


Responding to Non-Responsive Behavior: Managing Escalations

Geoff Colvin & George Sugai
 OSEP Center on PBIS
 University of Connecticut
 www.pbis.org www.cber.org

"Managing Escalating Behavior" Geoff Colvin




| Teacher | Jason |
|---|---|
| <i>Jason, please turn in your assignment.</i> | <i>What assignment?</i> |
| <i>The assignment you didn't finish during class.</i> | <i>I finished it.</i> |
| <i>Great, please turn it in now.</i> | <i>I don't have it with me now.</i> |
| <i>You have a choice: turn it in or do it again.</i> | <i>You never believe me.</i> |
| <i>I guess you've made the choice to do it again.</i> | <i>Make me.</i> |
| <i>That's disrespect...go to the office.</i> | <i>F_____ you!</i> |
| <i>Moves closer...& puts hand on J. shoulder.</i> | <i>Pulls away, glares, & raises fist as if to strike.</i> |

PURPOSE

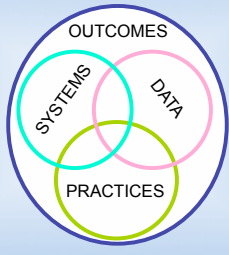
Enhance understanding & ways of escalating behavior sequences

- Understanding
- Best practice
- Considerations
- Your action planning



Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab


Supporting Important **Culturally Equitable** Academic & Social Behavior Competence



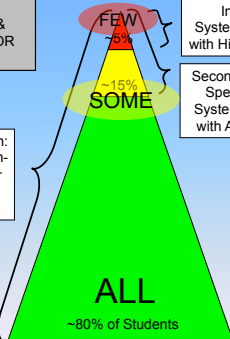
Supporting **Culturally Knowledgeable** Staff Behavior

