

# Behavioral Interventions And Crisis Management

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WELL, THAT  
ESCALATED  
QUICKLY.

## **Standards:**

- **Core Proposition 1.1 Understanding of Students:** The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approach to students and instruction
- **Core Proposition 1.3 Classroom Climate:** The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning

## **Essential questions:**

- **How can we reduce problem behaviors and encourage positive behavior?**
- **Can problem behavior be predicted?**
- **How should we best approach and intervene with a student who is in the midst of a behavioral crisis?**

*Remember that the Chinese symbol for crisis and opportunity is the same.*

*They are opposite sides of the same coin or paradoxical thinking.*

# Why Are We Here?

- 62% of teachers who have been teaching in the same school for five or more years say behavior problems have worsened during their tenure.
- Over half of teachers said that they wish they could spend fewer school day minutes on discipline.
- 64% of teachers surveyed said they felt they needed further professional development around dealing with problem behavior
- Students who have even 1 suspension are twice as likely as their peers to drop out. 53% of students who had 4 or more suspensions dropped out of school.\*



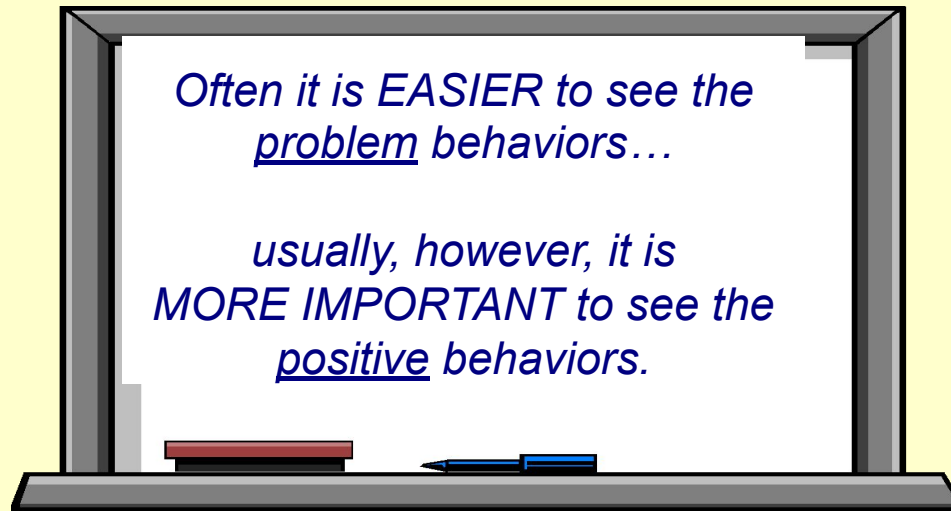
Mahatma Gandhi: “You must be the change you wish to see in the world.”



# What is Behavior?

- Behavior **can be observed** by others. It can be seen, heard and/or felt.
- Behavior **carries meaning**. It communicates a message.
  - It **tells us about** the person's attitudes, **feelings** and/or values.

*Catch them being good, and be descriptive about what you like about the uniqueness of their work.*

