

Utilizing De-Escalation Strategies to Maintain Least Restrictive Environments

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ATLAS Program

Altogether, Teaching, Learning, And Succeeding



- Started in 2019
- Bring students back from alternative placements to K-8
 - I.e. Baird, INCLUSION, GMBC, SD
- Serving students with significant social, emotional, and behavioral needs
- Utilize highly trained support staff
- ABA and Trauma informed practices
- Data driven decision making

CIRCLE GUIDELINES

Speak from the heart:
your truth, your experiences,
your perspectives

Listen from the heart:
let go of stories that make it hard
to hear each other

Trust that you will know what to say:
no need to rehearse

Say just enough:
without feeling rushed, be concise and
considerate of the time of others

- Please ask questions
- Share your thinking
- Respect confidentiality
- Be present
- Feel free to disagree!

How I'll Waste Your Time Today.....



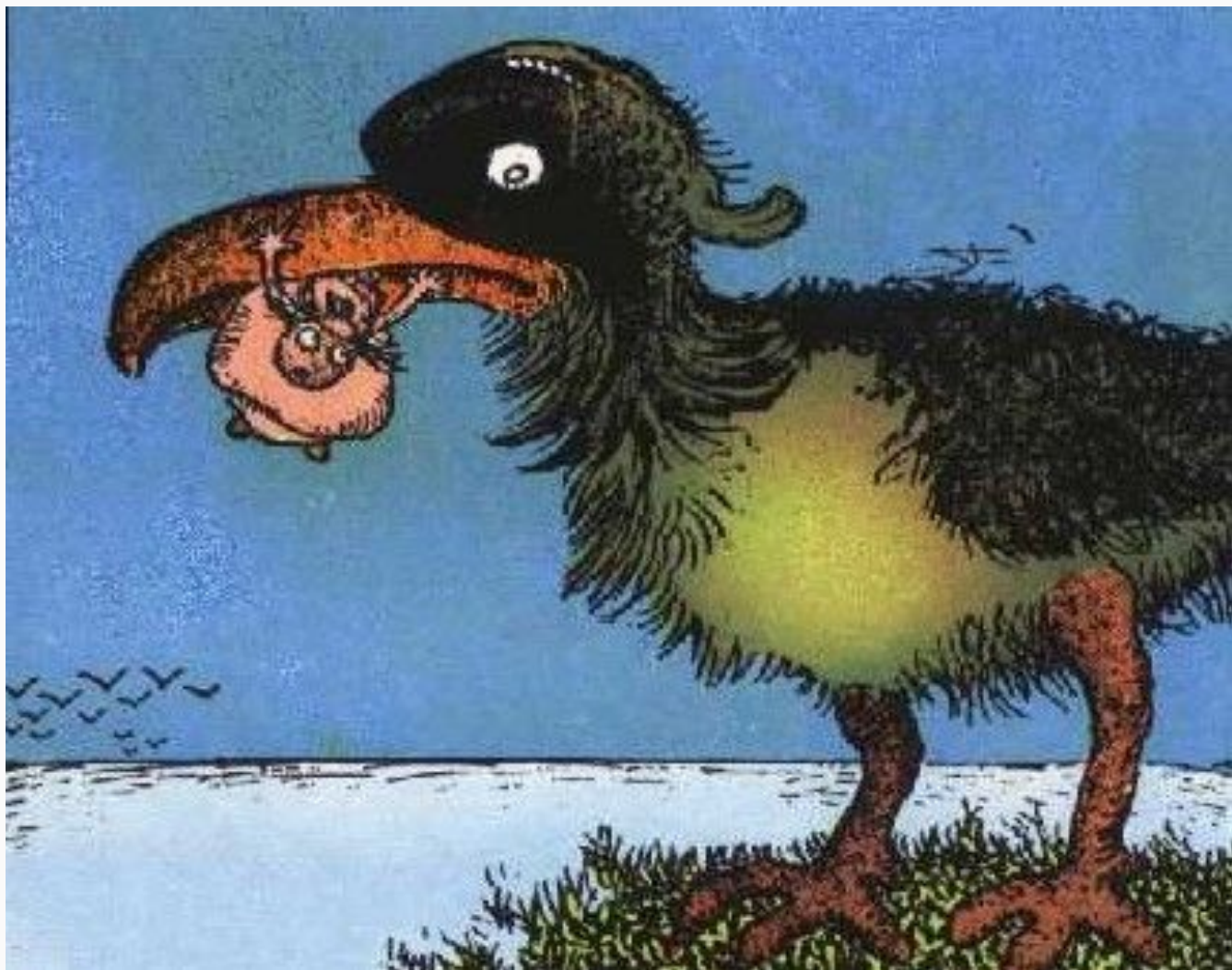
- Learn several strategies to de-escalate students by understanding the different stages in the Escalation/Crisis Cycle;
- Identify proactive and preventative strategies that can be implemented by every provider in the school building and used with all students;
- Examine ways to improve relationships with students that exhibit challenging behaviors;
- Explore ways to create safe environments that frontload interventions to break the cycle before it begins.

