

Power of Early Intervention

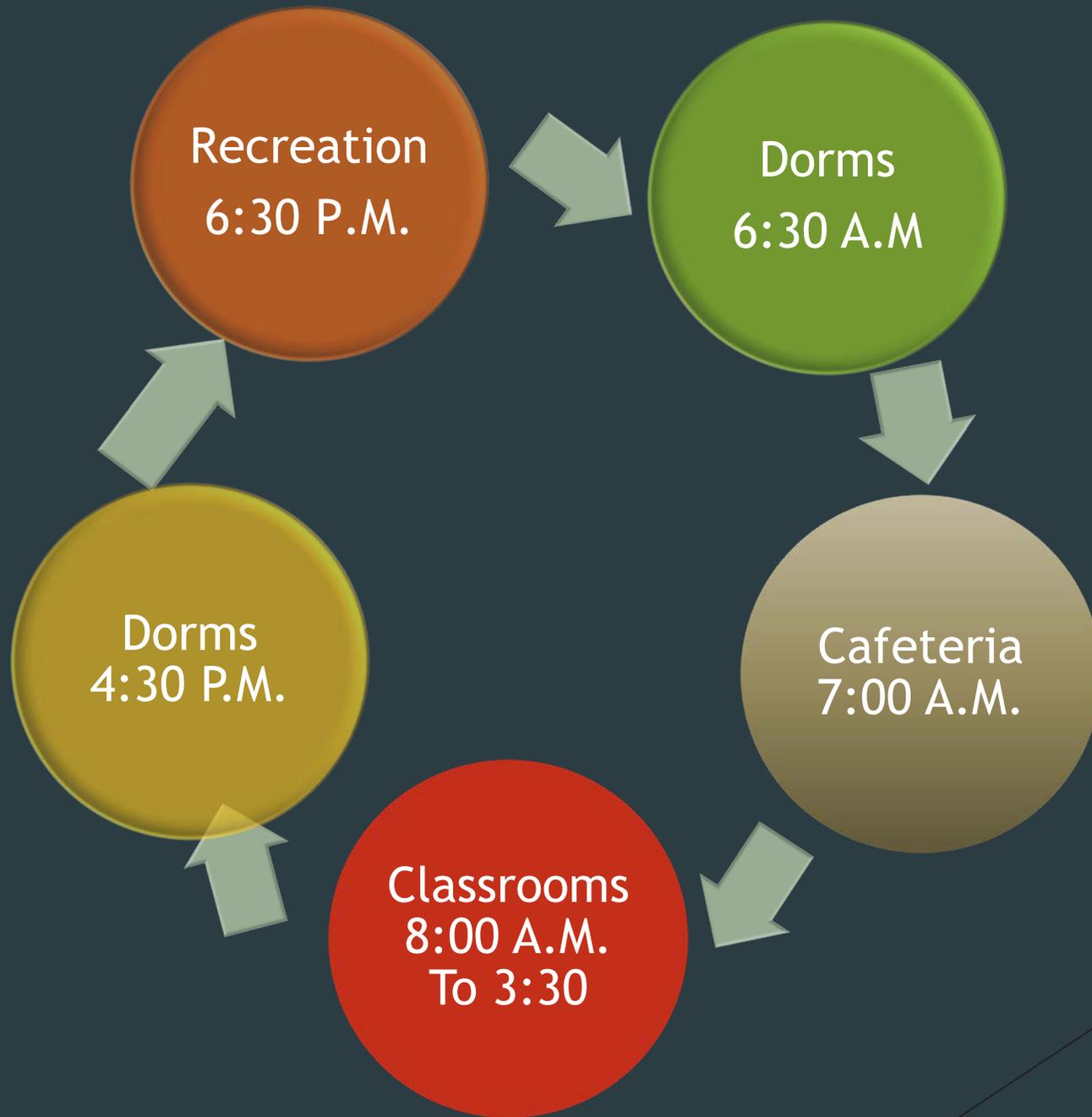
De-Escalation Techniques

Rose Walker Cook
Brooke Dunn



Early Intervention is everyone's job.

Non-engagement, non involvement is not an option.



All *behavior* is a form of
communication.

