


Responding to Non-Responsive Behavior: Managing Escalations

Colvin & Sugai, 1989


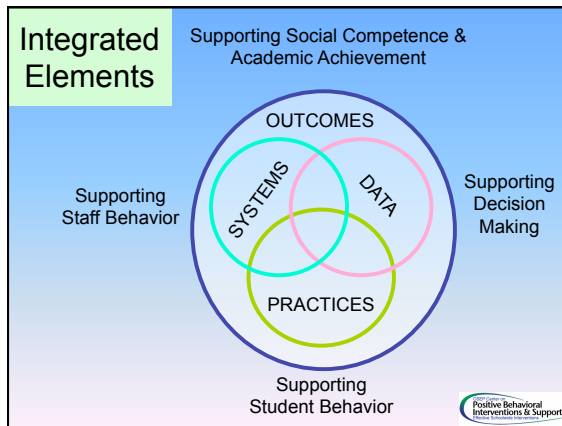


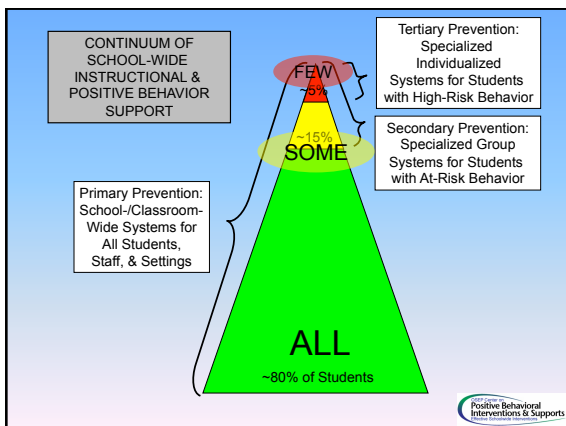

Teacher	Jason
<i>Jason, please turn in your assignment.</i>	<i>What assignment?</i>
<i>The assignment you didn't finish during</i>	<i>I finished it.</i>
<i>Now, please turn it in now.</i>	<i>I don't have it with me now.</i>
<i>You have a choice: turn it in or do it again.</i>	<i>You never believe me.</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

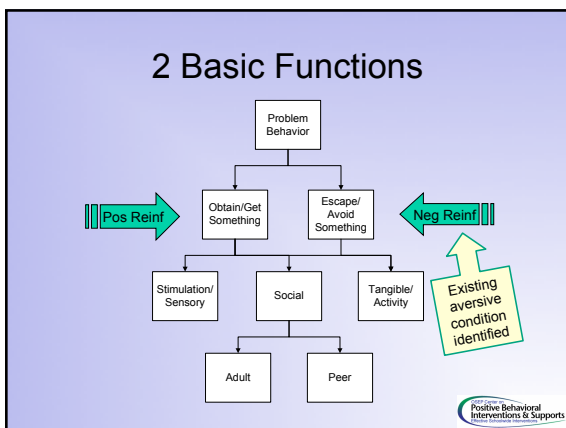
- Understanding
- Best practice
- Considerations
- Your action planning



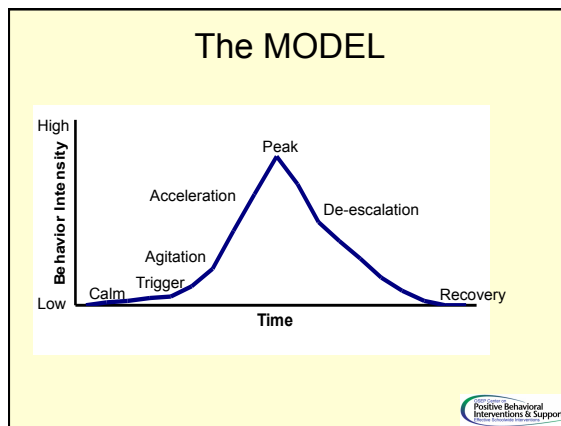
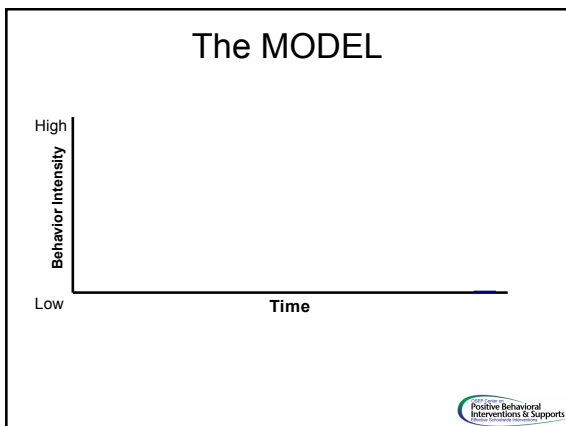
Working Assumptions

