

MODULE THREE:

ESCALATION: EARLY INTERVENTION

Overview:

In this module we'll begin to look at how student behaviors at each of the stages prescribe specific types of teacher behavior as interventions to prevent escalation or larger problems. In this module we'll focus on the calm, trigger, and agitation stages where prevention of escalation is possible.

Big Ideas:

Intervention Strategies Early in the Cycle

1. Calm - you will notice that the student is able to follow directions without problems and can even take correction or directions to stop behavior without incident.

- *Provide effective instruction to maximize student success*
- *Teach appropriate replacement behaviors (e.g., problem solving) for typical problem scenarios*
- *Engage, encourage and reinforce positive student behavior*

2. Trigger – something has happened – or the student perceives that something has happened -that he or she does not like.

- *Identify and remove triggers when and where they are likely to occur*
- *Use prompts to create success*
- *Redirect away from focus on triggers*
- *Increase student success as much as possible*

3. Agitation – the simple distraction seen during the trigger stage increases – with quick eye and body movements that accompany a rise in adrenaline.

- *Focus on distraction and redirection to remove attention from triggers*
- *Modify environment (involve successful activities, seating changes, teacher proximity)*
- *Establish limits and provide reasonable options*

Activity:

In your group, reflect on students that you've dealt with during your time working with children and youth and consider incidents when students were clearly in the trigger or agitation stage, and what the adults in the environment did in response.

Discuss how further escalations might have been prevented.

Task:

Between now and when you meet for the next module, think about a student who has frequent problem behaviors or escalations. Note how you or other adults respond to triggers and agitation and be prepared to discuss your thoughts with your team at your next meeting.