Perspective

Noun

- the interrelation in which a subject or its parts are mentally viewed
- the capacity to view things in their true relations or relative importance





Any Gardeners Out There?

If one of your plants isn't
flourishing, what would
you do?



Photo Courtesy of Gabbie Blakeslee

Circumstances View of Behavior



- “The Circumstances View of problem behavior attributes the source of the problem not to the person him or herself but to what has happened to the person over the course of their life up to the occurrence of the behavior(s) of concern.” (Friman, 2021, pg. 3)

“There is no such thing as a bad boy, only bad environment, bad modeling and bad teaching” (Friman, 2021, pg. 1)

Brain Break!

Dave Sladkey
Energizing Brain Breaks

Energizing Brain Break - The Crab

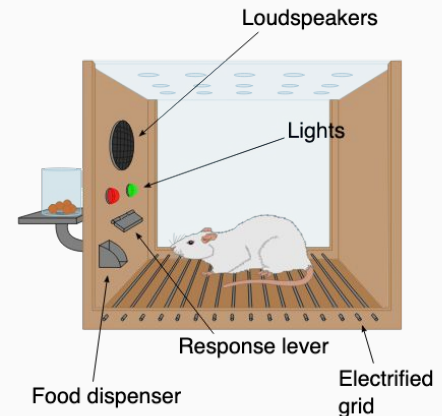
1. You can stand or sit
2. Put your arms out in front of you and match your fingers from each hand together and then match your thumbs together.
3. Now put lower your middle fingers so that the knuckles touch. Keep them flat against each other.
4. Now un-touch and retouch your thumbs.
5. Now un-touch and retouch your index fingers.
6. Now un-touch and retouch your ring fingers.
7. Lastly, un-touch and retouch your pinkies.

(Sladkey, 2008)

Applied Behavior Analysis

- is “the science in which tactics derived from the principles of behavior are applied systematically to improve socially significant behavior and experimentation is used to identify the variables responsible for behavior change.” (Cooper, Heron, & Heward, 2014, p. 40).

**“In simple terms, ABA
changes the environment in
order to change the behavior.”**



Review Some Concepts

Positive Reinforcement:

- something is **ADDED** immediately after the behavior occurs, resulting in the behavior **INCREASING** in the future
- Example:
 - Praising a student for raising their hand
 -



Negative Reinforcement:

- something is **REMOVED** immediately after the behavior occurs, resulting in the behavior **INCREASING** in the future
- **Examples:**
 - Putting on your seat belt to stop the dinging and flashing light
 - Calling out in class to get sent to the office



NEVER BRIBE

- Bribes and rewards offer something in exchange for a desired behavior, but the way they're offered is different.
 - Bribe-unplanned-generally given in the middle of a crisis.
 - Immediate de-escalation
 - Long-term consequences
 - Reinforcing the unexpected behavior
 - Child in the grocery store
 - Premack Principle
 - First you do this then you get that



Punishment

Is punishment controversial?

- something is ADDED or REMOVED immediately after the behavior occurs, resulting in the behavior DECREASING in the future

Punishment is Negative Reinforcement for those implementing it!



If we're using punishment, use it correctly

- Timeouts, reprimands, loss of access to high preference activities and tangibles, physical interventions, etc.
 - **These are a last resort and reinforcement should always be used first!**
- When you've initiated a punishment procedure, you must follow through.
- **Using something as a punisher but it's actually a reinforcer.**
 - GO TO THE OFFICE!.....AKA- Ditch to Disney



Wait, they have trauma.