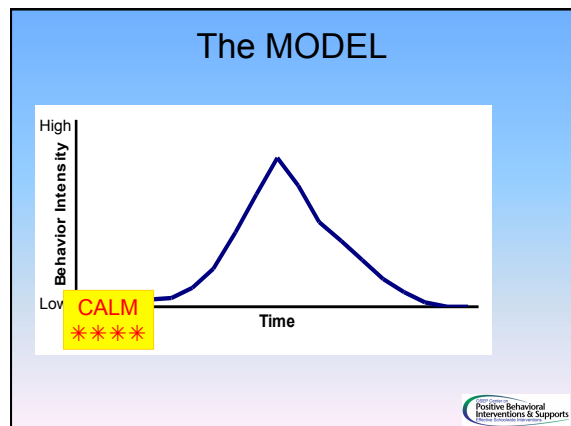
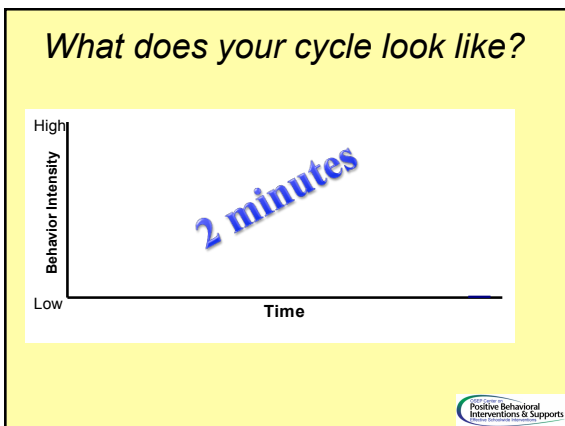
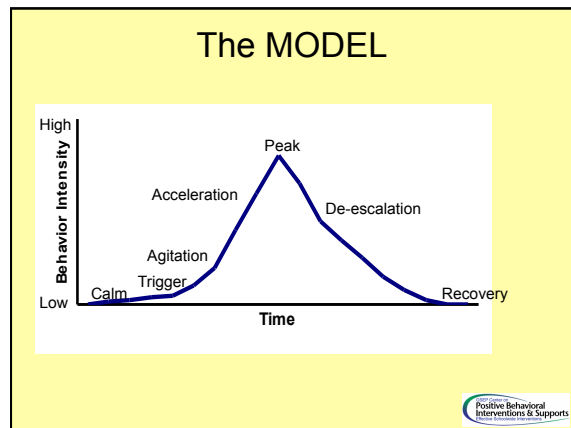
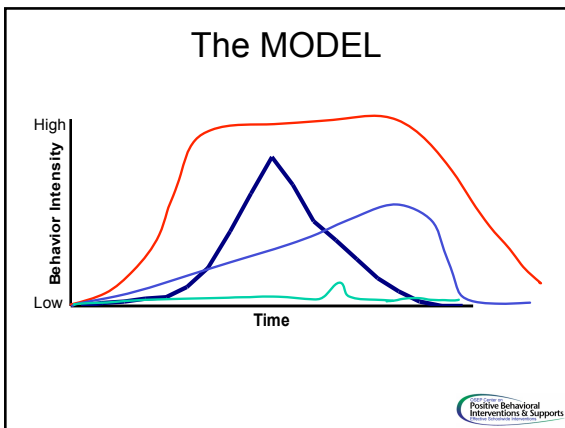
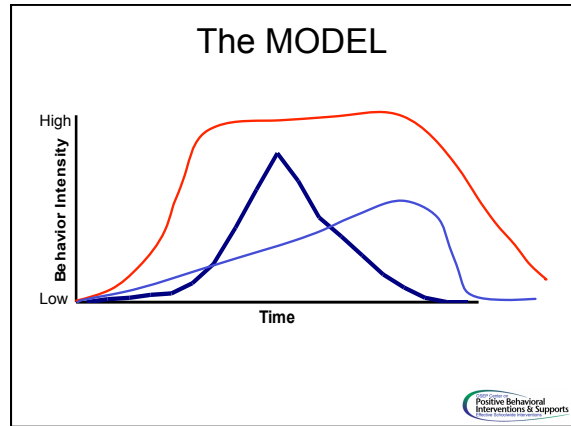
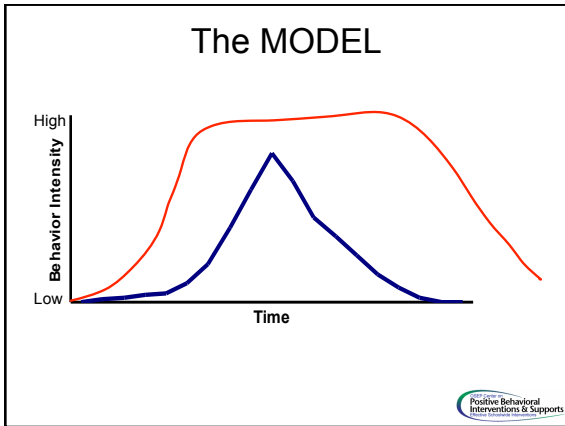
- Behavior is learned (function).
- Behavior is lawful (function).
- Behavior is escalated through successive interactions (practice).
- Behavior can be changed through instructional approach.



