

Helping Teachers Prevent Everyday Confrontations from Becoming Classroom Crises

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  - Former High School Teacher and Assistant Principal

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




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“Even a fourth-grader could figure out how to get a pencil!”

A Story of Escalation

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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

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## 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



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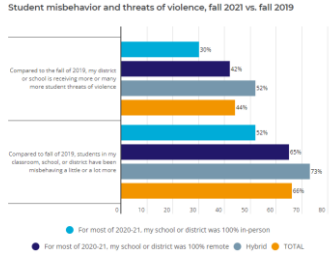
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### Why is this skill important now?

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



Category	100% in-person	100% remote	Hybrid	TOTAL
Compared to the fall of 2019, my district or school is receiving more or many more student threats of violence	20%	42%	52%	44%
Compared to fall of 2019, students in my classroom, school, or district have been misbehaving a lot or a lot more	52%	67%	73%	66%

SOURCE: EdWeek Research Center survey, December 2021 (Kurtz, 2022)

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## Related Research

- Only 45% of new teachers report addressing classroom management during induction (Podolsky et al., 2014)
- Studies show that classroom management/managing student behavior has a significant effect on the three dimensions of burnout in teachers (Aloe et al. 2014)
  - Emotional Exhaustion
  - Depersonalization
  - Personal Accomplishment
- Although Black students make up 16% of public-school students, they receive approximately 40% of out of school suspensions and 30% of expulsions (U.S. Department of Education, 2016)

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**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.
  - [Upending Stereotypes About Black Students \(Opinion\) | edweek.org](#)
- 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.

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<https://www.lessonsforself.com/post/deficit-thinking-in-schools-is-a-social-justice-issue-here-s-why-we-need-to-do-better>

**HOW DOES DEFICIT THINKING MANIFEST IN SCHOOLS?**

When asked why they thought a student was misbehaving, the majority of teachers said things like:

- "FAMILY BACKGROUND"
- "LACK OF STRUCTURE AT HOME"
- "DOMESTIC ISSUES AT HOME"
- "NO PARENTAL SUPPORT"
- "LEARNING DISABILITY"
- "FATHER NOT PRESENT"
- "LACK OF EDUCATIONAL SKILLS"
- "CHAOTIC HOUSEHOLDS"
- "SPOILED AT HOME"
- "NOT GETTING ATTENTION AT HOME"

**ALTERNATIVES TO DEFICIT THINKING IN SCHOOLS**

When asked why they thought a student was misbehaving, a SMALL minority of teachers said things like:

- "WE NEED MORE SOCIAL-EMOTIONAL TRAINING FOR TEACHERS AND ADMIN"
- "STUDENT IS BORED"
- "INCONSISTENT EXPECTATIONS FROM TEACHERS"
- "NEGATIVE RELATIONSHIP WITH TEACHERS"
- "THE STUDENT ISN'T BEING CHALLENGED ENOUGH"
- "NEEDS ASSISTANCE COMPLETING WORK"
- "THE STUDENT MIGHT NOT BE ENGAGED IN THE CURRENT ACTIVITY"
- "TEACHER/SCHOOL INVOLVEMENT WITHIN TEAMS IS LACKING"

(Reed, 2020)

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Training Materials Provided By



**TASN**  
KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK  
[ksdetasn.org](http://ksdetasn.org)

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### About TASN

- [About TASN.pdf - Google Drive](#)
- Funded by the Kansas State Department of Education (KDSE) 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 PATTAN) PaTTAN - 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

TTASN, 2015

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### Training Provider and Contributors :








 **Dr. Geoff Colvin**, Behavior Associates




 **Dr. George Sugai**, University of Connecticut



 **Dr. Kathleen Lane**, University of Kansas



 **Dr. Terry Scott**, University of Louisville

TTASN, 2015

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### 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.kstatecan.org/atbu/de-escalation-materials>> (TASN, 2015)




