

Behavior De-Escalation

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People inherently want to do well, and those with disabilities and/or trauma are no exception. When we see an individual struggling, it is our responsibility to figure out **why** and teach the skills necessary for success.

Be Proactive instead of Reactive



Before

A- Antecedent



During

B- Behavior



After

C- Consequence

Plan Ahead

Most behavior can be
prevented

- Classroom setup
 - Are materials ready? Are their additional items to do in case they finish early?
- Limit downtime
- Meet their basic need
- Active Supervision
- “Don’t pick up the rope”
- Stay positive
- Focus on your relationship with the child

**Behavior is still
going to happen!**

ABC Data

A- Antecedent

(Motivation- obtain or avoid)

What was happening before the behavior occurred?

- Given a direction
- Change in routine
- Denied a preferred item
- Transition
- Preferred activity ended
- Child was alone
- Child was with others
- other??

B- Behavior

(Be Specific)

What does the behavior look like?

- Screaming
- Noncompliance
- Aggression
- Property destruction
- Running away
- Self-injurious behavior
- Flopping on floor
- Crying
- Other??

C- Consequence

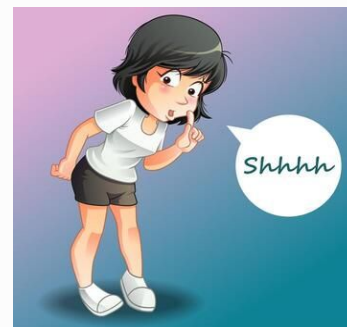
(Motivation should be considered)

What happens immediately after the behavior?

- Ignored
- Reprimanded
- Escaped from the demand
- Allowed access to desired activity
- Timeout
- Attention given
- Removed item
- Redirected
- Distracted
- others??

Behavior Happens

- How are you feeling
- How do you respond
- Don't pick up the rope
 - Validate/ safety
 - Give support
 - Stay Quiet
 - Relationship
 - Humor
 - Coping Skills
 - Be Flexible
 - Golden Rule
 - Expectations



Debrief

This is the most important step when managing behavior



Needs to happen when the child is calm and ready

- What happened?
- What were you feeling?
- What did you do? What could have been done differently?
- How did that affect others?
- What needs to be done now?
**Make a plan (CONSEQUENCE!!)



Let's Practice...

Do you have a scenario to
share???

Leo is an 8-year-old third grader who becomes highly agitated and disruptive during independent math worksheets.

Antecedent:

The teacher transitions the class from a group math lesson on the carpet to independent seatwork. She passes out a double-sided worksheet featuring three-digit subtraction word problems.

Behavior:

Leo looks at the worksheet, slumps in his chair, and grumbles loudly. When the teacher asks him to get started, Leo crumples the paper into a ball, throws it across the room, flips his plastic pencil box onto the floor, and yells, *"This is stupid, I'm not doing it!"*

Consequence:

The teacher stops her small-group instruction to walk over to Leo. She spends three minutes picking up his pencils, tries to calm him down, and eventually sends him to the "Cool Down Corner" with a fresh worksheet. Leo spends the remainder of the 20-minute math block sitting in the beanbag chair, not doing any math.

Maya is a 16-year-old sophomore who abruptly walks out of her Honors English class during a popcorn-reading session.

Antecedent:

The teacher announces that the class will take turns reading a chapter of *The Great Gatsby* out loud. The teacher uses "popcorn style," meaning whoever finishes reading calls on the next student. A classmate randomly selects Maya to read next.

Behavior:

Maya freezes. Her face turns red, and she stares down at her book. When the teacher gently prompts her with, "*Maya, your turn, top of page 42,*" Maya slams her book shut. She stands up pushes her chair back loudly, mutters, "*Whatever, this is pointless,*" and walks out of the classroom without permission (elopement).

Consequence:

The teacher writes a disciplinary referral for skipping class and defiance. Maya spends the rest of the period sitting in the hallway until a security guard escorts her to the assistant principal's office. She misses the text analysis and receives a zero for the day's participation.