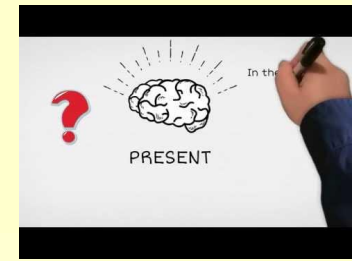
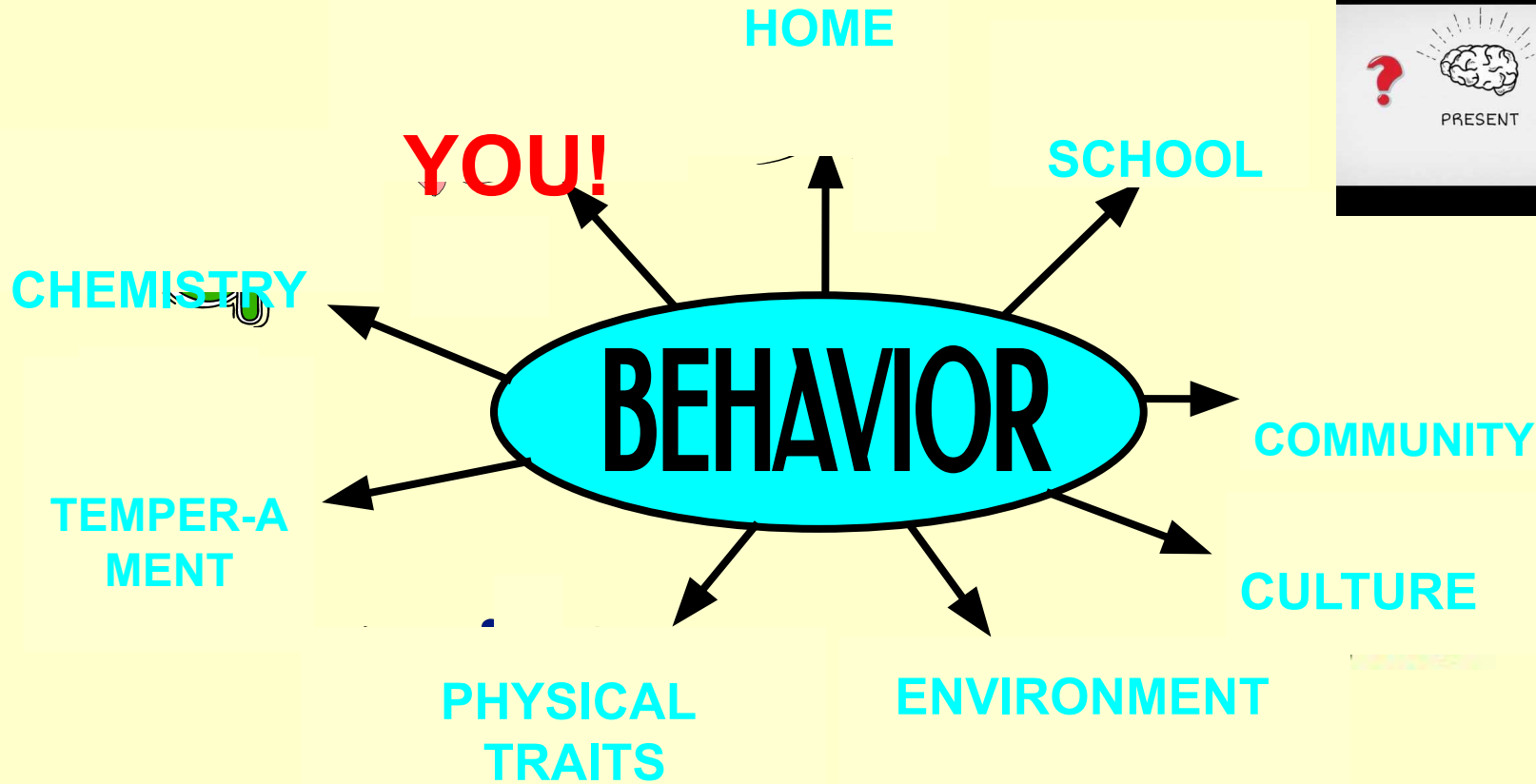


*Try to remember to tell someone specifically what you want them to do, rather than what you want them to stop doing. Be specific.*





1. Describe Ray's behavior. Just the facts!
2. What was Ray trying to communicate with his behavior? How can you tell?



*Be mindful of where you are at, so that you can meet students where they are at  
Sometimes, this means that we consider relaxing our expectations.*



- 1. Why is it important to stay calm and centered when intervening with a student in crisis?**



# Know your ABC's



**Antecedent** –

Something happens (stimulus) and sparks the behavior – it may or may not be observable



**Behavior** –

The student's actions that follow the antecedent



**Consequence** –

The reward/reinforcement for the behavior; what the behavior “gets” or avoids

*Be careful of getting seduced by your fears, the self-fulfilling prophecy, or sucked into a behavioral trap during your interactions with students. In other words, try not to fall prey to the attack of the nervous woodland creature energy.*



1. What is the antecedent to the Rocky's behavior?
2. Describe the behavior:
3. What is the consequence to his behavior?
4. What happens next?

