

Caught Up in the Cycle of Behavior
Preventative and Reparative Practices for Challenging Situations

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Logos: MARSHALL UNIVERSITY, Behavior Mental Health Technical Assistance Center

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Learning Objectives


- Understanding the Escalation & the Interventions
- Reaching the Peak
- Handling the Aftermath

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Challenging Behaviors: What are they?

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CHALLENGING BEHAVIOUR IS JUST A SIGNAL, THE FEVER, THE MEANS BY WHICH THE KID IS COMMUNICATING THAT HE OR SHE IS HAVING DIFFICULTY MEETING AN EXPECTATION.
Ross W Greene



Let's Define Challenging Behavior

A term used to describe behavior that interferes with a child's daily life.

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Defining challenging behavior...



Not listening

Disrespect towards others

Excessive anger

Tantrums or Moodiness

Aggressive behavior

Defiance


Defiance

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Experience has taught us...

- Challenging behavior usually **has a message**.
- Students often use challenging behavior when they **don't have** the social or communication skills they need to engage in more appropriate interactions.
- Behavior that **persists over time is usually working for the student**.
- We need to focus on teaching children what to do in place of the challenging behavior.



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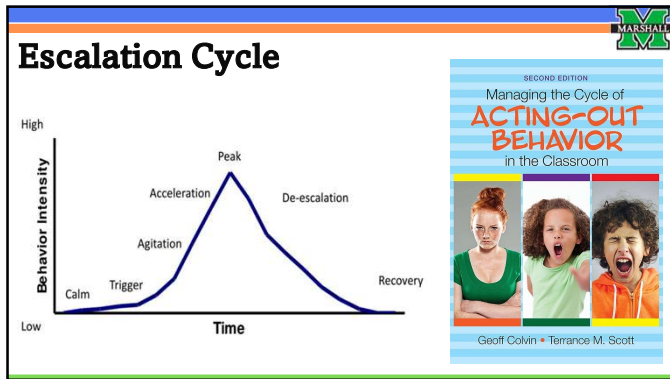
www.kidstudies.com

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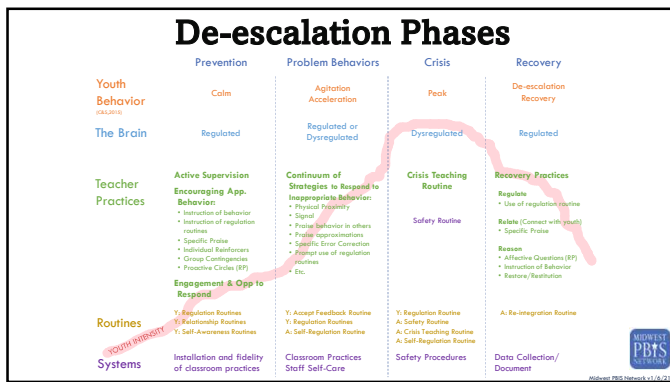
"I'm thinking of changing my centers to Sit Quietly, Behave Yourself, and Just Stop That."

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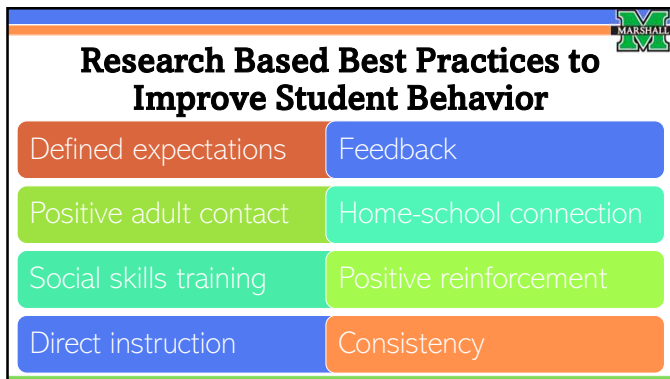
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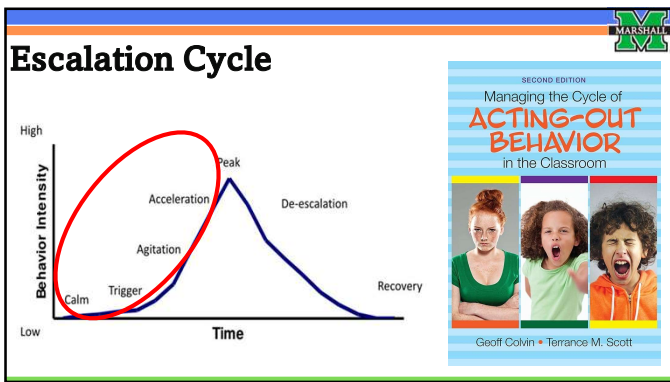


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Understanding the Escalation & the Interventions

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What kind of tools will we need?

