



Creating Calm: De-escalation Skills for a Safer School Environment



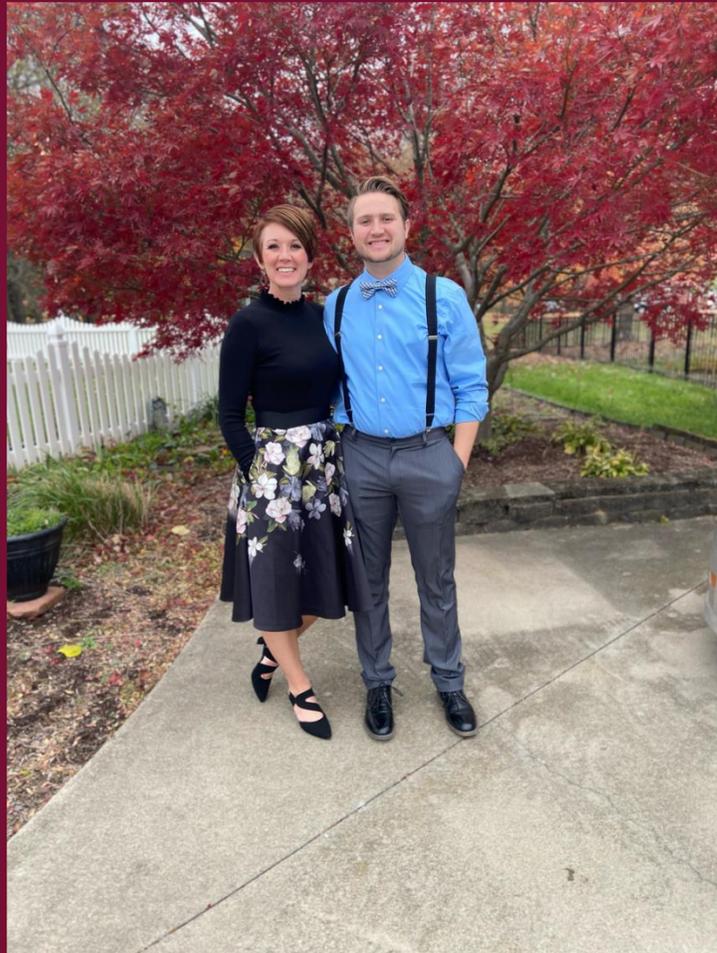
About us



The Special Education Behavior Assessment Training (BAT) project provides comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices, Behavior Intervention Plans (BIPs), and Positive Interventions and Behavior Supports for students across all grade levels through monthly webinars, an annual regional conference, technical assistance library including archived webinars and other materials and online training modules. The BAT Project will provide tiered professional development and technical assistants to school districts and special education cooperatives requesting assistance on FBAs, BIPS, and Positive Interventions and Behavioral Supports. Priority will be given to districts identified with a disproportionate rate of suspension and expulsion for students with disabilities. State-level guidelines are currently being developed, per 105 ILCS5/14-8.05, to address culturally responsive, evidence-based behavior interventions for students across all grade levels. This project is funded by the Illinois State Board of Education through an IDEA Part B Federal Grant.

