Phases of Escalation

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery

Calm

• Indicators
- Able to follow directions
- Able to stay on task
- Able to receive correction
- Able to set goals and develop plans

• Procedures
- Student most responsive to teaching.
  - Use positive reinforcement
  - Teach critical skills
  - Communicate high expectations
  - Teach problem solving
  - Correction and consequences can be delivered effectively here as part of instruction

Trigger

• Indicators
- Student experiences a series of unresolved conflicts (can be a single conflict but usually a series)
- May result from an interrupted routine
  - Conflicts with other persons
  - Continued provocations
  - Pressure
  - Facing consequences
  - Continued errors

• Procedures
- Establish Limits
- Minimize frustration/agitation — strategies implemented before onset of serious behavior
  - Make structural or environmental modifications
  - Provide reasonable options and contingencies
  - Involve in successful activities

Agitation

• Indicators
- Increased hand and eye movements
- Speech is intended to cut conversations short
- Decrease in on-task behavior
- Easily distracted from work

• Procedures
- Establish Limits
- Minimize frustration/agitation — strategies implemented before onset of serious behavior
  - Make structural or environmental modifications
  - Provide reasonable options and contingencies
  - Involve in successful activities

Schedule

- Consistency!!
- Expectations for arrival times
- Sequencing and length of activities
- Explaining changes

Physical Arrangements

• Sight lines
  - Teacher movement
  - 1-second rule

• Furniture
  - Teacher’s desk
  - Students’ desks
  - Assigned Seating

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Proximity
- Proactive Proximity
  - Movement about the room
  - Assigned seating
- Reactive Proximity
  - Start with eye contact
  - Approach and eye contact
  - Hover and eye contact
  - Hover and question
  - What should we be doing?

Acceleration
- Indicators
  - Student exhibits engagement behavior, i.e., behaviors that elicit predictable responses from other persons.
  - Questioning, arguing provocations
  - Verbal abuse
  - Intimidation
  - Defiance, escape
- Procedures
  - Strategies designed to avoid interactions with student that are likely to perpetuate chain (crisis management)
    - Remove all distracting / competing environmental factors
    - Follow crisis management procedures
    - Establish and follow through with bottom line
    - Detach from student
    - Escalation and self-control are negatively related
    - Escalation is likely to run its course

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What Do I Do When . . . ?

Strategies for the Escalating Behaviors

**Peak**

- **Indicators**
  - Student is out of control and exhibits his or her most severe behavior
  - Physical abuse or aggression
  - Physical abuse towards self
  - Physical abuse towards objects
  - Severe tantrums, hyperventilation

- **Procedures**
  - Main concern is with safety
  - Follow district/institutional policies
  - Focus on safety / minimize the peak
  - Continue Acceleration phase procedures
  - Room clear
  - Restraint

**De-escalation**

- **Indicators**
  - Student displays confusion
  - Confusion (starting, stopping, moving)
  - Attempts to reconcile
  - Withdrawal
  - Denial
  - Blame projection
  - Responsive to concrete directions

- **Procedures**
  - Be careful not to provide positive attention for peak behavior
  - Obtain ownership of the behavior
  - Establish orientation to start again with a revised plan if needed
  - Focus on removing excess confrontation
  - Don’t consequence
  - Don’t force return
  - Debrief later

**Recovery**

- **Indicators**
  - Student displays a eagerness to become engaged in non-interactive activities and a reluctance to address the peak behavior.
  - Willingness to resume work (w/o interaction)
  - Subdued behavior in group work or with teacher
  - Denial and defensive regarding the out of control behavior
  - Reluctance to enter into discussions about the out of control behavior

- **Procedures**
  - Provide a stronger focus on routines and activities
  - Reinforce displays of appropriate behavior
  - Debrief
  - Facilitate transition and communicate expectations
  - Goal to increase more appropriate behavior

**Big Ideas**

- Teach appropriate behavior during the Calm; escalation time is not teaching time
- Watch for Agitation and intervene
- Minimize the Peak and focus on safety
- Avoid confrontation in De-escalation
- Debrief and follow-through during Recovery

**Teach a Standard Consequence**

- Students must know well ahead of time what the consequences are for misbehavior
- Students must be taught alternatives to misbehavior
  - Students must understand why some behaviors are deemed inappropriate

**Teach Appropriate Behavior**

- Consider the purpose or function of behavior
  - If the purpose is to get peer attention, teach appropriate ways to get peer attention
  - If the purpose is to express frustration and avoid work, teach a better way to ask for assistance or a break
- Model with students and engage in discussion
- Provide reminders
  - especially at times where non-compliance is predictable and with students who are likely to forget
- Develop routines and arrangements to facilitate success
- Avoid predictable triggers for student disruption

