**Objectives**

1.Understanding the difference between behavior management and interventions,

 2. We will Learn how to appropriately respond to a variety challenging behaviors.

3. Learn the verbal de-escalation tips and tricks that will help you when supporting students with difficult behaviors.

4. Help you create a calm and supportive learning environment.

5. Introduce the behavior escalation cycle. This is the cycle of behaviors often presented by students.

In a school setting, behavior management is the expectations and norms of the facility while interventions are the supports to help the students meet the expectations and norms.

**Examples of Behavior Management**:

* Student code of conduct:
* School expectations
* Classroom norms

**Examples of Behavior interventions:**

* Modeling expectations-
* This is when you take time to show students the desired behavior in their setting, such as practicing walking in a line, or showing a student how to stand or walk on the right side of the hall.
* Picture reminders - these are great for non-verbal or prereaders. they are photo reminders of the expected behavior. They are often used in an elementary setting, but the universal signs work for any age group. Verbal reminders work as well.
* Positive reinforcers have a dual purpose. They award the students who are showing the desired behavior, and it is a reminder to students observing what is expected. Food and candy are often used but verbal praise and stickers are just as effective.

**Verbal de-escalation**

**Verbal Communication tips:**

* Keep it short- Often when you are escalating the less taking you hear the better. This is true for both students and adults.
* Simple and clear directions You always want to ensure the students understand the request, using repetitive language helps.
* Respectful- We will talk about this more m later, but it is worth mentioning several times. ALWAYS remain respectful and positive.
* Positively Phrased requested-" No running" vs" Walking feet please"

**Paraverbal Communication:**

* 70% of communication is nonverbal.
* Tone, Volume, rhythm of speech.
* If the goal is to de-escalate the situation or student, you must remain calm. That will show in your voice.

**Non-verbal Communication**:

* Personal Space- Proximity to a student is important. There are times when you make the need to be very close to support a student, and there are times when space is needed. Communication through touch, sometimes a reassuring touch on the shoulder is just what the student needs to de-escalate.
* Body Language- Calm relaxed body, smile or supportive stance, open arms and hands eye contact.
* Listening with empathy

**Preventions**

* Check-in are relationships formed through a trusted adult taking an active interest in a student who demonstrates challenging behavior.
* SEL: If you do not have SEL time/ lessons or curriculum build into your day you will need to find time to model it for students.

**Behavior Escalation Cycle**

The behavior escalation cycle seeks to explain how student behavior escalates and operates from beginning to end. Understanding the behavior escalation cycle assists educators to employ techniques for use at each stage.

**Calm Phase:**

Student behavior is characterized as goal-directed, compliant, cooperative, and academically engaged. The student is responsive to teacher praise and willing to cooperate with peers. These are the perfect opportunities for teaching SEL, modeling appropriate behaviors and introducing new interventions to the students.

**Trigger phase:**

This is the phase where a student’s positive behavior changes in response to an event. The misbehavior can be triggered by a negative interaction with a peer, change in schedule, or confusion about an assignment. Do not dismiss outside factors such as lack of sleep, stressors in the home, negative interaction with parents.

Student behavior in the Trigger phase may look like:

* Frustration
* anxiousness
* restless

Response

**Agitation Phase:**

The agitation phase is characterized by a series of behaviors that indicate the student has disengaged from instruction. Some students demonstrate agitation by increasing behaviors and the intensity of their anxiety is increasing.

Student's behavior may look like:

* getting up out of their seat and wondering around the room
* fidgeting
* putting their head down and not engaging in activities
* tapping their hands
* moving in and out of groups
* and starting and stopping activities
* staring off into space,

Response:

* Be supportive.
* Show empathy.
* Offer instructional choices.
* Space and proximity
* Give them additional time to complete their assignment.
* Positively Phrased Words

\*If possible, adults may work EARLY in the agitation phase with the student to identify the source of the problem and generate mutually agreed upon solution. potentially stopping further escalation\*

**Acceleration Phase:**

Students in this phase continue to escalate their behavior and are unwilling/unable to communicate with the adult who may be attempting to support. The aim here is to set up places where the student can go in order to engage in calming activities and potentially use emotion regulation strategies.

**Behaviors may include:**

* Students may physically assault others.
* hurt themselves.
* cry hysterically.
* destroy property-any of which poses great risk to safety.

\*It is imperative that staff have a protocol for this phase\*

**Response**

* Use non-verbal empathy messages,
* and do not engage in verbal explanations or reasoning.
* Avoid power struggles.
* Provide choices in which complying with directions is more advantageous than not.
* Keep a non-demanding manner.

**Peak Phase:**

\*Follow your school’s protocol\*

At this point, the student has reached full escalation and there is potential for highly disruptive, dangerous, or destructive behavior. The student’s behavior is clearly out of control.

**Behaviors may include:**

* yelling at the teacher
* hitting others
* destroying property
* and may create an unsafe classroom environment.

It is imperative that the adults continue regulate their own behavior by using calm voice tone, decreasing the amount of words spoken, leaving spaces between words, and decreasing voice volume. Making sure the student does not feel they are being overwhelmed by the adults and forced to do something. Focus on controlling staff behavior, demonstrating compassion and tolerance to the student.

When necessary, intrusive short-term interventions, such as removing the other students from the classroom; contacting the school crisis and security team, calling the student’s parents.

**Response:**

* Still supportive
* Clear the environment.
* Ensure student safety.

REMEMBER YOU CAN

Wait. Step away. Do not do or say something that may make the situation even worse by explaining, demanding, warning, and other corrective procedures.