A Roundtable Discussion:
Implementing Preventative Strategies & De-Escalation Techniques

PRESENTER:
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Building a world-class school system through Education, Collaboration, and Innovation
Data
How we make decisions...

Systems
What we do to support...

Outcomes
What is our aim...

Practices
What we do for students...

ASSESS
Monitor
Identify Needs
Examine Progress
Implement Plan
Implement

Coherent Instructional System
Effective Leadership
Family & Community Engagement
Supportive Learning Environment
Plan Implementation
Professional Capacity
Plan

Whole Child
Sometimes, it only takes a single teacher to turn a child’s life around.

Some children will come to school today because of that teacher.

Be that teacher, every day!
Ice Breaker
Session Expectations....
Objectives....

- **Facilitate** insight INTO THE IMPORTANCE OF EFFECTIVE COMMUNICATION
- **Raise** awareness OF WHAT YOUR ROLE IS IN EFFECTIVELY MANAGING AGGRESSIVE BEHAVIORS
- **Enhance** skills TO DE-ESCALATE AGGRESSIVE BEHAVIORS
Preventative

To keep from occurring, to hinder or stop from doing something, to act ahead of.
De-Escalate

To reduce the level of intensity, magnitude of the behavior
Reflection Time....

WHAT ARE SOME REASONS STUDENTS BECOME angry and/or Verbally or PHYSICALLY AGGRESSIVE?

What are some typical responses to this behavior?
UNDERSTANDING THE CONFLICT CYCLE:

SELF-CONCEPT
IRRATIONAL BELIEFS

STRESSFUL INCIDENT

ADULT/PEER REACTIONS

STUDENT’S FEELINGS

STUDENT’S OBSERVABLE BEHAVIOR
Think About It…..

- Create a safe setting
- Communicate using simple language
- Coach the student for taking responsibility for behavior
- Identify student wants
- Limit the number of adults involved
- Open body language (Stance and arms)
- Show them respect
- Remember their perception is their reality
MINDSET  
(noun)

a set of beliefs or a way of thinking that determines one’s behavior, outlook and mental attitude.
The Mindset: PEACE

- **P**unitive measures are not appropriate when dealing with aggressive behavior.
- **E**mphasize everyone’s strengths to maximize a safe environment.
- **A** crisis situation is a learning opportunity.
- **C**onsistency is essential.
- **E**mpowerment fosters learning and trust.
The “Mindset”

GUIDING PRINCIPLES:
PASS
P= Promote Choice and Trust

- A person in crisis can and will choose alternatives to aggressive behavior if given the opportunity.
- Fear and a sense of powerlessness often fuel aggression.
- Trust and opportunities for choice can counteract fear and the sense of powerlessness.
A= Avoid Power Struggles

- Human emotions can “tip the scale” in a crisis situation.
- Present yourself as an ally and assess your body language.
- Get in your CAR (calm, aware, respectful) before, during, and after crisis situations.
S= Seek Pro-Action vs. Re-Action

- Timing is essential in effectively managing a crisis situation.
- Use good judgment in not under reacting or over reacting.
- Both teachers and students should develop specific pro-action strategies relative to creating a safe environment.
To achieve a “culture of prevention”, everyone involved must establish and implement “customized strategies” for creating safe environments.

Consistency and teamwork are essential ingredients of a safe environment.

Students must be empowered to become their own risk managers.
Effective Communication
Effective Communication

The Four Step Counseling Model
Step 1: Say what you see and/or Hear

- Be concrete, non-judgmental.
- Focus on body language.
- Purpose-To build a bridge. To let the student know they have your attention in a non-judgmental way.
Step 2: Establish the Feeling

- “Seems to me like you’re_____”.
- Keep the communication focused.
- Feelings drive the behavior.
- Purpose-To connect a feeling to the behavior in an effort to establish a base or understanding for further communication.
Step 3: Connect the feeling to the source

- Who, what, when, where, how-Avoid why
- Active Reflective Listening
- Purpose- To connect the feeling to the source or sources of distress.
Step 4: Plan of Action

- “What do you want?”
- “What have you tried?”
- “What else can you do?”
- “What can you do right now to calm down?”
- “What are you willing to do?”
- “Is there anyone else that you are willing to talk with about this?”
- “What are the pros and cons?”