Focus on PROACTIVE PREVENTION



TEACHING TOOLBOX

Focus on EARLY INTERVENTION

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Caught Up in the Cycle of Behavior:
Managing the Cycle of Acting-Out Behavior in the Classroom

Before, During, and After: Intervention Strategies

| Strategy | What changes can I make? | What do I need? |
|----------|--------------------------|-----------------|
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Student is cooperative.

- ✓ Allows corrective feedback
- ✓ Follows directives
- ✓ Sets personal goals
- ✓ Ignores distractions
- ✓ Accepts praise

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Youth Behavior (circled in red): Calm

The Brain: Regulated

Teacher Practices: Active Supervision, Encouraging App-Behavior, Engagement & Opp to Respond

Routines: Y-Regulation Routines, Y-Relationship Routines, Y-Self-Awareness Routines

Systems: Installation and fidelity of classroom practices

Problem Behaviors: Agitation, Acceleration, Regulated or Dysregulated

Crisis: Peak, Dysregulated

Recovery: De-escalation, Recovery, Regulated

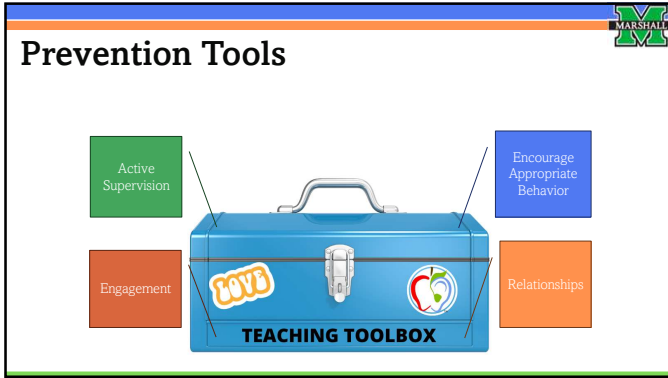
Recovery Practices: Regulate, Rehearse, Reason, Restore/Rehabilitate

Classroom Practices: Staff Self-Care

Safety Procedures: Safety Procedures

Data Collection/Document: Data Collection/Document

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“Low stress” Environments

Safe & inclusive

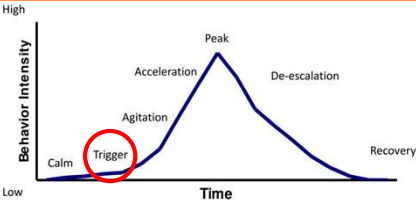
Behavioral expectations – clearly defining, explicitly teaching and regularly reinforcing across the school and in classroom setting

Clear & consistent classroom routines

Engaging academic instruction




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Student is experiencing a series of unresolved conflicts.

- ✓ Repeated failures
- ✓ Frequent corrections
- ✓ Interpersonal conflicts
- ✓ Timelines
- ✓ Low rates of positive reinforcement

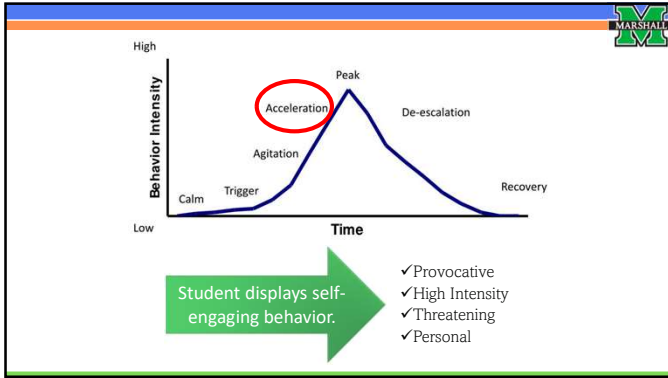
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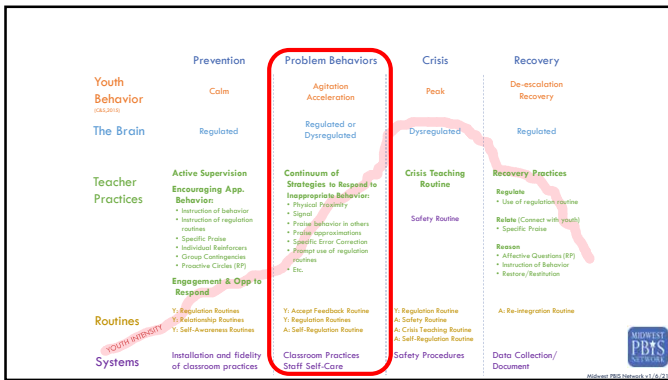
Student is unfocused and distracted.

