

De-escalation & Managing Behavior at Home

Best Practices for De-escalation

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Criteria to consider when offering recommendations for behavior and consequences.

Setting Event
Antecedent
Behavior
Consequence
Function



<https://www.cdc.gov/childrenindisasters/children-disaster-help.html>

All behaviors serve a specific function.

The four functions of behavior are:

- Sensory
- Escape
- Attention
- Tangible



Listen

Be Aware

Be Calm

Offer

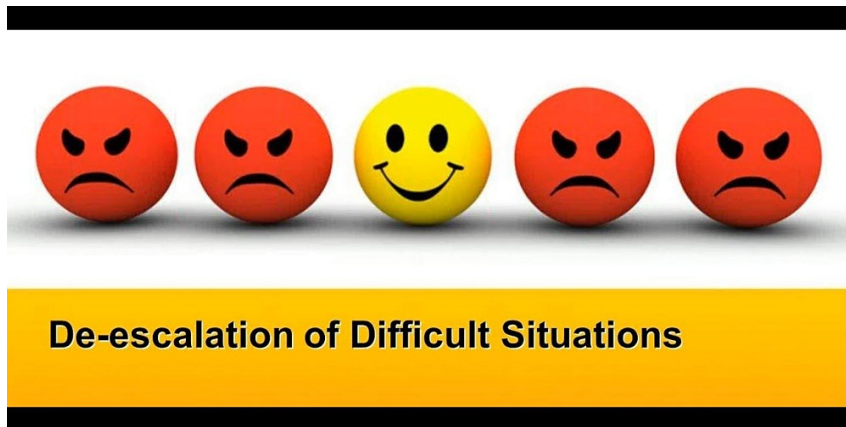
Plan

Ask For Help

Document

Reflect

Sensory Stimulation



- The child behaves in a specific way because it feels good to them.
- Example: Child is crying because child has an earache. (In this example, the crying isn't due to a factor outside the child's body. Instead, it is due to an experience the child is having inside).
- Example: Child scratches his skin because of eczema or bug bites to relieve itching.

Obtaining Sensations

De-escalation Techniques & Coping Skills



- Allow child to walk around while reading.
- Allow your child to work anywhere in the home where they are comfortable.
- Give child opportunity to “work off” energy when requested.
- Give child preferred item to hold during lessons (younger child – small toy).
- Provide healthy snacks (if hungry).
- Provide selection of activities for child to choose from when bored/overwhelmed.

Escape

The child behaves in order to get out of or avoid doing something he/she does not want to do.



EXAMPLE: *Child throws materials on the ground and is no longer required to complete the task that was presented to him or her. Child learns that throwing materials on the ground will get him or her out of having to do the work.*

EXAMPLE: *Child puts his head down when presented with academic work. Child is not expected to finish the academic work. Child learns that putting his head down will get him out of doing the non-preferred task of academic work.*

Escape



- Provide your child with a list of work that must be completed in the hour/period/day and let them choose the order (and the reinforcement).
- Allow choice of activities within subject.
- Break assignments into segments.
- Ask your child what adaptations would be helpful to make it easier/more interesting.

Escape



- Check student's work frequently for understanding.
- Draw connection between the work and the student's life.
- Alternate assignments between easy/more difficult.

Attention

The child behaves to get focused attention from parents, teachers, siblings, peers, or other people that are around them.



EXAMPLE: Child whines until parent attends to them. Child learns that whining will get attention from their parent.

EXAMPLE: Parent is talking with another adult. Child throws item across the room. Parent looks at child and explains to him that he needs to clean the toy up (or parents starts interacting with child again). Child learns that throwing gets attention from parents.

Attention



- ✓ *Positive Attention from Adults throughout the day (Mornings, Afternoons, and Evenings) while checking in with your child.*
- ✓ Allow opportunities for recognition and leadership.
- ✓ Provide child opportunity to get attention at end of lesson.
- ✓ Increase amount of attention/praise.
- ✓ Frequent, “high fives”, hand shakes.

Attention



- *Provide feedback on positive behavior.
(3 positives to 1 correction)*
- *Provide corrective attention by remaining calm, immediate, and respectful.*
- *Interact in a welcoming manner.*
- *Step away from student rather than engage in power struggle.*
- *Give “wait time” after making a request.*
- *Provide opportunities to take a breath, and then check in with the student.*

Tangibles



The student behaves in a certain way to get a preferred item or participate in an enjoyable activity.

EXAMPLE: Child says, “I want some candy.” Parent says “no.” Child cries and whines more about wanting candy. Parent lets child get candy. Child learns that crying and whining gets him or her the candy.

EXAMPLE: Child wants to use a toy that he likes. Parent is holding onto the toy. Child grabs toward the toy to take it (or child whines and grabs for the toy). Parent gives the toy. Child learns that grabbing for the toy with or without whining-instead of speaking or other form of communication gets him the toy.

Obtaining Tangibles



- Acknowledge appropriate requests for items.
- Consider seating and proximity of possible desired items.
- Have more than one preferred item available.
- Keep items out of sight/reach when not available.
- Provide access to desired item, when appropriate.

Obtaining Tangibles

- Provide supervision/guidelines for use of items which may come under dispute.
- Use a timer to structure access to preferred items.
- Use a visual schedule to let students know when their turn will come.
- Provide ready access to snack items (e.g., crackers, water).
- Give opportunity to finish lunch or snack before starting a lesson.



