**Classroom Snapshot: Escalating Behaviors**

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| **Escalating Behaviors** |
| Escalating behaviors are behaviors that increase in intensity, extent, or amount due to triggers. Escalating behavior is predictable. To the extent that we can predict it, we can better prevent it. This requires that teachers are continually mindful of their own behavior throughout the process. |

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| **Cycle of Escalating Behaviors: Predictable Stages** | **Prevention Techniques:** |
| 1. Calm: Where best prevention is done 2. Trigger: Something happens that bothers and distracts the student. 3. Agitation: Student stews on trigger until it grows to the point where it is the focus of all attention. 4. Acceleration: Student behavior escalates quickly and may become dangerous. 5. Peak: Student engages in most out of control behavior. Safety is the focus. 6. De-escalation: Student realizes behavior was extreme and the teacher facilitates cool down. 7. Recovery: Student is gradually able to follow simple instructions. 8. Calm: Student returns to point where they are able to engage with instruction. | * Actively distract student who has been triggered. * Redirect student calmly instead of challenging or triggering more * Address the trigger by redirecting or distracting * Prevent future episodes by not challenging or voicing displeasure during de-escalation stage |

**Assessment for Escalating Behaviors**

*Observe and monitor the components of Escalating Behaviors during a 10 minute period:*

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| **Components** | **No** | **Somewhat** | **Yes** |
| Teacher appears to remain calm as a student attempts to escalate a behavior. |  |  |  |
| Teacher addresses disruptive behaviors by redirecting or distracting the student. |  |  |  |
| Teacher ignores minor behaviors or attention-seeking behaviors that do not appear to be disruptive to learning. |  |  |  |
| Teacher is aware of trigger behaviors. |  |  |  |
| Teacher uses proximity to manage behavior triggers. |  |  |  |

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| **Teacher Action Plan (Know your Impact):** What are you going to do with this feedback? | | | |

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| **References** |
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