

Managing Escalating Behaviors*

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Phase 1 - Calm

Student is:

- cooperative
- follows directions
- able to receive corrections

Prevention Strategies

- high rates of engagement with academic and social success
- teach & practice appropriate replacement responses

Phase 2 - Triggers

Student experiences a series of unresolved conflicts:

- with other people
- routine breakdowns
- deadline or other task demands
- social and academic errors
- facing a consequence for prior misbehavior

Intervention - Goal is to break the cycle and redirect student back to calm stage by:

- prompt to prior social skills
- problem solving
- prompt to individual plan
- debrief when student reengaged

ALL must be taught during Calm phase
Debrief once student is back to Calm phase

Phase 3 - Agitation

Student exhibits increases in:

- non-focused activity
- desire to terminate interactions/conversation with teacher/peers

- off-task / easily distracted

Intervention - Goal is to break the cycle and redirect student back to calm stage by:

- modify work
- provide a quiet space
- alter schedule to move to easier task

*ALL must be taught during Calm phase
Debrief once student is back to Calm phase*

Phase 4 - Acceleration

Student exhibits increases in:

- provocative behaviors
- verbal abuse / intimidation
- defiance
- desire to escape setting

Intervention - Goal is to break the cycle and redirect student back to calm stage by:

- give student choice and DISENGAGE
- corrective procedures
- time-out
- begin focus on crisis prevention
 - bottom line
 - give warning
 - withdraw and give student time to respond
- PRIORITY IS SAFETY

*ALL must be taught during Calm phase
Debrief once student is back to Calm phase*

Phase 5 - Peak

Student is out of control and typically verbally and physically aggressive

Focus of intervention is safety - no attention toward student (room clear)

Phase 6 - De-escalation

Student exhibits increases in:

- confusion
- attempts to reconcile
- withdrawal
- denial of action

- blame others
- justification
- will respond to clear concrete directions

Intervention:

- DO NOT give excess attention, simply clear concrete directions to get student re-engaged
- have student establish ownership through a “think sheet”
 - what did I do
 - why did I do it
 - what else could I have done
 - what will I need to avoid event happening again

Phase 7 – Recovery (return to Calm)

Student exhibits increases in:

- eager to become engaged in academic work
- reluctant to address the peak behavior

Intervention (goal to return to Calm phase of instructional supports)

- strong focus on routines and typical activities
- implement the consequence for Peak behavior
- reinforce appropriate student behavior (4:1)

Across the cycle

1. Intervene early in the chain by prompting student to use previously taught skills
2. Assist student in identifying “triggers” and problem solving was to respond appropriately
3. Teach and practice, teach and practice, teach and practice

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

Response To Problem Behavior
Escalating Behavior Cycle

<i>Preventive Strategies</i>	<i>Phase Student Behavior</i>	<i>Corrective/Follow Up Strategies</i>
<p>Teach and practice classroom routines</p> <p>Teach and practice “corrective” routines (e.g., safe seat, buddy room, office)</p> <p>Teach and Practice “problem solving*”</p> <p>Creatively teach child how to communicate wishes, needs, and frustrations with words, in an acceptable manner</p> <p>After you have directly and explicitly taught classroom routines, “corrective” routines, “problem solving” routines and how to communicate in an acceptable manner, Pre-correct regularly during class meeting and before routines, (e.g., “Dan, will you model our routine for (<u>lining up</u>)?” “Great model of (<u>lining up</u>), now this group may follow the routine.”</p> <p>Give high rates of praise to students who are following expectations, rules and routines (e.g. “Great job of keeping your bodies safe while we moved to the carpet.”)</p>	<p>Calm:</p> <ul style="list-style-type: none"> • Following expectations (safe, respectful, responsible, learner), rules and routines • Doing their academic work 	<ul style="list-style-type: none"> • Praise students who are following expectations, rules and routines (e.g. “Great job of keeping your bodies safe while we moved to the carpet.”) • Ask for expected behavior (e.g. “Tom would you please try saying that again with a respectful learner’s tone of voice?”) • Physical proximity <ul style="list-style-type: none"> ○ Have student sit by teacher ○ Teacher walks, stands or sits by student ○ Walk with student during transitions, in hall • Change seating <ul style="list-style-type: none"> ○ Provide a private work area “office” ○ Provide private desk ○ Provide private table • Simple re-direct to expected behavior (e.g. “Tammy your voice should be at level zero now.”) • Privately correct behavior. Remember to praise publicly and redirect as privately as possible.

