

Responding to Non- Responders: Managing Escalations

Colvin & Sugai, 1989

Teacher	Jason
<i>Jason, please turn in your assignment.</i>	<i>What assignment?</i>
<i>The assignment you didn't finish during class.</i>	<i>I finished it.</i>
<i>Great, please turn it in now.</i>	<i>I don't have it with me now.</i>
<i>You have a choice: turn it in or do it again.</i>	<i>You never believe me.</i>
<i>I guess you've made the choice to do it again.</i>	<i>Make me.</i>
<i>That's disrespect...go to the office.</i>	<i>F_____ you!</i>
<i>Moves closer...& puts hand on J. shoulder.</i>	<i>Pulls away, glares, & raises fist as if to strike.</i>

PURPOSE

Enhance understanding & ways of escalating behavior sequences

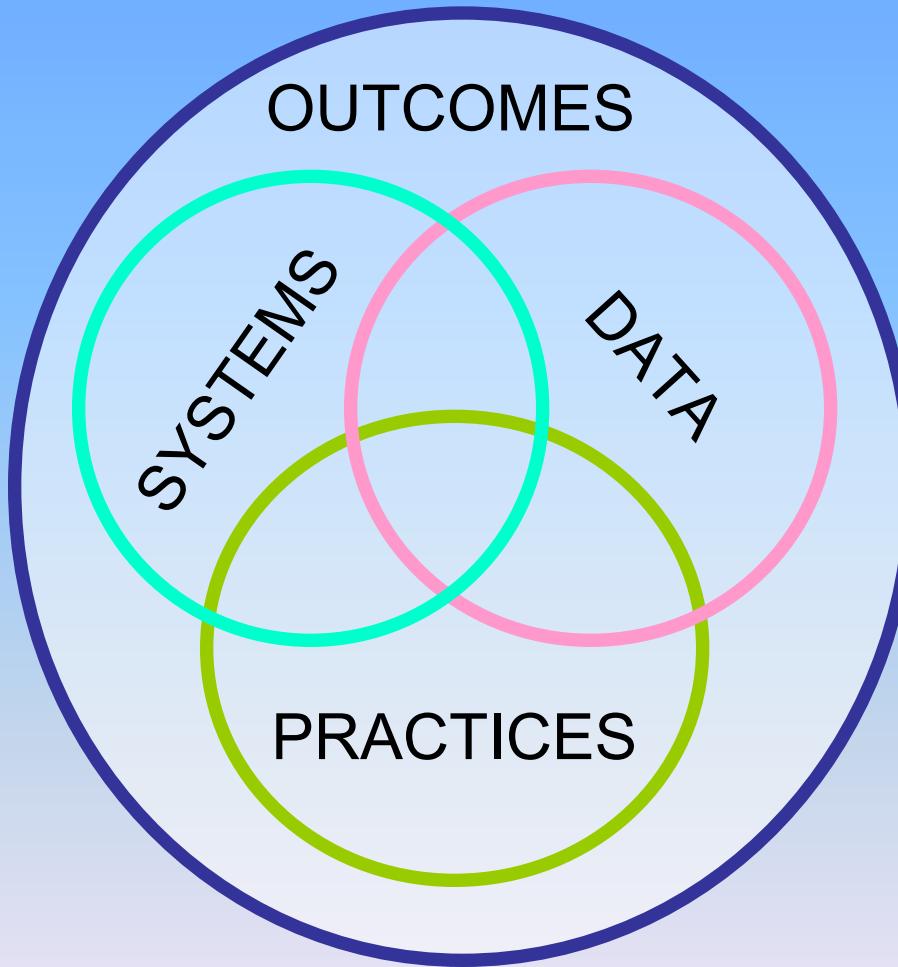
- Understanding
- Best practice
- Considerations
- Your action planning

Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

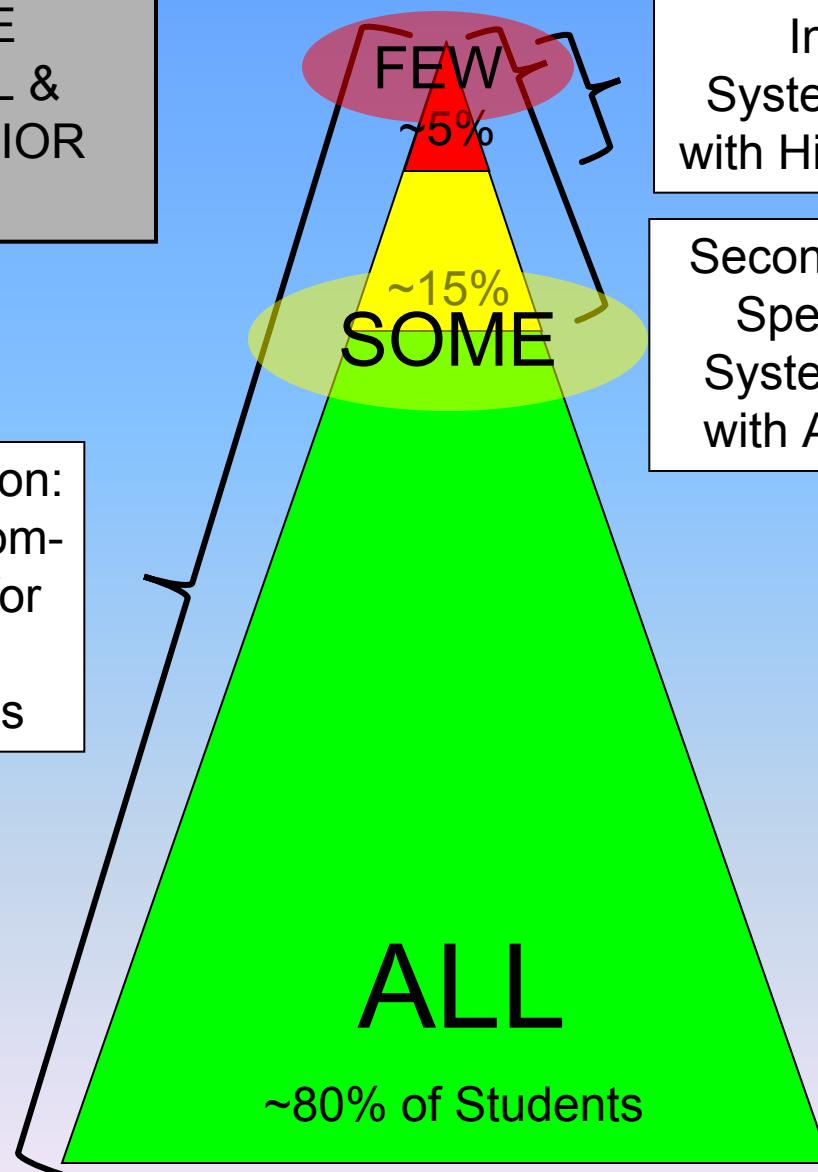
Supporting Student Behavior



Supporting Decision Making

**CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT**

Primary Prevention:
School/Classroom-
Wide Systems for
All Students,
Staff, & Settings



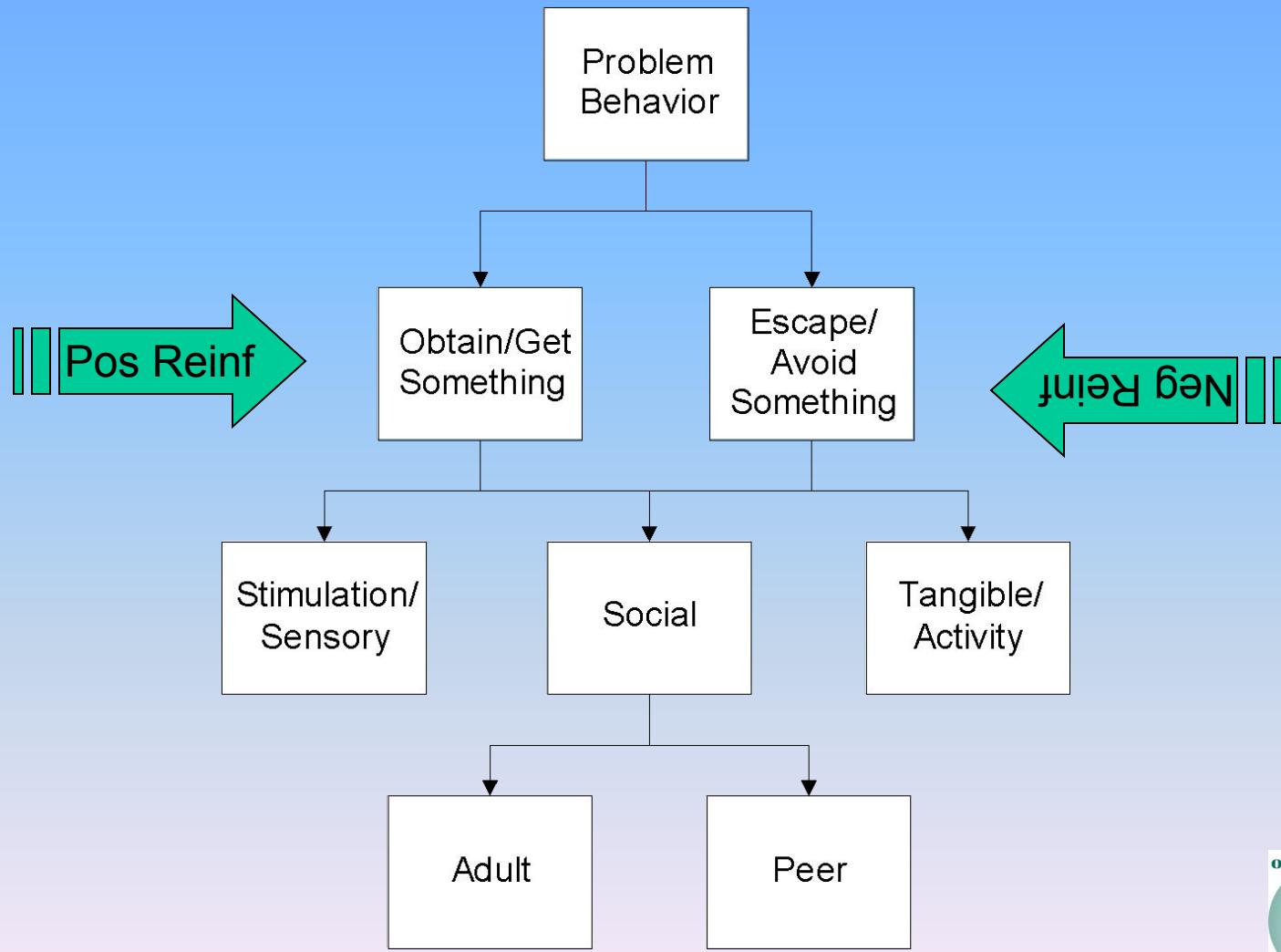
Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

ASSUMPTIONS

- Behavior is learned (function).
- Behavior is lawful (function).
- Behavior is escalated through successive interactions (practice).
- Behavior can be changed through instructional approach.