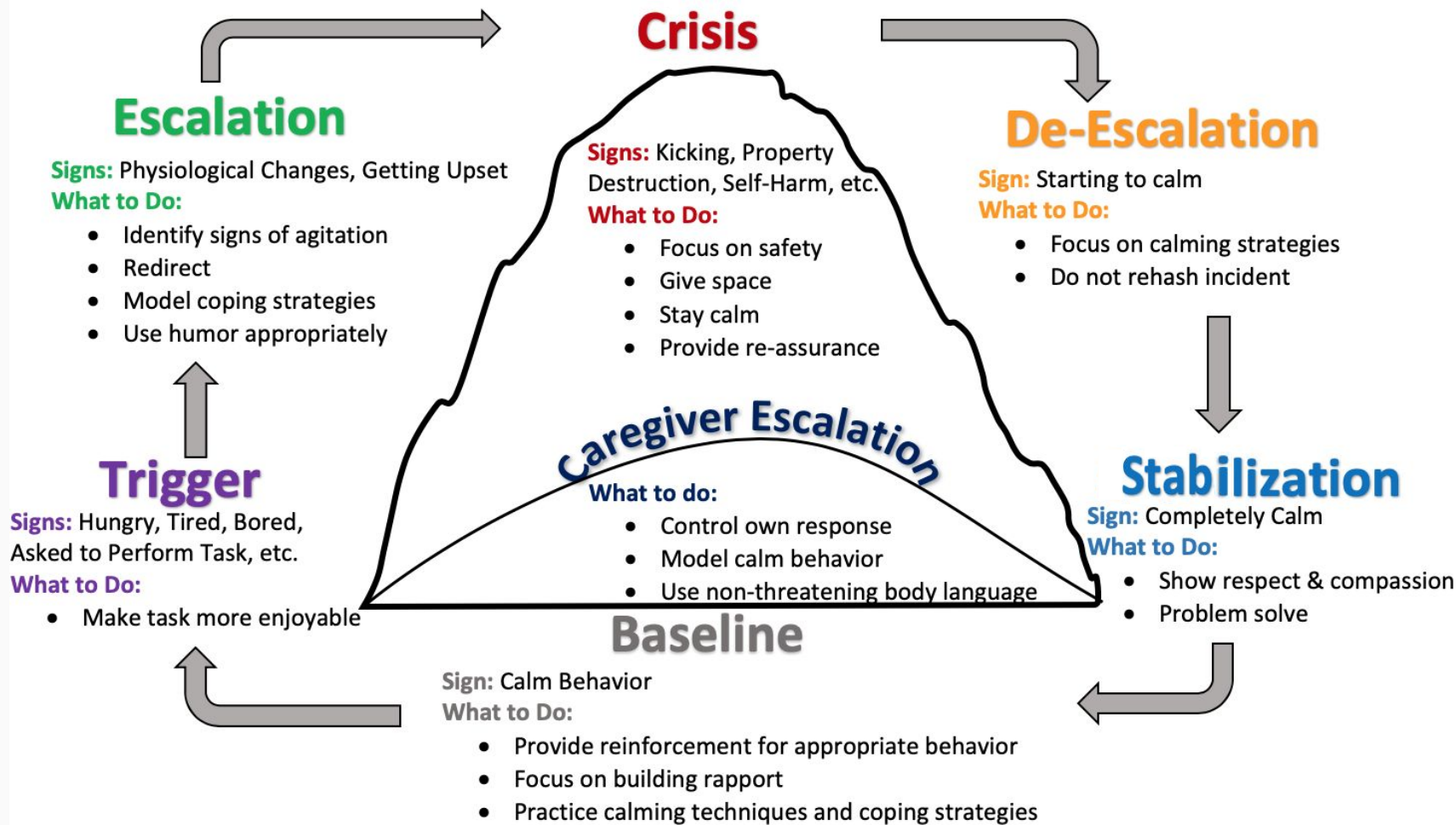
- Students have a variety of challenges that directly impact their well-being, not just trauma.
- Students develop defense mechanisms and coping strategies that can be maladaptive.
 - We need to help students manage their behaviors and recognize that OUR behavior has a direct impact on them
- We can't support a student with their inner struggles until we mitigate the external manifestation of those struggles.



