Evidence Based Trauma Informed Behavior Management – Relationships, Reinforcement, and De-escalation Strategies

October 23. 2024

Learning Objectives

Participants will be able to:

- Describe classroom management strategies to **set the stage** for successful teaching and learning with a trauma informed lens.
- Understand and apply strategies to **proactively prevent** and/or eliminate risk behaviors.
- Understand and apply strategies for **responding to risk behavior** through de-escalation strategies when a person is in crisis.

Setting the Stage for Success – Creating a Safe Environment

Dealing with home distractions

Not feeling connected to school.

Sexual, Physical or Emotional Abuse

Death

Student's Response

My response

Rise in student demands and expectations.

Increase in workload

Vulnerability due to accountability

Lack of confidence

BEHAVIOR INFLUENCES BEHAVIOR

Thoughts to Consider

- "The single most common factor for children who develop resilience is at least one **stable and committed relationship** with a supportive parent, caregiver, or other adult. These relationships provide the personalized responsiveness, scaffolding, and protection to buffer children from developmental disruption.

- They also build key capacities – such as the ability to… regulate behavior – that enable children to respond adaptively to adversity and thrive."

- (Center on the Developing Child, Harvard University, 2016)

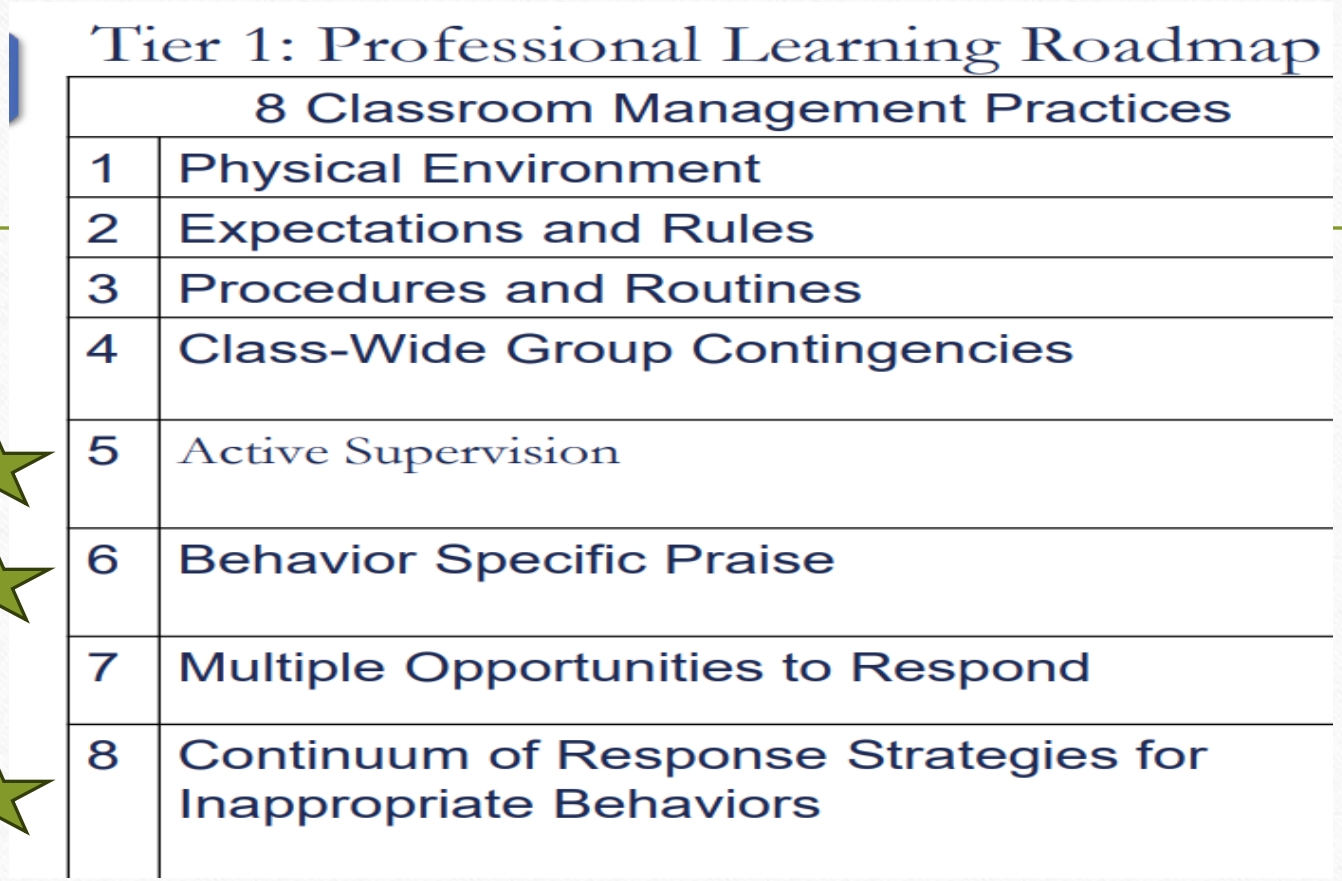
Every Kid Needs a Champion!

https://www.youtube.com/watch?v=SFnMTHhKdkw

Adult Behavior Matters!