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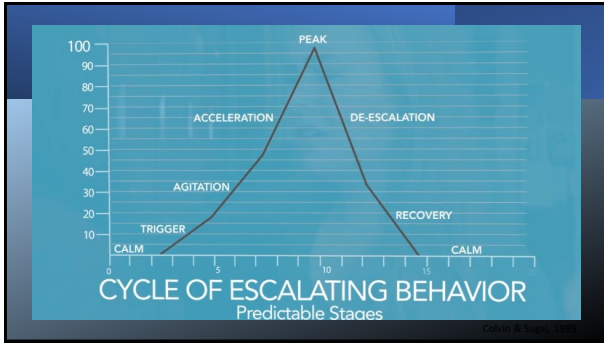
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Breaking Down the Stages

What is the stage?

What does it look like?

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### Calm

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

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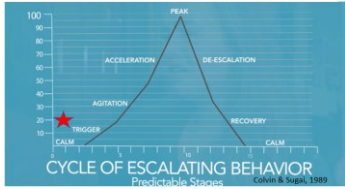
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## Trigger

- 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



The graph shows a bell-shaped curve on a grid. The y-axis is labeled from 0 to 100 in increments of 10. The x-axis is labeled with stages: CALM, TRIGGER, ACCELERATION, PEAK, DE-ESCALATION, RECOVERY, CALM. A red star is placed at the 'TRIGGER' stage. The title of the graph is 'CYCLE OF ESCALATING BEHAVIOR Predictable Stages' with 'Colvin & Sapan, 1989' at the bottom right.

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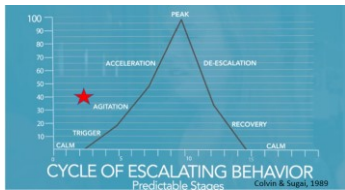
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## Agitation

- 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



The graph shows a bell-shaped curve on a grid. The y-axis is labeled from 0 to 100 in increments of 10. The x-axis is labeled with stages: CALM, TRIGGER, ACCELERATION, PEAK, DE-ESCALATION, RECOVERY, CALM. A red star is placed at the 'AGITATION' stage. The title of the graph is 'CYCLE OF ESCALATING BEHAVIOR Predictable Stages' with 'Colvin & Sapan, 1989' at the bottom right.

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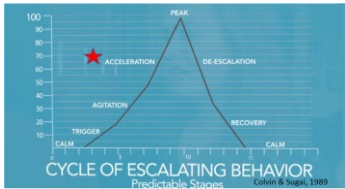
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## Acceleration

- 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



The graph shows a bell-shaped curve on a grid. The y-axis is labeled from 0 to 100 in increments of 10. The x-axis is labeled with stages: CALM, TRIGGER, ACCELERATION, PEAK, DE-ESCALATION, RECOVERY, CALM. A red star is placed at the 'ACCELERATION' stage. The title of the graph is 'CYCLE OF ESCALATING BEHAVIOR Predictable Stages' with 'Colvin & Sapan, 1989' at the bottom right.

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### Peak

- What is it?
  - When the student is out of control
- What does it look like?
  - Severe behavior
    - Screaming
    - Aggression
    - Throwing items

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### Apply Cycle To Your Personal Example

Identify Stages and Signs

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### Apply Cycle To The Opening Story

Identify Stages and Signs

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Slouched in seat, hood up, staring blankly, not completing entrance ticket

CYCLE OF ESCALATING BEHAVIOR  
Predictable Stages  
Colvin & Supai, 1989

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

CYCLE OF ESCALATING BEHAVIOR  
Predictable Stages  
Colvin & Supai, 1989

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Murmurs "leave me alone" (non-compliance & disrespect)