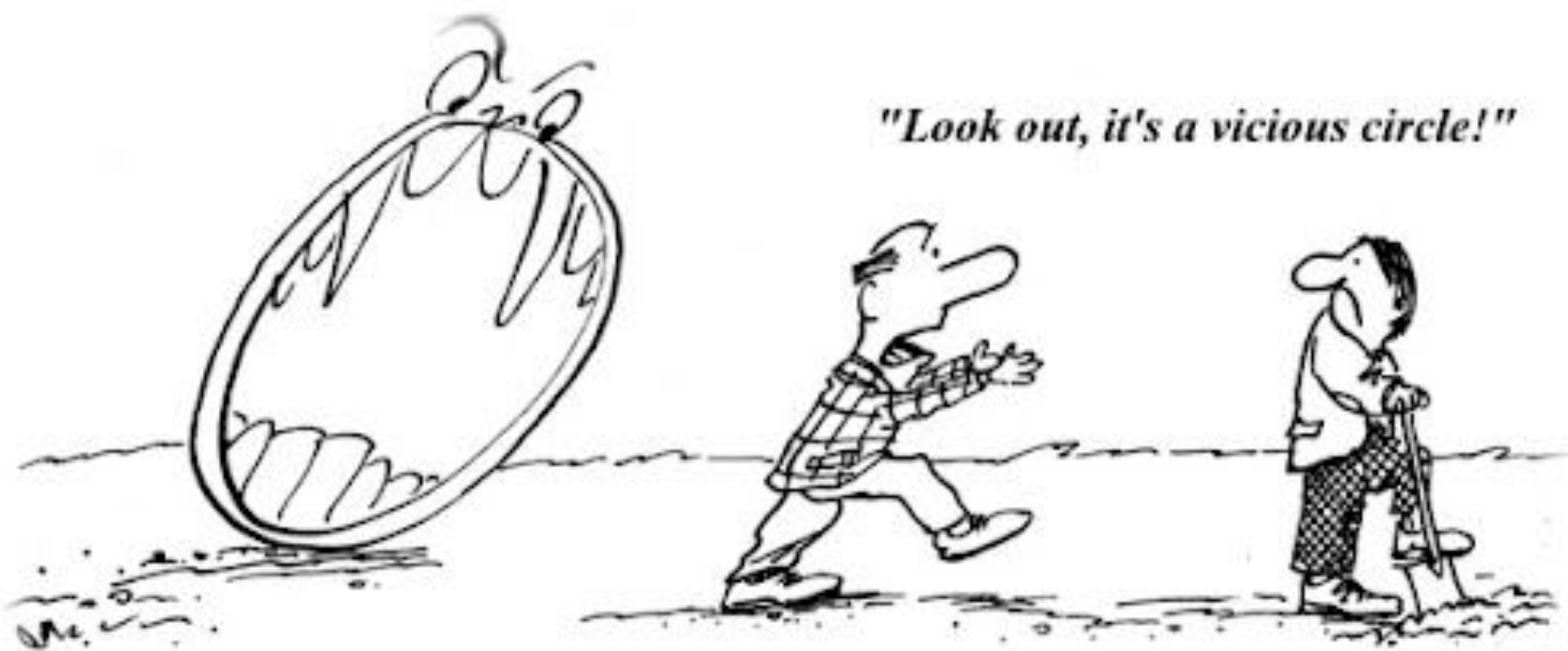
Brain Break!

