

# De-Escalation

Presented by:

The Special Education  
Behavior Team



A graphic of a spiral-bound notebook with ten black rings along the top edge. The notebook has a white page with a red border. The title 'Training Norms' is written in red, underlined text. Below it is a list of four items in a monospace font.

## Training Norms

1. Be Present & Refrain from Multi Tasking
2. Listen with intent to understand
3. Actively Participate
4. Survey/Feedback Form is mandatory for attendance and will be given to site secretary.

## **C-ompassionately A-ddressing B-ehaviors at S-chool**




Compassion is regarded as the cornerstone of humanity. In a world often marked by division and strife, compassion serves as a guiding light, reminding us of our inherent capacity for kindness.

It is a universal language that transcends cultural barriers, fostering connections that bridge the gaps between us. In practicing compassion, we not only ease the suffering of others but also nurture our own souls.

It teaches us the invaluable lesson of empathy, encouraging us to see the world through different eyes and appreciate the diverse tapestry of human experiences.

Compassion challenges us to be better, kinder versions of ourselves, creating a ripple effect of positivity that can transform communities and, ultimately, the world.



# RECAP from August Training



*The importance of building  
Rapport and Positive  
Relationships*



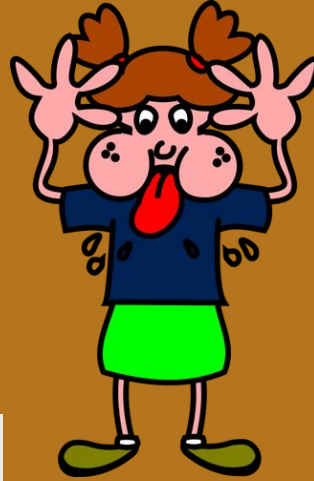
# ***Recap from September: Behavior Basics***

*Understanding Triggers*

*Identifying Triggers*

*A-B-C Data*

*Motivation*



# Recap from October: Reinforcement and Prompting



What is  
Reinforcement?



Different Types of  
Reinforcement



What is Prompting



Different Prompting  
Procedures

# **Objectives**



## **Stages of Escalation**

**Identify and define the components of de-escalation**

**Identify who is involved with de-escalation**

**The importance of de-escalation**

**Identify methods of responding to conflict or aggression**



01

# OVERVIEW

After going through this presentation, we'll have a clear understanding of the steps and techniques to calm down a tense situation.

We'll learn how to spot the signs that things are starting to get out of control and know how to handle disagreements or angry outbursts in a safe way.

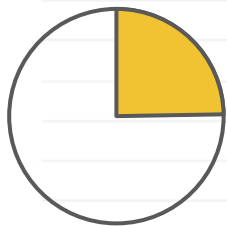


A graphic of a spiral-bound notebook with a white page and a red cover. The spiral binding is at the top, and the page is framed by a red border. The title 'What is De-Escalation' is written in red, bold, sans-serif font. Below the title is a red brushstroke underline. To the right of the page are two orange rectangular tabs. The background is a green textured surface.

## What is De-Escalation

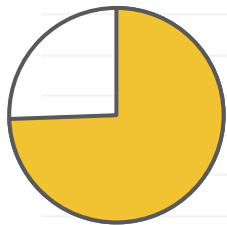
De-escalation is a step-by-step guide we use when things might get dangerous or scary. It helps to stop someone from hurting themselves, us, or other kids. It's all about keeping everyone safe.

# 4 Stages of Escalation



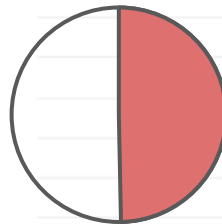
## Early Warning signs

The beginning of Escalation Mountain: Precursor behaviors



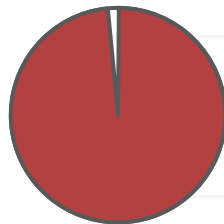
## Threatening

More direct verbal threats and physical intimidation



## Hostility

Usually in non-verbal posturing, facial expressions, tone of voice



## Assaultive

Mountain; actual aggression in the form of physical assault and/or property destruction

**Q-quit**

**T-taking**

**I-it**

**P-personal**

# Q.T.I.P

When we stop taking things personally, we can see more clearly that what people say is often a reflection of their own feelings, wishes, problems, and needs.

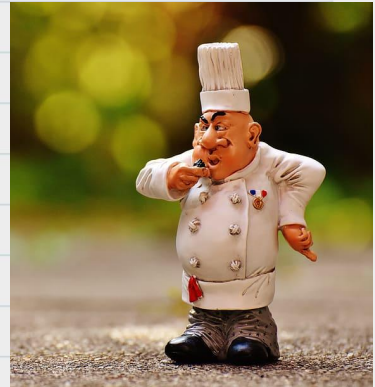
By understanding this, we free ourselves from unnecessary emotional stress. This allows us to connect with others in a more understanding and genuine way.