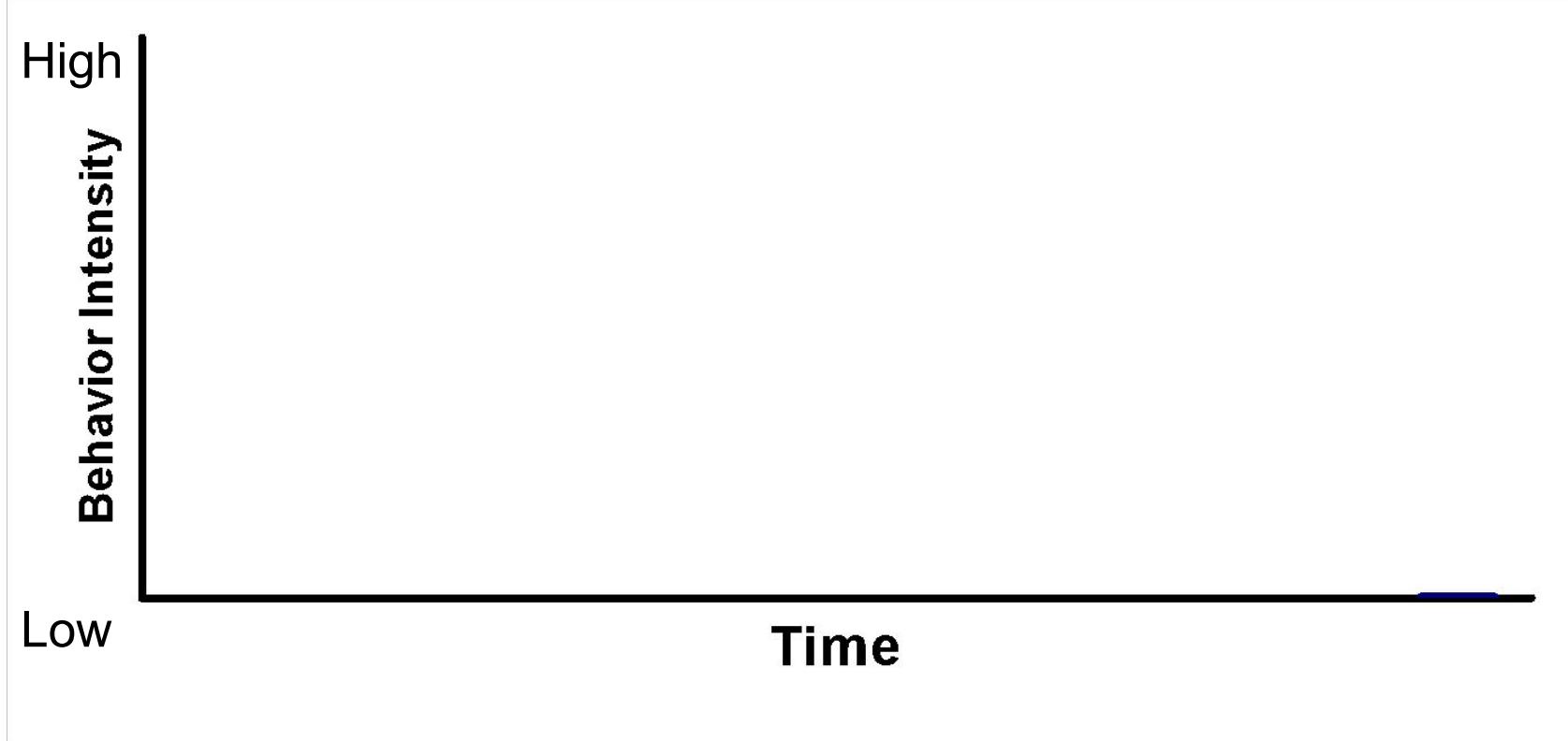
Functions



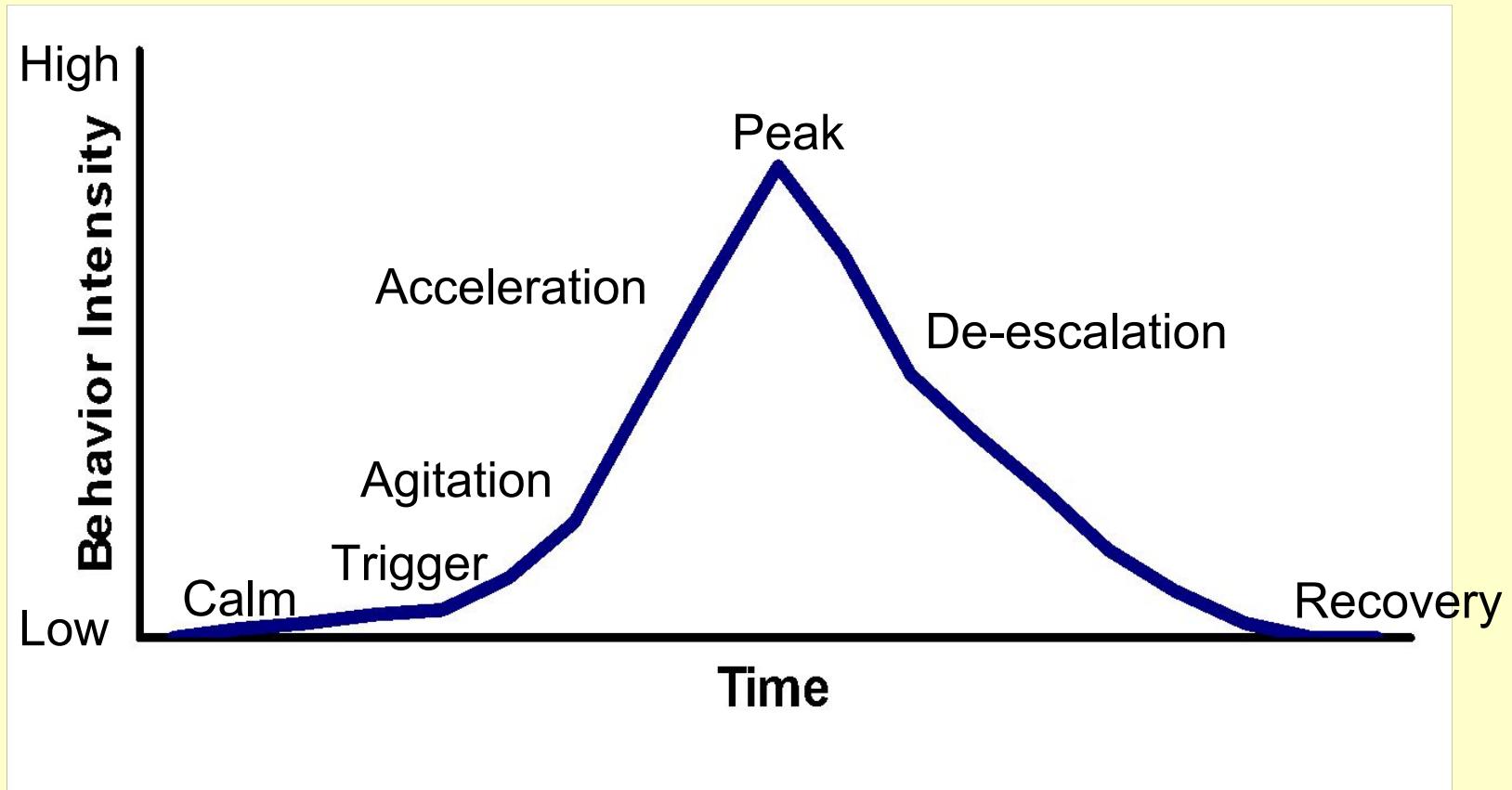
OUTCOMES

- Identification of how to intervene **early** in an escalation.
- Identification of **environmental** factors that can be manipulated.
- Identification of **replacement** behaviors that can be taught (& serve same function as problem).

