

# Proactive Strategies for De-escalation

Positive ways to respond to  
challenging situations and  
how our reactions impact  
behavior

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**OLENTANGY SCHOOLS**<sup>SM</sup>  
*Flourish Here.*

# Proactive Strategies for De-escalation



<https://youtu.be/bTeYncx1xml?t=60>



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# “Eat My Shorts”

Did the principal's reaction *escalate* or de-escalate the situation?



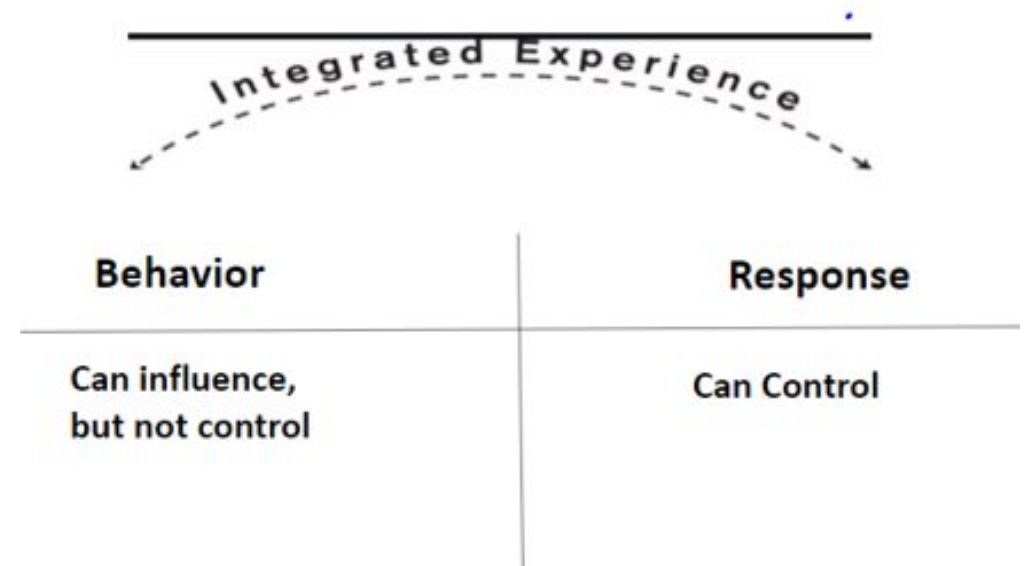
# Integrated Experience



# Integrated Experience

## Key Points Regarding the Integrated Experience

- We cannot control the behavior of another person, but we can control our response to that behavior.
- Our response to someone's behavior can make the situation better or worse.