**Purpose**

-to assist the person in crisis towards establishing a plan of action of getting their needs met in acceptable and safe ways.
IF YOU WANT TO SUCCESSFULLY DE-ESCALATE BEHAVIORS....
The Mindset Must Change

PEACE

PASS

CAR

Communication
ACCEPT
-THEN ACT.
WHATEVER THE PRESENT MOMENT CONTAINS,
ACCEPT IT AS IF YOU HAD CHOSEN IT.
ALWAYS WORK WITH IT.
NOT AGAINST IT.

- ECKHART TOLLE
Thank You!
References

Mind Set Safety Management Training (2018)
DELIVERING EFFECTIVE COMMANDS

The following recommendations comprise a wide body of research on student compliance, classroom management, and effective teaching and offer a response to behaviors of your student. If implemented properly, these strategies can do much to help you manage your student’s behavior and guide you in the educative process. As a result, the relationship which exists between you and the student will improve, while protecting dignity and self-esteem.

1. **Present demands as directives and avoid “question demands.”**
   A question demand asks the student whether or not he would like to do something, rather than directing him to do so. Question demands give the student the option to refuse. When a student says “no” to a question demand, many adults become upset with the student for being defiant. However, it is ultimately the adult’s responsibility to issue demands that do not give the student the option to refuse. For example, “Pick up the papers,” is a directive. If you say, “Will you pick up the papers,” the student may actually say, “No” which could lead to a verbal confrontation. By issuing directives, you make it clear that the student has no choice whether to comply or not comply.

2. **Keep the demands short and simple.**
   Students can process only so much information. Students tend to comply best with brief commands because they are easy to understand and hard to misinterpret.

3. **Deliver demands within 3 feet of the student.**
   By delivering demands close to the student, you not only increase the chances the student will hear you, but you also increase your ability to immediately “follow-through” with gentle guidance, if needed.

4. **Deliver demands in a quiet tone of voice.**
   There is no current research demonstrating that yelling or loud talking is necessary to gain student compliance. In fact, recent research suggests that loud tones of voice may be the first step in a chain of behaviors that lead to more serious student problem behavior. A firm, but quiet voice is sufficient. Do not be loud or gruff.

5. **Deliver demands in a matter-of-fact, businesslike tone.**
   Students may feel coerced when given a command in an authoritarian, sarcastic, or angry tone of voice. For that reason alone, they may resist the teacher’s directive. Teachers will often see greater student compliance simply by giving commands in a neutral or positive manner.

6. **Gain the student’s eye contact before presenting a demand.**
   There is no way to guarantee that a student will listen to your directions, but the chances are much better if he/she is looking at you when you present a demand.

7. **Give the student at least 5-seconds to start responding.**
   Perhaps one of the biggest mistakes we make on a day-to-day basis is not allowing a student ample time to start complying. Research indicates that 5 seconds is an appropriate length of time for a student to start complying with a demand.
**Common Problems and Helpful Hints**