- Proximity and Movement
- Active Listening and Looking
- Meaningful/Appropriate Facial Expressions
- Younger learners....bend down to eye level
- Maintain a balanced and comfortable posture
- Rational Detachment – maintaining calm
- Pleasant Tone of Voice
- Use of Student's Names

Tier 1 Classroom Management



Tier 1: Professional Learning Roadmap

8 Classroom Management Practices	
1	Physical Environment
2	Expectations and Rules
3	Procedures and Routines
4	Class-Wide Group Contingencies
5	Active Supervision
6	Behavior Specific Praise
7	Multiple Opportunities to Respond
8	Continuum of Response Strategies for Inappropriate Behaviors

Classroom Self_Assessment copy.pdf

Student Engagement through Actively Supervising of the classroom

Monitor the classroom by.....

- **Moving**: Continuous, random teacher movement throughout all parts of classroom
- **Scanning**: Frequent and intentional visual sweep of all parts of classroom
- **Interacting**: Frequent and positive communication to encourage, reinforce, and correct

Behavior Specific Praise

A behavior-specific praise statement is verbal/written feedback that is ***descriptive***, ***specific***, and delivered ***contingent upon student demonstration of expected behavior in a ratio of 4:1.***

To be effective a Behavior Specific Praise Statement needs to identify:

- the student/group
- acknowledge the essential agreement/behavior being recognized
- be immediate

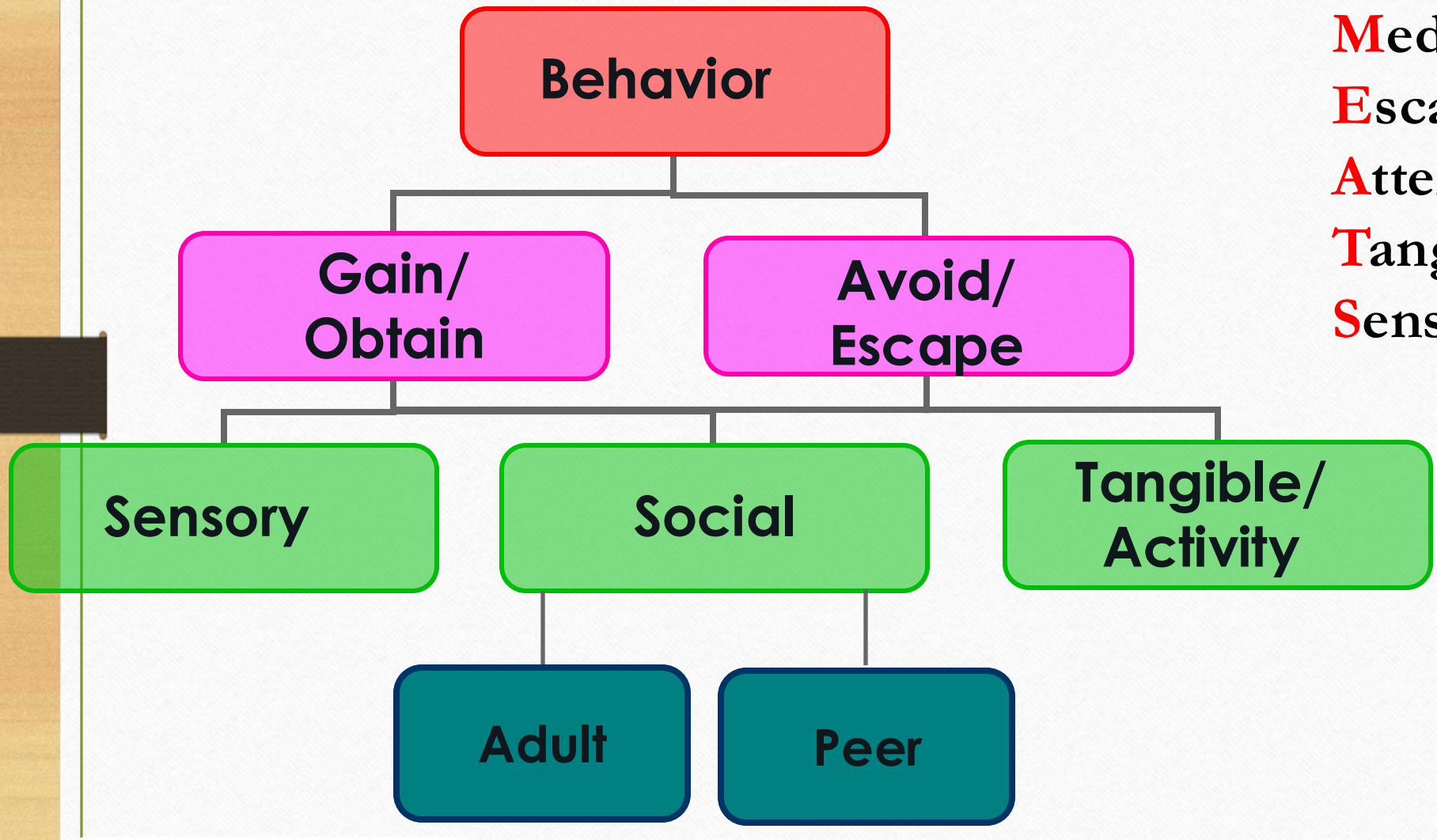
Example: Mary, Awesome Job quietly keeping your hands to your side walking in line. That is showing self-control.

Turn and Talk!