# Behavioral Iceberg

- Unmet Needs
- Trauma History
- Physical Symptoms
- Diagnoses



# Rational Detachment



# Rational Detachment

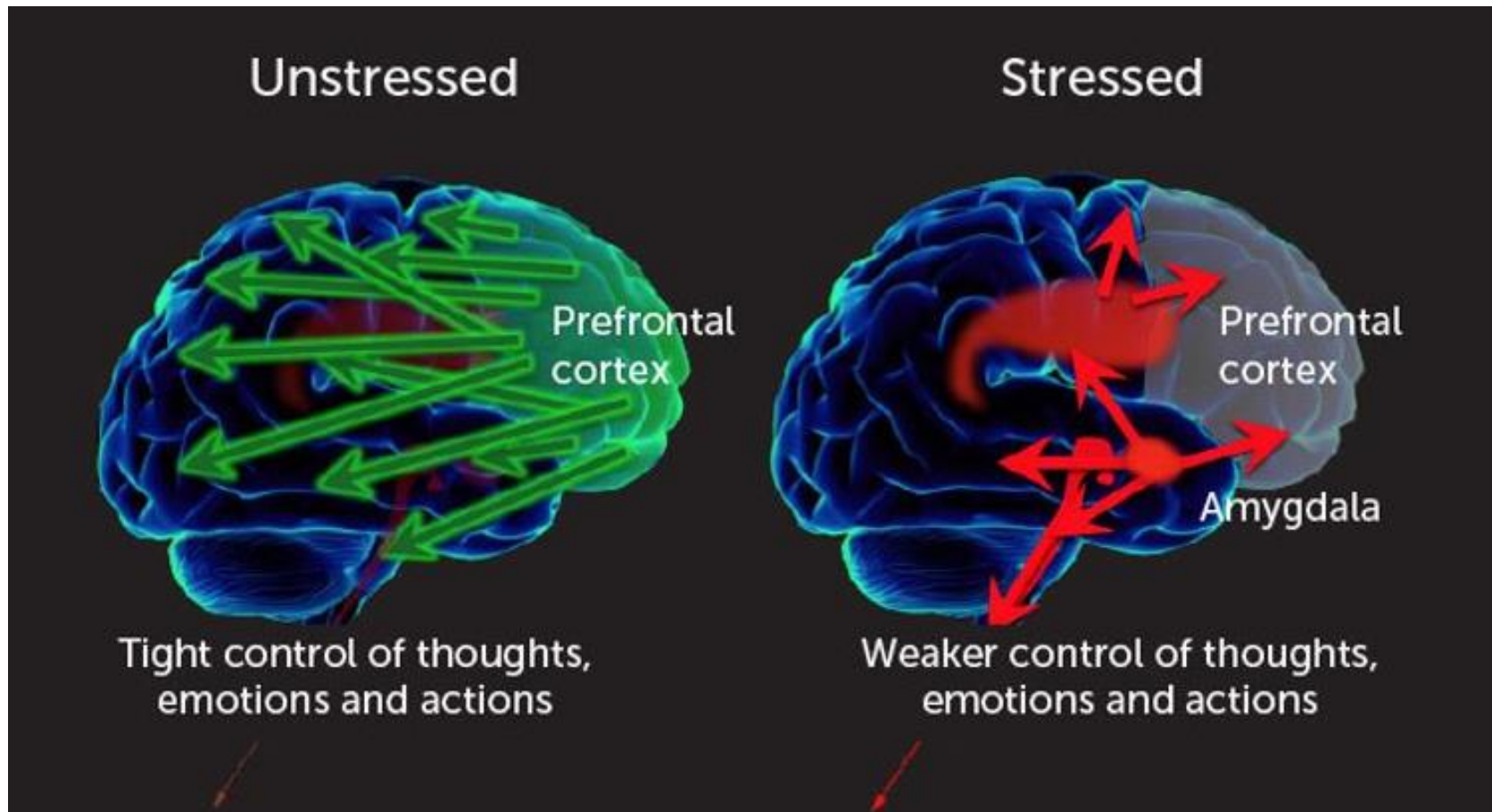
## Observe the Behavior

- What is the other person trying to communicate?
- How am I responding?
- What am I expressing or conveying?
- How are they responding to me?