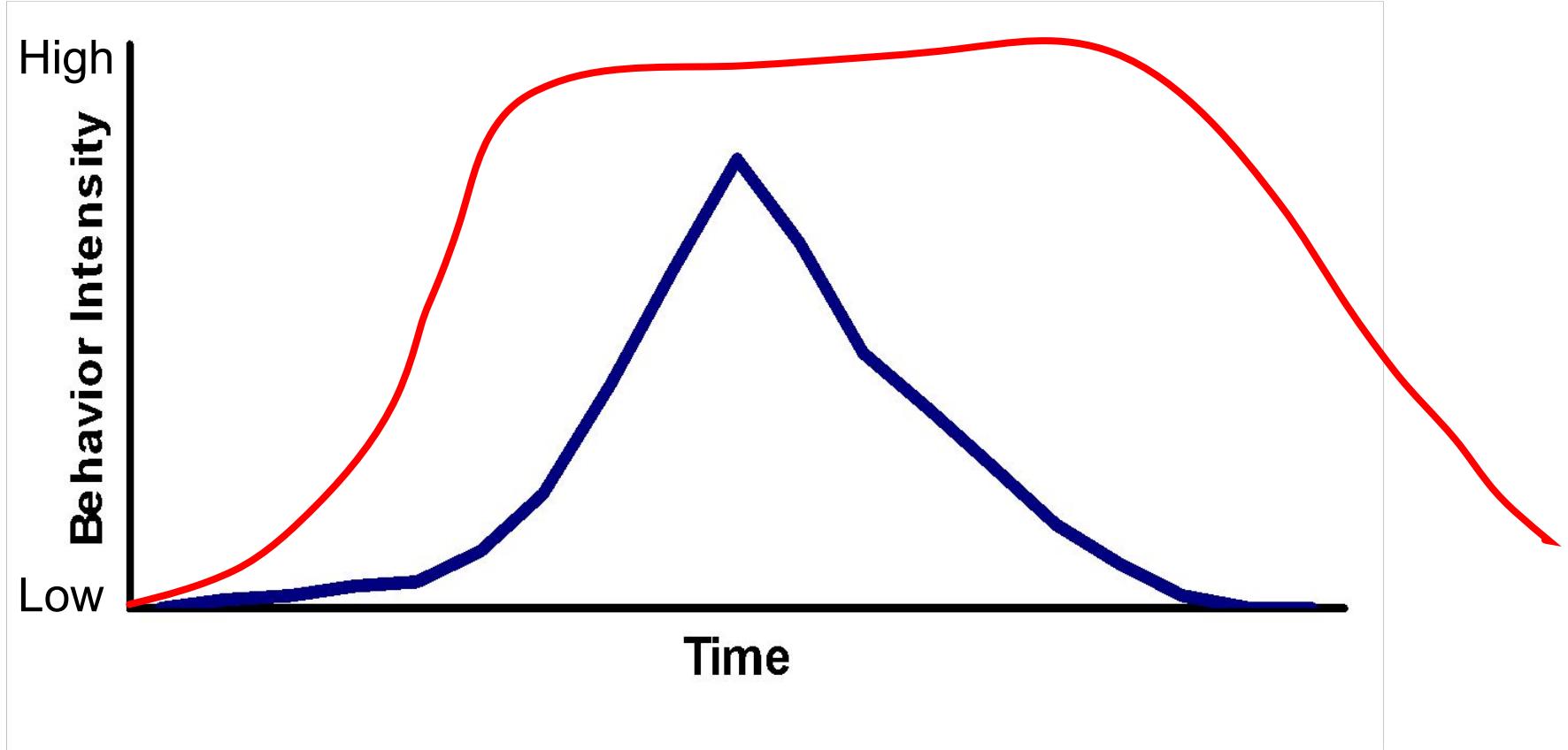
The MODEL



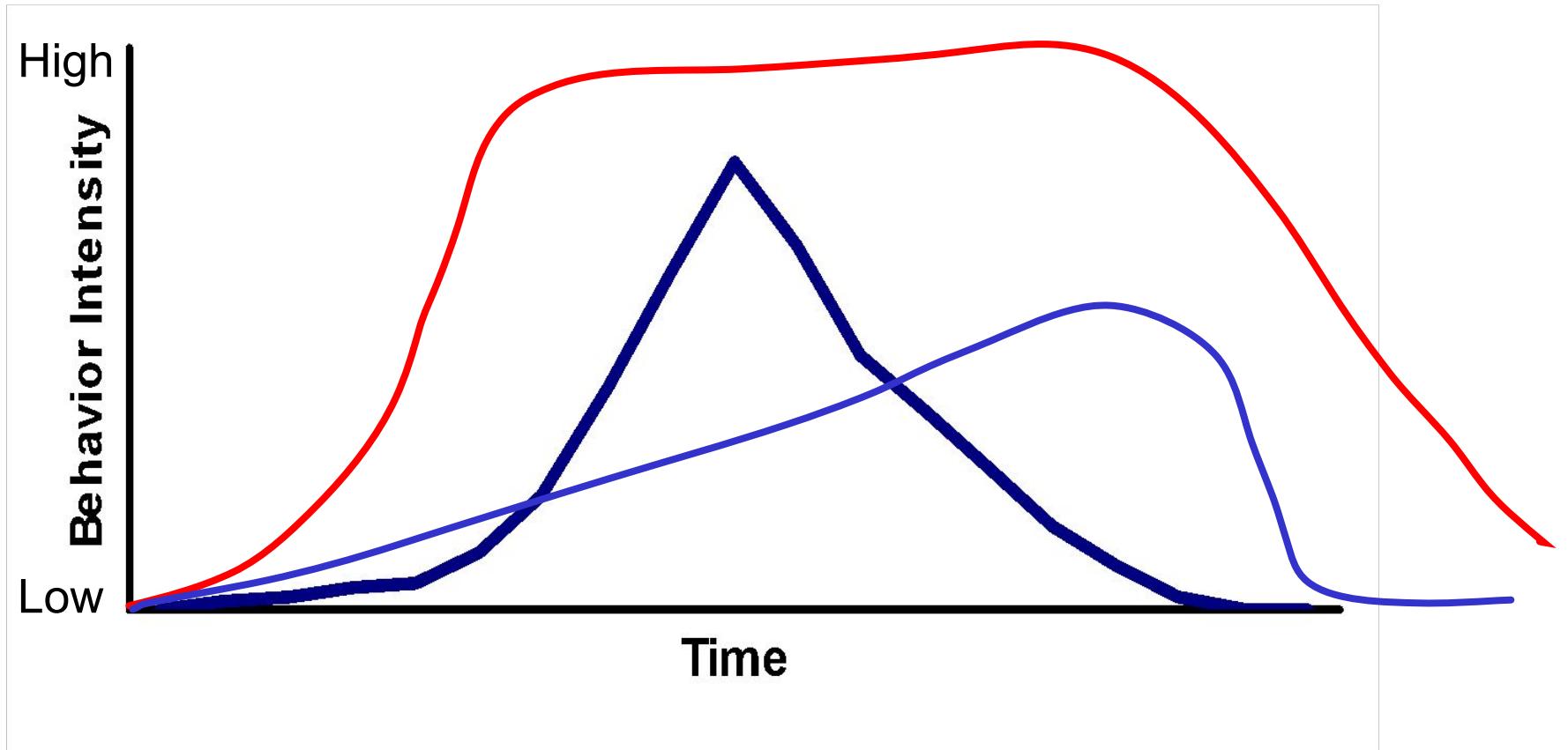
The MODEL



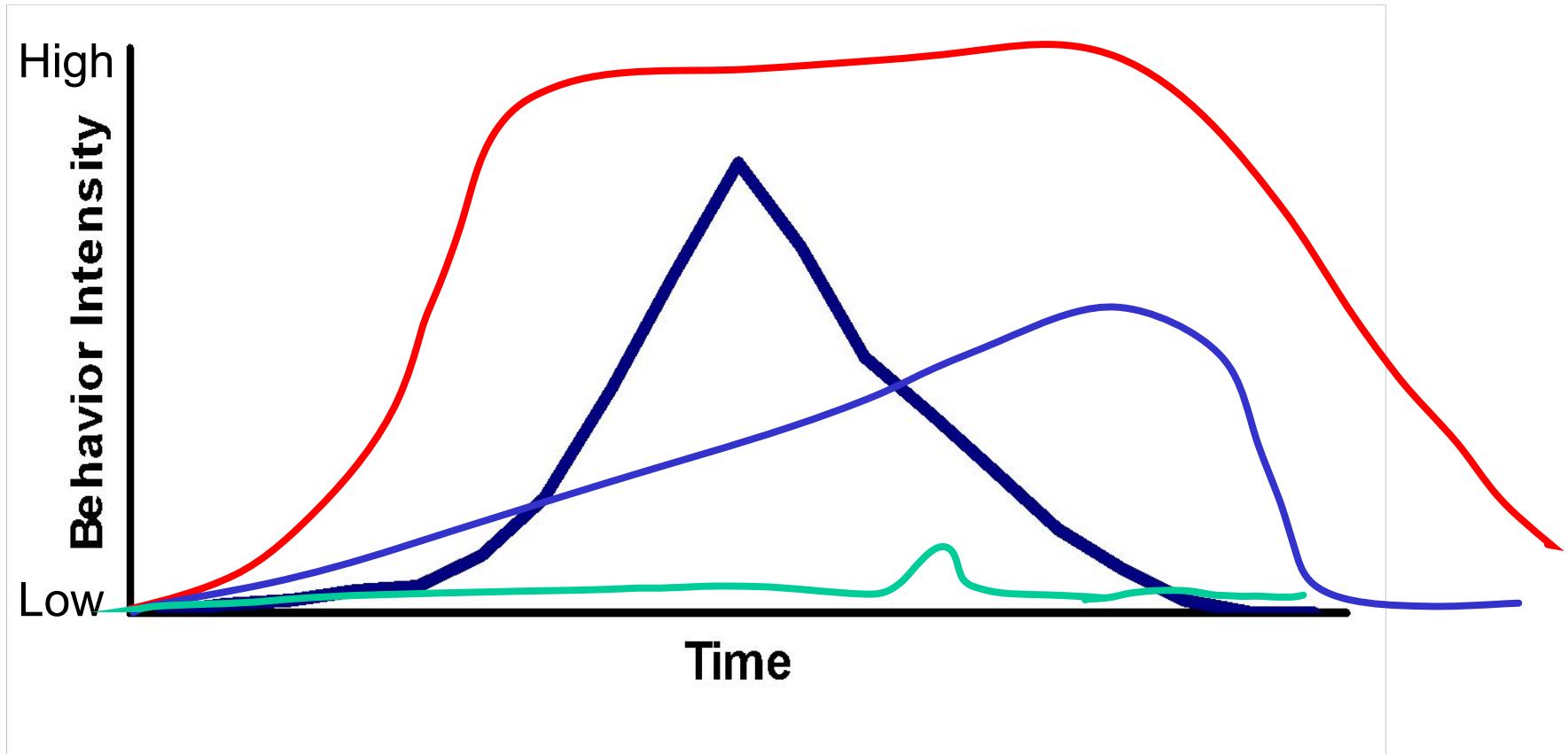
The MODEL



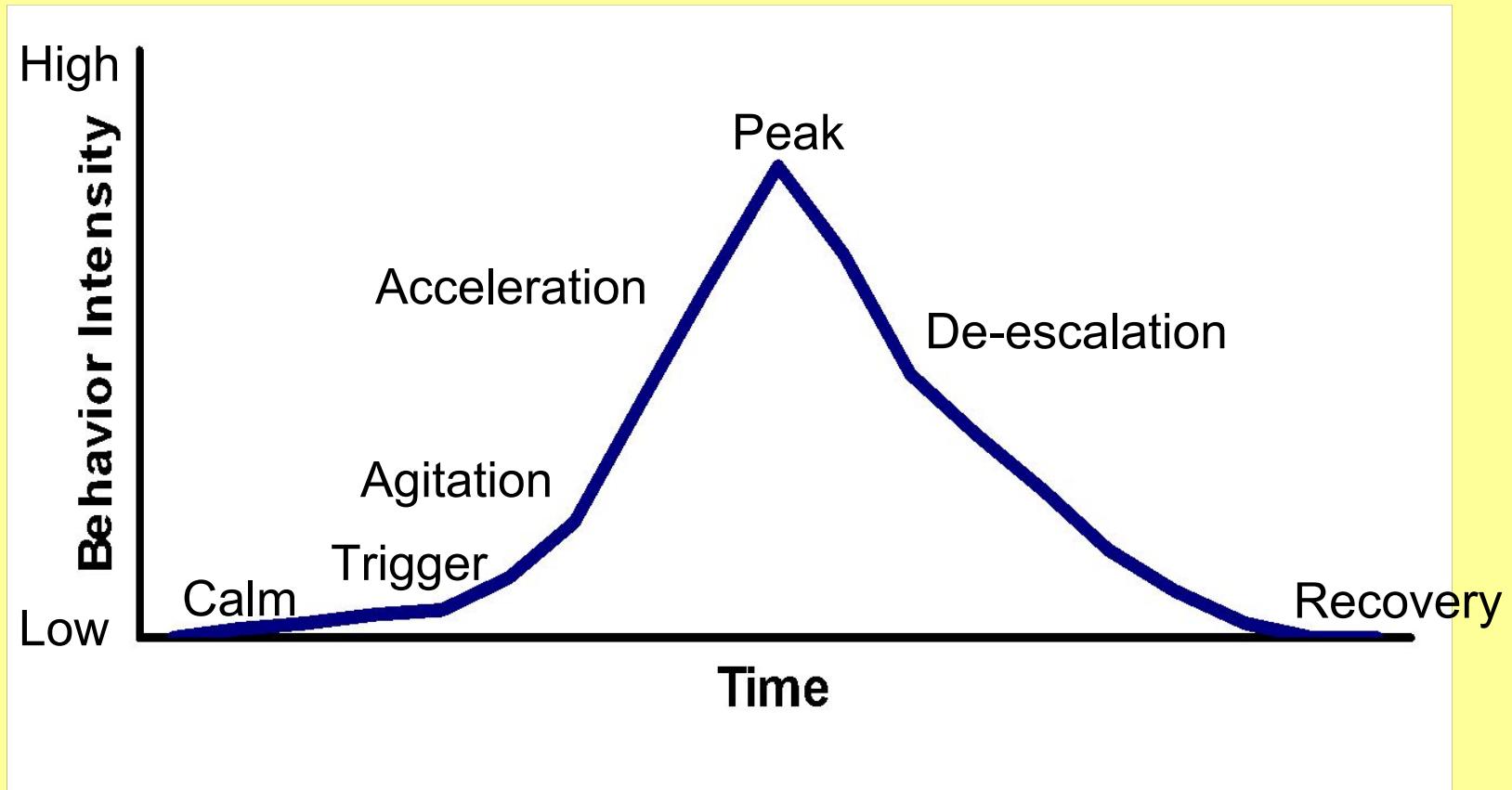
The MODEL



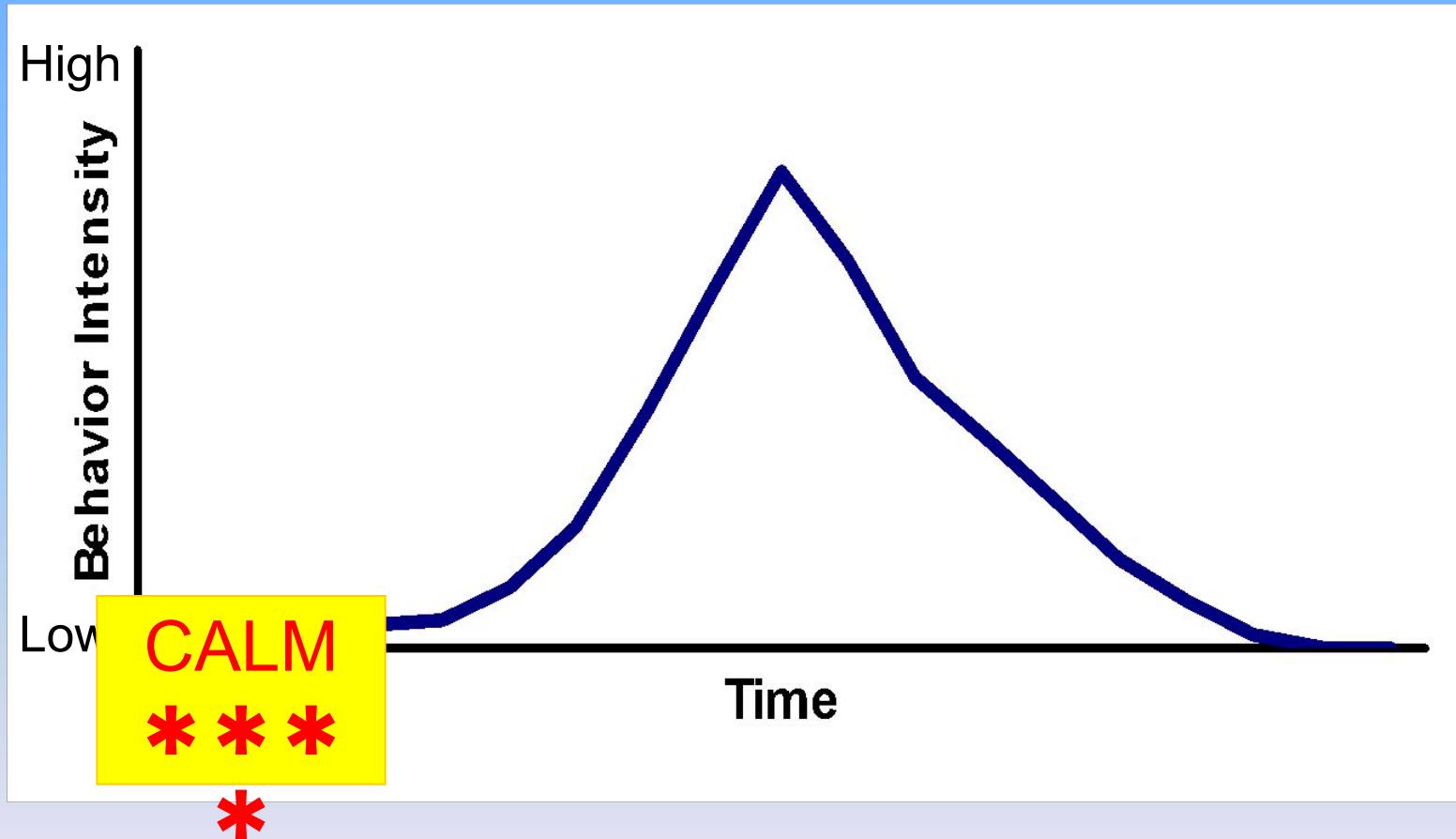
The MODEL



The MODEL



The MODEL



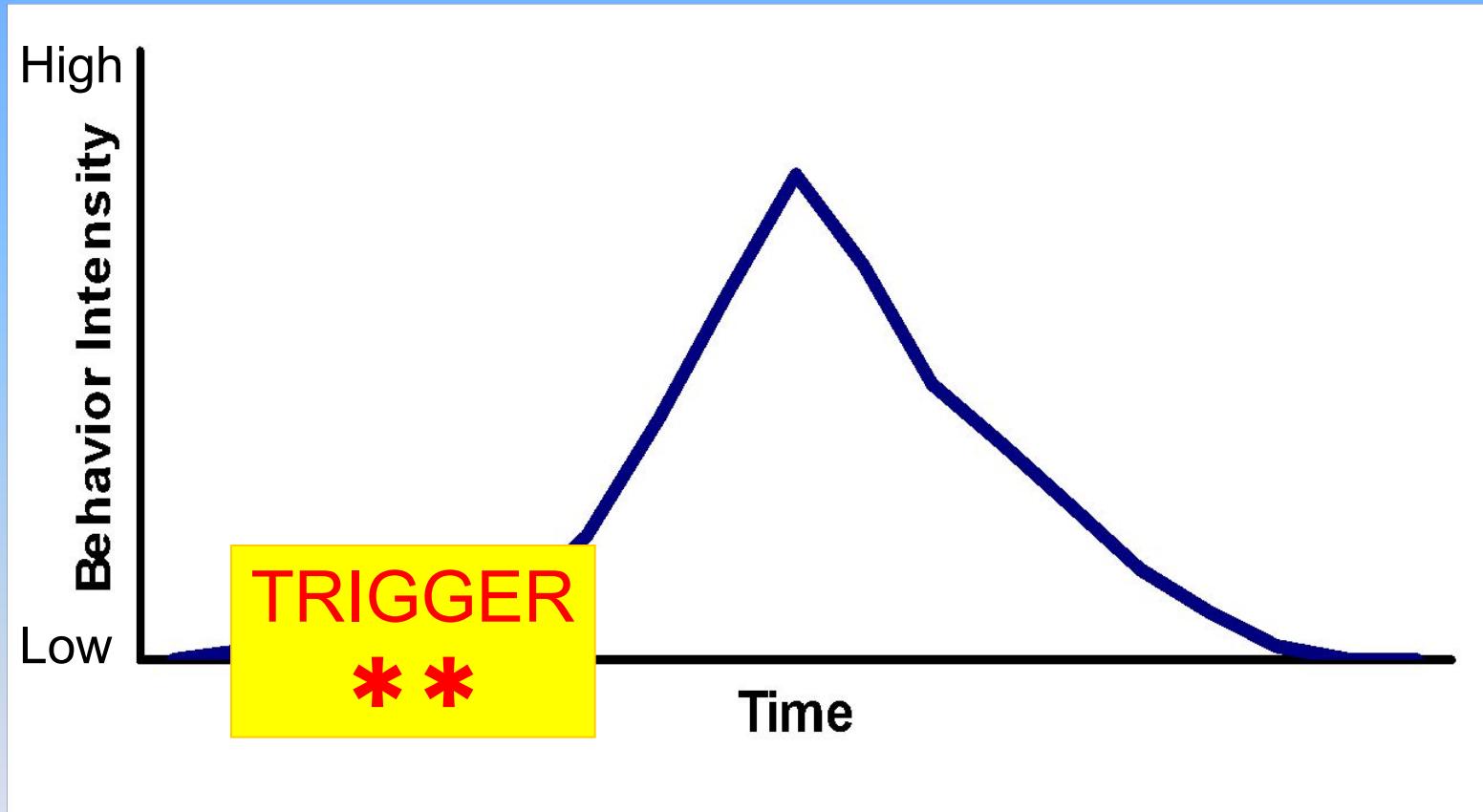
1. Calm

- Student is cooperative.
 - Accepts corrective feedback.
 - Follows directives.
 - Sets personal goals.