Understanding Behavior

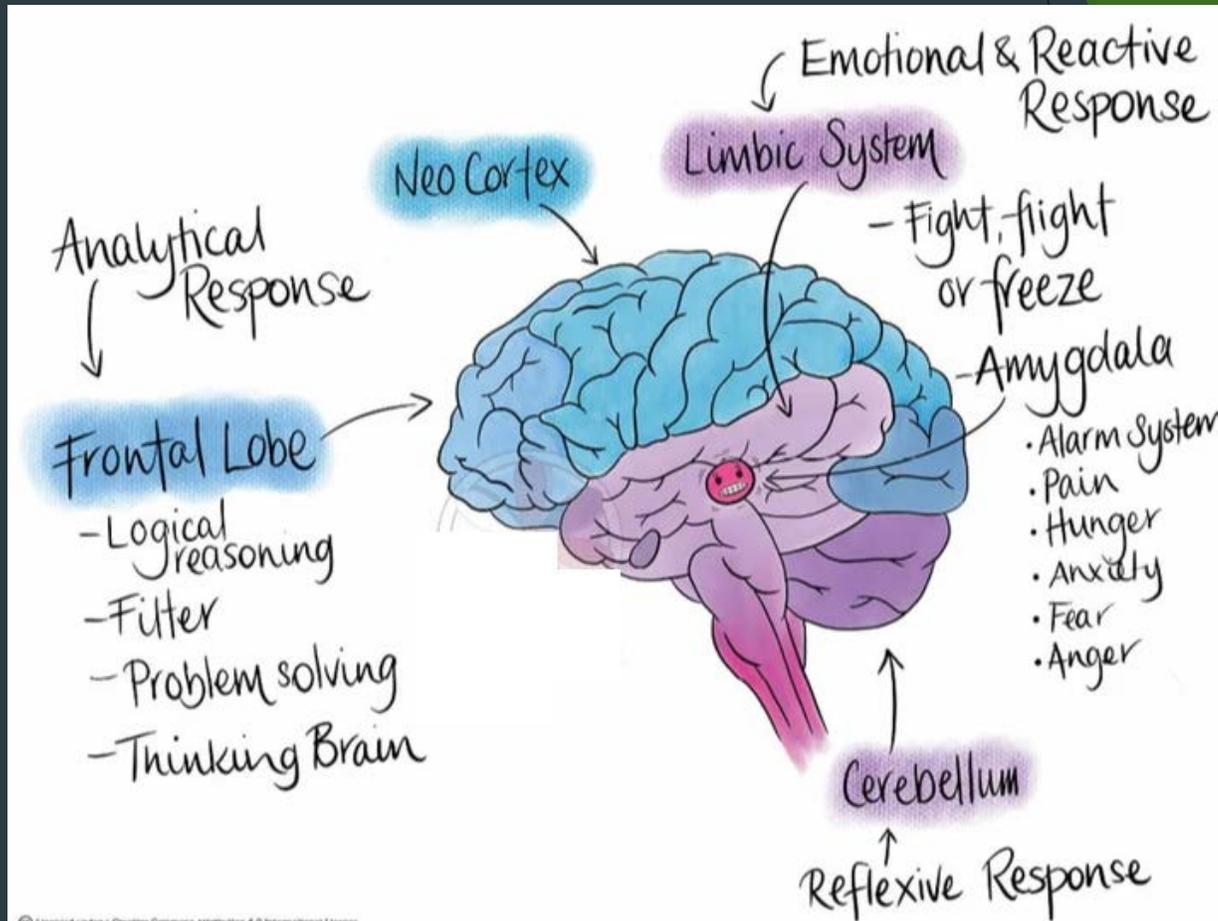
Students express themselves in many ways - through their words, actions, and facial expressions. When you observe a student, it may not always be easy to recognize the emotions underlying their behaviors.



Fight or Flight

During a crisis, the brain enters survival mode. It shuts down the thinking part of the brain and simply reacts to a threat - whether perceived or real.

This is a primal survival instinct, known as fight or flight.





A major key to understanding student behavior is to get to know each student as an individual. Build rapport with them based on trust and understanding.

Forms of Communication

Verbal

- Spoken words

Paraverbal

- Tone
- Volume
- Rhythm of speech

Nonverbal

- Personal Space
- Body language
- Communication through touch
- Listening with empathy

“

The best offense is a good defense.

”

Remain Calm and Respond Right When a Student Challenges, CPI

Prevention is a key ingredient in student management, and the more preventative maintenance that can be done through the use of proactive strategies, the less likely staff will be to encounter problem behavior. But even the most well-run Centers will experience problems from time to time.



When challenging behavior does occur, staff must be equipped with the necessary tools to handle such challenges in a professional, mutually respectful way that still holds offending students accountable while minimizing disruptions.