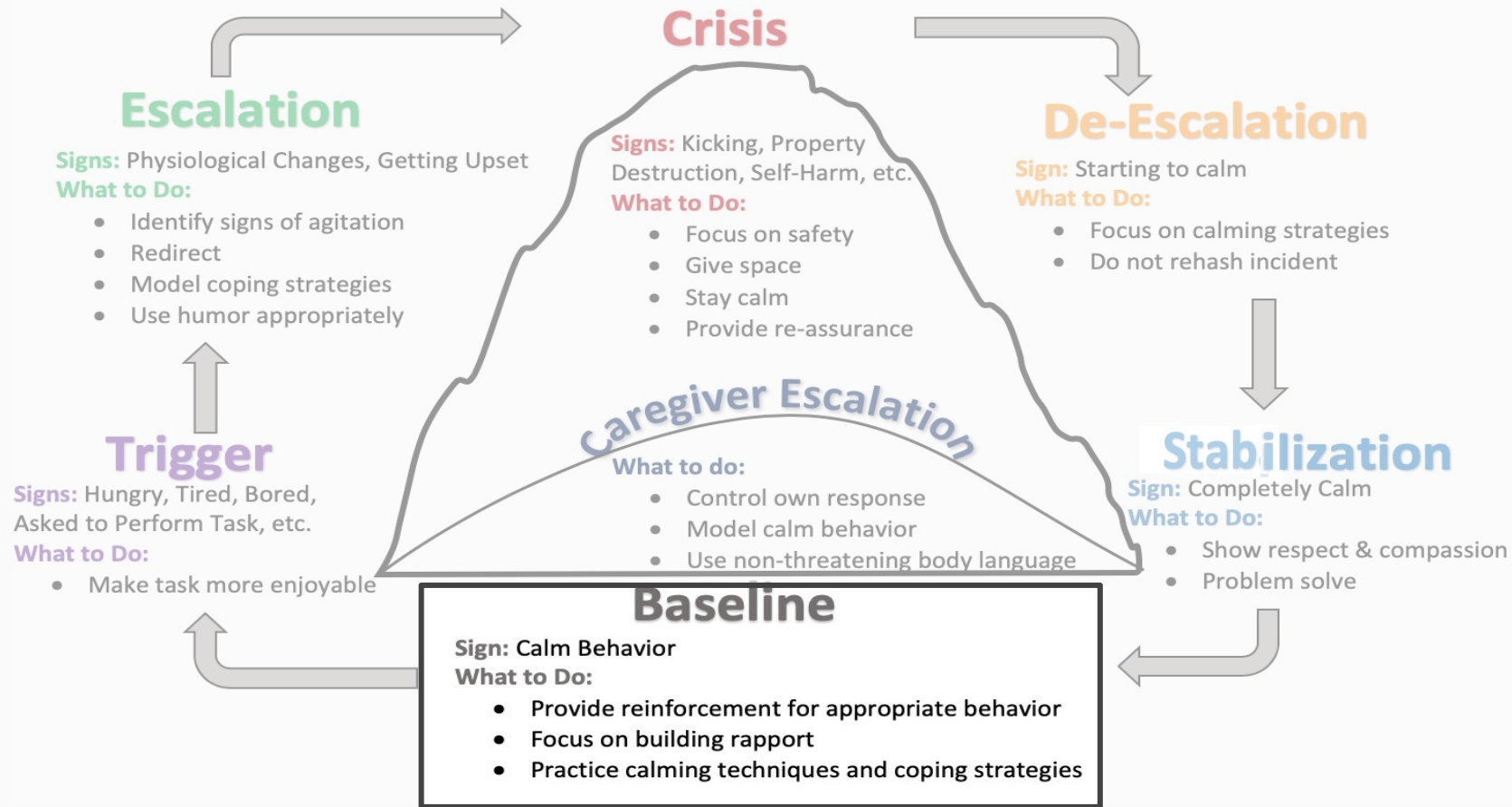
Finger Aerobics:
Pink/index Ring/Mid on
opposite hand

(Sladkey, 2008)



"Look out, it's a vicious circle!"





Building Rapport

- Relationships are key to working with everyone!
- Listen and respect them, even when they're at their most unreasonable
- UNDERSTAND their interests, it's like homework.
 - Likes AND Dislikes.
- Be consistent
- Pair yourself with reinforcement



Giving Choice vs. Direct Request



Giving Choice

“Do you want to write or do you want me to write?”

- Allows to student to feel like they have more control
 - Even if both choices are what you want them to do
- This is an antecedent intervention that applies to students whose function of behavior is escape

Direct Request

“Give me the pencil, please.”

