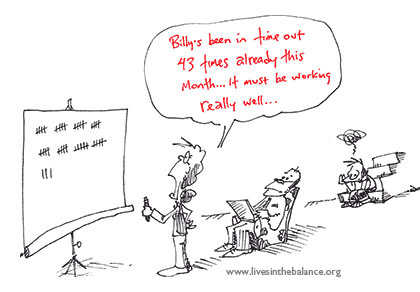
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Cohort Day – 2016

Behavior Intervention: 2016-2017

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| **AIMs** | **Agenda** |
| SSLs WBAT:   * practice two behavior intervention de-escalation moves (CHOICE and LET ME HELP). * match these moves to students in various stages of escalation. | * **WHY** * **Phases of Escalation** * **CHOICES**   + **Drill 1** * **LET ME HELP YOU**   + **Drill 2**   + **Drill 3** * **Close Out** |



**Phases of Escalation**

|  |  |  |
| --- | --- | --- |
| Phase 1 | Phase 2 | Phase 3 |
| This is when there is an environmental demand for the child to shift gears. The child experiences frustration. This early phase of the inflexible, explosive episode is termed as “brainlock” or “short circuiting”. It represents the beginning of a breakdown in rational thinking. | This represents a crossroads where we can either regain good communication and resolution of the crisis, or a further deterioration in the child’s reasoning abilities. At this phase, no matter how many times an adult insists or punishes, the individual cannot start thinking clearly until someone helps him/her calm down. | This is the meltdown phase. This represents a disintegrative rage or neutral highjacking. Intervention at this point is no longer productive. “Inflexibility plus inflexibility” leads to further meltdown. The goal at this phase is to ensure safety. |
| http://powerup.ukpowernetworks.co.uk/media/20401/simpleseriescircuit.jpg | http://crossroadsbaptistcfl.org/resources/cross-roads.jpeg | http://www.redorbit.com/media/uploads/2012/03/science-030912-002-617x416.jpg |

**Turn and Talk:**

**Think about a time when you have (or a teacher you support has) misinterpreted a student’s escalation phase. What is the IMPACT of using the wrong taxonomy or behavior intervention move at the each stage of escalation?**

**CHOICES**

Directions:

1. Read the following 3 strong examples of the behavior intervention move, “CHOICES.”
2. Answer the questions below.

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| Example 1:  *Context: Student puts her head on her desk and refuses to pick it up.* | Example 2:  *Context: Student walks into the reset room and pushes the reflection sheet onto the floor.* | Example 3:  *Context: Student walks out of the room and is standing in the hallway kicking at the wall.* |
| [*Bending down next to a student’s desk in a low voice*]  You have TWO choices right now.  You can keep your head on your desk and not do your work. And, then you’ll have to make up the work with me during recess.  OR, you can you pick up your pencil, power through what’s bothering you, and have recess with your friends.  It’s YOUR choice. | [*Calm, firm voice in the reset room*]  You have TWO choices.  You can keep pushing the papers off of the desk and get really mad. Then you’re problem is going to get bigger.  OR, you can pick up the papers, sit down, and tell me what’s wrong so that I can help you.  It’s YOUR choice. | [*Low, firm voice in the hallway while standing near the wall*]  You have TWO choices right now.  You can keep kicking the wall and get more and more frustrated. Then, I won’t be able to help you solve what’s bothering you.  OR, you can take a deep breath, turn and face me with both feet on the floor, and tell me what is frustrating you so that I can help you.  It’s YOUR choice. |

Identify 4 components of effective language to work. The first one is done for you.

* Tell the student that s/he has TWO choices.
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* (above and beyond) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Connection to ALT: Think back to our competence, connectedness, and autonomy framework. The goal is to give the power (autonomy) back to the student to diffuse or avoid a power struggle.

***CHOICE:* WHAT to SAY**

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| #1 – Draw an arrow between the component and where it appears in the CHOICE language. | | #2 – Answer the questions below. |
| **Tell the student that s/he has TWO choices.** | *[Calm, firm voice in the reset room*]  *You have TWO choices.*  *You can keep pushing the papers off of the desk and get really mad. Then you’re problem is going to get bigger.*  *OR, you can pick up the papers, sit down, and tell me what’s wrong so that I can help you.*  *It’s YOUR choice.* | 1) What is the impact of saying both the choice and the consequence of that choice (for both the good and bad choices)?  2) What is the impact of giving the bad choice first and the good choice second?  3) What is the impact of acknowledging that the student is experiencing a problem? |
| **Name both the choice and the consequence for the student.** |
| **Name the choice that you don’t want the student to make FIRST.** |
| **Acknowledge that something is wrong from the student’s perspective.**  \*\*\*Behavior is communication and the student is trying to communicate something. |
| **End by telling the student it is his/her choice.** |