<i>Preventive Strategies</i>	<i>Phase Student Behavior</i>	<i>Corrective/Follow Up Strategies</i>
<p>Keep your tone “teaching” vs. “punishing.”</p> <p>Prompt / walk through problem solving process.</p> <p>Teach, practice and pre-correct students the strategies to use before typical triggers may take place (e.g. what to do during independent work when they will not be getting attention or how to ask for help during hard work that they may try to escape).</p> <p>Attention</p> <ul style="list-style-type: none"> • Privately pre-correct students (e.g. what to do to get attention during independent/small group work) • Teach self-monitoring <p>Escape</p> <ul style="list-style-type: none"> • Provide alternate task – break tasks into smaller parts. • Provide step-by-step directions; break tasks into parts, giving feedback after the completion of each part. 	<p>Triggers</p>	<p>Attention</p> <ul style="list-style-type: none"> • Prompt student to problem solve • Disengage from student • Praise student if he or she is re-focused on task <p>Escape</p> <ul style="list-style-type: none"> • Praise student for doing the work and seeking help in an appropriate way.

<i>Preventive Strategies</i>	<i>Phase Student Behavior</i>	<i>Corrective/Follow Up Strategies</i>
<ul style="list-style-type: none"> • Teach and practice “corrective” routines (e.g., safe seat, buddy room, office) • High rates of attention for other students who are complying 	<p>Agitation</p>	<p><i>Give students choices - disengage from student and allow time</i></p> <ul style="list-style-type: none"> • Privately recognize agitation and ask if you they need help • Allow student to move to location away from other students • Alter amount of time for task (shorten/lengthen) • Give a short break and allow to engage in preferred or independent activity (important – student must still complete original task) • Allow student to move/ physically active (brain break) • Prompt relaxation technique • Return to class activity as soon as possible
<ul style="list-style-type: none"> • Teach and practice “corrective” routines (e.g., safe seat, buddy room, office) 	<p>Acceleration</p>	<p><i>Disengage from student if escalation continues</i></p> <ul style="list-style-type: none"> • <i>Maintain calm & respectful tone</i> • <i>Use short concrete directives</i> • <i>Stay focused on original problem – don’t focus on related “angry” responses</i> • <i>Acknowledge cooperation</i> • <i>High rates of attention for student compliance</i> <p><i>Return to class activity as soon as possible</i></p> <ul style="list-style-type: none"> • <i>Crisis prevention: a) follow established negative consequences (e.g. office visit), b) inform student of outcome through choice, c) follow-through</i>

<i>Preventive Strategies</i>	<i>Phase Student Behavior</i>	<i>Corrective/Follow Up Strategies</i>
<ul style="list-style-type: none"> • Teach and practice “corrective” routines (e.g., office, room clear) 	Peak	<ul style="list-style-type: none"> • Isolation of student <ul style="list-style-type: none"> ○ Student moves self ○ Room Clear • No attention to the student outside of monitoring at this point • No directions or conversation with student
	De-Escalation	<ul style="list-style-type: none"> • Student removed from classroom • Allow student to “cool down” before approaching • Give concrete task to re-engage student • Re-assure rest of the class through review of expectations and high rates of positives
	Recovery	<ul style="list-style-type: none"> • Implement “negative” consequence/restitution • Resume class activities & routines • No excessive attention to target student around problem, but look for opportunities to praise appropriate behavior • Reinforce use of problem solving & re-visit plan

*Problem Solving:

- a) what is source of problem (what got you upset),
- b) identify possible solutions or options,
- c) assist student with evaluating generated options and selection, and
- d) discuss what happens when option exercised / evaluate outcomes with student (after a time period).

Acting Out Cycle

