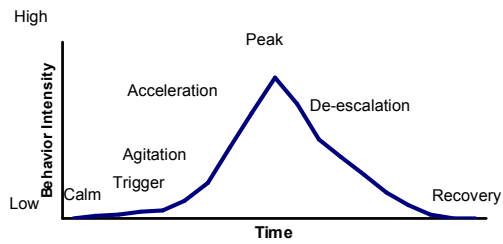


Understanding & Managing Escalating Behavior

Colvin & Sugai, 1989



The Escalation Cycle



Colvin & Sugai, 1989



Effects of Escalating Phases

- **Calm**
 - Student is cooperative.
- **Trigger**
 - Student experiences a series of unresolved conflicts.
- **Agitation**
 - Student exhibits increase in unfocused behavior.
- **Acceleration**
 - Student displays focused behavior.
- **Peak**
 - Student is out of control & displays most severe problem behavior.
- **De-escalation**
 - Student displays confusion but with decreases in severe behavior.
- **Recovery**
 - Student displays eagerness to participate in non-engagement activities.



PURPOSE

- Enhance our understanding of & ways of responding to escalating behavior sequences.



ASSUMPTIONS

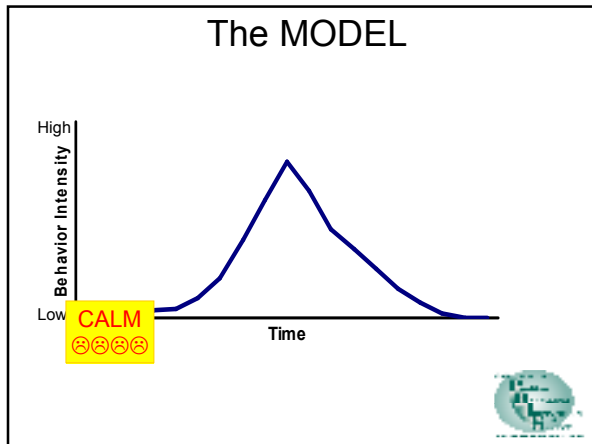
- Behavior is learned.
- Behavior is lawful.
- Behavior is escalated through successive interactions (practice).
- Behavior can be changed through an instructional approach.





OUTCOMES

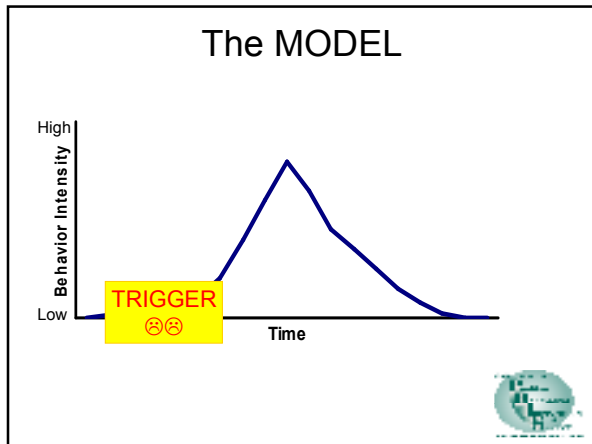
- Identification of how to intervene early in an escalation.
- Identification of environmental factors that can be manipulated.
- Identification of replacement behaviors that can be taught.





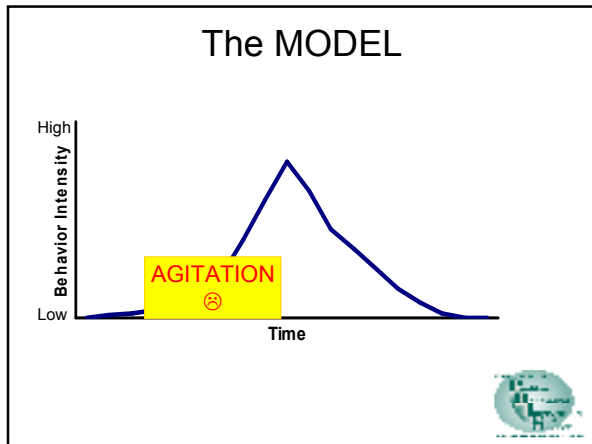
- ### 1. Calm
- Student is cooperative.
 - Accepts corrective feedback.
 - Follows directives.
 - Sets personal goals.
 - Ignores distractions.
 - Accepts praise.
- 

- ### Calm
- Intervention is focused on prevention.
 - Arrange for high rates of successful academic & social engagements.
 - Use positive reinforcement.
 - Teach social skills.
 - Problem solving
 - Relaxation strategy
 - Self-management
 - Communicate positive expectations.
- 



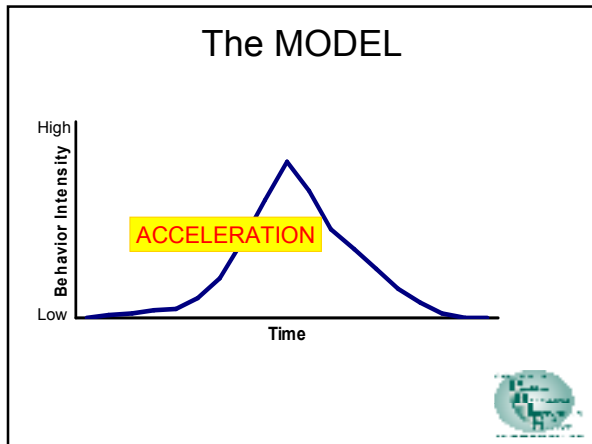
- ### 2. Trigger
- Student experiences a series of unresolved conflicts.
 - Repeated failures
 - Frequent corrections
 - Interpersonal conflicts
 - Timelines
 - Low rates of positive reinforcement
-