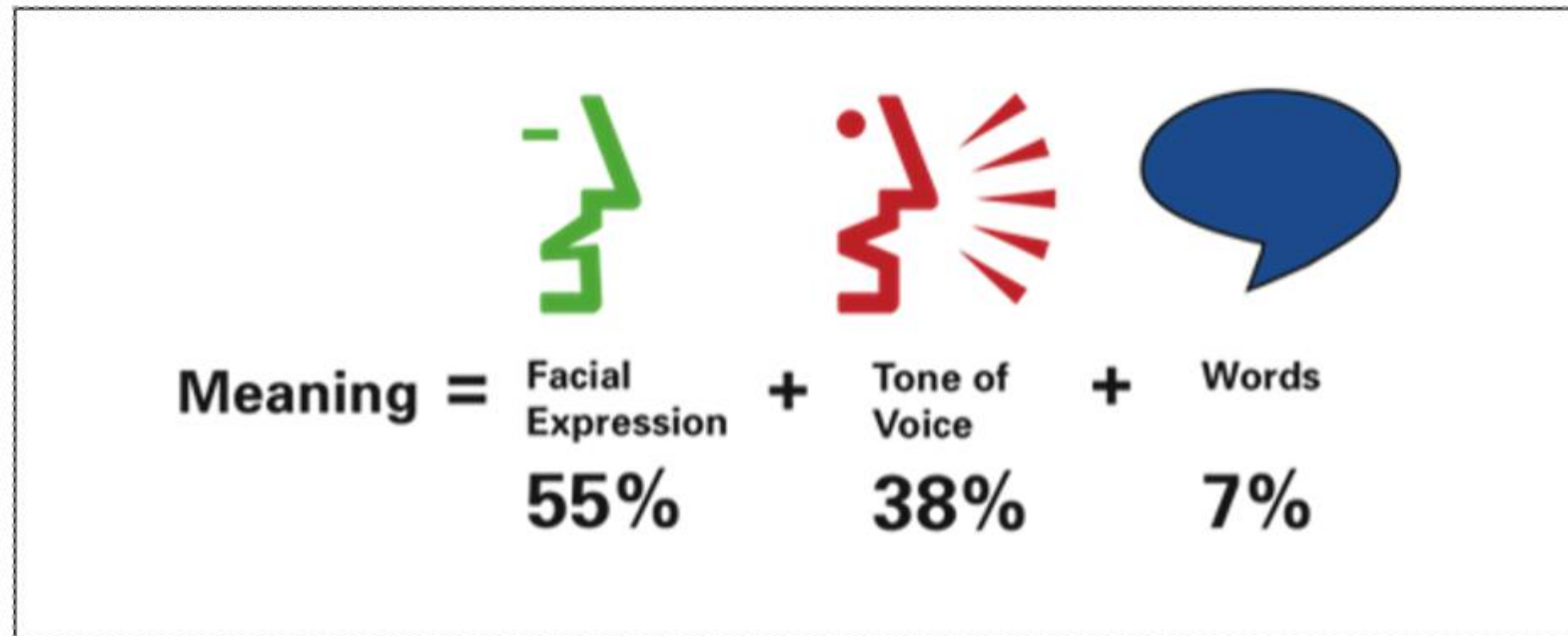
# Your Brain and Stress



# Communication is Key

Communication includes:

- Verbal Communication
- Nonverbal Communication
- Paraverbal Communication



# How to Utilize Rational Detachment

- Ask yourself how you are feeling
- Don't take things personally
- "Q-tip"
- Model self-regulation/co-regulation

## Rational Detachment Tips

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Take a deep  
breath.



Choose your  
words carefully.



Ask for help.



# Possible Ways to Maintain Rational Detachment

BEFORE	DURING	AFTER
<ul style="list-style-type: none"><li>• Exercise</li><li>• Have fun (find a passion/hobby to devote some time to on a regular basis!)</li><li>• Eat healthy foods</li><li>• Get plenty of sleep</li><li>• Attend trainings/support groups</li><li>• Be consistent and follow through</li><li>• Spend time with peers/partners</li><li>• Have "me time"</li></ul> <p><b><u>Self-care is critical!</u></b></p>	<ul style="list-style-type: none"><li>• Take deep breaths</li><li>• Think and focus</li><li>• Check your ego</li><li>• Assess your options</li><li>• Use others for support</li><li>• Step back physically AND mentally</li><li>• Take it all down a notch (voice volume, speed of movements, position, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Take a break to regroup</li><li>• Laugh, cry, scream into a pillow</li><li>• Vent to peers/partners</li><li>• Process the situation</li><li>• Attend more trainings/support group sessions</li><li>• Take a walk</li><li>• Read a book or write in a journal</li><li>• Take a hot bath/shower</li><li>• Pour yourself a cup of tea, glass of wine, mug of hot chocolate – whatever helps you decompress!</li></ul>



# Behavior Strategies



# Proactive Behavior Support Strategies

How can we prevent problem behavior?

## Catch them being good!

- We can improve behavior by 80% simply by giving positive reinforcement to what we want to see more often.