- Doesn't mean yelling!
- Leaves no room for choice
- Is clear and doesn't imply another option
 - Limit misunderstandings
- Reduces language
- Antecedent intervention for students with limited language

Frontload the Positive and Negative Outcomes

- When we proactively talk about and practice various situations, it increases the likelihood they'll be able to access these skills in a dysregulated state
- Important Steps
 - Focus on one skill at a time
 - Review procedures multiple times and when their regulated
 - Of course there will always be resistance-Don't give UP!
 - Provide reinforcement when appropriate
 - Repetition, repetition, repetition, REPETITION



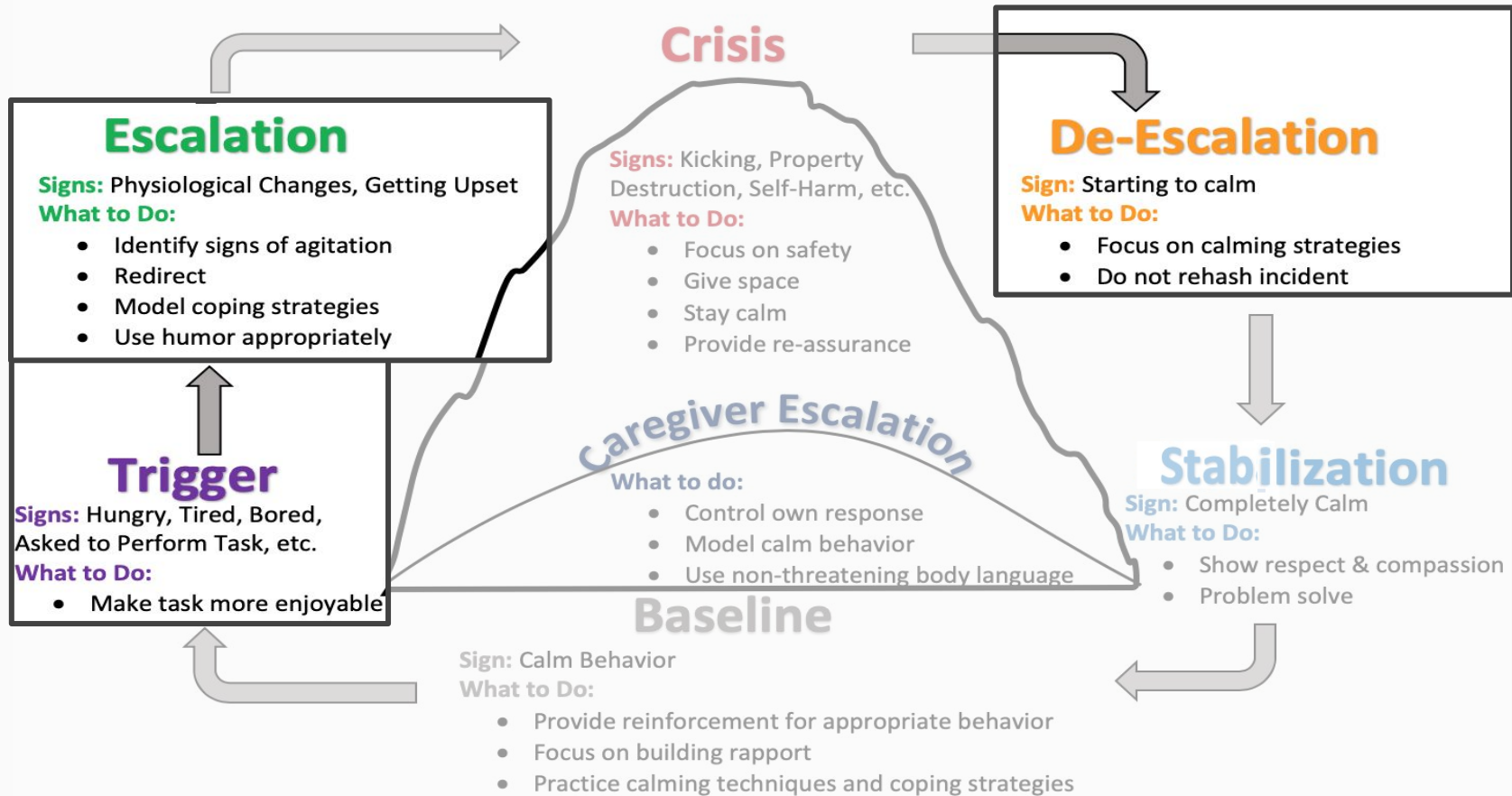
Brain Break!