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What Do I Do When . . . ?
Strategies for the Escalating Behaviors

Disruptive Behaviors
Keys to Addressing Disruption

• Recognize agitation early
• Redirect student in a clear and neutral manner
  ✓ Provide **one very clear direction** for student to follow – should
    focus on the behavior that was taught
  ✓ Express as a choice the student makes – not an ultimatum
  ✓ Break complex directions into smaller steps and direct the first
    step
• Communicate concern for student – not for you
  ✓ Present options for student – not ultimatum
  ✓ Be private as much as possible – but don’t hover
  ✓ Remind and assist student to use appropriate behavior

Provocative Behaviors

Teach Appropriate Behavior

• Teach what is and is not appropriate and be clear about
  expectations
  ✓ Use very specific relevant examples
  ✓ Make clear the line between what is and is not appropriate
  ✓ Tie to school-wide expectations
• Teach a standard consequence for specific types of
  provocative behavior
  ✓ Dress code violation
  ✓ Inappropriate language or gestures
  ✓ Sexually inappropriate behavior
  ✓ Other inappropriate actions
• Engage students
  ✓ Discuss why specific expectations are necessary

Non-Compliant Behaviors

Keys to Addressing Non-Compliance

• Provide **one very clear direction** for student to follow
  ✓ Break complex directions into smaller steps and direct the first step
  *Initial Direction:* move to desk, get out book, get paper, begin work
  *After Non-Compliance:* move to desk
  *Initial Direction:* complete all problems on page 76
  *After Non-Compliance:* get started on work
• Be neutral but direct to student and stay with the direction – broken record
• All other student requests and issues are contingent upon
  compliance
• Follow-up with student quietly rather than in front of group
• Continue to acknowledge other on-task students
• Acknowledge cooperation or implement consequence in a neutral manner

Disrespectful Behaviors

Teach Appropriate Behavior

• Teach what it means to be respectful
  ✓ Big Idea: do unto others as you would have them do unto
    you
  ✓ Tie to school-wide expectations and teach to all
• Discuss and model both positive and negative examples
  ✓ Use naturally occurring examples
  ✓ Urge students to think about others’ feelings
• Provide reminders
  ✓ Especially under conditions where provocative behavior is
    predictable
• Regularly praise use of respectful behavior
• Gently but firmly correct disrespectful behavior

Keys to Addressing Provocative Behavior

• Speak privately to student
• Identify as a problem for the student – not you
  ✓ Present options as a choice to avoid consequence and ask the
    student to choose
  ✓ Offer assistance but ask the student to take care of the
    problem
• Don’t argue and don’t show any shock or offense to the
  student’s behavior – it’s imply a violation of the rules and
  you are there to help
• Acknowledge cooperation
• If student refuses to comply with a solution follow
  through with bottom line consequence
  ✓ Delivered in a matter of fact manner
  ✓ Presented as a choice the student made

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**Disrespectful Behaviors**

**Keys to Addressing Disrespectful Behavior**

- Indicate in a neutral manner that action was disrespectful
- Continue with instruction
- Do not allow disrespectful behavior to escalate your emotions  
  ✓ Don't be insulted, upset, or offended – just refer to behavior as not in alignment with established rules 
  ✓ Disrespect toward peers and adults have same consequence 
  ✓ Do not allow disrespect toward you to interrupt the lesson
- Personal and genuine apologies are sometimes effective for peer disrespect 
  ✓ *e.g.*, Restorative Practices
- If student refuses to comply, follow through with bottom line consequence

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**Aggressive Behaviors**

**Teach Appropriate Behavior**

- Teach respectful interactions as a school-wide expectation  
  ✓ Use very specific relevant examples 
  ✓ Make clear the line between what is and is not appropriate 
  ✓ Tie to school-wide expectations
- Teach conflict resolution  
  ✓ Engage students in discussions 
  ✓ Practice with role plays 
  ✓ Teach how to help others resolve conflicts peacefully 
  ✓ Model and encourage respectful interactions
- Provide reminders  
  ✓ *Especially under conditions where aggressive behavior is predictable*
- Regularly praise use of appropriate behavior
- Quickly intervene to defuse aggressive behavior

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**Aggressive Behaviors**

**Keys to Addressing Aggressive Behavior**

- Recognize conditions under which conflict is likely and attempt to avoid  
  ✓ *Assign seats, use teacher proximity, provide options, space*
- If altercation becomes verbal intervene verbally  
  ✓ *Attempt to solve – don’t use this as an opportunity to scold*
- Re-direct any or all students involved - get attention off altercation  
  ✓ *Separate student as much as possible without placing hands on*
  ✓ *Give directions to move and provide alternative activities*
- If initial attempts to resolve are not effective or if altercation becomes physical initiate crisis procedures immediately