## Watch for warning signs, etc.

- Do they have consistent changes in body language, tone of voice, pace of speech, certain mannerisms as they begin to escalate?

## Intervene before it gets to be a big problem.



Shores, R.E., Gunter, P.L., & Jack, S.L. (1993). Classroom management strategies: Are they setting events for coercion? Behavioral Disorders, 18, 92-102.



# Proactive Behavior Support Strategies

## Planned Ignoring

- Ignore the negative behavior and provide positive attention to others who are showing the positive behavior you want to see.

## Hurdle Help

- If the child seems intensely frustrated, getting them "over the hump" (e.g., if they are overwhelmed with cleaning their room, you begin to clean with them and then ask them to finish the rest on their own).



# Proactive Behavior Support Strategies

## Affection

- Hug, pat on the back, statements like, "Things might seem tough right now, but I know you're good at making positive choices. You did such a great job last week in a similar situation."

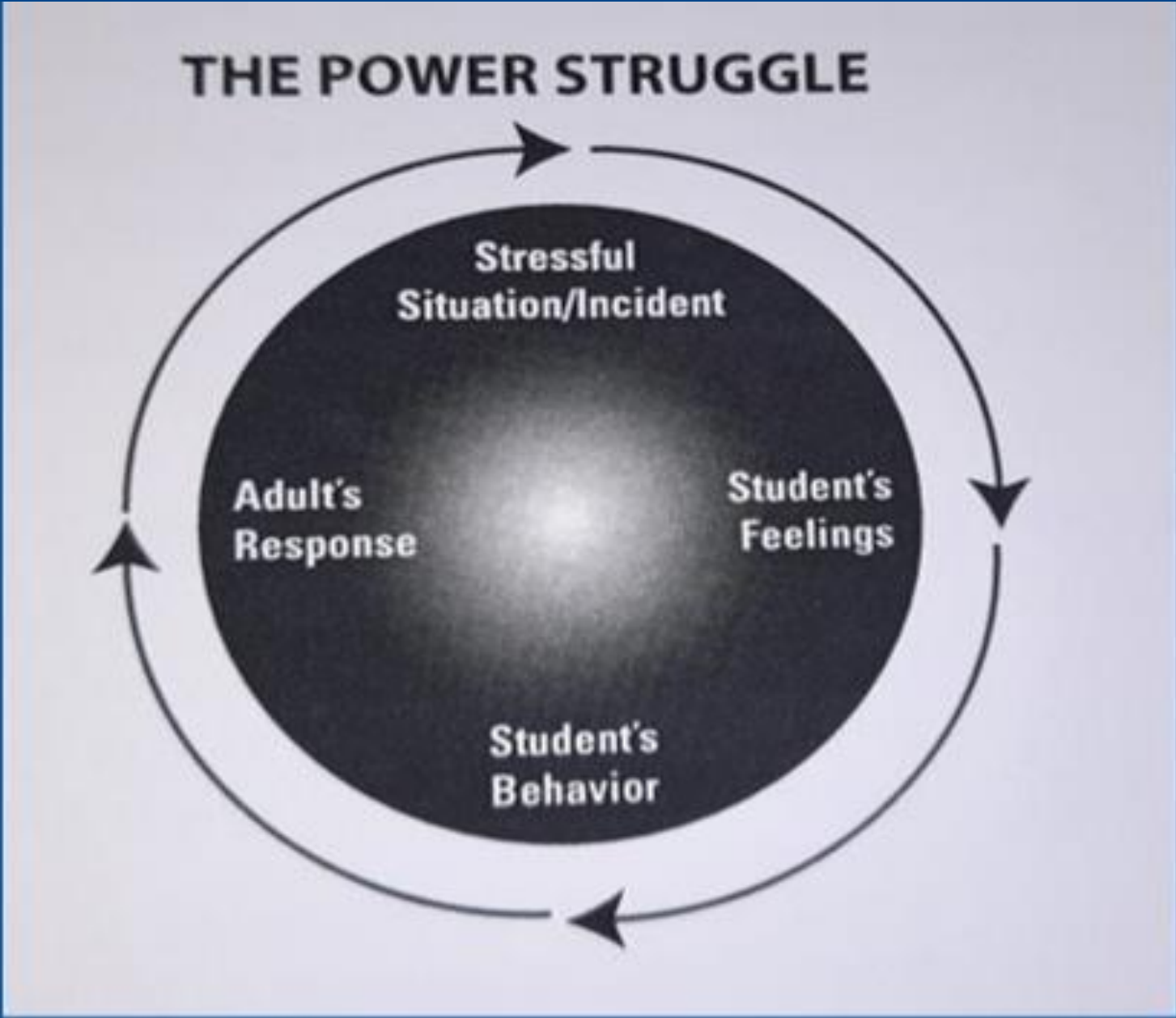
## Take a Break

- Have them take a break from what's frustrating/overwhelming. Do something else (a different task) and come back to the task/activity. "Put a pin in it."