Supporting **Culturally Valid** Decision Making

Supporting **Culturally Relevant** Evidence-based Interventions




CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT



Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior


Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

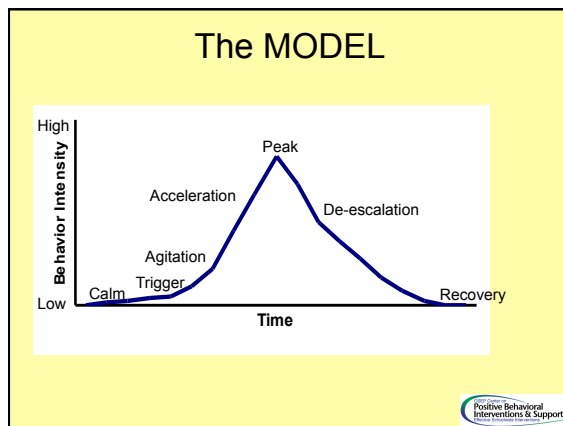
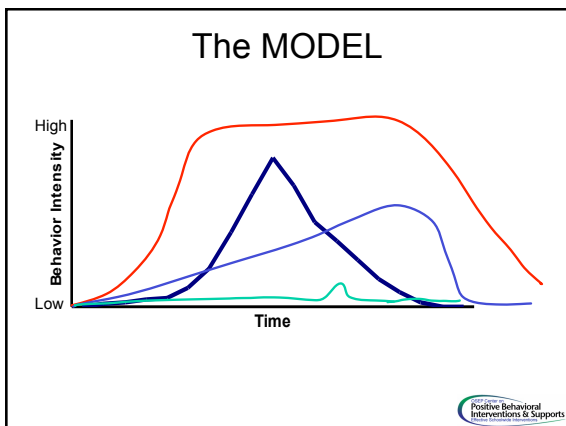
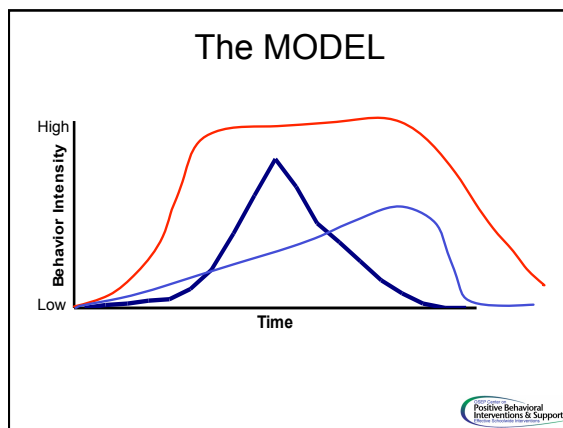
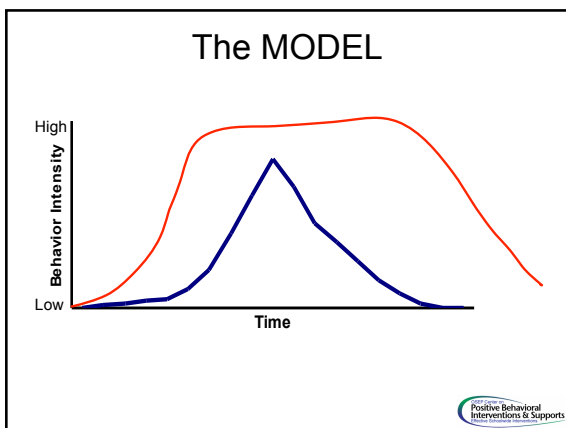
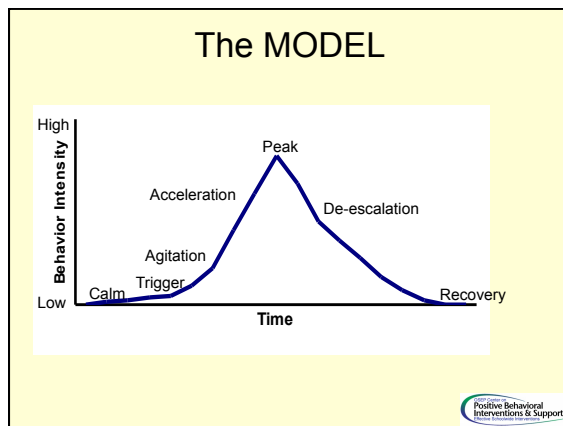
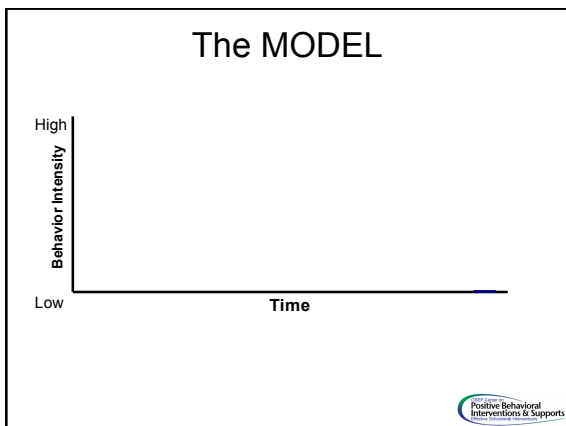
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

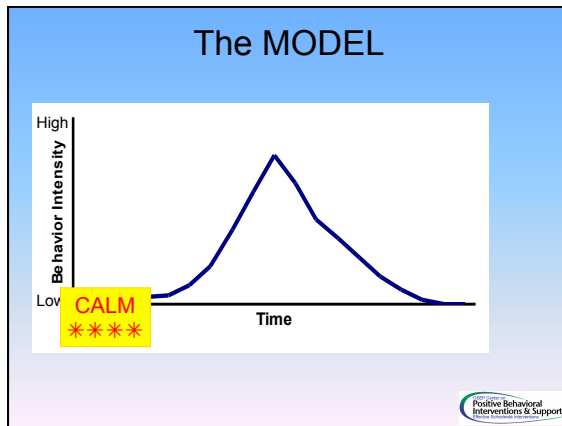
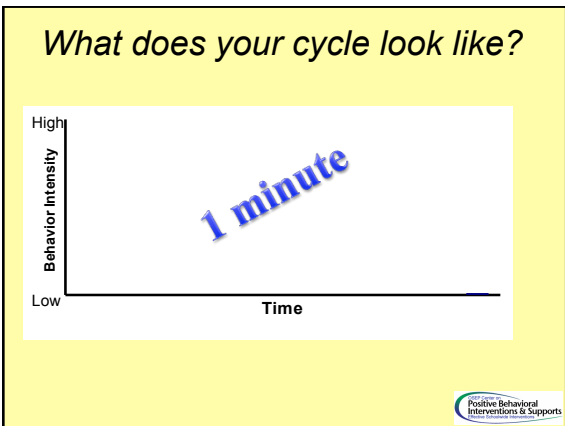