## Behavior has meaning

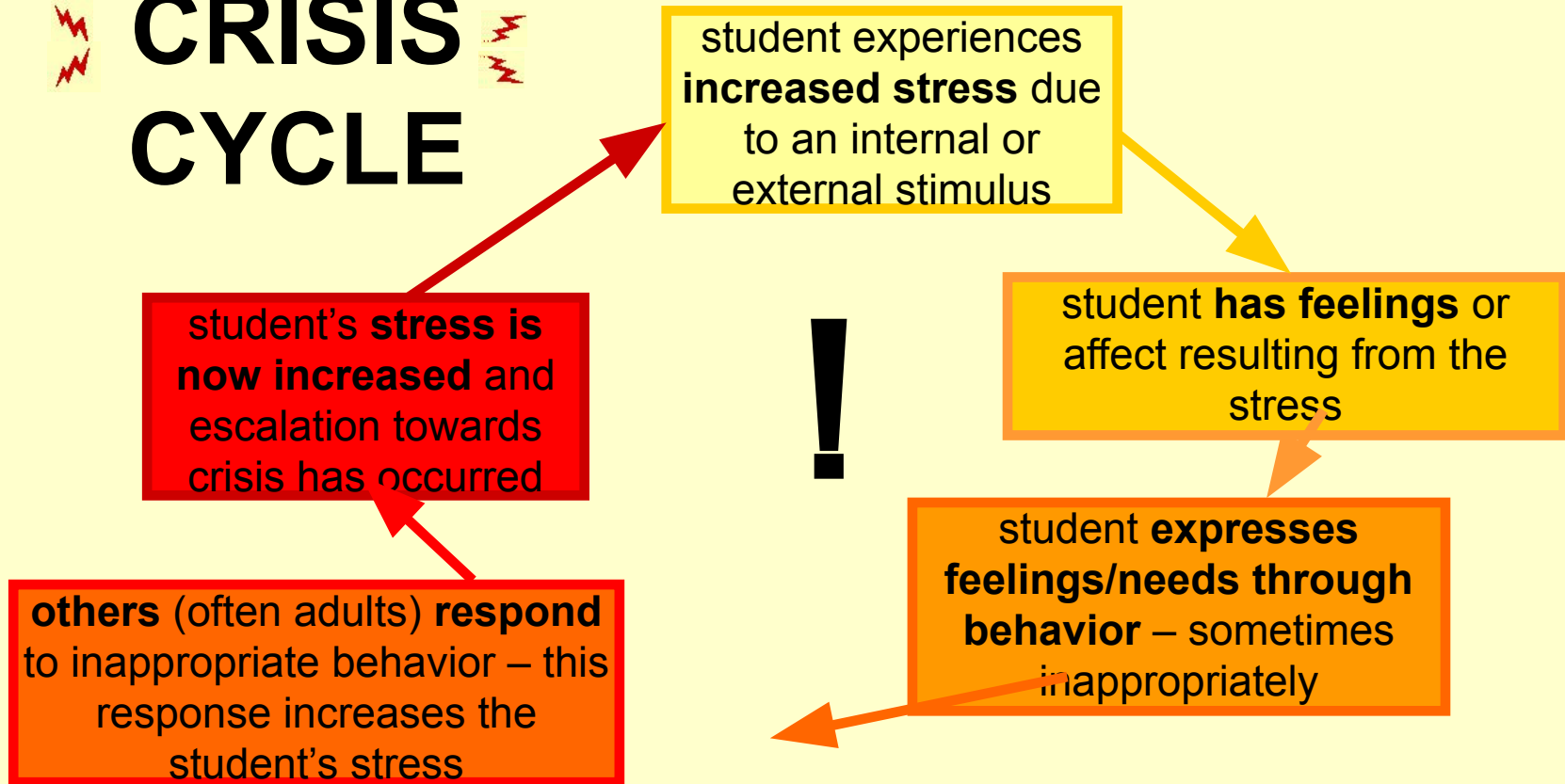
- While the reasons for our actions may be unclear, there is a purpose or communicative **intent to behaviors**.
- Some students **communicate with their behavior** rather than through language.

## Behavior serves a purpose and is often predictable

- We behave in a certain manner in order **to achieve** a specific outcome.
- Observing a student's behavior over time helps identify the patterns and understand purposes... with this knowledge, **behaviors can be predicted**.

***Footnote: The definition of insanity is to keep doing the same thing over and over, and expect different results.***

# ⚡ CRISIS CYCLE ⚡



*If I am setting a limit with a student, am I asking myself why?*

*When asking a student a question, or making a request, I will remember to pause 5-10 seconds before responding to the student during our interaction.*

# Module 5

*Pick your battles!*

## Prevention Strategies

H A L T  
U N O I  
N G N R  
G R L E  
R Y E D  
Y Y Y



WE ARE NOT ENEMIES, BUT FRIENDS. WE MUST NOT BE ENEMIES. THOUGH PASSION MAY HAVE STRAINED, IT MUST NOT BREAK OUR BONDS OF AFFECTION. THE MYSTIC CHORDS OF MEMORY WILL SWELL WHEN AGAIN TOUCHED, AS SURELY THEY WILL BE, BY THE BETTER ANGELS OF OUR NATURE.