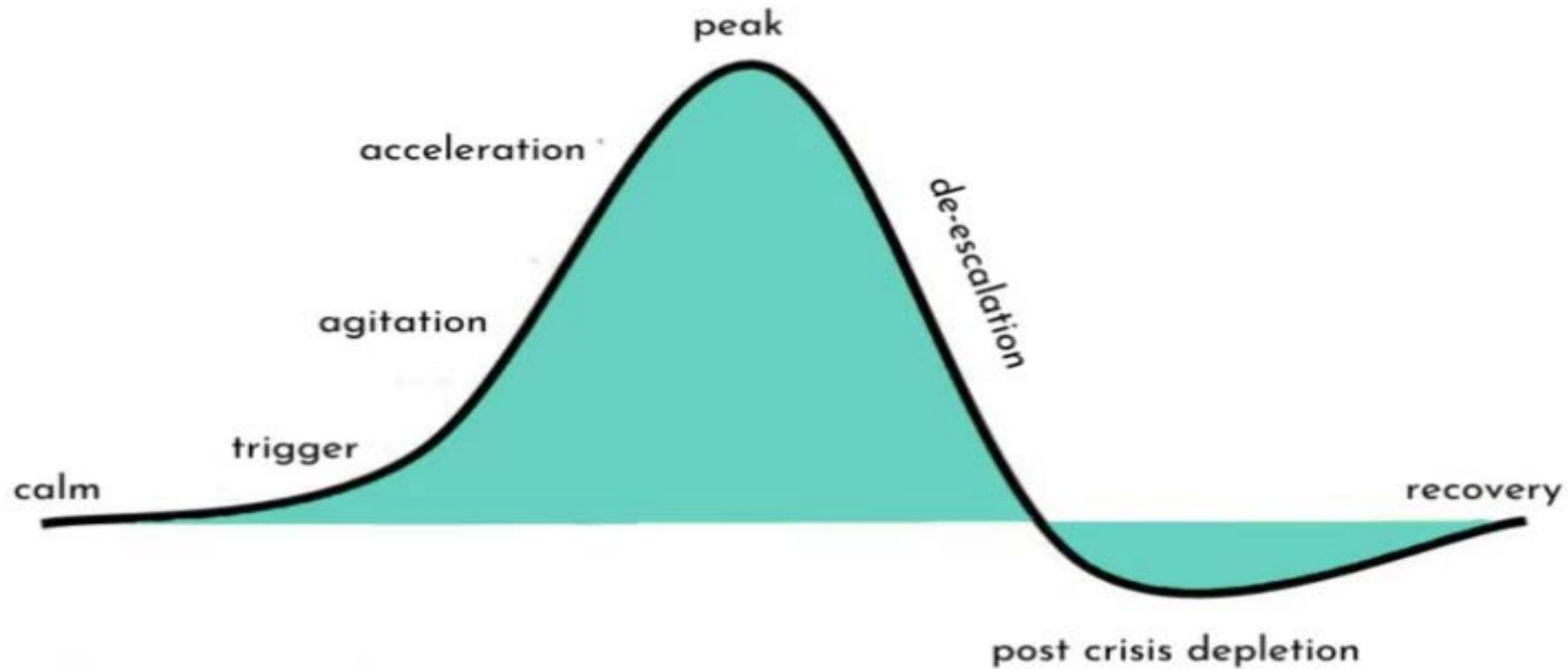
Staff responses to student behavior can serve to either *escalate* or *de-escalate* the student's behavior.

Early Intervention



Early intervention is essential to prevent the situation from escalating. In all cases, a proper response to misbehavior begins early in the chain of events.

THE ESCALATION CYCLE



Agitation/Anxiety

The second step in The Escalation Cycle is **agitation**.

During this phase, you may notice that the student is exhibiting anxiety.

Anxiety is defined as a change in typical behavior.

Ex. - fidgeting, sighing, clenched fists

Supportive

The appropriate staff response is **supportive**.

When a staff member sees a student who is demonstrating behaviors at the agitation/anxiety level, you want to take a supportive approach.

Supportive is defined as an empathetic, nonjudgmental approach.

Ex. Is everything okay? Is there anything I can do?

Acceleration/ Defensive

The third step in The Escalation Cycle is **acceleration**.

During this phase, you may notice that the student is exhibiting defensive behaviors.

Defensive is defined as protecting oneself from a real or perceived challenge.

Ex. - shouting, refusal, asking challenging questions

Directive

The appropriate staff response is **directive**.

When a staff member sees a student who is demonstrating behaviors at the acceleration/defensive level, you want to take a directive approach.

Directive is defined as providing clear direction or instruction.

Ex. Set limits, downplay challenge

Peak/Risk Behavior Safety Intervention

The fourth step in The Escalation Cycle is **peak**.

During this phase, you may notice that the student is exhibiting risk behaviors.

Risk Behavior is defined as behavior that presents an imminent or immediate risk to self or others.

Ex. - throwing things, running, fighting, kicking, punching

The appropriate staff response is **safety intervention**.

When a staff member sees a student who is demonstrating risk behaviors, you want to take safety interventions.

Safety interventions are non-restrictive strategies to maximize safety and minimize harm.

Ex. - making environment safe, removing bystanders

De-escalation / Tension Reduction

The final step in The Escalation Cycle is **de-escalation**.

During this phase, you may notice that the student is exhibiting tension reduction.

Tension Reduction is a decrease in physical and emotional energy.

Ex. - cry, apologize, regain calm

Therapeutic Rapport

The appropriate staff response is **therapeutic rapport**.

When a staff member sees a student who is demonstrating de-escalation behaviors, you want to take the therapeutic rapport approach.

Therapeutic Rapport is reestablishing the relationship.

Ex. - address physical and emotional needs, avoid blame

DE-ESCALATE



De-escalation

De-escalation is everyone's responsibility.

De-escalation techniques go against our natural fight-or-flight reflexes. Remaining calm and professionally detached is not natural and therefore it is a skill that will need to be practiced.

WHAT ARE YOUR TRIGGERS?

- ▶ As the responsible adult in the room, knowing and controlling your own triggers is the key to your success.