 - Ignores distractions.
 - Accepts praise.

Calm

- Intervention is focused on prevention.
 - Assess problem behavior
 - Triggers
 - Function
 - Academic & behavioral learning history
 - Arrange for high rates of successful academic & social engagements.
 - Use positive reinforcement.
 - Teach social skills.
 - Problem solving
 - Relaxation strategy
 - Self-management
 - Communicate positive expectations.

The MODEL



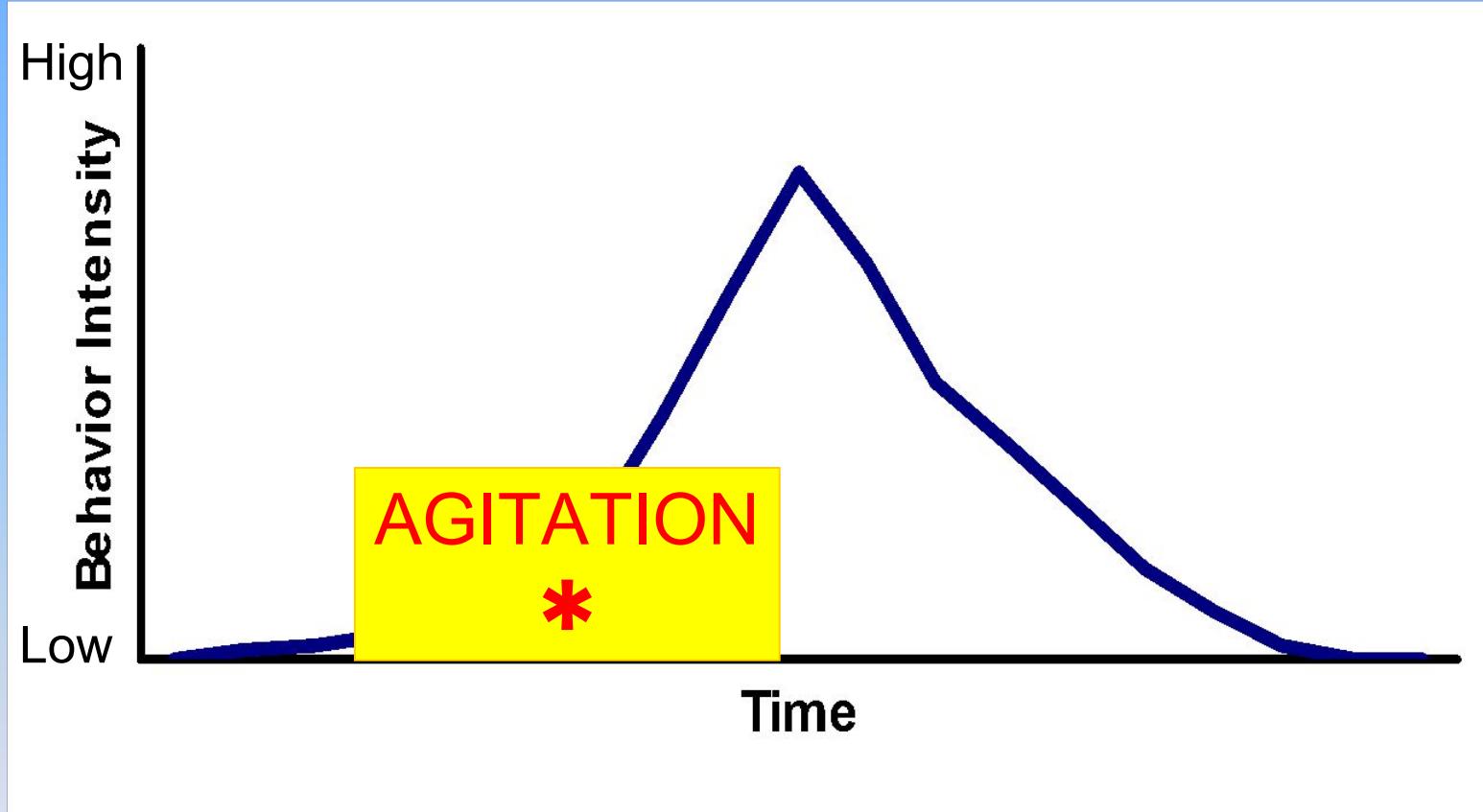
2. Trigger

- Student experiences a series of unresolved conflicts.
 - Repeated failures
 - Frequent corrections
 - Interpersonal conflicts
 - Timelines
 - Low rates of positive reinforcement

Trigger

- Intervention is focused on prevention & redirection.
 - Consider function of problem behavior in planning/implementing response.
 - Remove from or modify problem context.
 - Increase opportunities for success.
 - Reinforce what has been taught.