- ✓ Off-task
- ✓ Frequent start/stop on tasks
- ✓ Out of seat
- ✓ Talking with others
- ✓ Social withdrawal

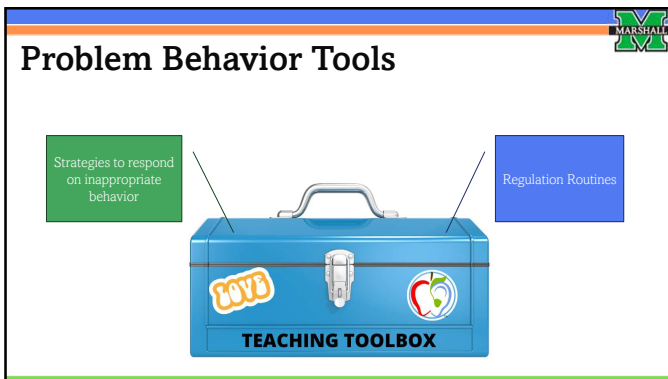
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With the best intentions sometimes...

The teacher *ignores* the behavior.



The teacher makes a declarative statement that the behavior should *stop*.


5 Ways to De-Escalate Challenging Student Behavior - ASCD

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But when you ignore it...

You communicate a message that you are either:

- unaware* of the behavior
- tacitly *approve* of it.



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Why not "STOP"?

- "Psychological reactance"
- Don't like to be told what to do... when told what to do, they don't react well, often doing the *opposite*.
- Demands made through a declarative statement result in even cooperative students becoming resistant in passive, reactive, or even overtly aggressive ways



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Correcting Behavioral Errors

- ✓ Acknowledge positive behaviors
- ✓ Redirect & Reteach
- ✓ Behavioral errors OCCUR... and SHOULD be anticipated
- ✓ Think about it... what do you do if students show up with academic gaps?

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Students with challenging behaviors

| | |
|--|---|
| <p>Respond to:</p> <ul style="list-style-type: none"> ☑ Appropriate work ☑ Visual timetable ☑ Explicit instruction ☑ Quiet redirection ☑ Choices ☑ Humor ☑ Diffusion ☑ Frequent recognition for attempts ☑ Progress displayed ☑ Consistent consequences ☑ Predictable environments | <p>Don't respond to:</p> <ul style="list-style-type: none"> ☒ Work that is too hard ☒ Multiple chain of commands ☒ Sarcasm ☒ Anger ☒ Work rarely acknowledged ☒ Too much negative attention ☒ Inconsistent consequences ☒ Unpredictable Environments |
|--|---|

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How do we remain proactive and preventative?

Teach the skills when YOU are CALM.

REMINDER

It takes a long time:

- to learn a skill
- to be fluent
- to generalize

Prosocial behaviors & Statewide testing... It may take a **WHOLE YEAR** to be ready!

For a child to *learn something new*, it needs to be repeated on average 8 times. (Joyce and Showers, 2006)

For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times. (Harry Wong)

It takes an average of 66 days for a new behavior to become automatic. (Lally et al. 2010)

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Teaching Regulation Skills

- Deep breathing
- Mindfulness
- Zones of regulation
- Emotional Scales
- Muscle relaxation
- Requesting breaks

Practice - **REGULARLY**

SELF-REGULATION STRATEGIES

| | | | |
|---------------------------|---------------------------------|----------------------------|------------------------|
| Go for a walk | Help a friend | Squeeze your stress ball | Stop what you're doing |
| Talk to someone you trust | Be a leader | Go for a walk | Go to your safe space |
| Draw a picture | Do your best | Talk to a teacher | Take deep breaths |
| Have a snack | Practice your coping strategies | Listen to music | Ask for help |
| Take a break | Set a goal for today | Use your coping strategies | Listen to music |