***CHOICE:* HOW to SAY IT**

|  |  |
| --- | --- |
| You have TWO choices right now.  You can keep your head on your desk and not do your work. And, then you’ll have to make up the work with me during recess.  OR, you can you pick up your pencil, power through what’s bothering you, and have recess with your friends.  It’s YOUR choice. | Body Language 1:   * The teacher bends down directly in front of the student’s desk. * The teacher uses a loud, firm tone. * After saying, “It’s your choice.” The teacher stares hard at the student and crosses her arms. |
| Body Language 2:   * The teacher bends down to the side of a student’s desk. * The teacher uses a low, firm tone. * After saying, “It’s your choice,” the teacher maintains eye contact for 2 seconds and then stands up. She keeps “soft eyes” on the student (still in the teacher’s sight line without staring the student down) while scanning the rest of the class. * The teacher looks back at the student (and affirms with a nod if the student has made a change). |
| Body Language 3:   * The teacher bends down next to the student’s desk and rubs the student’s back. * The teacher uses a low, kindly tone. * When saying, “It’s your choice,” the teacher’s voice goes up at the end. * The teacher walks away. |

Name at least 3 reasons why BODY LANGUAGE #2 is more likely to be effective than #1 or #3.

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***Before the Drill: Planning to Practice CHOICE (Drill 1 Planning Sheet)***

We’re about to PRACTICE using choice language. Take 2 minutes to prepare what you will say. You can use one of the models provided or make up your own.

***After the Drill: CHOICE Reflection***

Take 3 minutes to reflect on your performance in Drill 1.

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| What did you do WELL that you should keep doing? | Where can you improve? |
|  |  |

**LET ME HELP YOU**

Directions:

1. Read the following 3 strong examples of the behavior intervention move, “LET ME HELP YOU.”
2. Answer the questions below.

|  |  |  |
| --- | --- | --- |
| Example 1: | Example 2: | Example 3: |
| [*Student move to escalation phase 2; student is balling up fists and punching at the wall of the reset room]*  *I can SEE that you’re upset and something is bothering you.* ***I want to help****. I CANNOT help you when you are punching at the wall. I will know that you’re ready to tell me what’s wrong when you’ve taken a deep breath and put your hands in your pockets.*  *(repeat again and again in a low, “calm yet firm” tone)* | [*Student move to escalation phase 2; student is screaming]*  *I can SEE that you’re frustrated and something is bothering you.* ***I want to help****. I CANNOT help you when you are screaming because I cannot understand you. I will know that you’re ready to tell me what’s wrong when you’ve taken a deep breath and lowered your voice.*  *(repeat again and again in a low, calm yet firm tone)* | [*Student move to escalation phase 2; student comes into the cool down room and throws a chair on the floor]*  *I can SEE that you’re angry and something is bothering you.* ***I want to help.*** *I CANNOT help you when you are throwing chairs on the floor. I will know that you’re ready to tell me what’s wrong when you’ve picked up the chair and taken a seat.*  *(repeat again and again in a low, calm yet firm tone)* |

Identify at least 4 components (or CRITERIA) that need to be true for LET ME HELP language to work.

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* (above and beyond) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***LET ME HELP YOU:* WHAT to SAY**

|  |  |  |
| --- | --- | --- |
| #1 – Draw an arrow between the component and where it appears in the LET ME HELP YOU language. | | #2 – Answer the questions below. |
| **Name the unmet need you infer the student is expressing.**  **This may be a FEELING.** | [*Student move to escalation phase 2; student comes into the cool down room and pushes a chair on the floor]*  *I can SEE that you’re angry and something is bothering you.* ***I want to help.*** *I CANNOT help you when you are pushing over chairs. I will know that you’re ready to tell me what’s wrong when you’ve picked up the chair and taken a seat.*  *(repeat again and again in a low, calm yet firm tone)* | 1) All behavior is communication of an unmet need. What is the impact of naming the feeling you infer the student is expressing?  2) Why is it important to objectively name what the student is doing that is preventing you from being able to help, as well as what to do in order to enable you to help?    3) Why is it important to repeat this over and over again? (HINT: Think about the escalation phases.) |
| **Express care for the student or a desire to help.** (e.g. Say, “I want to help you.”) |
| **Objectively name the behavior the student is doing that is preventing you from helping him/her.** |
| **Tell the student WHAT TO DO so that you can help him/her.** |
| **Repeat. Repeat. Repeat.** |

***Before the Drill: Planning to Practice LET ME HELP YOU (Drill 2 Planning Sheet)***

We’re about to PRACTICE using LET ME HELP YOU language. Take 2 minutes to prepare what you will say. You can use one of the models provided or re-play a recent situation that you encountered.

***Exit Ticket: Reflections***

***Your Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

1. Why is it important to match the right de-escalation move to the right phase of escalation?

2. On a scale of 1-5 (with 5 being consistently effective), how effective are you at de-escalating students?

3. Think about your practice. Where are your strengths?

4. Think about your practice. Where do you need to grow?

5. Name 3 steps that you’ll take to improve the efficacy of your de-escalation moves.

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6. What support do you need?