THREE KEY STRATEGIES

- Identify how to intervene early in an escalation.
- Identify environmental factors that can be manipulated.
- Identify replacement behaviors that can be taught & serve similar function.



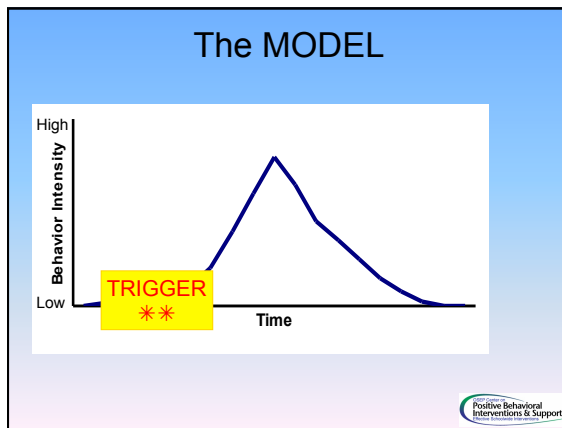




1. Calm

| Looks like.... | Strategies.... |
|--|--|
| <ul style="list-style-type: none"> • COOPERATIVE & ENGAGEABLE • Accepts feedback • Follows directions • Sets personal goals • Ignores distractions • Accepts praise | <ul style="list-style-type: none"> • INVEST IN PREVENTION • Conduct FBA-BIP • Identify & manipulate triggers & maintainers • Identify & teach competing alternative • Engage in frequent successful interactions • Teach social skills • Problem solving • Relaxation response (alternative) • Reinforce positively • Set high expectations |

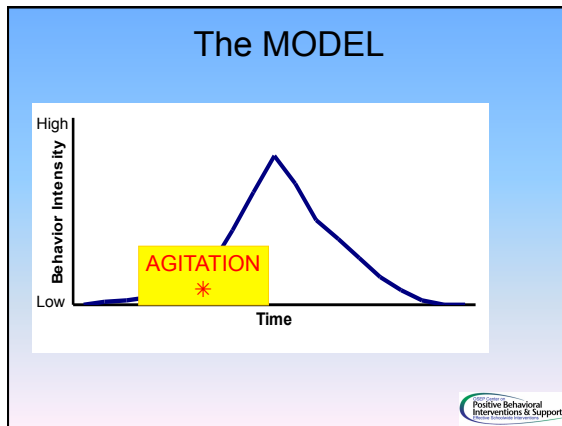
Positive Behavioral Interventions & Supports



2. Trigger

| Looks like.... | Strategies.... |
|---|---|
| <ul style="list-style-type: none"> • Responding to series of UNRESOLVED CONFLICTS or CHALLENGES • Repeated failures • Frequent corrections • Interpersonal conflicts • Tight timelines & schedules • Low success & reinforcement • DESCRIBED as • Anxious • Hyper • Distracted • Figidity | <ul style="list-style-type: none"> • PREVENT & REDIRECT • Remember function • Modify context • Remove from context • Increase opportunities to succeed • Reinforce social skills |