Behaviors

PK – 5 th Grade	6 th – 8 th Grade	9 th – 12 th Grade
Tantrums	Attention seeking (fighting with sibling, ignoring adult requests)	Attention seeking (fighting with sibling, ignoring adult requests)
Biting	Biting	Biting
Hitting	Hitting	Hitting
Kicking	Kicking	Kicking
Screaming	Screaming	Screaming
Cursing	Cursing	Cursing
Walking away/off, wandering	Walking away/off, wandering, leaving	Walking away/off, wandering, leaving
Defiance	Defiance	Arguing
Throwing items	Refusal	Defiance
Refusal	Throwing items	Refusal

Behavior Management

- Behavior management is implemented by modeling desired behavior & implementing strategies to help guide and shape behavior.



Universal Behavioral Strategies



- Do not try to reason with your child
- Avoid making demands
- Avoid yelling to be heard over student screaming.
- Do validate their feelings, but not their actions
- Respect personal space
- Be aware of your body language and facial expressions.

Universal Behavioral Strategies

- Get on your child's level.
- Distraction
- Reflect on your child's wants and needs
- Acknowledge your child's right for refusal.
- Answer their questions but ignore targeted aggression.
- Silence



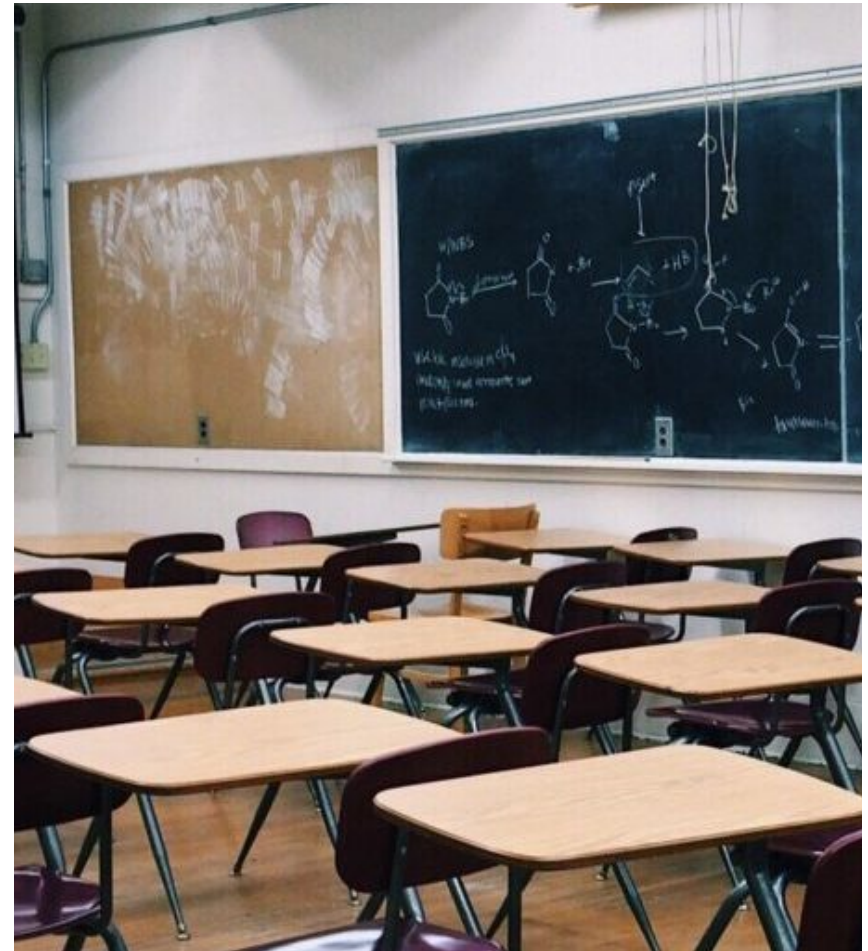
Universal Behavioral Strategies

- Offer a movement break or a walk
- Be non-judgmental
- Decrease stimulation
- Avoid saying “no”
- Use calming visual input
- Deep breathing exercises



Let's Review the De-Escalation Techniques

1. Don't yell to be heard over a screaming child
2. Avoid making demands
3. Validate their feelings, not their actions
4. Don't try to reason
5. Be aware of your body language
6. Respect personal space
7. Get on your child's level
8. Use a distraction
9. Acknowledge your child's right for refusal
10. Reflective Listening
11. Silence
12. Be Non - Judgmental
13. Answer questions and ignore verbal aggression
14. Movement break
15. Avoid the word "No"
16. Decrease Stimulation
17. Deep breathing exercises
18. Calming visuals



Behavior Intervention Resource List

- <https://www.pbisworld.com/>
- <https://www.pbis.org/>
- <http://pbismn.org/>
- <https://childmind.org/article/managing-problem-behavior-at-home/>
- <https://www.empoweringparents.com/resources/>
- <https://www.apbs.org/about/families>
- <http://www.thelearningcommunity.us/>
- <https://www.pacer.org/>
- <https://www.healthychildren.org/English/family-life/family-dynamics/communication-discipline/Pages/How-to-Shape-Manage-Young-Child-Behavior.aspx>
- <https://educationandbehavior.com/how-to-discipline-a-child-with-behavior-problems/>

Behavior Resource List

<https://www.abaresources.com/>

- A website with several free printable schedule templates. The website also includes links for other practical products, tips for families, and an interactive message board.

<http://buildingblox.net/>

- A website with free printable images that can be used to create a visual schedule. The website also has a printable “first, then” schedule board as well as other printable resources.

<https://theautismcafe.com/>

- A website with several printable examples of visual schedules. The website also includes additional information and resources for families of children with autism.

Thank you

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