ABRAHAM LINCOLN



*How do I take the fight out of the situation, and instead, find a way to connect with this student?*

# Students need a safe, nurturing environment.

## Structure & Routine ~

- appropriate adult supervision
- an effective schedule

## Organization of Physical Space ~

- physical environment can send behavioral cues
  - design can contribute or detract from the possibility of crisis
- physical features have the potential to engage students
- accommodations can provide for safety
- environment can promote self-discipline and nurturing

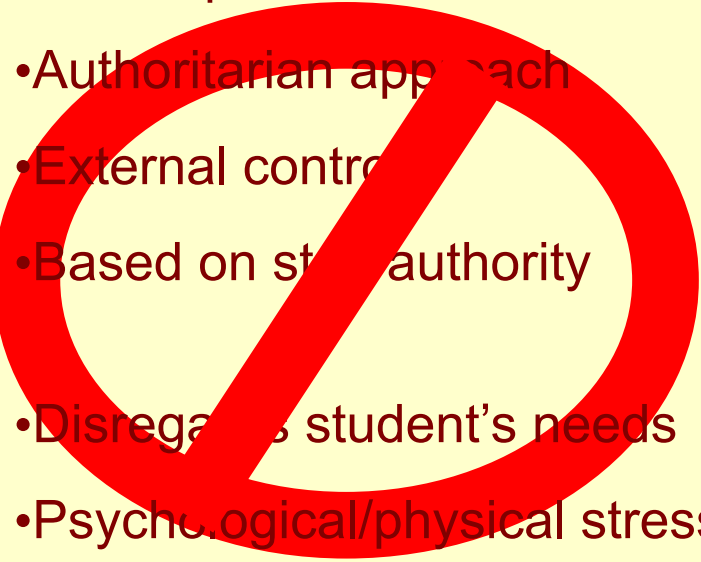




## Discipline

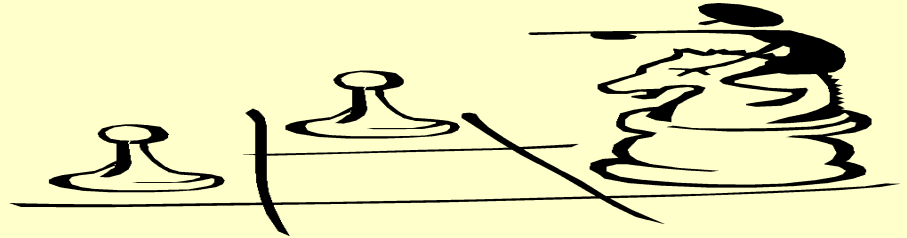
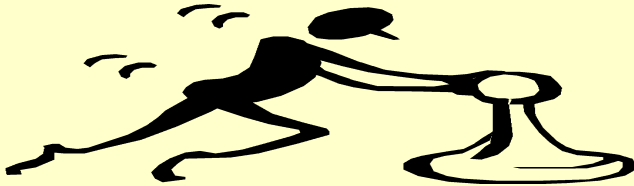
- Logical consequences →
- Teaching approach →
- Internal controls →
- Based on unconditional positive regard →
- Supportive →
- No psychological/physical stress →
- Reintegration = goal →

## Punishment

- Consequences not related
  - Authoritarian approach
  - External controls
  - Based on strict authority
  - Disregards student's needs
  - Psychological/physical stress
  - Exclusion = goal
- 

# Module 6

## Hierarchy of Behavioral Interventions



### De-Escalation Strategies:

**Help** - How may I help you? Model effective communication

**Prompt** - Tell student to do a high probability or incompatible behavior

**Wait** - Position yourself safely/wait for behavior to improve/switch staff.  
Don't speak, make eye contact or engage with student.

*Be aware of your tone of voice,  
posture, and volume.*

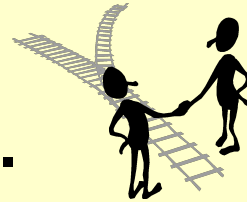
*Are your words matching your  
nonverbal behavior?*

# The Three D's

1. **Distract** . . . . .



2. **Deflect** (*redirect*) . . . . .




3. **Disorient** (*interrupt*) . . . . .



**Q-TIP**

*Quit Taking It Personally*



A Great Egret with a white head and neck, black and white patterned body, and long legs stands in a shallow, muddy area. The background is a soft-focus landscape of tall, golden-brown grasses under a hazy sky. Another bird is visible in the distance, slightly out of focus.

“Give up waiting as a state of mind.  
When you catch yourself  
slipping into waiting,  
snap out of it. Come into  
the present moment.  
Just be and enjoy being.”

—Eckhart Tolle

# Resist Power Struggles

*Those that are hardest to love, need it the most.*



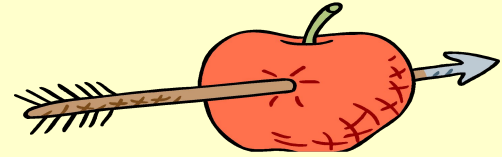
*Stand in your own personal authority, and stay away from grandstanding.*



# Communication Skills for Conflict Resolution

## The importance of being clear and direct

- Use positive language
- Use connecting words
- Accept the speaker's frame of reference as being true for him
- Build on others' ideas, thoughts and feelings
- Show/express caring and respect for the other person
- Celebrate



***“If every 8 year old child is taught meditation, we will eliminate violence from the world within one generation.”  
Dalai Lama***