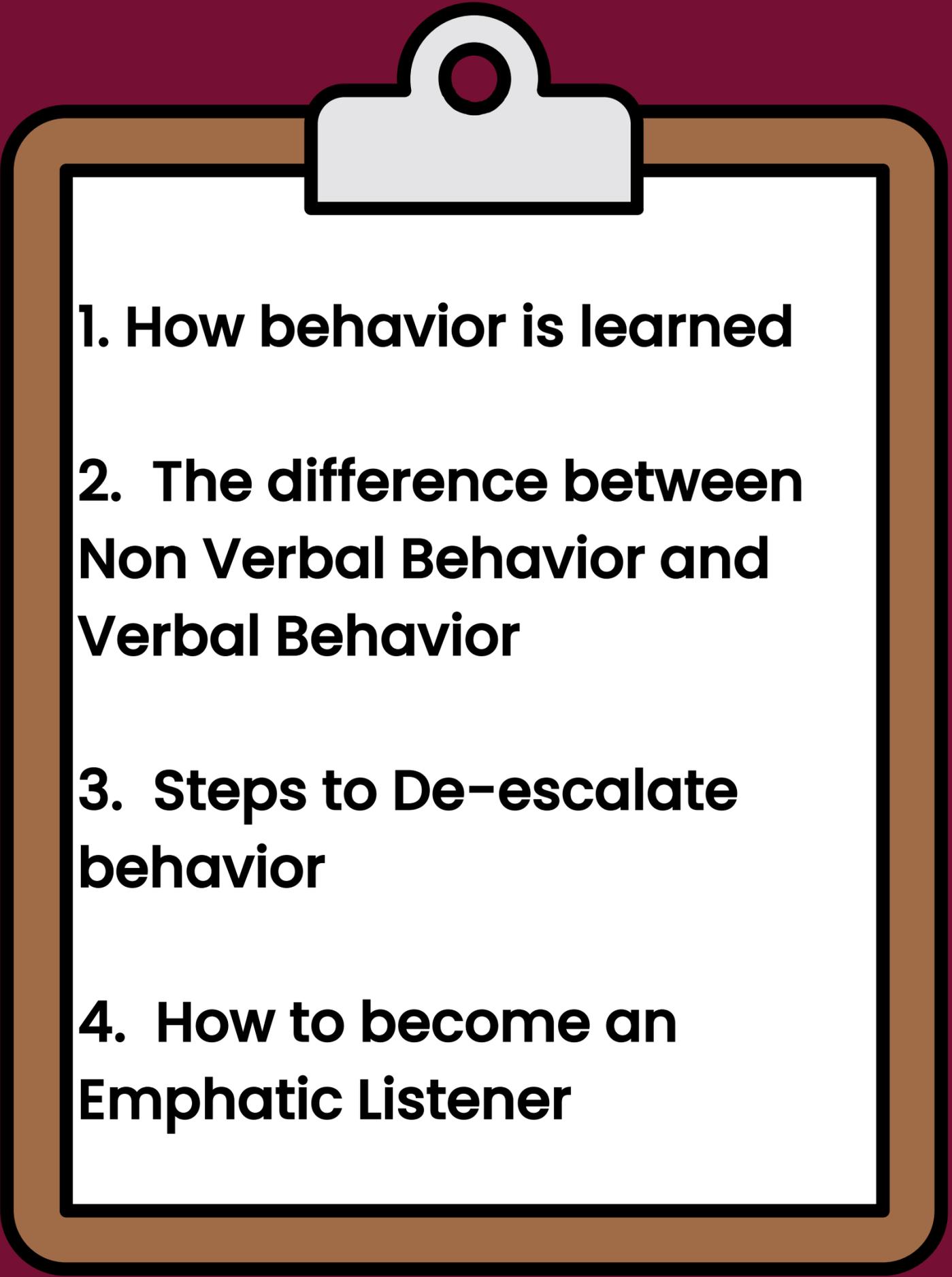


About



Objective

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- 1. How behavior is learned**
 - 2. The difference between Non Verbal Behavior and Verbal Behavior**
 - 3. Steps to De-escalate behavior**
 - 4. How to become an Empathic Listener**

**When I was a student,
teacher or staff member ...**

made a positive
connection with me
by ... or when ...



When I was a student, teacher or staff member ...

embarrassed or belittled, or made me feel uncomfortable by ... or when ...



SHARE

YOUR

STORY



The five basic principles of Behavior Management- Skinner/Jacobs



Behavior is learned



The five basic principles of Behavior Management- Skinner/Jacobs



Behavior is learned



Behavior is learned from other people



The five basic principles of Behavior Management- Skinner/Jacobs



Behavior is learned

Behavior is a result of its
consequences



Behavior is learned from
other people



Rewarding Behavior



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The five basic principles of Behavior Management- Skinner/Jacobs

✓ Behavior is learned

Behavior is a result of its
consequences ✓

✓ Behavior is learned from
other people

Behavior which is
reinforced tends to be
repeated ✓

✓

The five basic principles of Behavior Management- Skinner/Jacobs



Behavior is learned

Behavior is a result of its
consequences



Behavior is learned from
other people

Behavior which is
reinforced tends to be
repeated



Behavior which is not
reinforced tends not to be
repeated

**How much time do you spend
preventing problem behavior vs.
responding to problem behavior?**



Walk

off

Nonverbal Behavior

Proxemics- Personal space- an area surrounding the body that is considered an extension of self.