- ### Trigger
- Intervention is focused on prevention & redirection.
 - Remove from or modify problem context.
 - Increase opportunities for success.
 - Reinforce what has been taught.
-



- ### 3. Agitation
- Student exhibits increase in unfocused behavior.
 - Off-task
 - Frequent start/stop on tasks
 - Out of seat
 - Talking with others
 - Social withdrawal
-

- ### Agitation
- Intervention is focused on reducing anxiety.
 - Make structural/environmental modifications.
 - Provide reasonable options & choices.
 - Involve in successful engagements.
-



4. Acceleration

- Student displays focused behavior.
 - Provocative
 - High intensity
 - Threatening
 - Personal

Acceleration

- Intervention is focused on safety.

Remember:

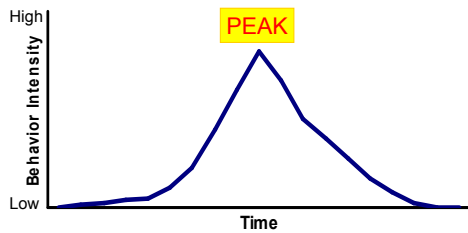
 - *Escalations & self-control are inversely related.*
 - *Escalation is likely to run its course.*

Acceleration

- Remove all triggering & competing maintaining factors.
- Follow crisis prevention procedures.
- Establish & follow through with bottom line.
- Disengage from student.



The MODEL



5. Peak

- Student is out of control & displays most severe problem behavior.
 - Physical aggression
 - Property destruction
 - Self-injury
 - Escape/social withdrawal
 - Hyperventilation

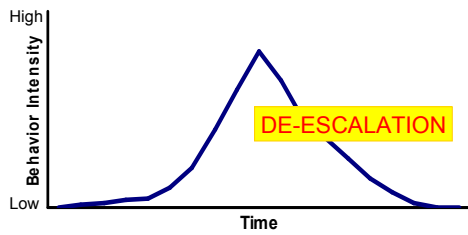


Peak

- Intervention is focused on safety.
 - Procedures like acceleration phase, except focus is on crisis intervention



The MODEL



6. De-escalation

- Student displays confusion but with decreases in severe behavior.
 - Social withdrawal
 - Denial
 - Blaming others
 - Minimization of problem

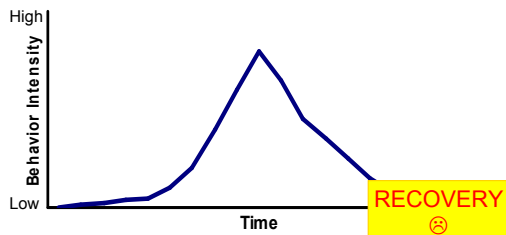


De-escalation

- Intervention is focused on removing excess attention.
 - Don't nag.
 - Avoid blaming.
 - Don't force apology.
 - Emphasize starting anew.



The MODEL



7. Recovery

- Student displays eagerness to participate in non-engagement activities.
 - Attempts to correct problem.
 - Unwillingness to participate in group activities.
 - Social withdrawal & sleep.



Recovery

- Intervention is focused on re-establishing routines & activities.
 - Follow through with consequences for problem behavior.
 - Positively reinforce any displays of appropriate behavior.



Recovery

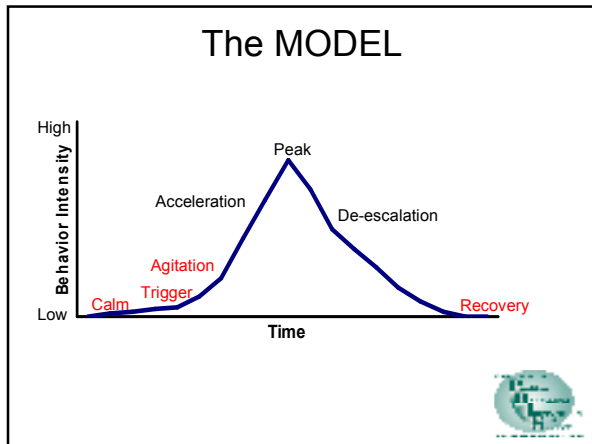
- Debrief
 - Purpose of debrief is to facilitate transition back to program.
 - Debrief follows consequences for problem behavior.
 - Goal is to increase more appropriate behavior.



Recovery

- Problem solving example:
 - *What did I do? (define the problem)*
 - *Why did I do it?*
 - *What could I have done instead? (create possible solutions)*
 - *What do I have to do next? (make a plan)*
 - *Can I do it?*
 - *If not, whose help would I like?*





- ### THREE KEY STRATEGIES
- Identify how to intervene early in an escalation.
 - Identify environmental factors that can be manipulated.
 - Identify replacement behaviors that can be taught.
-

FINAL THOUGHT

It is always important to remember that "if you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around" (Geoff Colvin, 1989).

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