The MODEL



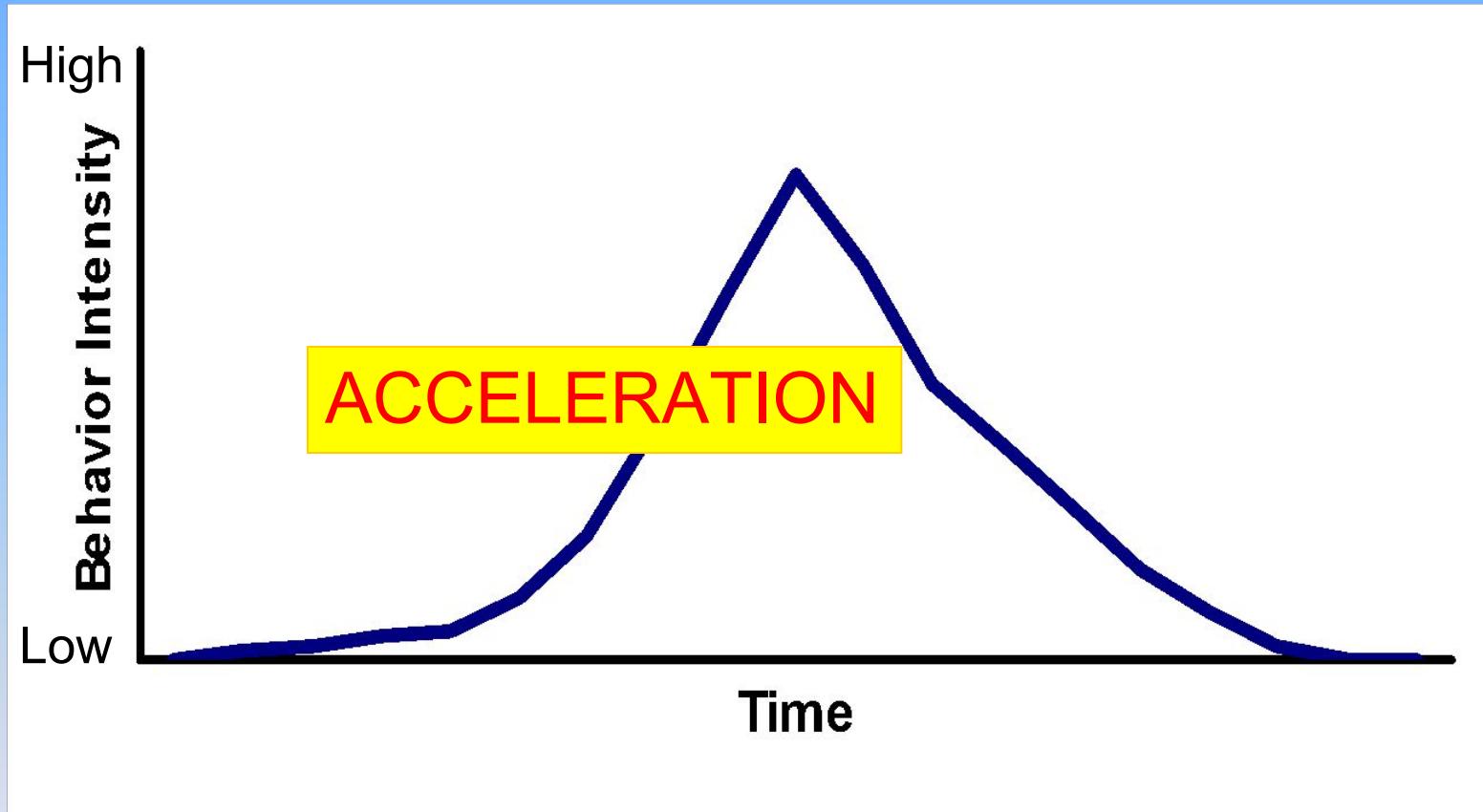
3. Agitation

- Student exhibits increase in unfocused behavior.
 - Off-task
 - Frequent start/stop on tasks
 - Out of seat
 - Talking with others
 - Social withdrawal

Agitation

- Intervention is focused on reducing anxiety.
 - Consider function of problem behavior in planning/implementing response.
 - Make structural/environmental modifications.
 - Provide reasonable options & choices.
 - Involve in successful engagements.

The MODEL



4. Acceleration

- Student displays focused behavior.
 - Provocative
 - High intensity
 - Threatening
 - Personal

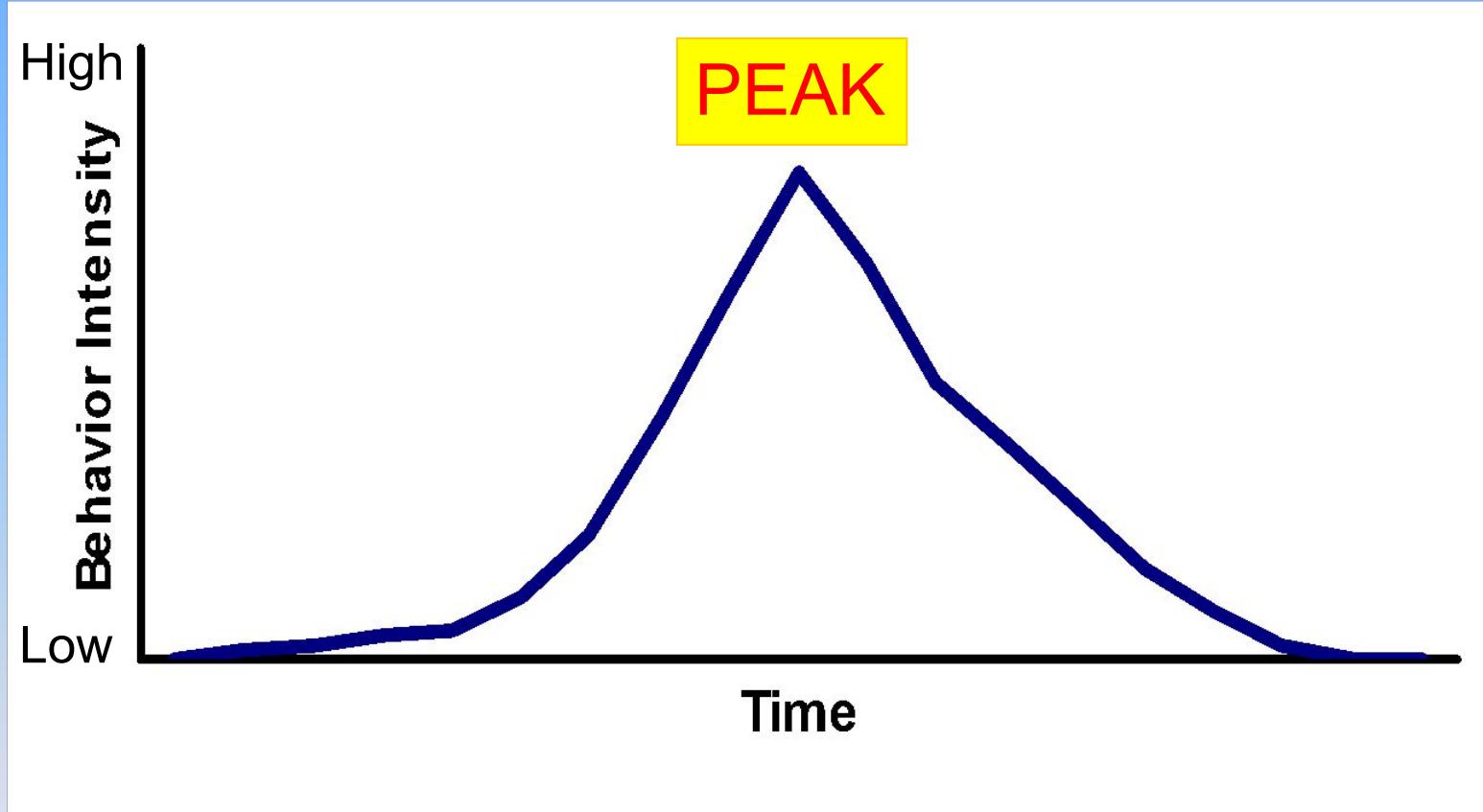
Acceleration

- Intervention is focused on safety.
 - Remember:
 - *Escalations & self-control are inversely related.*
 - *Escalation is likely to run its course.*

Acceleration

- Remove all triggering & competing maintaining factors.
- Follow crisis prevention procedures.
- Establish & follow through with bottom line.
- Disengage from student.

The MODEL



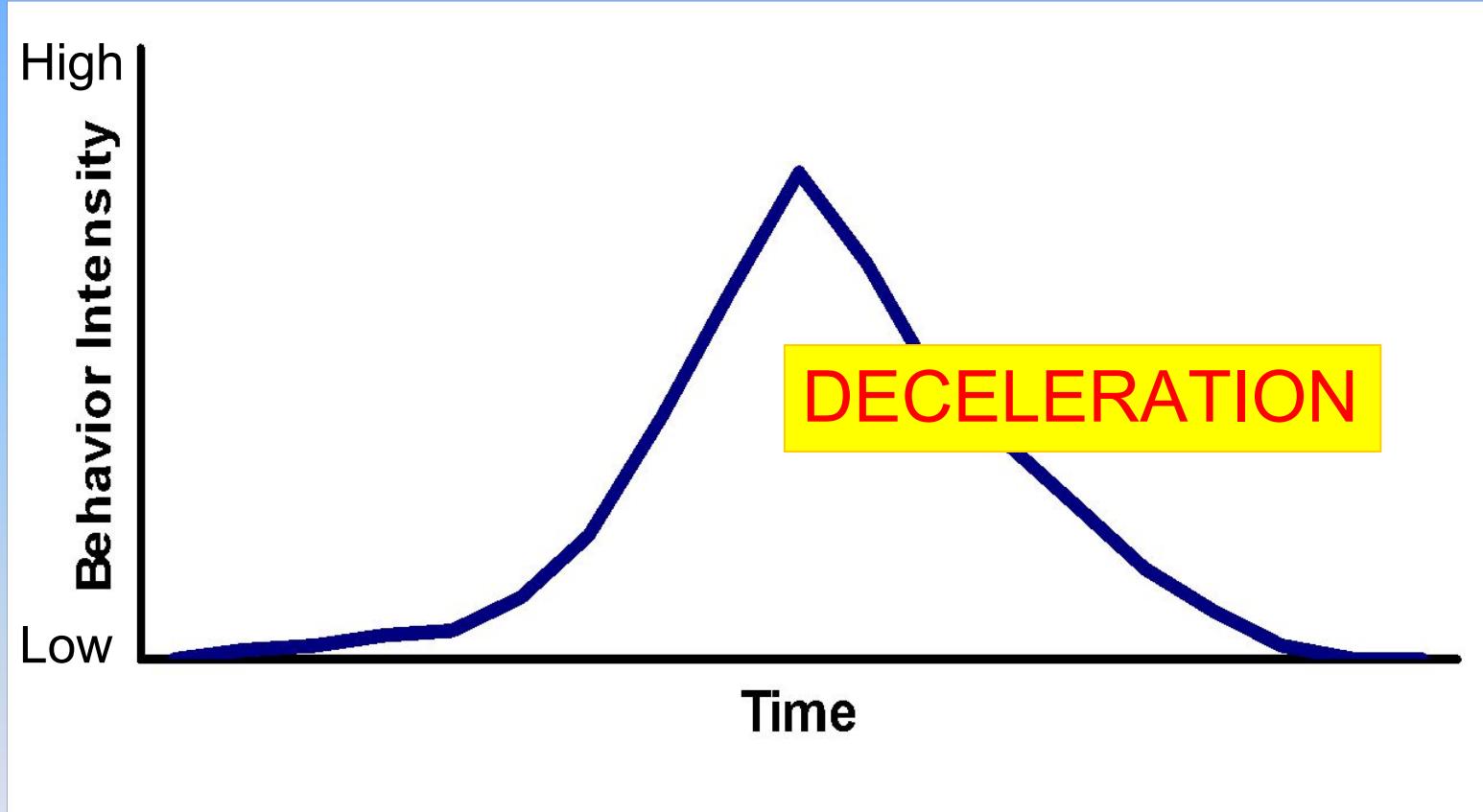
5. Peak

- Student is out of control & displays most severe problem behavior.
 - Physical aggression
 - Property destruction
 - Self-injury
 - Escape/social withdrawal
 - Hyperventilation