- How often are you acknowledging your students when they are following classroom essential agreements and routines?
- Are your acknowledgements specific to the positive behavior demonstrated?
- Which students do you find that you provide praise to most often?
- Are you redirecting behavior more then praising behavior?

Proactive Strategies to address Challenging Behavior – Minimizing Risk

Why Behavior Happens – Functions of Behavior



Medical-Rule out First!
Escape
Attention
Tangible/Activity
Sensory

Function Based Thinking
"The WHY of Behavior"

Proactive Strategies

Strategies are implemented BEFORE the problem/risk behavior occurs, to decrease the likelihood of the behavior occurring again.

Proactive Intervention Strategies

Alter Setting Events	Modify Antecedents	Teach and Redirect Behavior	Manipulate Consequences
Eliminate or Neutralize Setting Events Examples: 	Remove/Modify "Triggers" for the Problem Behavior Add Prompts for Replacement or Desired Behavior Examples 	Teach Replacement Behavior If begins to engage in challenging behavior, quickly remind/guide to use replacement behavior Teach Desired Behavior/Academic/ Social Skills 	Reinforce Replacement or Desired Behavior Minimize Reinforcement of Problem Behavior Examples

PREVENT - Antecedent Based Interventions

Modify Antecedent

- Using Visual Cues/Supports
- Prompts (visual, gestural, vocal)
- Pre-Corrections
- Providing Choices
- Behavioral Momentum (Easy Tasks then more challenging task)

REPLACE – Teaching desired behaviors with a trauma informed lens

Teaching strategies to support students who potentially can be triggered by environmental stimuli:

Strategies are taught when students are in a calm neutral state. Teaching strategies can be supported with visuals.

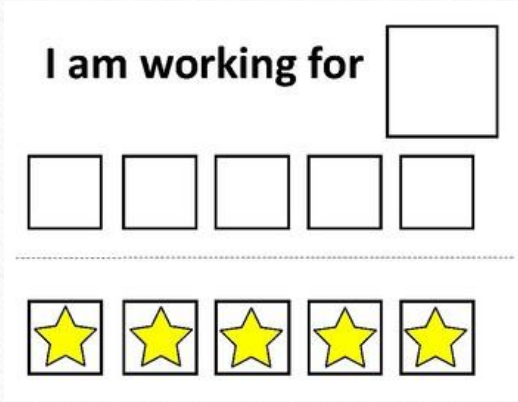
- Request a Break/Walk
- Request to go in the calm corner
- State feelings with "I statements" and ask for help
- Taking deep breathes (blowing a tissue or pinwheel)
- Counting up or down
- Use of a stress ball or fidget toy

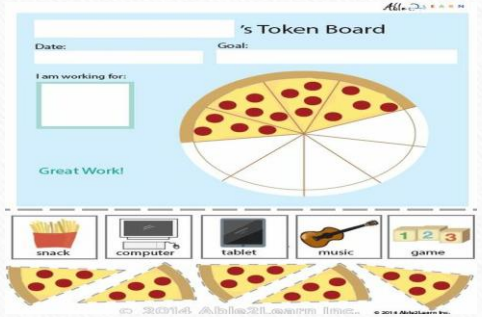
REINFORCE – Acknowledge/Reward Desired Behavior

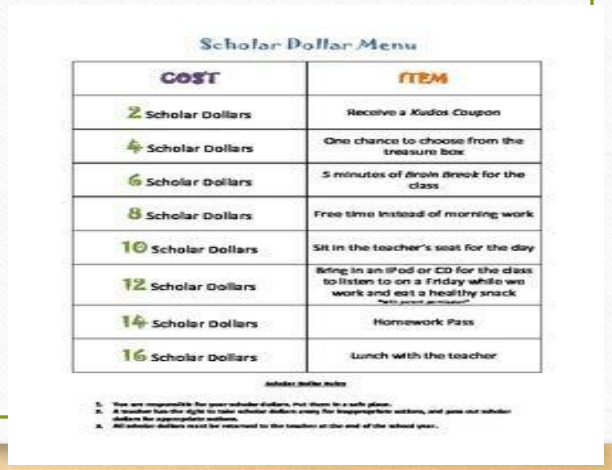
- Reinforcement is a powerful tool for teaching and supporting desirable behavior.
- Reinforcement can be an activity, a social interaction, a tangible, and/or physical movement.
- Reinforcement should be delivered immediately after the desired behavior is demonstrated.
- Pair Behavior Specific Praise with Reinforcement
- Ensure understanding of what the student finds reinforcing and assess preferences often.

Reinforcement Systems Examples

- Token Economy Systems
- If/Then board
- Check In/Out/Behavior Contract
- Sticker charts
- Penny boards
- Points/Time for leisure activity