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CALM DOWN WITH TAKE 5 BREATHING

1. Stretch your hand out like a star.
2. Get your pointer finger ready to trace your fingers up and down.
3. Slide up each finger slowly - slide down the other side.
4. Breathe in through your nose - out through your mouth.
5. Put it together and breathe in as you slide up and breathe out as you slide down. Keep going until you have finished tracing your hand.

| Circle # | Circle #1 | Circle #2 | Circle #3 | Circle #4 | Circle #5 |
|----------|--|--|--|---|---|
| 1 | Wiggle your whole body for a count of 10. | Wiggle your whole body for a count of 10. | Bring R elbow to L knee and L elbow to R knee 5 times | Jump in place 10 times. | Rub your entire R arm with your L hand. |
| 2 | Trace your R hand from top to bottom. Repeat 5x. | 5 wall push ups. | Move the upper half of your body. | Spin in a circle 5 times to the right. | Touch L hand to bottom of R foot. Repeat 5x. |
| 3 | Trace the right side of your body. Repeat 5x. | Swing your right arm and bend at mid-thigh. Repeat 5x. | Make 10 small circles with your arms. | 10 jumps over a pencil on floor. | Give yourself a big hug for 10 seconds. |
| 4 | Touch your right L hand with your R hand. Repeat 5x. | Touch R hand to bottom of L foot. Repeat 5x. | Twist at the waist 10 times with arms out to the side. | Spin in a circle 5 times to the left. | Make 10 large circles with your arms. |
| 5 | Touch R hand to L hand with knees high for 5 count. Repeat 5x. | March in place with knees high for 5 count. Repeat 5x. | Squeeze your L hand firmly with your R hand. | Move the left side of your body. | Touch R hand to L hand and then L hand to R hand 5 times. |
| 6 | Put up your feet for a count of 10. | Move the lower half of your body. | Touch hands overhead and try to balance on one foot for 5 seconds. | Touch hands overhead and with each arm make small circles with fingers for 10 each. | Take 10 deep breaths. |

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The ZONES of Regulation

| Blue Zone | Green Zone | Yellow Zone |
|-------------------------------|--------------------------------------|---|
| Sad Bored Tired Sick | Happy Focused Calm Peaceful | Nervous Frustrated Silly Excited |

| BLUE ZONE | GREEN ZONE | YELLOW ZONE | RED ZONE |
|---|--|--|---|
| Sad Sick Tired Bored Missing Slowly | Happy Calm Focusing Okay Focused Relaxed | Frustrated Worried Silly/Wiggly Excited Lots of Some Control | Mad/Angry Terrified Frenzied/Scared Distracted Out of Control |

www.zonesofregulation.com

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Putting Skills to Practice

- Self-regulation strategies effectively help students overcome feelings of dysregulation.
- Must be *taught* and *practiced* ahead of time when a student is calm.

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Before, During, and After: Intervention Strategies

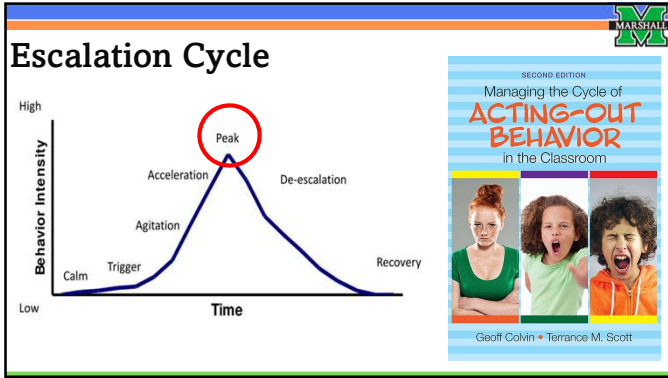
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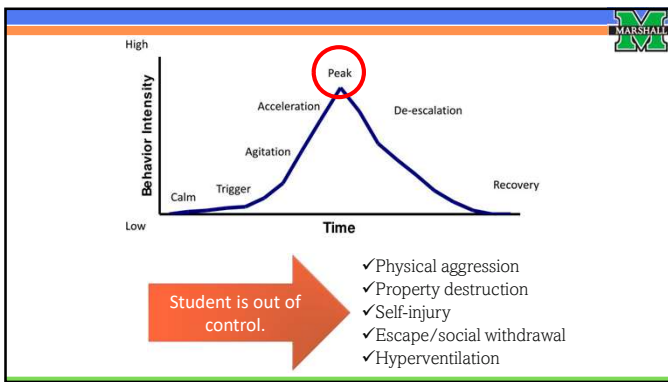
Reaching the Peak

The process of bringing a dysregulated person back to a regulated state.