Peak

- Intervention is focused on safety.
 - Procedures like acceleration phase, except focus is on crisis intervention

The MODEL



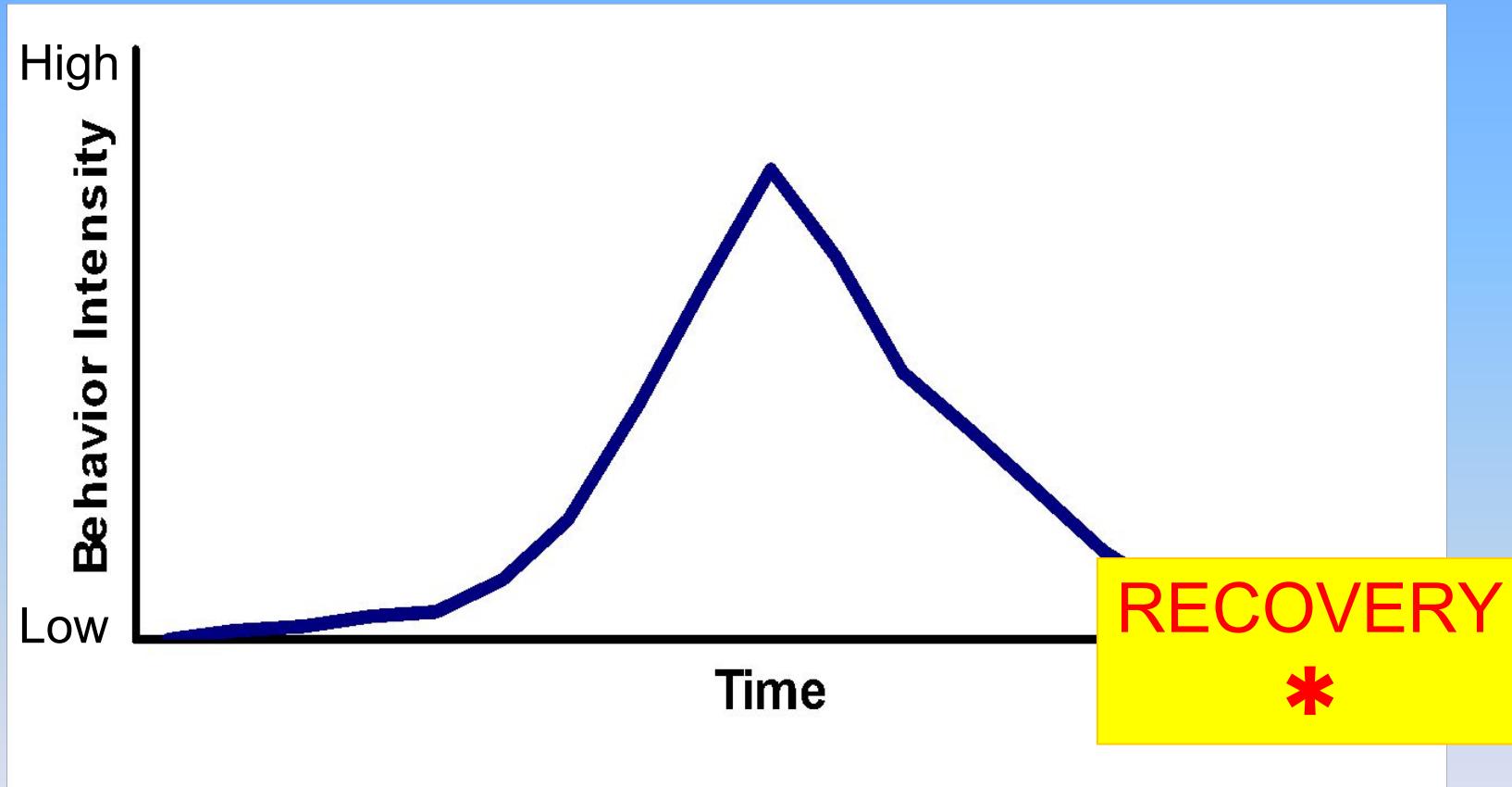
6. De-escalation

- Student displays confusion but with decreases in severe behavior.
 - Social withdrawal
 - Denial
 - Blaming others
 - Minimization of problem

De-escalation

- Intervention is focused on removing excess attention.
 - Don't nag.
 - Avoid blaming.
 - Don't force apology.
 - Consider function of problem behavior
 - Emphasize starting anew.

The MODEL



7. Recovery

- Student displays eagerness to engage in non-engagement activities.
 - Attempts to correct problem.
 - Unwillingness to participate in group activities.
 - Social withdrawal & sleep.

Recovery

- Follow through with consequences for problem behavior.
- Positively reinforce any displays of appropriate behavior.
- Intervention is focused on re-establishing routines activities.

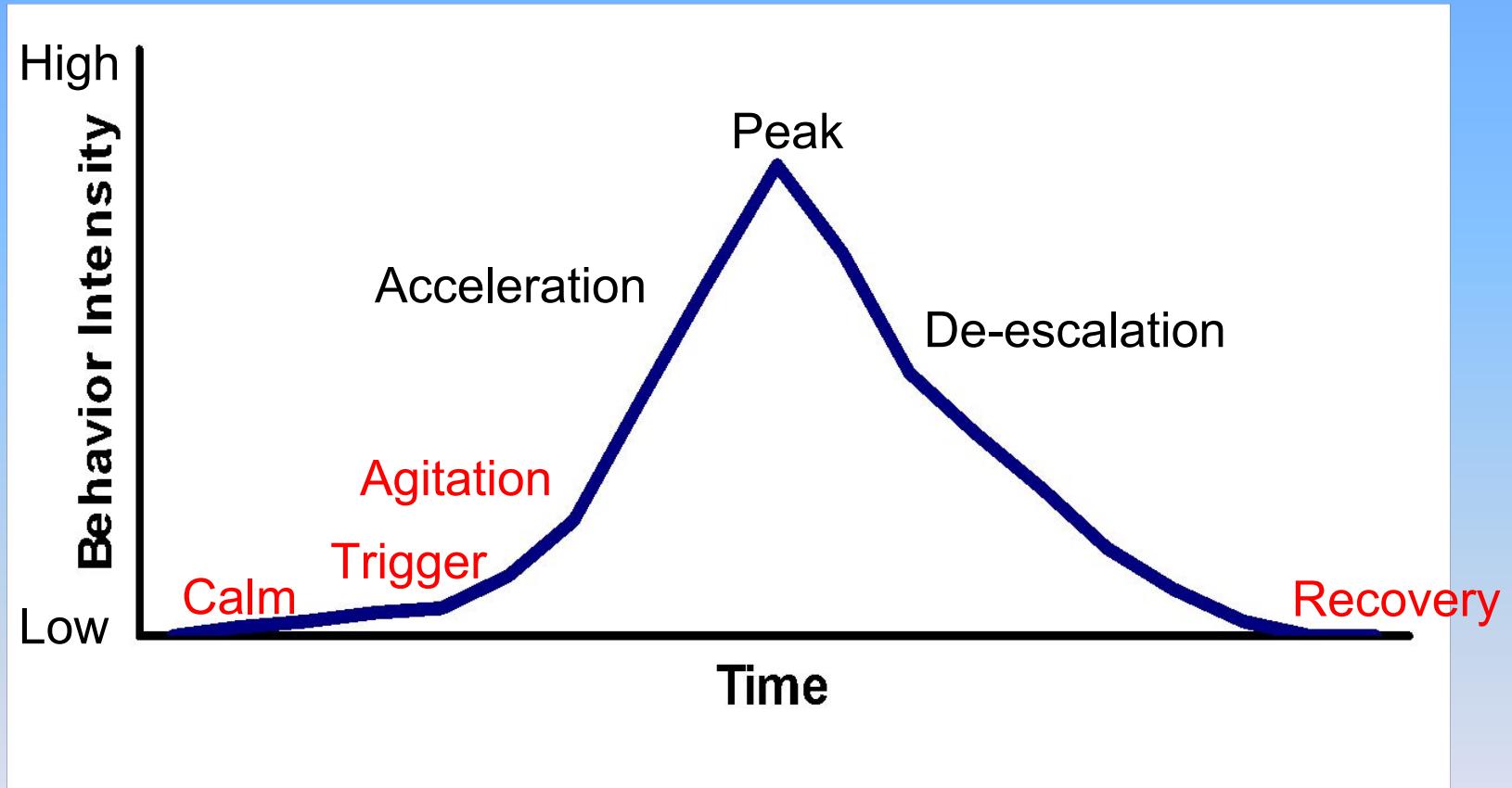
Recovery

- Debrief
 - Purpose of debrief is to facilitate transition back to program....not further negative consequence
 - Debrief follows consequences for problem behavior.
 - Goal is to increase more appropriate behavior.