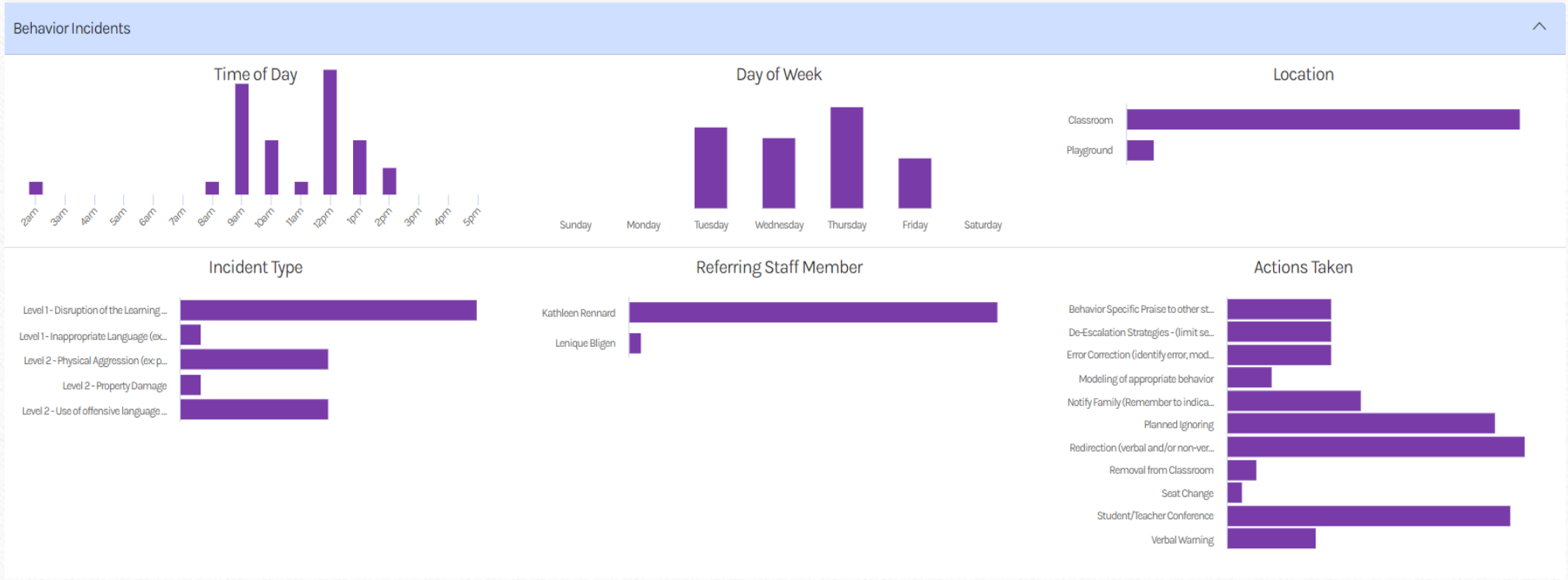






Proactive Intervention Strategies

Alter Setting Events	Modify Antecedents	Teach and Redirect Behavior	Manipulate Consequences
Eliminate or Neutralize Setting Events **Examples:** 1. Check –in/out 2. Touch Base with preferred staff member upon arrival 3. Ensure eat breakfast	**Remove/Modify "Triggers" for the Problem Behavior** **Add Prompts for Replacement or Desired Behavior** Examples 1.Provide Choices within demands 2.Visual/cues supports 3.Schedules Breaks for Movement 4.Prompts/Pre-Corrections	**Teach Replacement Behavior** **If begins to engage in challenging behavior, quickly remind/guide to use replacement behavior** **Teach Desired Behavior/Academic/ Social Skills** **Examples** 1.Teach "I need a break" 2.Teach "I need help" 3.Teach coping strategies (breathing, counting to 10, etc.)	**Reinforce Replacement or Desired Behavior** **Minimize Reinforcement of Problem Behavior** Examples 1.Token Economy Systems 2.If/Then board 3. Check In/Out/Behavior Contract 3.Sticker charts 4.Behavior Specific Praise



Refer to the Branching Minds data to create a plan.

Essential Understandings of Behavior

Defiance and limit testing are part of regular developmental changes for some students who experience trauma

Inappropriate behavior is malleable and temporary—and you can help ALL your students thrive.

Classroom Management is not about having the right rules, it is about having the right relationship

"When a student believes you care, when he's convinced that he cannot push your buttons, and when he feels successful in your classroom because you challenge him and spark his creativity, you'll optimize the chances that his behavior will improve drastically!"

- Annette Breaux in Education Week Teacher

Questions?

DAY 2 –

Understand and apply strategies for **responding to risk behavior** through de-escalation strategies when a person is in crisis.

Thank you!

Happy Holidays!

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Day 2

A Quick Review of Day 1

Dealing with home distractions

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- "The single most common factor for children who develop resilience is at least one **stable and committed relationship** with a supportive parent, caregiver, or other adult. These relationships provide the personalized responsiveness, scaffolding, and protection to buffer children from developmental disruption.

