Helping Teachers Prevent Everyday Confrontations from Becoming Classroom Crises

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PLEASE COMPLETE A ONE QUESTION SURVEY USING THE LINK IN THE CHAT!

“Even a fourth-grader could figure out how to get a pencil!”
A Story of Escalation

Personal Experience

- Think about a recent time when you became very angry
- You will not have to share this out!
- To personalize the cycle of escalation, you will revisit this at different times during the workshop
Goals For This Workshop

- Recognize the predictable pattern and stages of the escalation cycle
- Identify strategies for preventing escalation
- Identify strategies for responding to escalation
- Introduce a free training resource for educators

Why is this skill important now?

- Student Misbehavior is Rising (and educators are lacking evidence-based interventions)

Related Research

- Only 45% of new teachers report addressing classroom management during induction (Podolsky et al., 2016)
- Studies show that classroom management/managing student behavior has a significant effect on the three dimensions of burnout in teachers (Podolsky et al., 2016)
  - Emotional Exhaustion
  - Depersonalization
  - Personal Accomplishment
- Although Black students make up 15% of public-school students, they receive approximately 40% of out-of-school suspensions and 36% of expulsions (U.S. Department of Education, 2018)
Implicit (unconscious) Bias — Deficit Mindset — Disproportionality

How could an educator’s failure to adopt evidence-based behavioral interventions contribute to disproportionality in school discipline?

➢ Unconscious and implicit bias contribute to a deficit mindset when working with students from marginalized groups.

➢ Deficit mindset leads educators to believe there is nothing they can do to change the behavior of certain students. They then turn to exclusionary discipline leading to disproportionality in that area.

➢ Evidence-based interventions replace responses derived from implicit bias and deficit mindset.


Training Materials Provided By

TASN

KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK
ksdetasrn.org
About TASN

- Funded by the Kansas State Department of Education (KSDE) Special Education and Title Services (SETS)
- Comes out of federal requirements of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disability Education Act (IDEA) which both require the state education agency to provide direct support to districts addressing these special populations. (In PA we have PATAN - PaTAN: Hot Topics in Behavior: De-Escalation: Strategies for Defusing Challenging Behaviors)
- VISION: To provide coordinated evidence-based technical assistance to Kansas school districts is coordinated, based on sound data, and leads to improved outcomes for children and their families.
- MISSION: TASN supports Kansas districts' systematic implementation of evidence-based practices by establishing and maintaining communication and work alignment among all technical assistance providers in the network

Training Provider and Contributors:

- Dr. Geoff Calvin, Behavior Associates
- Dr. George Sugai, University of Connecticut
- Dr. Kathleen Lane, University of Kansas
- Dr. Terry Scott, University of Louisville

Ten Training Modules

- Module 1: An Introduction to the Cycle of Escalation
- Module 2: Signs of Escalation
- Module 3: Early Intervention
- Module 4: Escalation Reaction
- Module 5: Crisis Intervention
- Module 6: Dealing with Student Non-Compliance
- Module 7: Dealing with Student Disruption
- Module 8: Dealing with Student Disrespect
- Module 9: Dealing with Provocative Student Behavior
- Module 10: Dealing with Aggressive and Fighting Behavior

From [https://www.ksdetasn.org/atbs/de-escalation-materials](https://www.ksdetasn.org/atbs/de-escalation-materials) (TASN, 2015)
Breaking Down the Stages

What is the stage?

What does it look like?

Calm

- What is it?
- When we can teach!
- What does it look like?
- Cooperative, calm, responsive
**Trigger**

- What is it?
  - When an unresolved conflict triggers an escalation of behavior
- What does it look like?
  - Lack of focus
  - Head down
  - Lack of eye contact
  - Facial tension

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**Agitation**

- What is it?
  - When there is an increase in acting-out behaviors and decrease in student focus
- What does it look like?
  - Avoidance
  - Silent or verbal challenges to adult authority

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**Acceleration**

- What is it?
  - When the conflict becomes the student’s sole focus.
- What does it look like?
  - Student will not comply with requests
  - Loss of rational thought
Peak

What is it?
- When the student is out of control

What does it look like?
- Severe behavior
  - Screaming
  - Aggression
  - Throwing items

Apply Cycle To Your Personal Example

Identify Stages and Signs

Apply Cycle To The Opening Story

Identify Stages and Signs
Slouched in seat, hood up, staring blankly, not completing entrance ticket.

Abrupt response to teacher question, no eye contact, angry tone.

Murmurs “leave me alone” (non-compliance & disrespect).

Colvin & Sugai, 1989

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Colvin & Sugai, 1989

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Colvin & Sugai, 1989

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Cursing, slamming desk, intimidating and indicating possible violence

Colvin & Sugai, 1989

Responses

Trigger - Unresolved Conflicts Have Led To Escalation Of Behavior

- Remove Trigger If Possible
- Redirect Student - Change momentum with small directive and recognition
- Remind of Expectations
- Remind of Replacement Behaviors

Examples?
Agitation- Increase in Acting Out Behaviors & Decrease in Focus

• Check Our Own Emotions!!!
• Remain Firm but Non-Confrontational-tones, space, body language
• Provide Concise Options including getting a drink of water

Examples?

Check our own emotions!! Maintain calm (fake it if you have to)
Listen / empathize / repeat comments back to them/ allow for processing time
Do Not Try To Teach!!!
Do Not Give Consequences!!
Goal is to get student back to Agitation and then Calm
Examples?

Peak- Student Behavior Has Become Out Of Control

• Check our own emotions!!!
• Isolate- Remove student from room or other students from room
• Communicate- Utilize a Classroom Emergency Procedure/ Crisis Plan
• Do Not Discuss Consequences!!!
• Do Not Try To Teach!!
• Speak Calmly
• Silence is Golden
Examples?
Coming Down

De-Escalation
- Allow Time
- Allow Silence
- Look for Regular Breathing
- Relaxed Body Language

Recovery
- Likely Regret / Shame / Embarrassment
- Debrief- ABC Chart (formal or informal)
- Depending on circumstances, may need to wait for Calm to discuss consequences

Apply Interventions To The Opening Story
Where and what type of intervention could have helped to avoid the escalation and de-escalate?

Strengths Of The Training.....
Questions?

Thank you!!!

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Sources Cited