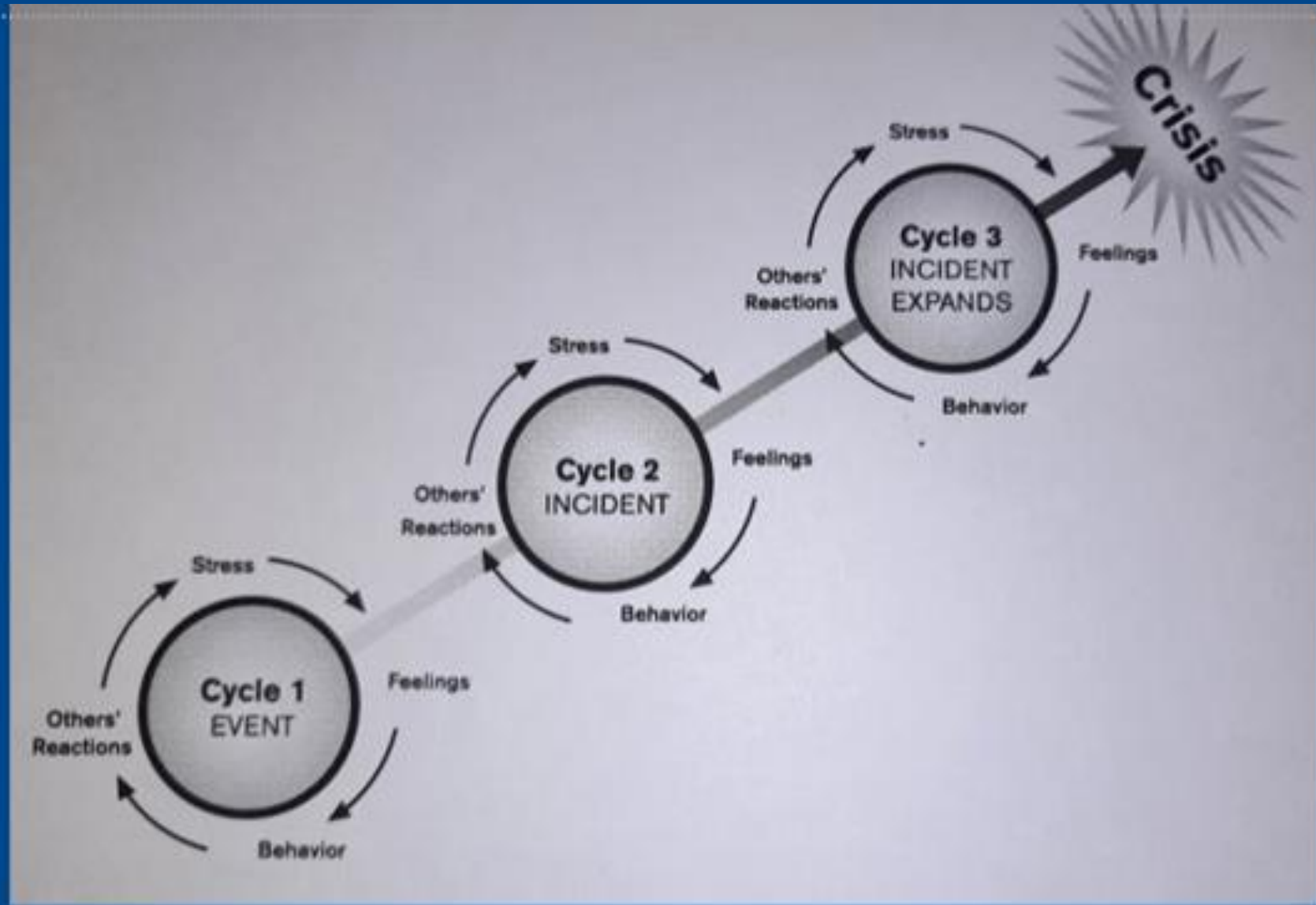




# Conflict Cycle



# Unmanaged Conflict Cycle



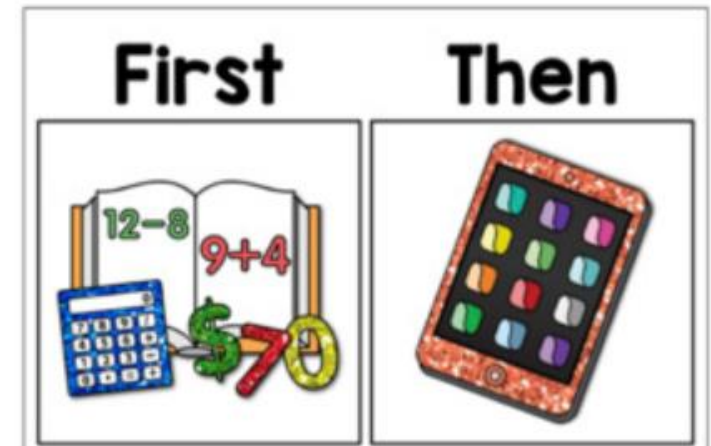
# Breaking the Conflict Cycle

1. Use positive self-talk
2. Listen and validate the child's feeling
  - Address the child, ignore the challenge
3. Manage the environment
  - Remove the audience
  - Provide sensory supports as needed
  - Prompt them to their communication device, if applicable
4. Give the child choices and time to decide what to do next
  - If/Then
  - Set Limits
  - Fail Safe Choice



# Breaking a Conflict Cycle (continued)

5. Redirect the child to another positive activity
  - First/then
  - Behavioral Momentum
6. Appeal to the child's self-interest
7. Drop or change the expectation
  - How do I want this to end?




# Processing Situations Together

- Make sure emotions on both sides are regulated – isolate the conversation.
- Discuss the facts – no judgement or blame – let them tell you what happened from their perspective.
- Connect feelings to behavior and behavior to choices.
- Create a plan together – how can we handle this together next time – discuss each role.

*\*This can be you and your child and/or you and your partner.*





**Parenting isn't  
stressful at all.**

JESSICA, AGE 27



# Asking for Help and Seeking Support

- Parent groups
- Help from educational team
- Home support services
- Seek help from professionals in the field
- Communicate with your DCBDD or FCBDD case manager or intake department



# Additional Resources

- <https://fcbdd.org/>



- <https://www.dcbdd.org/>



- <https://www.ocecd.org/FamilyResources.aspx>



- <https://www.nationwidechildrens.org/specialties/behavioral-health>





**Questions or Comments?**



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THANK YOU

# References

- Shores, R.E., Gunter, P.L., & Jack, S.L. (1993). Classroom management strategies: Are they setting events for coercion? *Behavioral Disorders*, 18,92-102.
- Crisis Prevention Institute - <https://www.crisisprevention.com/>
- Therapeutic Crisis Intervention for Schools – Residential Child Care Project, Cornell University - [https://rccp.cornell.edu/tci/tci-1\\_system.html](https://rccp.cornell.edu/tci/tci-1_system.html)