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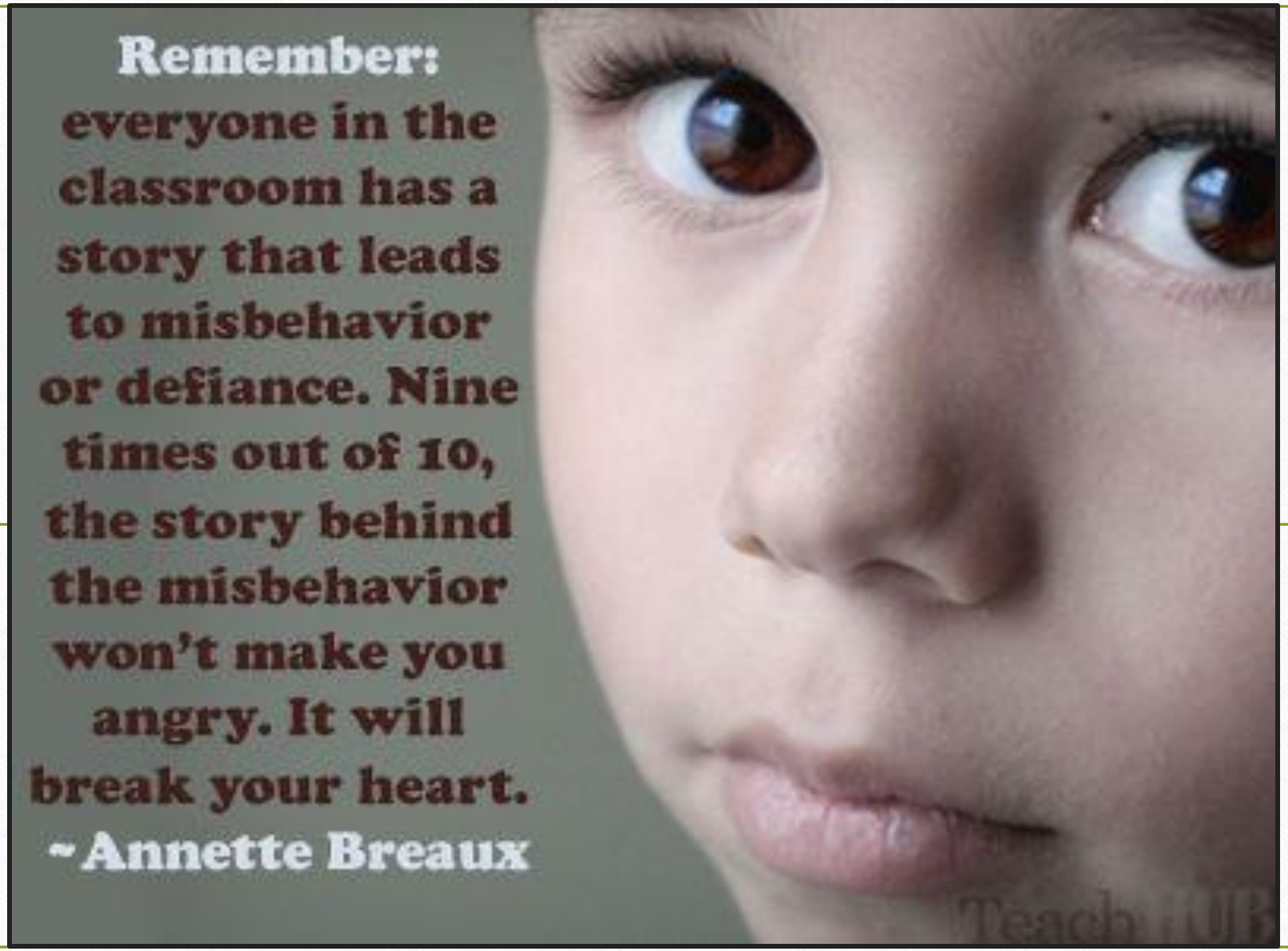
Learning Objectives

Participants will be able to:

- Understand and apply strategies for **responding to classroom managed challenging behaviors.**
- Understand and apply strategies for **responding to risk behavior** through de-escalation strategies when a person is in crisis.

Strategies to address Inappropriate/Challenging Behavior


Remember:
everyone in the classroom has a story that leads to misbehavior or defiance. Nine times out of 10, the story behind the misbehavior won't make you angry. It will break your heart.
~Annette Breaux

Tier One Responses to Inappropriate Behavior

- Planned Ignoring
- Physical Proximity
- Signal/ Non-Verbal Cue
- Direct Eye Contact
- Praise (BSPS) the Appropriate Behavior in Others
- Redirect
- Support for Procedure/Routine
- Re-teach
- Differential Reinforcement
- Specific and Contingent Error Correction
- Provide Choice
- Conference with Student

Steps to Specific and Contingent **Error Correction:**

1 minute or less!

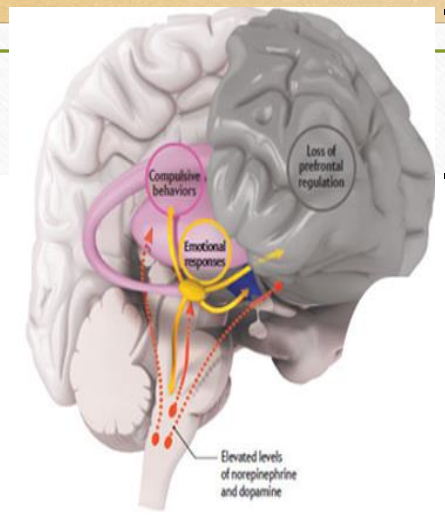
Example: "Joe [privately and with sincere voice tone], I saw that you were talking to your neighbor during independent work time. Remember that *Doing your Best* means to <u>focus on your own work</u>. Start on your work again, and I'll stop by to catch you focusing on your own work."

1. Respectfully address student
2. Describe inappropriate behavior
3. Describe expected behavior/rule
4. Link to expectation on Matrix (Best Practice)
5. Redirect back to appropriate behavior by ending with encouragement

Your Turn!

Give a sample Error Correction statement that includes these steps and is brief!