ABC/123

1. You can stand or sit
2. Use your index finger and write a large "A" in the air out in front of you and at the same time say out loud the number "1".
3. Now use your index finger and write a large "B" in the air out in front of you and at the same time say out loud the number "2".
4. Continue writing the letters in the air and saying the numbers out loud as far as you can go or until the end of the alphabet.

Extra Challenge: Alternate saying the letter and then the number.

(Sladkey, 2008)

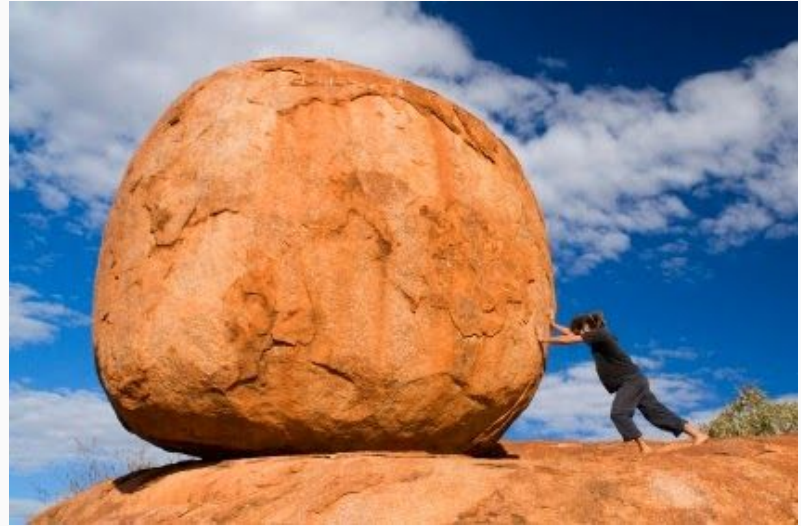


High Probability Requests

- Referred to as high-p request sequence
- Creates behavioral momentum

Process and delivery involves:

- Identify Low-P behavior for increase
- Create list of High-P behaviors similar to Low-P
- Deliver 3-5 High-P requests before target Low-P



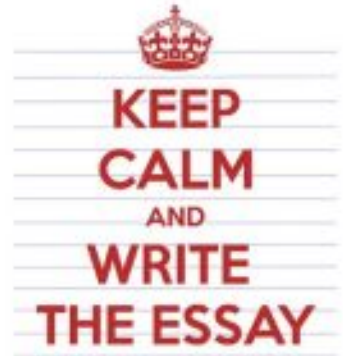
Prepare for Damage Control.....

Five Paragraph Essay Assignment - 30 marks
Due Date: end of day Wednesday February 28

This assignment raises expectations for quality and preparation.

Task:

Complete a typed, full five paragraph composition, using one of the prompts listed on page two. The essay should be about 1.5 to 2 pages in length, not more than three. Depending on the prompt, it can be personal or impersonal in nature.



Validate the Student's Feelings

Wait, they just called me an A-hole!

- **Avoid**
 - Pointing out mistakes the child may have made in the situation
- **Instead**
 - Listen to what the child is saying and validate any underlying emotions that are evident

Now I can yell at them?

- **NO! Listen to the child's truth and continue to validate any feelings!**



“I'm right and you're wrong, I'm big and you're small, and there's nothing you can do about it.”

— Roald Dahl, Matilda

Understanding and listening to their Perspective, even when they got it allllllllll wrong

- Don't tell the student what they just did
 - Ask them what happened!
- Give the student the opportunity to tell their truth
 - Stop talking, seriously, DON'T correct the student, stay in the moment (no phone), restate what you heard.
- As they replay the incident, check that you got the timeline correct.
 - Move back further and further from the incident to understand where the potential setting event and/or antecedent occurred



Mantra:

“I am the adult. I do get
the last word. It just may
not be right now.”

- Ken Kramberg
(Master LSCI Trainer)

Less is More

- Reduce the amount of language and directives being delivered
- Model emotional regulation (THINK Thermostat, not thermometer)
 - Control our emotional responses
 - Create a script on how about what your going to say-keep it consistent.
- This is a time to remove academic expectations while maintaining high behavioral expectations

Possible Outcomes of a Crisis

Staff and Student Relationships may be:

- Improved
- Unchanged
- Damaged

Every interaction is an opportunity.



Thank you!

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Giving Choice

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