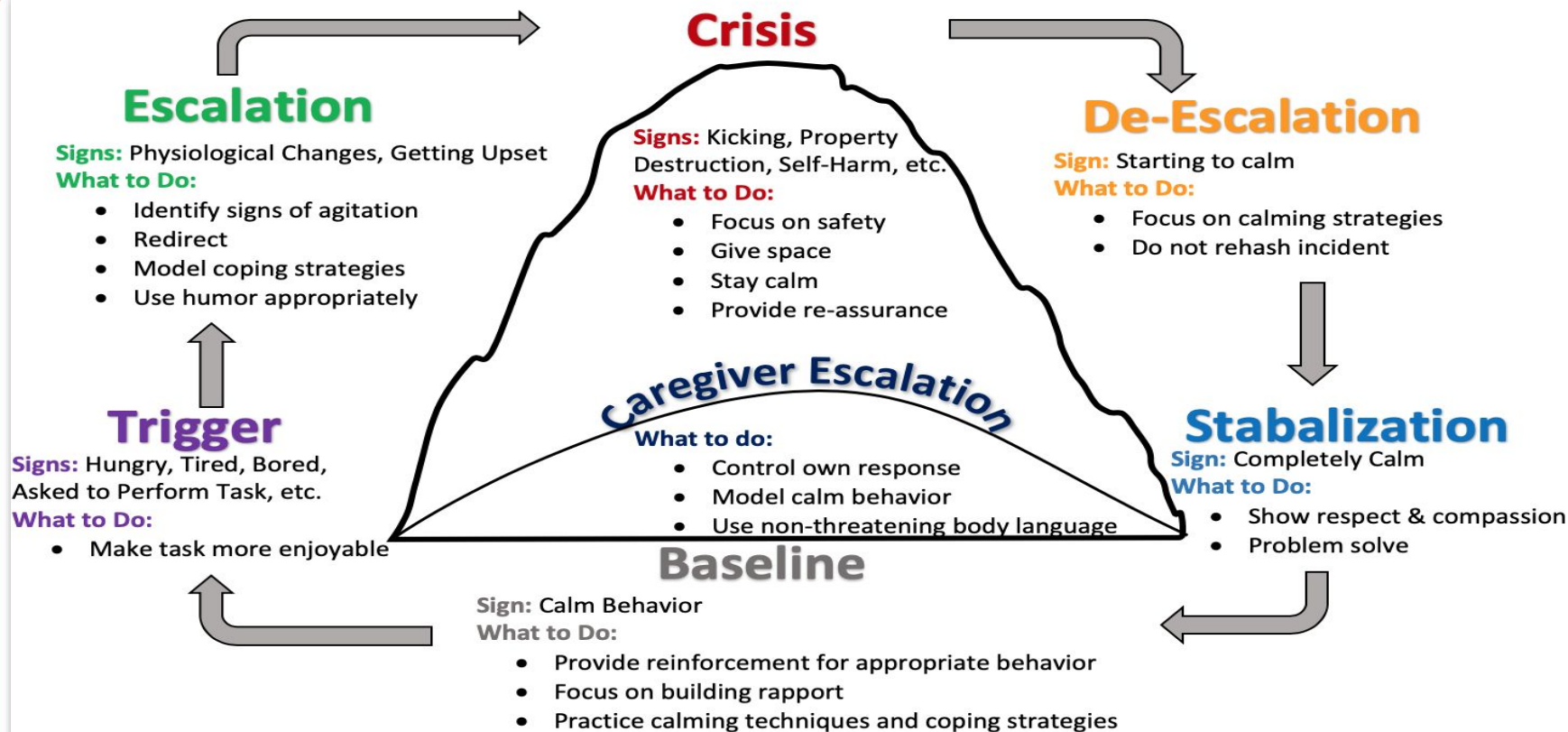


# Who is involved in De-Escalation

**Everyone on the team might have a role to play, but it's not necessary for everyone to be involved all at once.**

**Having too many people step in at the same time can cause confusion, especially in a situation that could be risky. It's like having too many cooks in the kitchen—it can make things more chaotic instead of helping.**





## How to recognize a student leaving baseline



Think of triggers as things that upset someone because their basic needs aren't being met. These needs could be

- Feeling safe, Hungry or Thirsty, or needing to feel like they belong.

Also, remember that things happening outside of school, like changes at home or with friends, can affect how a child behaves. So, it's always good to be aware of what's going on in their life outside of school too.

## Try to intervene early

Get familiar with the student's PBIP or IEP behavior goals. If they act out, remember "QTIP" - Quit Taking It Personally. Their behavior is about their struggles, not you.



**While watching this video think about what you would do if you had an escalated student how would you approach these situations.**



# Components of De-Escalation

**Remain Calm:** Keep Your Cool: Show your child how to stay calm and composed. This can help soothe tense situations.

**Change the Setting:** If you can, move people away from the area. This might mean those involved in the conflict as well as bystanders.

**Respect Personal Space:** Respect Space: Keep a safe distance and make sure not to touch others unless necessary.

**Listen:** Pay full attention to what your child is saying. Show that you're listening by nodding, asking questions, and not interrupting or changing the topic.