<table>
<thead>
<tr>
<th>Helpful Hints</th>
<th>Common Problems</th>
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<tbody>
<tr>
<td><strong>Let Johnny earn his reinforcers through good performance.</strong></td>
<td><strong>We continue delivering reinforcers for no reason at all.</strong> We will just give him what he wants.</td>
</tr>
<tr>
<td><em><strong>Try good things and collect</strong></em></td>
<td>Sometimes we over-reward and make mountains out of molehills. The little things aren't worth it.</td>
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<td>Light to lose the self-control. Make the chores or anything else works for you to</td>
<td>Sometimes it's a bit of attention when it probably would be better to just ignore it.</td>
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<td>Neutral and non-association responses to problem behavior can be the problem.</td>
<td>Socially it's a little too much or too much on the money.</td>
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<td>Our address is one of the biggest reinforcers we have. Be careful how you give it.</td>
<td><strong>We have a tendency to punish bad behaviors versus rewarding positive ones.</strong></td>
</tr>
<tr>
<td>All the time. Reinforce Johnny when he wears his turn.</td>
<td><strong>We have a tendency to focus on the problem behavior rather than focusing on what's working.</strong></td>
</tr>
<tr>
<td>When possible, reinforce on alternative behaviors. Example: Johnny interrupts.</td>
<td>The picture Johnny shows how to do it.</td>
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<tr>
<td>Are getting Johnny now how he is doing.</td>
<td><strong>We have a tendency to look at the problem behaviors that are occurring.</strong></td>
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<td>Focus on our student to do their thing. This is especially important when you</td>
<td><strong>We have a tendency to see anything wrong with his Mixes, messes.</strong> The picture is the best.</td>
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<td>Notice.</td>
<td>When a problem develops, do not ignore the other person.</td>
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<td>Have a simple plan that everyone can understand and consistently carry</td>
<td>When it is, you go back to the beginning.</td>
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<tr>
<td>Know the steps to the step up issue.</td>
<td>In order to get consistent reinforcers, you have to be consistent.</td>
</tr>
<tr>
<td>Keep your disorder and clean, avoid rewarding or promoting the consequence. <strong>This is what is in the picture.</strong></td>
<td>Responding to an inappropriately more behavior means leading the student in the direction they're already doing.</td>
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<tr>
<td>When is the last time you helped deliver the consequence?</td>
<td>We want students to be able to distinguish between right and wrong behavior.</td>
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<td>Avoid using withdrawal of privileges or deprivation of desired things. <strong>Rewrite them</strong>.</td>
<td>We often wait for problems to occur before we do anything about it.</td>
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<td>Deal with a problem now and deal to a very limiting experience.</td>
<td>The problem is, we're the producer of the problems.</td>
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<tr>
<td>Where is the goal? What is the goal? What is the goal? What is the goal?</td>
<td>More frequent and regular rewards.</td>
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<td>Address the big issues when appropriate. If it is easier, turn around small</td>
<td>We tend to over-control the situation in order to control the other person.</td>
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<td>Recognize the hits that are going to look for opportunities to praise.</td>
<td>Occur because that is what is expected of us.</td>
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Helpful Hints:
- Let Johnny earn his reinforcers through good performance.
- Try good things and collect.
- Light to lose the self-control. Make the chores or anything else works for you to neutral and non-association responses to problem behavior.
- Our address is one of the biggest reinforcers we have. Be careful how you give it.
- All the time. Reinforce Johnny when he wears his turn. When possible, reinforce on alternative behaviors.
- Focus on our student to do their thing. This is especially important when you notice. Have a simple plan that everyone can understand and consistently carry.
- Know the steps to the step up issue. Keep your disorder and clean, avoid rewarding or promoting the consequence.
- When is the last time you helped deliver the consequence? Avoid using withdrawal of privileges or deprivation of desired things. Rewrite them. When is the last time you helped deliver the consequence? Avoid using withdrawal of privileges or deprivation of desired things. Rewrite them. When is the last time you helped deliver the consequence? Avoid using withdrawal of privileges or deprivation of desired things. Rewrite them. When is the last time you helped deliver the consequence? Avoid using withdrawal of privileges or deprivation of desired things. Rewrite them.
- Address the big issues when appropriate. If it is easier, turn around small.
- Recognize the hits that are going to look for opportunities to praise.

Common Problems:
- We continue delivering reinforcers for no reason at all. We will just give him what he wants.
- Sometimes we over-reward and make mountains out of molehills. The little things aren't worth it.
- Sometimes it's a bit of attention when it probably would be better to just ignore it.
- Socially it's a little too much or too much on the money.
- **We have a tendency to punish bad behaviors versus rewarding positive ones.**
- **We have a tendency to focus on the problem behavior rather than focusing on what's working.**
- **We have a tendency to look at the problem behaviors that are occurring.**
- **We have a tendency to see anything wrong with his Mixes, messes.** The picture is the best.
- When it is, you go back to the beginning. In order to get consistent reinforcers, you have to be consistent.
- Responding to an inappropriately more behavior means leading the student in the direction they're already doing.
- We want students to be able to distinguish between right and wrong behavior.
- The problem is, we're the producer of the problems.
- More frequent and regular rewards.
- We tend to over-control the situation in order to control the other person.
- Occur because that is what is expected of us.