Strategies to address Crisis Behavior: De-escalation



Provide Alternative Executive Function

1. Identify feelings and thoughts
2. State the feelings and thoughts are acceptable
3. Prompt use of replacement behavior – emphasize choice
4. Appeal to the student's controls and goals
5. Affirm your belief in the student

5. Peak

4. Acceleration

6. De-escalation

3. Agitation

2. Trigger

1. Calm

7. Recovery

Trauma-Sensitive Adult Support

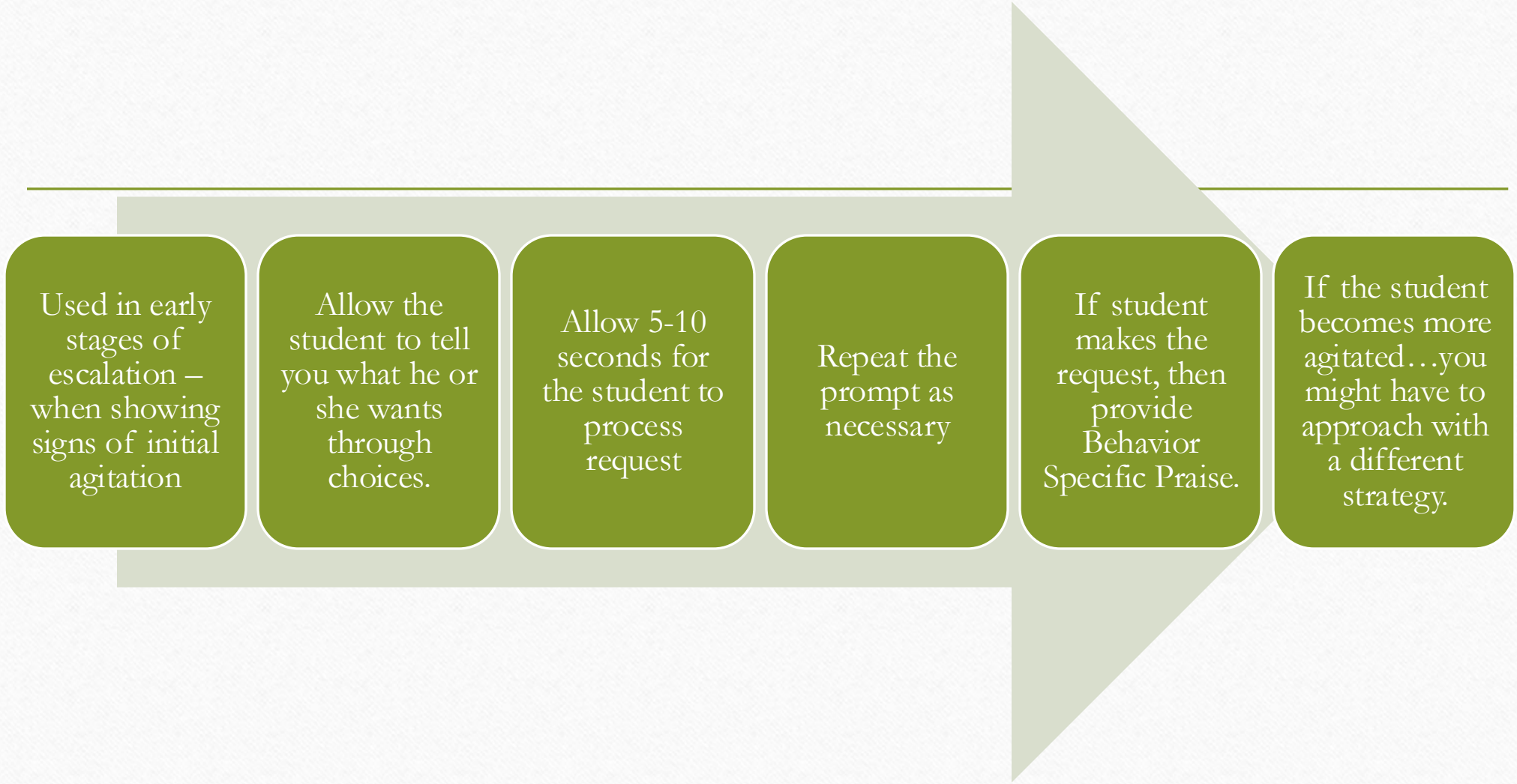
De-escalation Strategies

HELP – Most effective during the early stages of escalation in which student is supported to get what they need through communication.

PROMPT – Most effective when the Help strategiy has not been effective and you think the person will be able to comply with a request. Cue student to engage in a simple behavior that is incompatible with the risk behavior.

WAIT – Most effective when the Help and/or Prompt strategies appear to be heightening the escalation and you would like to avoid external reinforcement of crisis behaviors. Monitor student and grant time for de-escalation.

