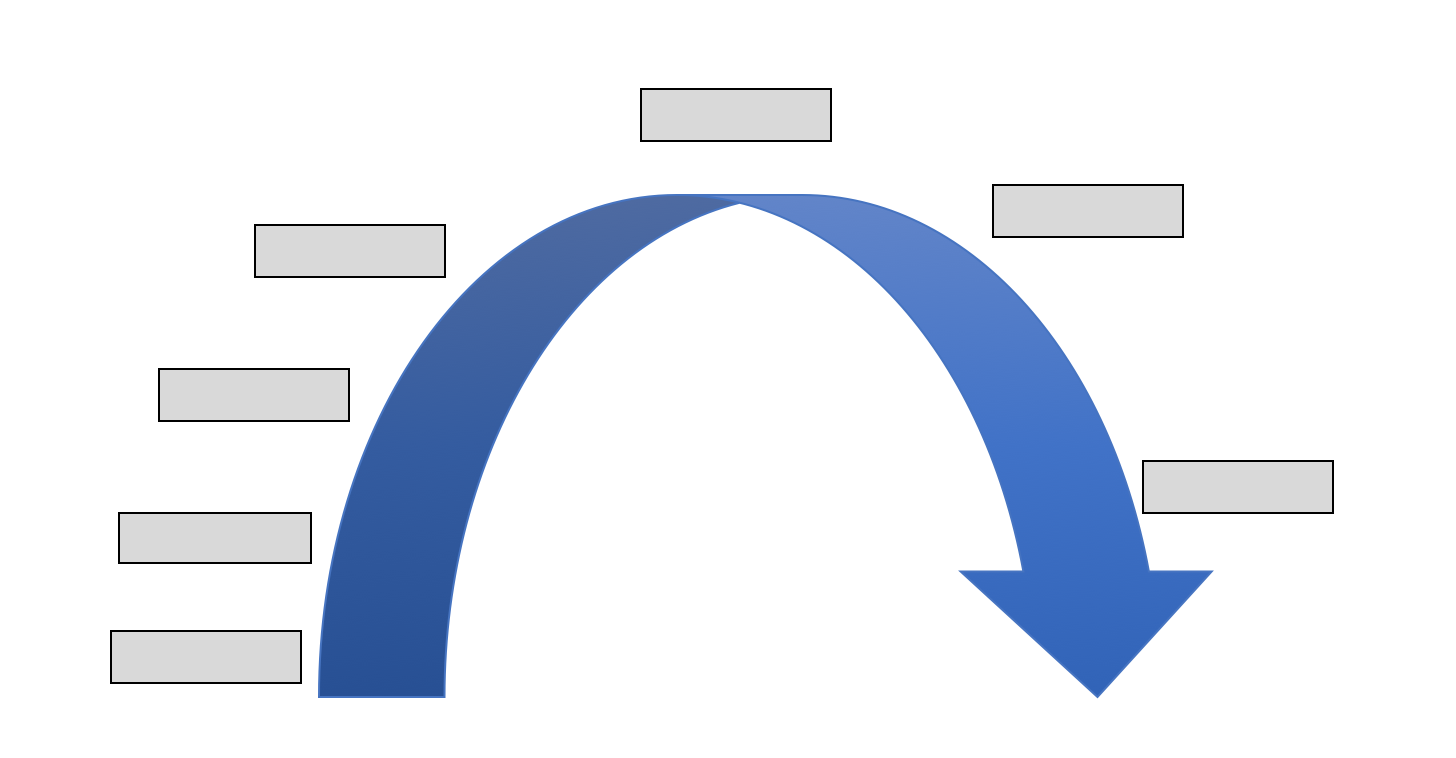
**De-escalation Handout**

**Key Message**: We know **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** about effective \_\_\_\_\_\_\_\_\_\_\_\_ strategies than we do about how to address challenging behavior once it occurs.

**Your Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Antecedent “trigger”** | **Behavior(s)** | **Consequence** |
|  |  |  |

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**De-escalation Videos links**

Module 1: Introduction, <https://ksdetasn.org/resources/1033>

Module 2: Signs of Escalation, <https://ksdetasn.org/resources/1100>

Module 3: Escalation: Early Intervention, <https://ksdetasn.org/resources/1102>

Module 4: Escalation Reaction, <https://ksdetasn.org/resources/1104>

Module 5: Crisis Management, <https://ksdetasn.org/resources/1106>

Module 6: Dealing with Student Non-Compliance, <https://ksdetasn.org/resources/1108>

Module 7: Dealing with Student Disruption, <https://ksdetasn.org/resources/1110>

Module 8: Dealing with Student Disrespect, <https://ksdetasn.org/resources/1112>

Module 9: Dealing with Provocative Student Behavior, <https://ksdetasn.org/resources/1114>

Module 10: Dealing with Aggressive and Fighting Behavior, <https://ksdetasn.org/resources/1116>

**Escalation Cycle** (adapted from Bounds, 2003)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Specific Student Responses** | | | | | | |
| **Calm**  Cooperative | **Triggers**  Unresolved conflicts | **Agitation**  Unfocused | **Acceleration**  Focused & intense | **Peak**  Most severe | **De-escalation**  Confused | **Recovery**  Non-engage/alone |
|  | | | | | | |
| **Specific Staff/Adult Response** | | | | | | |
| Prevention | Prevention and redirection | Reduce anxiety | Safety | Crisis intervention | Remove excess attention | Re-establish routines |

**Appropriate Responses to the Seven Phases of the Escalation Cycle***Managing the Cycle of Acting-Out Behavior in the Classroom (Colvin and Scott, 2015)*

**Phase 1: Calm**

Classroom Structure & Quality Instruction

* Supervise, reduce distractions, and provide quiet space.
* Establish and teach CLEAR expectations and acknowledge and praise compliance.
* Establish routines to decrease downtime and disruptions.
* Plan ahead for transitions and entry and exit routines.

**Phase 2: Triggers**

* Identify the situation where the behavior is likely to occur.
* Use pre-correction to teach appropriate response. Rehearse the expectations, prompt or remind students as needed, provide specific praise and reinforcement.
* Work with all staff and faculty to teach and reinforce social skills.
* Group social skills, anger management, community services.

**Phase 3: Agitation**

* Show empathy: recognize the student’s problem and communicate concern.
* Redirect and help the student become engaged in activity, lesson or task (passive or movement).
* Provide choices.
* Provide space in a quiet area or allow students to disengage briefly or put their heads down.
* Use proximity or brief interactions; show acceptance.

**Phase 4: Acceleration**

* Pause and Assess- “Is this an emergency situation?”
* Avoid escalating the student’s behavior.
* Pausing rather than responding immediately shows students that while they may be out of control, staff are calm and controlled.
* Use a calm but serious tone.
* If the situation escalates, withdraw and follow school procedures for emergency situations.

**Phase 5: Peak**

* Focus on student and staff safety.
* Notify necessary staff of situations and provide directions for response.
* If needed, evacuate others.
* Contact appropriate assistance.

**Phase 6: De-escalation**

* Once escalation is over, allow student space to calm down, under supervision.
* Provide independent work that is fairly easy to complete to help regain focus.
* Debrief and document the incident to provide data for ongoing planning for safety.

**Phase 7: Recovery**

* Help student return to normal activities and engage in learning.
* Continue with planned consequence and do not discuss or negotiate.
* Acknowledge cooperative and appropriate behavior.
* Encourage and support student in changing problem behavior.

Colvin, G. (2004). *Managing the cycle of acting-out behavior in the classroom.* Eugene, OR: Behavior   
 Associates.