Responding to Non-Responsive Behavior: Managing Escalations
Colvin & Sugai, 1989

### PURPOSE
Enhance understanding & ways of escalating behavior sequences

- Understanding
- Best practice
- Considerations
- Your action planning

### Teacher vs Jason

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

### Integrated Elements
Supporting Social Competence & Academic Achievement

- Supporting Staff Behavior
- Supporting Decision Making
- Supporting Student Behavior

---

[ PBIS.org ](http://www.pbis.org)
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

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

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

~80% of Students

~15%

~5%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Working Assumptions

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

2 Basic Functions

- Problem Behavior
- Pos Reinf
- Neg Reinf

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.

The MODEL
What does your cycle look like?

2 minutes
### 1. Calm

**Looks like…**
- Cooperative & Engageable
- Accepts feedback
- Follows directions
- Sets personal goals
- Ignores distractions
- Accepts praise
- ...

**Strategies…**
- 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…**
- Responding to series of unresolved conflicts or challenges
- Repeated failures
- Frequent corrections
- Interpersonal conflicts
- Tight timelines & schedules
- Low success & reinforcement
- ...

** Strategies…**
- Prevent & Redirect
- Remember function
- Modify context
- Remove from context
- Increase opportunities to succeed
- Reinforce social skills
- ...

### 3. Agitation

**Looks like…**
- Increased unfocused behavior
- Off task
- Frequent start-stop
- In-out seat
- Increased or decreased talking & interactions
- Social &/or academic withdrawal
- ...

**Strategies…**
- Reduce Anxiety
- Consider function
- Make structural/environmental changes
- Provide reasonable options & choices
- Involve in successful engagement
- Practice social skills
- .........
4. Acceleration

**Looks like…**
- Switch to intensive FOCUSED BEHAVIOR
- Non-compliance
- Provocation
- Harassment
- Threatening
- Personal
- …..

**Strategies…**
- Intervenes w/ FOCUS ON SAFETY
- Remember:
  - "Escalation & self-control are inversely related"
  - "Escalation is likely to run its course regardless…"
- SAFETY
  - Remove all triggers & maintainers
  - Follow PLANNED crisis prevention procedures
  - Follow through with PLANNED bottom line
  - Disengage from student
  - Monitor continuously
  - …..

5. Peak

**Looks like…**
- OUT OF CONTROL
- MOST severe behavior
- Physical aggression
- Property destruction
- Self-injury
- Escape/social withdrawal
- Hyperventilation
- Running away
- …..

**Strategies…**
- Focus on SAFETY
- Shift from crisis prevention to INTERVENTION
- Follow planned procedures

6. De-escalation

**Looks like…**
- DECREASES in SEVERE BEHAVIOR
- Easily RE-ESCALATED
- CONFUSION
  - Blaming others
  - Denial
  - Social & physical withdrawal
  - Justification/minimization of situation
  - …..

**Strategies…**
- MINIMIZE DEMANDS & ATTENTION STRATEGIES
  - Don’t nag
  - Avoid blaming
  - Don’t force apology
  - Consider function & replacement behavior
  - Emphasize start anew
  - …..
7. Recovery

**Looks like...**
- Attempts to RE-ENGAGE, but NON-INTERACTIVE
- Attempts corrections
- Watch group activities
- Work alone
- Social withdrawal
- Sleep
- .......

**Strategies...**
- RESTATE & FOLLOW-THROUGH w/ consequences
- Positively reinforce any displays of appropriate behavior
- Re-establish routines & activities
- Debrief
- .......

---

**Recovery - continued**

**DEBRIEFING**
- Purpose = facilitate transition back to engagement
- NOT further punishment
- Follows consequences for problem behavior
- Promote more appropriate behavior
- Especially in problem context

**FACILITATING RETURN**
- 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?

---

**The MODEL**

<table>
<thead>
<tr>
<th>Time</th>
<th>Behavior Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Trigger</td>
</tr>
<tr>
<td>Agitation</td>
<td>Peak</td>
</tr>
<tr>
<td>Acceleration</td>
<td>De-escalation</td>
</tr>
<tr>
<td>Recovery</td>
<td></td>
</tr>
</tbody>
</table>

---

**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)