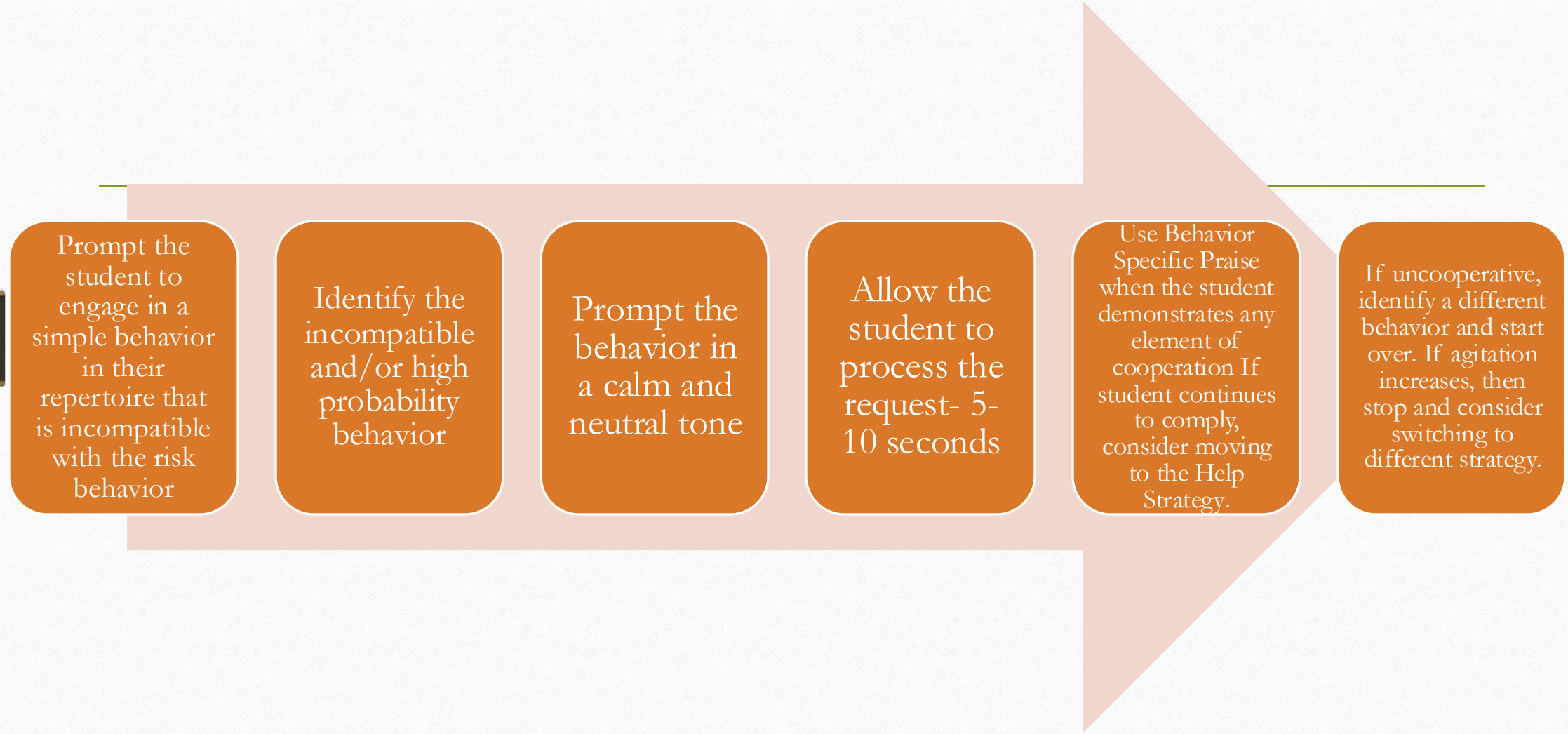
HELP STRATEGY PROCEDURE



Responding to Behavior/Prevention

Strategy	Definition	Examples
Choice	Provide the student with a small number (2-3) acceptable options for completing the task.	"You can complete the worksheet independently or with a partner. Which would you prefer?"
Redirection	Provide a brief statement that prompts engagement in a more appropriate task or behavior. Effective statements are short, provided with neutral emotion, and may be delivered privately.	"Andy, try starting on the second section and come back to that one." "Jesse, remember to ask for help if you're feeling stuck."
Co-regulation	Assist students in regulating their emotions by expressing empathy, acknowledging and labeling their emotions, modeling desired behavior, and providing positive reinforcement for following expectations.	"Rosa, I want to make sure you are okay. I see that you are angry because your face is red, and your fists are clenched. When I feel angry, I like to take three deep breaths and count to 10. Watch me and we can do it together."
Prompt Regulation Routines	Prompt use of calming and self-regulation strategies that have been previously taught and mastered as part of a proactive preventive approach.	"Would it help to use your 4-square breathing?" "Cielo, you can grab a quick drink of water and then try again."

PROMPT STATEGY PROCEDURES



WAIT STRATEGY PROCEDURES

- Monitor the student and give them time – Remove potentially dangerous items away from the student and remove other students from the area.
- Position yourself to be able to monitor the student without putting yourself at risk.
- Avoid reinforcing the person's behavior through verbalizations, eye contact, verbal/non-verbal responses to provocations etc.
- When the student begins to demonstrate calmer behavior, switch to the Help or Prompt Strategy.
- In some cases, in may be appropriate to neutrally prompt the person to go to a calmer, less stimulating location before using the Wait Strategy.