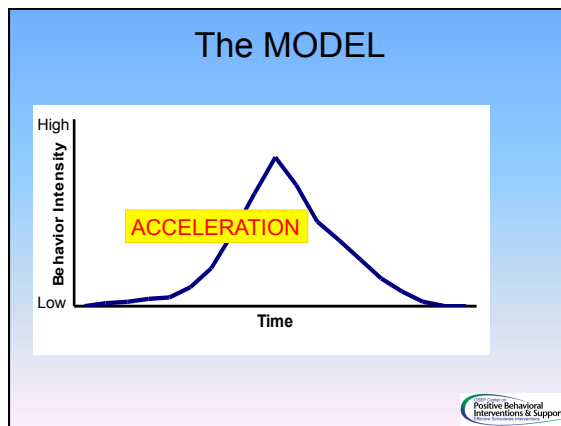
Positive Behavioral Interventions & Supports



3. Agitation

| Looks like.... | Strategies.... |
|---|--|
| <ul style="list-style-type: none"> • INCREASED UNFOCUSED BEHAVIOR • Off task • Frequent start-stop • In-out seat • Increased or decreased talking & interactions • Social &/or academic w/drawal | <ul style="list-style-type: none"> • REDUCE ANXIETY • Consider function • Make structural/ environmental changes • Provide reasonable options & choices • Involve in successful engagement • Practice social skills |

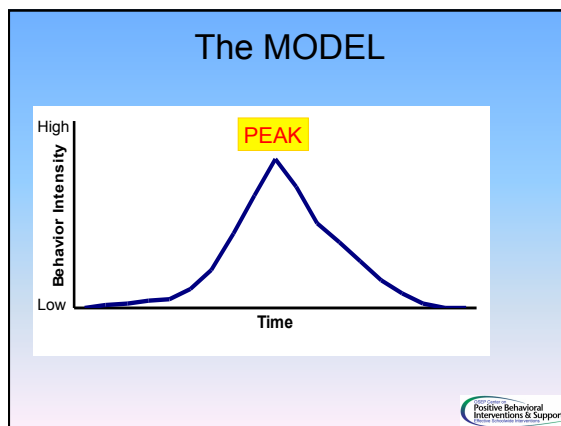
Positive Behavioral Interventions & Supports



4. Acceleration

| Looks like.... | Strategies.... |
|---|--|
| <ul style="list-style-type: none"> • Switch to intensive FOCUSED BEHAVIOR • Non-compliance • Provocation • Harassment • Threatening • Personal | <ul style="list-style-type: none"> • Intervene w/ FOCUS ON SAFETY • Remember <ul style="list-style-type: none"> • "Escalation & self-control are inversely related" • "Escalation is likely to run its course regardless..." • SAFETY <ul style="list-style-type: none"> • Remove all triggers & maintainers • Follow PLANNED crisis prevention procedures • Follow through with PLANNED bottom line • Disengage from student • Monitor continuously |

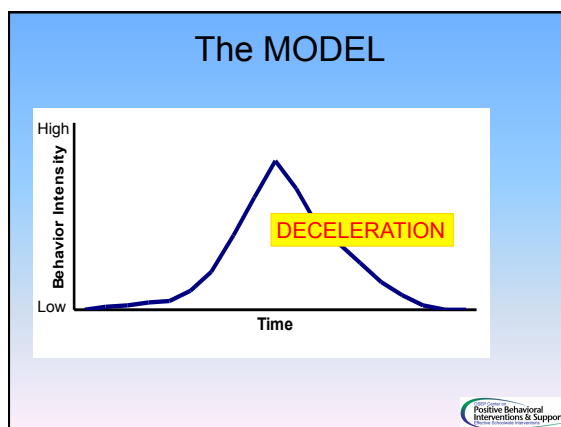
Positive Behavioral Interventions & Supports



5. Peak

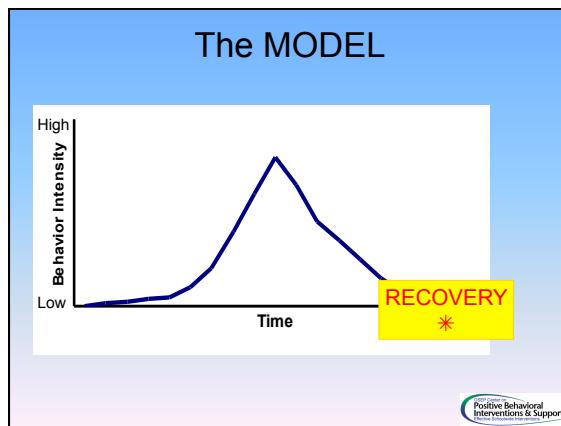
| Looks like.... | Strategies.... |
|---|---|
| <ul style="list-style-type: none"> • OUT OF CONTROL • MOST severe behavior <ul style="list-style-type: none"> • Physical aggression • Property destruction • Self-injury • Escape/social w/ drawal • Hyperventilation • Running away | <ul style="list-style-type: none"> • Focus on SAFETY • Shift from crisis prevention to CRISIS INTERVENTION • Follow planned procedures |

