

# Instructional Classroom Management

## Module Nine: Escalating Behaviors

### HOW TO BEGIN:

Use time at the beginning of this session to review what you learned from your last meeting and how you practiced it in your classroom.

### Overview:

This module represents a bit of a departure from the previous modules as we shift our attention to students for whom the basis strategies we've discussed are often insufficient. The focus here moves to some special considerations necessary when student behaviors become highly emotional or escalate.

### Big Ideas: Escalating Behavior Happens in a Predictable Cycle

1. Calm - student is able to follow directions without problems and can even take correction or directions to stop behavior without incident.
  - Provide effective instruction to maximize student success
  - teach appropriate replacement behaviors (e.g., problem solving) for typical problem scenarios
2. Trigger - Something has happened - or the student perceives that something has happened - that he or she does not like.
  - Identify and remove triggers when and where they are likely to occur
  - use prompts to create success
  - redirect away from focus on triggers
  - increase student success
3. Agitation - the simple distraction seen during the trigger stage increases - with quick and waxy eye and hand movements that accompany a rise in adrenaline.
  - focus on distraction and redirection to remove attention from triggers
  - modify environment (successful activities, seating changes, proximity)
  - establish limits and provide options
4. Acceleration - The focus changes from redirecting to preventing dangerous behavior at the peak.
  - do not attempt to engage
  - remove all potential triggers
  - provide clear & calm concrete directions
  - state bottom line (not ultimatum)
  - implement crisis management procedures
5. 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
6. 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

7. 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
8. 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 assist

### Activity 1:

- a. Reflect on how you may sometimes engage students in a way that increases their likelihood of escalation.
- b. Discuss some personal experiences you've had where you felt like you could have handled the situation.

### Activity 2:

- a. Reflect on students that you've dealt with during your time working with children and youth and consider incidents when students were clearly in the trigger or agitation stage, and what the adults in the environment did in response.
- b. Discuss how further escalations might have been prevented.

### Task:

Between now and your next monthly meeting think about a student who has frequent problem behaviors or escalations. Note how you or other adults respond to triggers and agitation and be prepared to discuss your thoughts with your team at your next meeting.

**Further information and additional videos on Classroom Management Strategies can be found at the following locations:**

[CIBRS.com](http://CIBRS.com) (videos)

[KSDETASN.org](http://KSDETASN.org) (go to resources section and type in "Escalating Behaviors")

[Teachingchannel.org](http://Teachingchannel.org) (Search for "Escalating Behaviors")