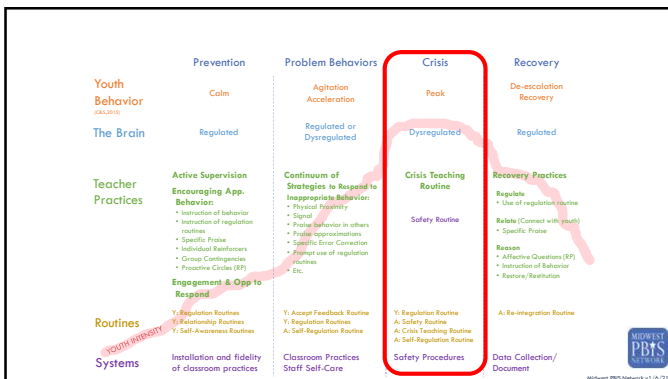
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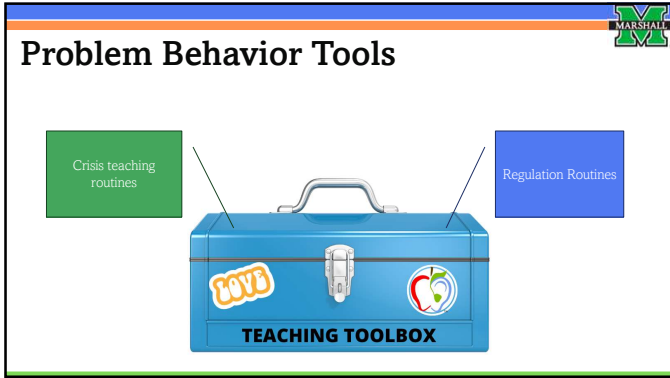
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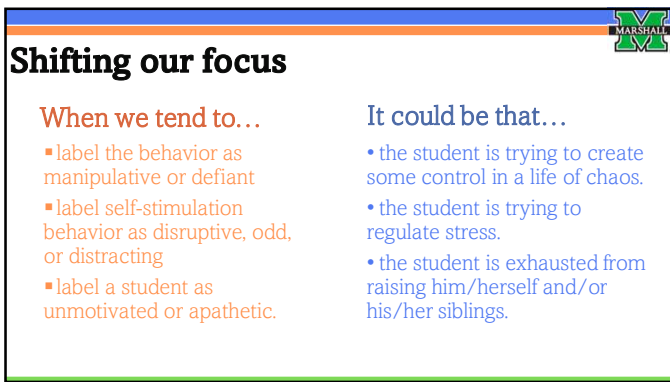
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What we say matters.


How we say it matters.

Our nonverbal communication cues safety or danger.



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Diffusers to De-escalate




In a POWER STRUGGLE:

| | | |
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| <p>Responses to de-escalate: "Good point" "I hear you" "Noted"</p> | <p>Tone of your voice – calm as you can</p> | <p>Make eye contact while giving enough personal space to calm down; limit number of people</p> |
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Be Empathetic & Nonjudgmental

- ✓ Try not to judge or dismiss students' feelings – feelings are real
- ✓ Respect the feelings – this could be the most important event in their life *at the moment*
- ✓ What's the root? May be upset about something else and needs our support and encouragement



Yes, I'm listening.

WE ARE TEACHERS INSTITUTE
 CRISIS PREVENTION INSTITUTE
 Top De-Escalation Tips for Teachers - We Are Teachers

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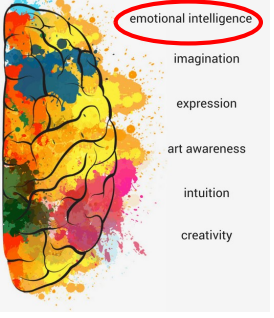
Connect

Right brain to right brain

"I can see that you are getting red."