1. Personal space varies from individual to individual. On average, an individual's personal space is 1.5 to 3 ft.



Nonverbal Behavior



2. Factors that may affect the amount of personal space an individual needs may include: gender, size, and cultural background.

Nonverbal Behavior

3. Invasion of an individual's personal space will increase that person's anxiety.



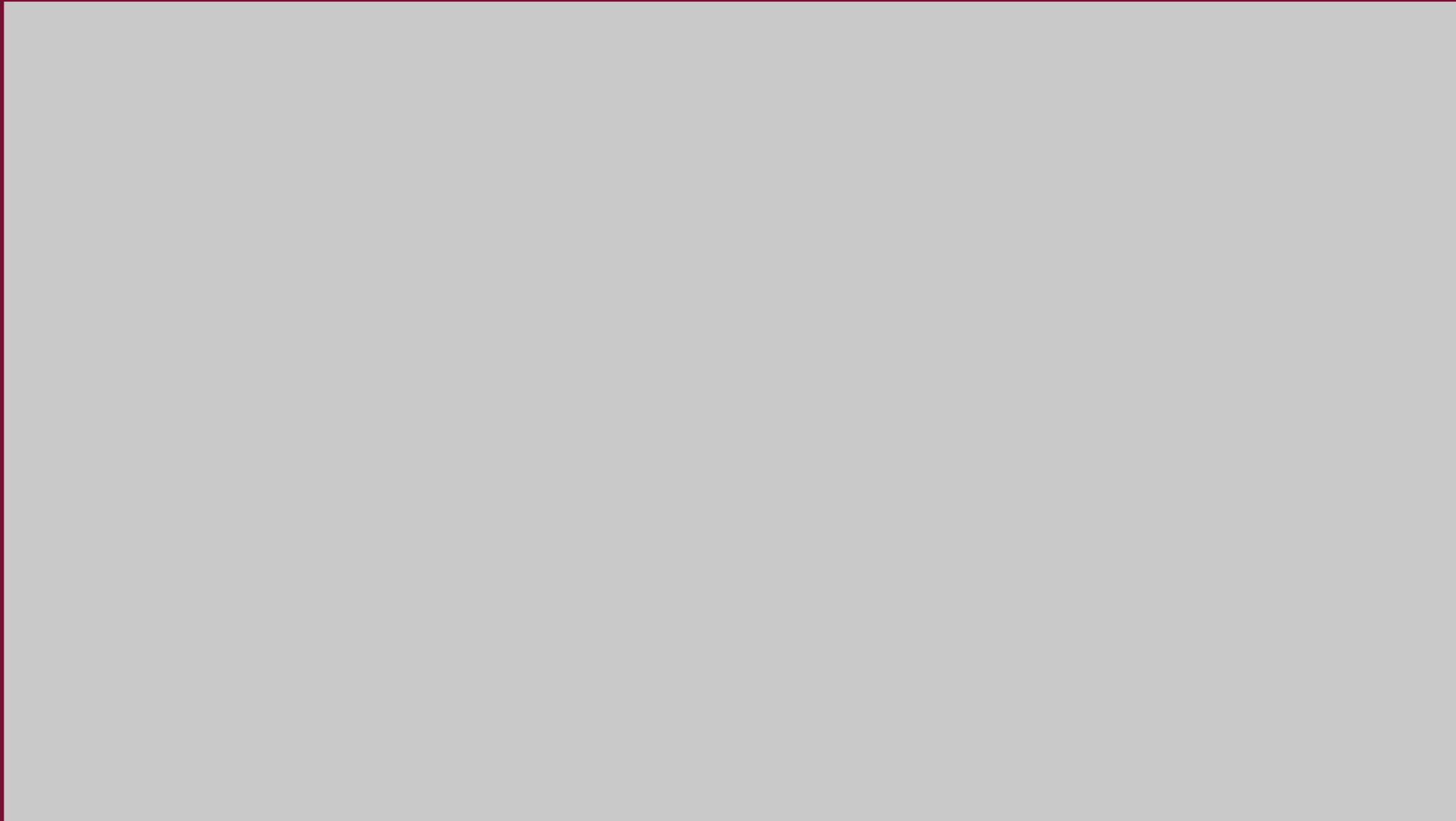


Nonverbal Behavior

Kinesics- Body language-the non verbal message transmitted by the motion and posture of the body.