Recovery

- Problem solving example:
 - *What did I do?*
 - *Why did I do it?*
 - *What could I have done instead?*
 - *What do I have to do next?*
 - *Can I do it?*

The MODEL

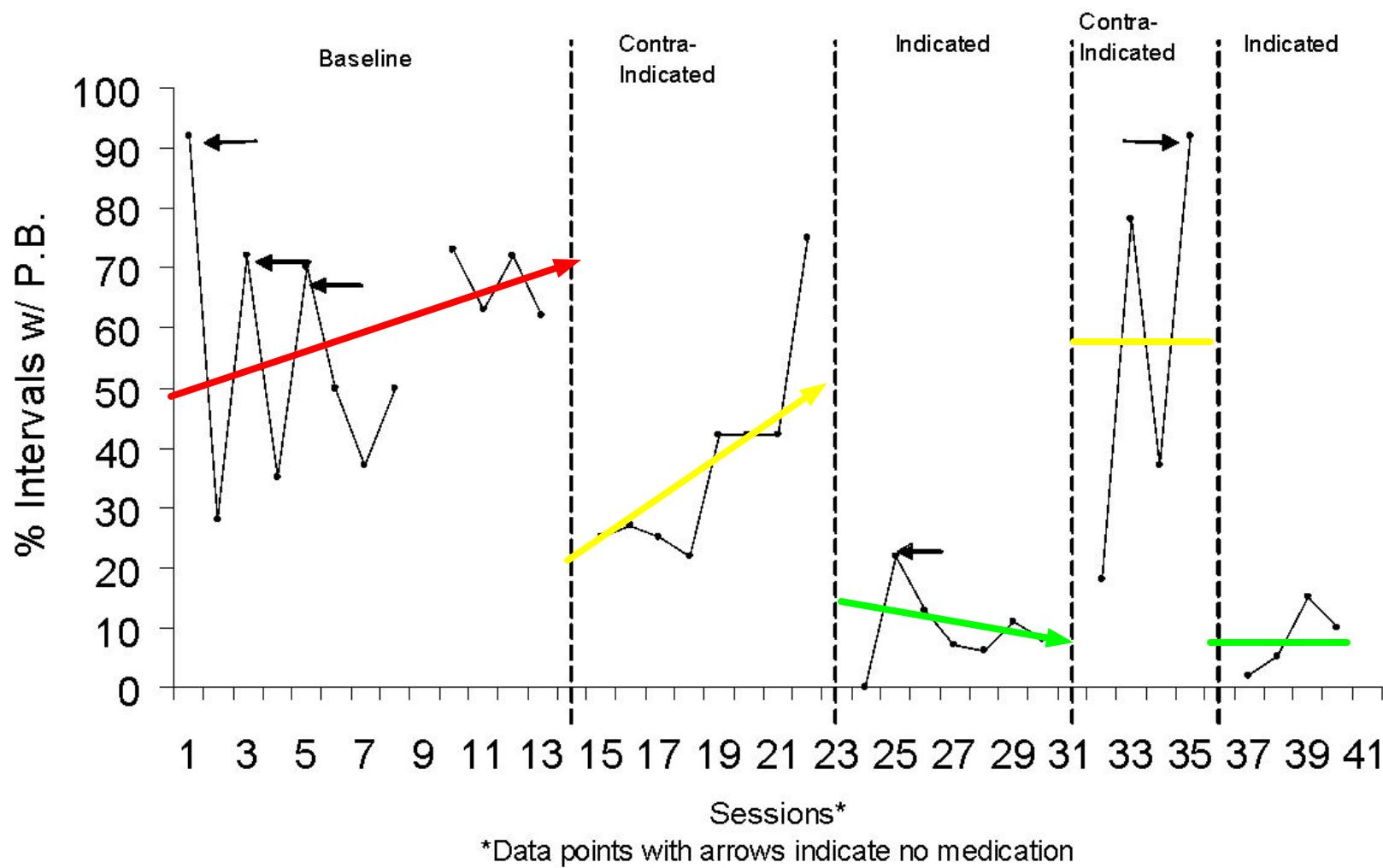


Teacher	Jason
<i>Jason, please turn in your assignment.</i>	<i>What assignment?</i>
<i>The assignment you didn't finish during class.</i>	<i>I finished it.</i>
<i>Great, please turn it in now.</i>	<i>I don't have it with me now.</i>
<i>You have a choice: turn it in or do it again.</i>	<i>You never believe me.</i>
<i>I guess you've made the choice to do it again.</i>	<i>Make me.</i>
<i>That's disrespect...go to the office.</i>	<i>F_____ you!</i>
<i>Moves closer...& puts hand on J. shoulder.</i>	<i>Pulls away, glares, & raises fist as if to strike.</i>

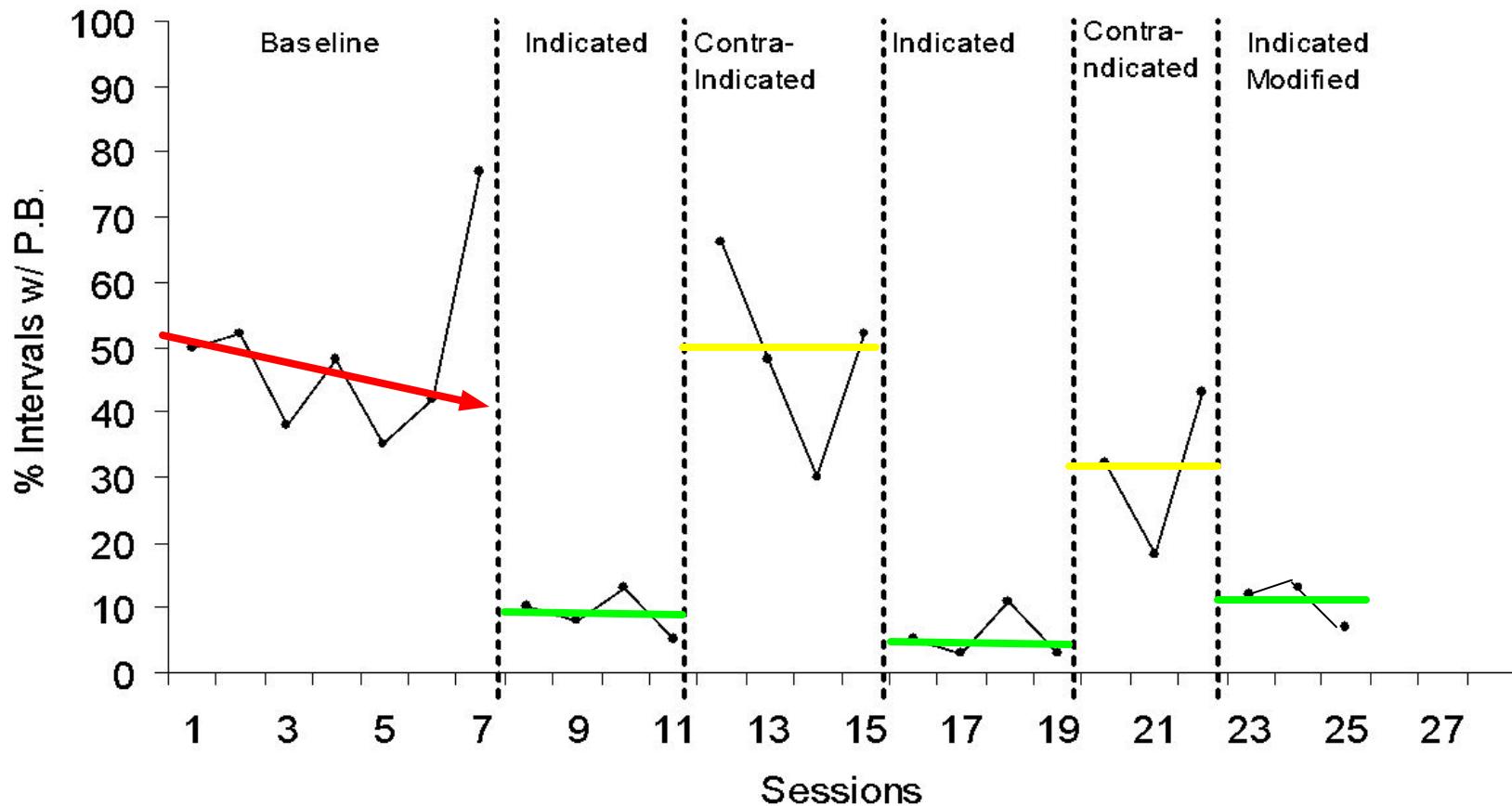
THREE KEY STRATEGIES

- Identify how to intervene **early** in an escalation.
- Identify **environmental factors** that can be manipulated.
- Identify **replacement** behaviors that can be taught & serve similar function.

% Intervals w/ P.B. for Bryce



% Intervals w/ P.B. for Carter



FINAL THOUGHT

- Geoff Colvin (1989):
 - *It is always important to remember that “if you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around.”*

Teaching Compliance

- Students must
 - Be **fluent at expected** behavior.
 - Be **taught conditions** under which the expected behavior is **required**.
 - Have multiple opportunities for high rates of successful **academic & social engagement**.
 - Receive or experience **frequent & positive acknowledgments** when expected behavior is exhibited.

- Teachers must...
 - Have **student's attention**, before presenting the directive or making a request.
 - Give **clear, specific, positively stated directives**.
 - Provide **frequent & positive acknowledgments** when expected behavior is exhibited.
 - Have **established & taught consequence** procedures for repeated noncompliance.

Escalating Behavior

- 7 minutes
 - Review features & steps of “Escalating Behavior” model
 - Discuss extent to which escalating behavior is or could be issue in your school
 - Identify 2-3 strategies & systems for addressing escalating behavior
 - Report 2-3 “big ideas” from your team discussion (1 min. reports)
- 1 Minute Spokesperson**

Action Planning (3:00)

- Review “big ideas”
 - Content from **today**
 - **Action plan** (what, when, how, who)
 - Previous action plan
 - School **data**
- Logistics
 - Develop **report** for staff
 - Distribute **action plan**
 - Schedule next team meeting date
- Report 2-3 **planned activities** from your team action planning (1 min.)

1
Minute