The calm down

Regulate	**Choose one:** 1. Praise approximations 2. Nonverbal prompt of regulation routine 3. Offer time and space	**Examples** • "Good job lowering your voice" • Staff quietly models deep breathing • "I will be here when you are ready to talk"
Relate	**Choose one:** 1. Brief sincere words of empathy 2. Brief expression of concern	**Examples** • "I want to help you be safe" • "I can see you are angry and upset" *Repeat REGULATE and RELATE until student appears to become more regulated*
Reason	1. One simple instruction to assess regulation at a time 2. Focus on what student should do	**Examples** • "Can you show me the deep breathing routine?" • "Let's sit together in the break space"

De-escalation Strategies at a Glance

	Help	Prompt	Wait
Steps to Follow	1) Approach using Safety Stance or Elbow Check. 2) Ask the person to say what he or she wants. Pick one of the following: a) Prompt the person to make a specific request. E.g., "Say, 'I want to take a walk.'" b) Give the person 2–3 acceptable choices. E.g., "Do you want take a walk or get a drink of water?" c) Ask the person to tell you what he or she wants. E.g., "What do you want?" or "How can I help you?" 3) Allow 5–10 seconds for the person to process your request. 4) Repeat the prompt if necessary. 5) If the person makes a request, then praise. If the request is one you can reasonably comply with, then do so. If you can't comply, then address some component of the request as closely as you can. 6) If the person becomes more agitated, then consider switching to a different strategy.	1) Identify an incompatible or high-probability behavior. 2) Approach using Safety Stance or Elbow Check. 3) Prompt the desired behavior in a calm, neutral tone. 4) Allow 5–10 seconds for the person to process your request. 5) Repeat the prompt if necessary. 6) Praise any cooperation. Begin again with another incompatible or high-probability behavior. If the person continues to be cooperative, consider switching to the Help strategy. 7) If uncooperative, then identify a different behavior and start over. If signs of agitation increase, then stop and consider switching to a different strategy.	1) Remove other vulnerable individuals and make sure that no one will accidentally intrude. 2) Use Safety Stance. Position yourself to be able to monitor the person without putting yourself at risk. Step back if necessary for safety. 3) Avoid reinforcing the person's behavior (don't talk, give eye contact, respond to provocations, etc.). 4) When the person behaves more calmly, switch to the Help or Prompt strategy.
When to Use	• When the person is beginning to show signals of agitation. Avoid the Help strategy when the person's behavior is highly escalated. • When the person is likely to ask for something that is available, appropriate, and safe. If the person will probably ask for something you are not able or willing to provide, you should use a different strategy.	• When Help strategy has not been effective or is not appropriate to use. • When you think the person is likely to comply your request.	• When Helping and Prompting appear to make the situation worse. • When you want to avoid all external reinforcement of crisis behaviors. • When nothing else is working.

After the crisis (Post Crisis)

Strategy	Definition	Examples
Welcome Student	Welcome the student back into the space in a positive manner. This can be done discretely 1:1 or in front of the entire class, depending on student preferences and needs. This signals to the student that they are accepted and valued and models to the class that the student is welcome into the classroom community.	"Leela, welcome! We are so happy to have you back in class. Take a seat at your desk."
Reintegrate	Allow student to take part in regular classroom activities. Provide student clear expectations and directions for the activity, acknowledge the student's needs, and give positive praise for following expectations.	"Quinn, would you like to start read aloud with us? The expectation is that students will sit at their desks quietly and read along or draw while I read aloud." "Quinn, thank you for quietly going to your seat and getting your book."
Focus on Present	Allow students time to regain self-regulation, re-integrate into the classroom, and get back to baseline before discussing consequences or debriefing. Bringing up the crisis situation too early can re-escalate a student.	Refraining from making comments about behavioral incident or reviewing consequences right away.

Scenario 1

Which strategy to you think would be most effective to use in this situation?

- Mandy, a 2ND Grader, heard over the loud speaker during morning announcements that there will be a fire drill today. She has experienced the fire alarm going off during the night at home in which she had to evacuate due to a fire in the house. She begins to tap her pencil on the desk and cannot start her do now assignment.

Scenario 2

Which strategy to you think would be most effective to use in this situation?

- Michael is in 7th Grade and has a history of getting into verbal altercations with adults and peers that can escalate into aggressive and destructive behaviors. Michael typically will remain calm and engaged in learning during Math class specifically due to the positive relationship he has developed with his Math Teacher, Ms. Grey. One particular day, Michael becomes upset when he enters Math class to discover that Ms. Grey is absent. He has a history of neglect and therefore becomes upset that Ms. Grey is not present. He begins to curse at the substitute teacher, flip chairs down to the floor, and throws papers and books off the shelf.

Scenario 3

Which strategy to you think would be most effective to use in this situation?

- Justin, a 10TH grader, has difficulty reading. In English Class, the teacher explains that each student will take turns reading a passage out loud of the poem. He stands up and begins to pace around the room yelling that he is not going to read with the class.

https://www.youtube.com/watch?v=MUNIVHwMTmw

Safety During De-escalation

- Stay calm. Control your verbal behavior, facial expressions, and physical behavior
- Talk quietly even if the student in crisis is loud
- Remove potentially dangerous items from the area
- Avoid Power Struggles
- Call for Assistance if behavior continues to escalate

Practical Considerations……

- Most likely, behavior will not de-escalate to complete calm in one step. It is more useful to think about how you can make the situation a little better, one step at a time.
- Start with the strategy that you feel will be the most effective – There is not a specific sequence.
- Change if the strategy is not working
- Don't rush! De-escalation is a process. Minimize your words and keep all communication simple with pauses in between.
- Be aware of your own behavior. If you can't control your own behavior, facial expression, and physical behavior, consider asking another staff person to take over.
- After de-escalation and return to a calm/neutral state by both the student and all staff members involved, re-establish rapport with the student and de-brief regarding the incident.

Evaluation Link:
Evidence Based Trauma Informed Management: Relationships, Reinforcement, and De-escalation