"You're really feeling upset about this."

"I see you. I hear you. I care about you."



emotional intelligence

imagination

expression

art awareness

intuition

creativity


Momentous Institute, 2019

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Avoid the Overreaction

OUR RESPONSE =
Escalates or Defuses

- ✓ TRY to stay calm, rational & professional
- ✓ Positive thoughts
- ✓ It's OKAY to take a minute
- ✓ PAUSE = PREPARE to RESPOND



Strong Feelings
Are Fine; it's The
Overreactions
That Mess Us Up.

AUBREY ELLIS

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Challenging Questions

"You aren't my mom!"

"You can't make me do anything!"

Engaging is rarely productive, so:

- Redirect attention to the issue
- Ignore challenge, not person.
- Bring focus back to *how* you can work together to solve the problem



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Fight, Flight or Freeze

Students may “quickly” swing into a **STRESS RESPONSE** where they may feel:

- Anxious
- Overwhelmed
- Frightened
- Angry
- Terrified
- Vulnerable

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THE STRESS RESPONSE IN KIDS

| FIGHT | FLIGHT | FREEZE |
|---|--|---|
| Yelling, Screaming, Using Mean Words | Wanting to Escape, Running Away | Shutting Down, Mind Goes Blank |
| Hitting, Kicking, Biting, Throwing, Punching | Unfocused, Hard to Pay Attention | Urges to Hide, Isolates Self |
| Blaming, Deflecting Responsibility, Defensive | Fidgeting, Restlessness, Hyperactive | Verbally Unresponsive, Says, "I don't know" a lot |
| Demanding, Controlling | Preoccupied, Busy with Everything But the Thing | Difficulty with Completing Tasks |
| "Oppositional" Defiant, Noncompliant | Procrastinating, Avoidant, Ignores the Situation | Zoned Out, Daydreaming |
| Moving Towards What Feels Threatening | Moving Away From What Feels Threatening | Unable to Move, Feeling Stuck |
| Irritable, Angry, Furious, Offended, Aggressive | Anxious, Panicked, Scared, Worried, Overwhelmed | Depressed, Numb, Bored/Apathetic, Helpless |

WholeHearted School Counseling

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WHEN ALL YOU KNOW IS FIGHT OR FLIGHT, RED FLAGS AND BUTTERFLIES ALL FEEL THE SAME.

CINDY CHERIE

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Allow Quiet time for Reflection

Teachers are taught to wait for at least five seconds after asking students a question, so they have time to process.

Don't be afraid of awkward silence! Silence is a powerful communication tool.



NOT A TIME FOR RETEACH

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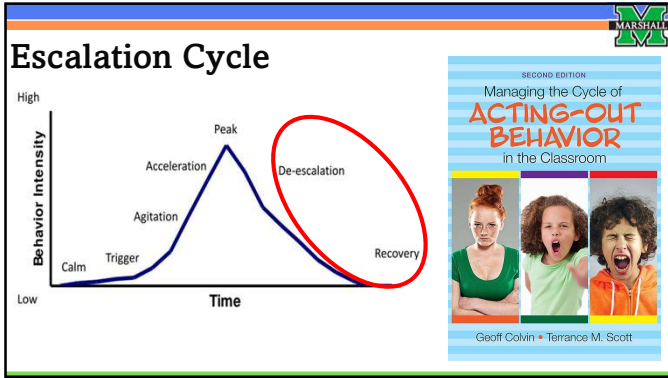
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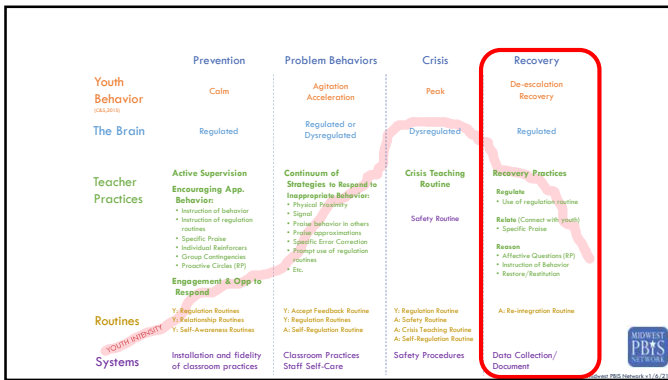
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Handling the Aftermath