1. Includes facial expressions, gestures, posture, and movements.

Nonverbal Behavior



Verbal Communication

Setting limits is the result of recognizing that you cannot force individuals to act appropriately. When you set limits, offer a person choices and state the consequences of those choices, starting with the positive choice first.

Keys to setting

- » **limits**
Simple and Clear
- » Reasonable
- » Enforceable



Paraverbal Communication

The vocal part of speech, excluding the actual words one uses.

Components:

- » Tone
- » Volume
- » Cadence



"I didn't SAY you were stupid."

"I didn't say YOU were stupid."

"I didn't say you were STUPID."

WHAT ARE
YOU DOING



6 Steps to De-escalate concerning behavior



Approach
calmly



WHAT'S YOUR

GOAL?



6 Steps to De-escalate concerning behavior



Approach



Describe what you see



6 Steps to De-escalate concerning behavior



Approach



Describe what you see



Read the situation



6 Steps to De-escalate concerning behavior



Approach



Describe what you see



Read the situation



Acknowledge feelings



6 Steps to De-escalate concerning behavior



Approach



Describe what you see



Read the situation



Acknowledge feelings



Give choices



6 Steps to De-escalate concerning behavior



Approach



Describe what you see



Read the situation



Acknowledge feelings



Give choices



Pause and Support



Emphatic Listening

An active process to discern what a person is saying.

5 Parts of Empathic Listening

Be non-judgmental—focus on why the behavior is occurring



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Give your undivided
attention

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Focus on Feeling- Don't focus
on the truth

Give your undivided attention



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Use Restatements



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Use Restatements

Offer silence- allow time for everyone to process

Nonverbal Behavior

Supportive Stance- from CPI

Communicates respect by
honoring personal space



Is non-threatening/non challenging



Contributes to staff's personal safety



THE MAN IN THE ARENA

IT IS NOT THE CRITIC WHO COUNTS; NOT THE MAN WHO POINTS OUT HOW THE STRONG MAN STUMBLES, OR WHERE THE DOER OF DEEDS COULD HAVE DONE THEM BETTER. THE CREDIT BELONGS TO THE MAN WHO IS ACTUALLY IN THE ARENA, WHOSE FACE IS MARRED BY DUST AND SWEAT AND BLOOD; WHO STRIVES VALIANTLY; WHO ERRS, WHO COMES SHORT AGAIN AND AGAIN, BECAUSE THERE IS NO EFFORT WITHOUT ERROR AND SHORTCOMING; BUT WHO DOES ACTUALLY STRIVE TO DO THE DEEDS; WHO KNOWS GREAT ENTHUSIASMS, THE GREAT DEVOTIONS; WHO SPENDS HIMSELF IN A WORTHY CAUSE; WHO AT THE BEST KNOWS IN THE END THE TRIUMPH OF HIGH ACHIEVEMENT, AND WHO AT THE WORST, IF HE FAILS, AT LEAST FAILS WHILE DARING GREATLY, SO THAT HIS PLACE SHALL NEVER BE WITH THOSE COLD AND TIMID SOULS WHO NEITHER KNOW VICTORY NOR DEFEAT.

~ THEODORE ROOSEVELT

Our Workshops

**Sharing Data
Collection Best
Practices for
the FBA Process**

**Implementing and
Supporting Positive
Interventions and
Behavioral Supports**

Utilizing School-wide
Quarterly Incentive as
Positive Reinforcements
in the BIP

**Creating Calm- De-
escalation skills for a
safer school environment**

**It's a Team Effort: Utilizing
Paraprofessionals to
Support Students**

Our Workshops

**Dissecting Data:
Before, During
and After**

**Classroom Yoga:
Enhancing Regulation and
De-escalation for a Calmer
Learning Environment**

**School to Prison
Pipeline: Breaking the
Cycle Through
Effective Strategies**

**The
Collaborative
FBA/BIP Process**

**Advocating for
Autism within the
FBA/BIP Process**



Thank You!

For Your Attention

PRESENTATION 2024



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