

MODULE FOUR: ESCALATION REACTION

Overview:

In this module we'll continue to look at how student behaviors prescribe specific types of teacher behavior as interventions to prevent escalation or larger problems. We'll focus here on the latter stages: acceleration, peak, de-escalation, recovery, and return to calm.

Big Ideas:

Intervention Strategies Later in the Cycle

1. *Acceleration – The focus changes from redirecting to preventing dangerous behavior at the peak.*
 - *Do not attempt to engage*
 - *Remove all potential triggers*
 - *State bottom line (not ultimatum)*
 - *Provide clear & calm concrete directions and choices*
 - *Implement crisis management procedures*
2. *Peak – All the focus is on safety at this point – for all in the environment.*
 - *Attempt to minimize the peak*
 - *Continue with acceleration stage procedures (communicate bottom line in clear and calm direction, repeat)*
 - *Follow through with crisis plan and bottom line*
3. *De-Escalation – Focus on allowing student to de-escalate.*
 - *Do not attempt to discuss behavior or consequences*
 - *Remain calm – don't give attention for peak*
 - *Speak calmly and provide simple and concrete directions*
 - *Don't ask too much*
4. *Recovery – Focus is on moving student back to calm phase.*
 - *Gradually provide more structure and movement back into routines and activities*
 - *Reinforce compliance in a quiet and reserved manner*
5. *Return to Calm – When the student is back to calm it is time to fully debrief on the incident*
 - *Restate rule and appropriate behavior*
 - *Ask student to reflect on a better way to handle trigger*
 - *Remind of consequence that was earned because of behavior*
 - *Encourage and offer help to do better in the future*

Activity:

In your group, watch the video of Gerald and discuss what behaviors you see from Gerald to indicate what stage he's in and talk about how adults might have better responded to him at each stage. Be sure to consider the teacher-student relationship in this regard.

Task:

Between now and when you meet for the next module, think about a time that you observed a student escalate to the point of a peak behavior and then de-escalate. Think about how it was handled and whether you would change anything. Be sure to also consider this in terms of your relationship with the student. You'll have time to debrief on this at the beginning of the next module.