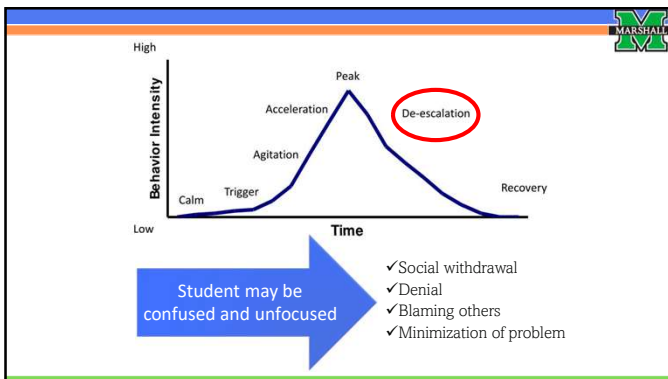
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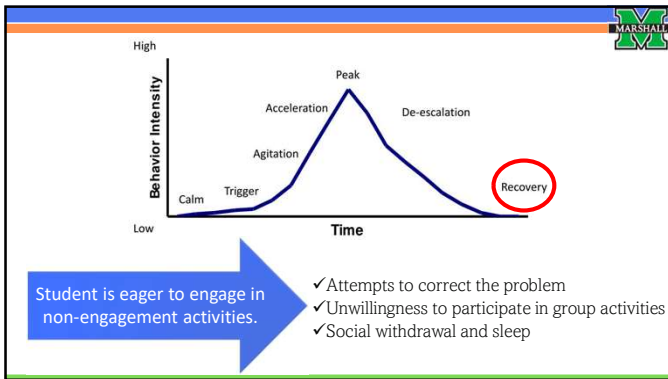
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Disrupting the Preschool To Prison Pipeline

Reduce the Exclusionary

Lack of processes & policies for suspensions & expulsions in voluntary child care & preschool.

Stressed provider/teacher with implicit biases think child is misbehaving too much & doesn't know how to manage the child's behavior.

Child is suspended or expelled. Child is sent to director's office (in-school suspension) or sent to parents to pick up child as early (out-of-school suspension) or declares that the child is not a good fit (expulsion).

Child deprived of valuable learning and educational experiences & set on negative trajectory.

School "zero tolerance policies" mean that child is more likely to be arrested and suspended for minor offenses in K-12.

Child is more likely to experience later academic failure in K-12 & is dismissed from school, dropping out.

As an adult, child is more likely to be incarcerated.

SRI Education
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Regulate

Relate

Reason

Reflect

We can't **reason** with students UNTIL we help them **regulate** and then connect or **relate**.

We need to be able to recognize when kids aren't regulated.

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Reconnect

It happens!

Empower students & teachers

Time-Ins



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Reflection

Students push the same buttons again... and again... and again...

Every time is an opportunity to practice de-escalation strategies, and then reflect afterwards.



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The Student

BEHAVIOR THINK SHEET

What I chose to do (or, what happened):

Write or draw about why you made this choice:

Next time I will:

Draw or write about how you will make this better:

I promise to:

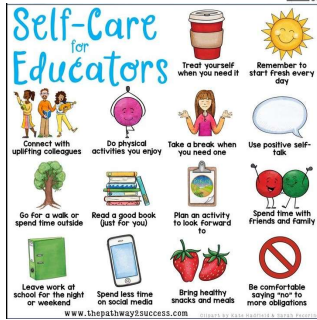
Signature: _____ Date: _____



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The Teacher

Give yourself grace and space
Take care of your wellness



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Re-Teach

Beginning of the school year

- Teach rules for all areas of school
- After first week, review rules 2 or 3 times/week

End of first grading period

Through second grading period

- Review rules once per week

Remainder of the year

- Review rules periodically as needed
- Review rules immediately after a school break



When behavior data indicates a need
repetition is key to learning new skills!

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Trauma-Informed Practices

The difference from traditional discipline?
We do not lead with the consequence—we lead with the relationship, and then we follow up with the consequence.

strobeeducation.com

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Where can I start?

- Greet students by name every morning.
- Morning/Class meeting for S/E & Regulation skills
- Acknowledge positive behaviors in students
- Know your triggers. Model self-regulation skills.

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Evaluations

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