

## MODULE TWO: SIGNS OF ESCALATION

### Overview:

Escalating behavior is predictable and, to the extent that we can predict it, we have increased our likelihood of prevention. Consider a student to be in the highest stage when two or more behavior indicators are present.

### Big Ideas:

#### *Predictable Behaviors at each Stage*

- *Calm*
  - *able to engage with instruction and be successful in planning*
  - *follows directions*
  - *can accept error correction and redirection without difficulty*
- *Trigger*
  - *easily distracted and difficult time focusing on tasks*
  - *may voice annoyance and appear to silently stew on it*
- *Agitation*
  - *noticeable increase in eye and hand movement (breathing may accelerate)*
  - *less willing to communicate ("I heard you!")*
  - *little to no focus on work – totally distracted*
- *Acceleration*
  - *initiates hostile or aggressive verbal interactions (pointed questions, arguments, threats, intimidation, defiance)*
  - *behavior escalates with any response to behavior*
- *Peak*
  - *most intense behaviors (physical acting out, violence, tantrums, physical threats)*
  - *may be very brief or prolonged behavior*
  - *most dangerous behaviors*
- *De-Escalation*
  - *student realizes that behavior was extreme and begins calming down*
  - *may display confusion or exhaustion (cry, attempt to run, project blame, quick apology)*
  - *can respond to very concrete directions*
- *Recovery*
  - *appears to be calm and willing to return to work – but without engagement*
  - *may still actively deny fault, reluctant to discuss, may be defensive, desire to work alone*
- *Return to Calm*
  - *able to handle full debriefing and discuss consequences*
  - *willing to discuss how it could have been handled better and to engage with re-teaching of appropriate behavior*

### Activity:

In your group, reflect on students that you've dealt with during your time working with children and youth. What indicator behaviors were there and how do they differ across examples from various team members? Discuss some personal experiences you've had where you felt like you could have handled the situation better.

### Task:

Between now and when you meet for the next module, watch students as you and others interact. Try to identify indicator behaviors with different students in the cycle of escalating behaviors.

Be prepared to discuss these with the team at the beginning of the next module.