Behavior Intervention De-Escalation Moves

Drill Packet





Drill 1: CHOICE

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| **Aim:** Practice CHOICE Language | **Practice Length:** 6 min  |
| **Participants*** DOSC / Teacher
* Student /Coach

 **Rotation:**DOSC/Teacher 🡪 Student/ Coach | **Protocol:**Practice * 1m Practice
* 1m Feedback
* 1 min Re-do

 |
| **Context:*** The student will respond and make a good choice.
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| **Feedback / CFS:** Use the CHOICE Feedback Cheat Sheet.  |

Drill 2: LET ME HELP YOU

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| **Aim:** Practice LET ME HELP YOU  | **Practice Length:** 7 min  |
| **Participants*** DOSC / Teacher
* Student /Coach

 **Rotation:**DOSC/Teacher 🡪 Student/ Coach | **Protocol:**Practice * 90 seconds Practice
* 1m Feedback
* 1 min Re-do

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| **Context:*** The student will not respond until the DOSC/Teacher has repeated him/herself at least 3x.
 |
| **Feedback / CFS:** Use the LET ME HELP YOU Feedback Cheat Sheet.  |

Drill 3: COMBINATION DRILL

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| **Aim:** Practice CHOICE and LET ME HELP YOU  | **Practice Length:** 10 min  |
| **Participants*** DOSC / Teacher
* Student /Coach

 **Rotation:**DOSC/Teacher 🡪 Student/ Coach | **Protocol:**Practice * 3m Practice
* 1m Feedback
* 1 min Re-do

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| **Context:*** The DOSC/teacher will first use CHOICE. After the CHOICE, the student will become MORE escalated. (The person playing the student should do an action moving from phase 1 to 2.)
* The DOSC will then use LET ME HELP YOU.
* The student will not respond until the DOSC/Teacher has repeated him/herself at least 3x.

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| **Feedback / CFS:** Use the CHOICE and LET ME HELP YOU Feedback Cheat Sheets.  |

***CHOICE: Feedback Cheat Sheet***

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|  | **Constructive Feedback (“Next time try…”)** |
| **\*\*\* Use during Escalation Phase 1.** | * Matching the move to the escalation phase. (If a student is highly escalated, this will not work.)
 |
| **Language** | * Tell the student that s/he has TWO choices.
* 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.
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| **Body Language** | * Use an assertive and calm body posture. Avoid power struggle stances (e.g. full frontal, arms crossed) and passive stances (e.g. looking down, hands folded in front).
* Avoid the power stare off while maintaining Be Seen Looking. Use “soft eyes” to give the student an opportunity to save face as s/he makes the right choice.
 |
| **Location** | * Make the conversation private.
 |
| **Tone** | * Use a low, firm tone.
* Make the choice language sound believable. Avoid a passive aggressive or sarcastic tone.
* Use your tone to make the poor choice sound less appealing.
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***LET ME HELP YOU: Feedback Cheat Sheet***

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|  | **Constructive Feedback (“Next time try…”)** |
| **\*\*\* Use during Escalation Phase 2.** | * Matching the move to the escalation phase. (If a student is not escalated, then you could be unintentionally enabling.)
 |
| **Language** | * Name the unmet need you infer the student is expressing. (This may be a FEELING.)
* Express care for the student / 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.
 |
| **Body Language** | * Use an assertive and calm body posture. Avoid power struggle stances (e.g. full frontal, arms crossed) and passive stances (e.g. looking down, hands folded in front).
 |
| **Location** | * Make the conversation private.
 |
| **Tone** | * Authentically express care.
* Use a low, ***calming yet firm*** tone.
* Avoid a passive aggressive or sarcastic tone.
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