CYCLE OF ESCALATING BEHAVIOR  
Predictable Stages  
Colvin & Supai, 1989

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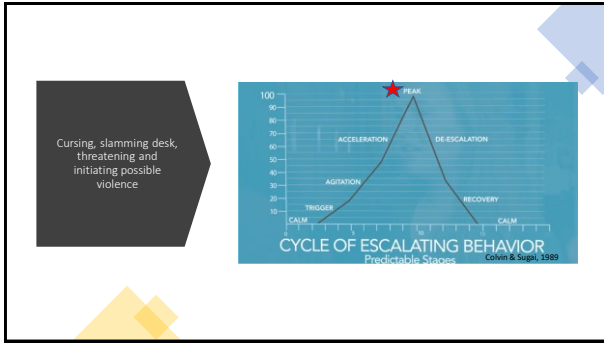
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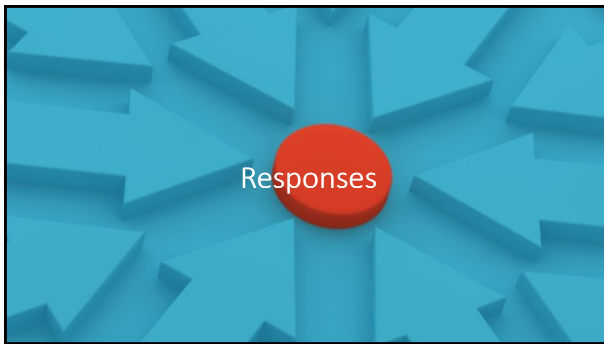
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Trigger- Unresolved Conflicts Have Led To Escalation Of Behavior

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

Examples?



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**Agitation- Increase in Acting Out Behaviors & Decrease in Focus**

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

Examples?

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**Acceleration- The Conflict Is The Main Focus Of The Student**

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?

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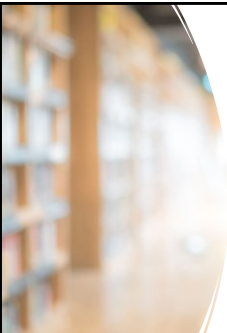
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**Peak- Student Behavior Has Become Out Of Control**

- 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?

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**Coming Down**

<p><b>De-Escalation</b></p> <ul style="list-style-type: none"> <li>• Allow Time</li> <li>• Allow Silence</li> <li>• Look for Regular Breathing</li> <li>• Relaxed Body Language</li> </ul>	<p><b>Recovery</b></p> <ul style="list-style-type: none"> <li>• Likely Regret / Shame / Embarrassment</li> <li>• Debrief- ABC Chart (formal or informal)</li> <li>• Depending on circumstances, may need to wait for Calm to discuss consequences</li> </ul>
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**Apply Interventions To The Opening Story**

Where and what type of intervention could have helped to avoid the escalation and de-escalate?

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**Strengths Of The Training.....**

Vulnerability-Sharing Stories

Common Language

Allows For Future Self-Reflection And Analysis

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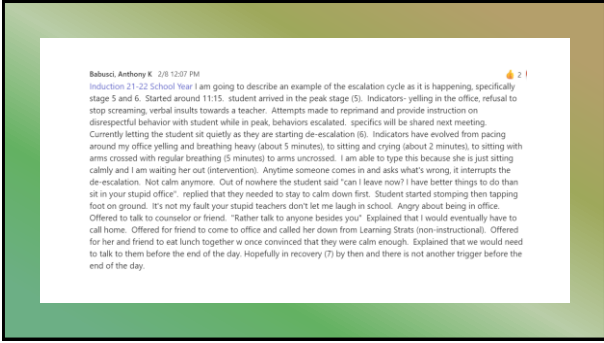
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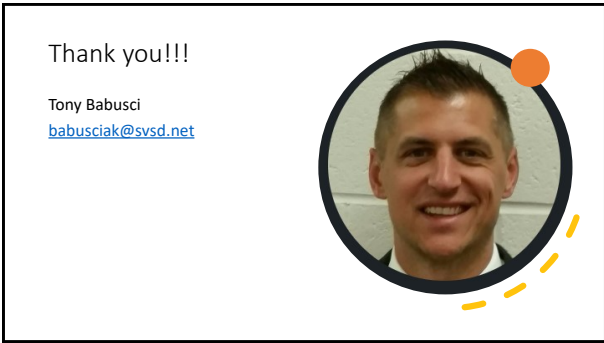
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### Sources Cited

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