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.

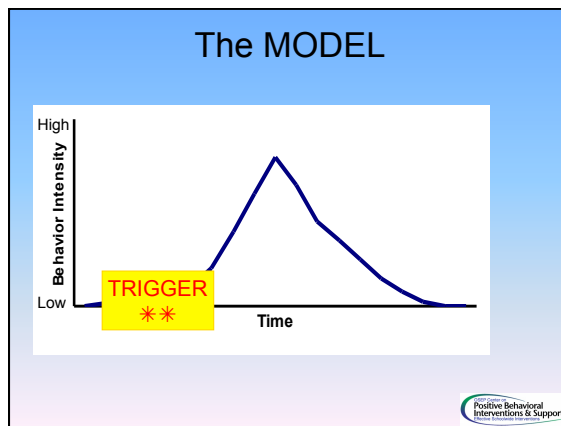




1. Calm


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

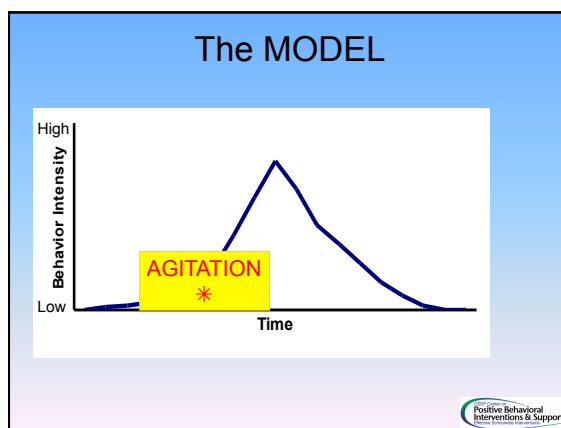




2. Trigger


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 •

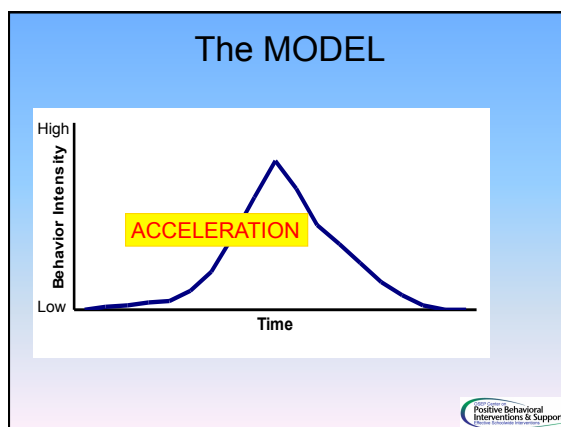




3. Agitation


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 •

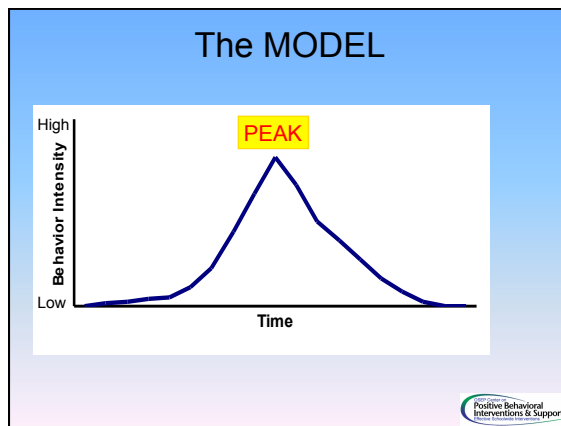




4. Acceleration

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

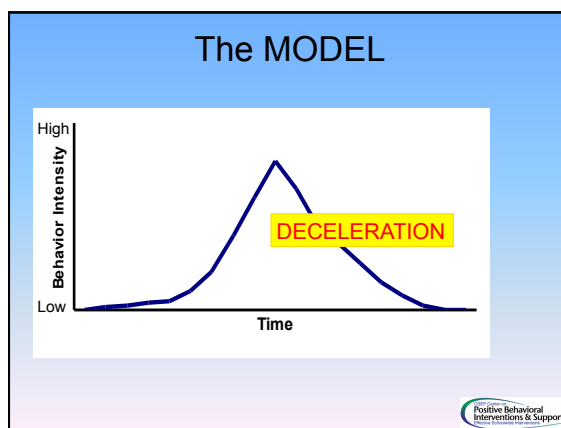




5. Peak

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 INTERVENTION Follow planned procedures

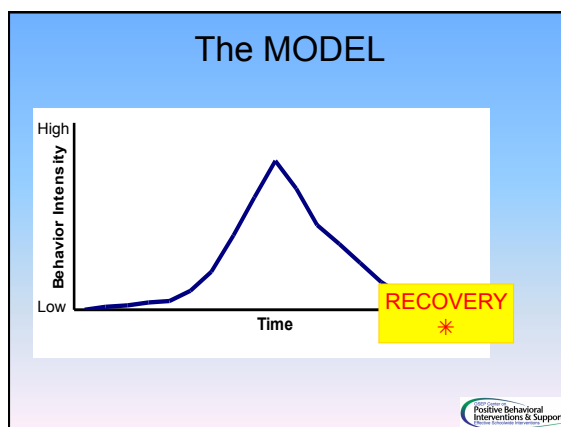




6. De-escalation

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

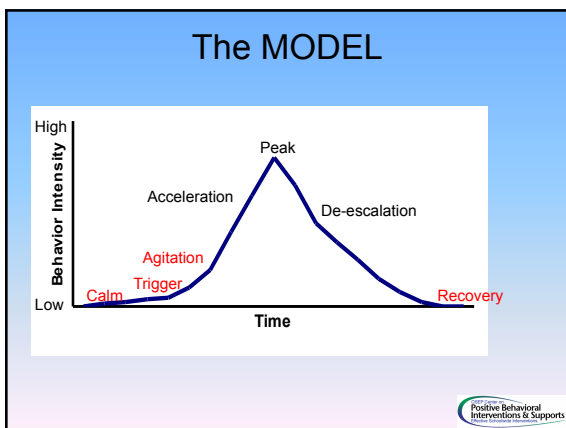
Looks like....	Strategies....
<ul style="list-style-type: none"> Attempts to RE-ENGAGE, but NON-INTERACTIVE Attempts corrections Watch group activities Work alone Social w/drawal Sleep 	<ul style="list-style-type: none"> RESTATE & FOLLOW-THROUGH w/ consequences Positively reinforce any displays of appropriate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

Positive Behavioral Interventions & Supports

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 1 What did I do? When? 2 Why did I do it then? 3 What could I have done instead/differently? 4 What do I have to do next? 5 Can I do it?

Positive Behavioral Interventions & Supports



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Positive Behavioral Interventions & Supports

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)

Positive Behavioral Interventions & Supports