Positive Behavioral Interventions & Supports



6. De-escalation

| Looks like.... | Strategies.... |
|--|--|
| <ul style="list-style-type: none"> • DECREASES in SEVERE BEHAVIOR • Easily RE-ESCALATED • CONFUSION <ul style="list-style-type: none"> • Blaming others • Denial • Social & physical w/ drawal • Justification/ minimization of situation | <ul style="list-style-type: none"> • MINIMIZE DEMANDS & ATTENTION • STRATEGIES <ul style="list-style-type: none"> • Don't nag • Avoid blaming • Don't force apology • Consider function & replacement behavior • Emphasize start anew |

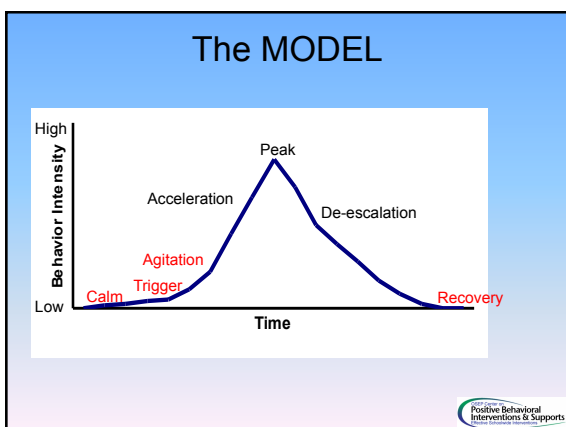


7. Recovery

| Looks like.... | Strategies.... |
|--|--|
| <ul style="list-style-type: none"> • Attempts to RE-ENGAGE, but NON-INTERACTIVE • Attempts corrections • Watch group activities • Work alone • Social w/drawal • Sleep • | <ul style="list-style-type: none"> • RESTATE & FOLLOW-THROUGH w/ consequences • Positively reinforce any displays of appropriate behavior • Re-establish routines & activities • Debrief • |

Recovery - continued



| DEBRIEFING | FACILITATING RETURN |
|---|---|
| <ul style="list-style-type: none"> • Purpose = facilitate transition back to engagement • NOT further punishment • Follows consequences for problem behavior • Promote more appropriate behavior • Especially in problem context | <ul style="list-style-type: none"> • Guided problem solving • <i>What did I do? When?</i> • <i>Why did I do it then?</i> • <i>What could I have done instead/differently?</i> • <i>What do I have to do next?</i> • <i>Can I do it?</i> |



| Teacher | Jason |
|---|---|
| <i>Jason, please turn in your assignment.</i> | <i>What assignment?</i> |
| <i>The assignment you didn't finish during</i> | <i>I finished it.</i> |
| <i>Class, please turn it in now.</i> | <i>I don't have it with me now.</i> |
| <i>You have a choice: turn it in or do it again.</i> | <i>You never believe me.</i> |
| <i>I guess you've made the choice to do it again.</i> | <i>Make me.</i> |
| <i>That's disrespect...go to the office.</i> | <i>F___ you!</i> |
| <i>Moves closer...& puts hand on J. shoulder.</i> | <i>Pulls away, glares, & raises fist as if to strike.</i> |

THREE KEY STRATEGIES

- Identify how to intervene early in an escalation.
- Identify environmental factors that can be manipulated.
- Identify replacement behaviors that can be taught & serve similar function.



FINAL THOUGHT

"It is always important to remember that "if you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around."

Geoff Colvin (1989)