**Empathize:** Display genuine care and a readiness to understand their feelings without passing judgment.

**BE COGNISANT OF  
REACTIONARY GAP!  
WHEN ENGAGING IN  
DE-ESCALATION MAKE  
SURE YOU HAVE  
SPACIAL AWARENESS.**



# Verbal Communication



**Tone:** Talk in a calm manner to show that you understand and care.

**Volume:** Keep your voice level in check and try not to yell or shout. Speaking slowly can help make a situation more peaceful.

**Inflection:** Be mindful of how you stress certain words or parts of words, as it can sometimes make things worse.

**Tone + Volume + Rate of speech +  
Inflection of voice =  
Verbal De-Escalation**

Instead of this ...	Say this...
"Calm down."	I can see that you are upset..."
"I can't help you."	"I want to help, what can I do?"
"I know how you feel."	"I understand that you feel..."
"Come with me."	"May I speak with you?"



# Body Language



Instead of this ...	Try this...
Standing rigidly directly in front of the person	Keeping a relaxed and alert stance off to the side of the person
Pointing your finger	Keeping your hands down, open, and visible at all times
Excessive gesturing or pacing	Using slow, deliberate movements
Faking a smile	Maintaining a neutral and attentive facial expression

# Crisis Communication

## Allow time for decisions.

"When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you've said."

Sample response: "I've just shared a lot of information with you. I'll come back in about 10 minutes after you've had time to think about it."

## Respect personal space.

"If possible, stand 1.5 to three feet away from the person . . . Allowing personal space tends to decrease a person's anxiety and can help prevent acting-out behavior."

Focus on the thoughts behind the feelings. Use empathic "I" statements and offer two clear choice."

"Possible response: "I understand math is hard. Would you like me to help you or wait until the teacher is available?."



# High School Examples:

<https://ca.pbslearningmedia.org/resource/ket-pd-deescalation3/disruptive-behavior/>

<https://ca.pbslearningmedia.org/resource/ket-pd-deescalation3/disruptive-behavior/>

## Middle School Example





## Video Reflection

- What did the student do?
- What did the teacher do wrong?
- How should this situation have been approached?



# Pro-ACT

Professional Assault Crisis Training is offered once a month for all PSUSD staff.

Concepts reviewed include:

- De-Escalation
- Evasion
- Crisis communication
- And as a LAST RESORT Restraints

**Talk to your principal or immediate supervisor before signing up**



# JEOPARDY!

Presented by the Behavior Team

# **Recap**

**4 Stages of  
Escalation**

**Q.T.I.P.**

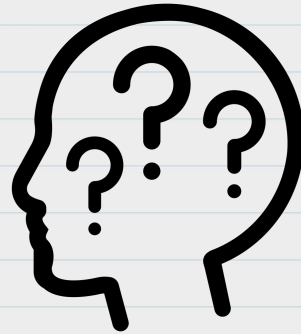
**Components of De  
Escalation**

**Techniques to  
support an  
Escalated Student**

**Verbal and  
Nonverbal  
Communication**



**Questions & Concerns?**



# References

<https://www.heysigmund.com/how-to-respond-to-tantrums>

<https://www.bradleyhospital.org/tantrums-meltdowns-and-kids-acting-out-what-do>

<http://blog.optimus-education.com/using-de-escalation-techniques-effectively>

Sheehey, P. H., & Wells, J. C. (2018). Using Response Interruption and Redirection to Reduce Vocal Stereotypy. *Intervention in School and Clinic*, 53(3), 171-176.

[https://www.cisa.gov/sites/default/files/2022-11/De-Escalation\\_Final%20508%20%2809.21.21%29.pdf](https://www.cisa.gov/sites/default/files/2022-11/De-Escalation_Final%20508%20%2809.21.21%29.pdf)

<https://www.youtube.com/watch?v=dK8LGDKHEfA&t=13s>

Ket. (2021, February 8). Disruptive behavior. PBS LearningMedia.

<https://ca.pbslearningmedia.org/resource/ket-pd-deescalation3/disruptive-behavior/>

# Survey



<https://tinyurl.com/mpsfby2j>

## Special Education Team



[Behavior Interventionist]

MaryRose Cachola, M.Ed.

BCBA: [Mcachola@psusd.us](mailto:Mcachola@psusd.us)

Elizabeth "Becky" Carr, RBT: [Ecarr@psusd.us](mailto:Ecarr@psusd.us)

Velvia Copeland, M.Ed: [Vcopeland@psusd.us](mailto:Vcopeland@psusd.us)

Jurell Nieves, B.S: [Jnieves@psusd.us](mailto:Jnieves@psusd.us)

Paula Soufl, M.S: [PSoufl@psusd.us](mailto:PSoufl@psusd.us)

[SPED TOSAs]

Kelly Block [KBlock@psusd.us](mailto:KBlock@psusd.us)

Jennifer Avner [JAvner@psusd.us](mailto:JAvner@psusd.us)

Kelly Dean [KDean@psusd.us](mailto:KDean@psusd.us)

Susan Smith [SSmith7@psusd.us](mailto:SSmith7@psusd.us)