

# Deescalating Challenging Behavior

I'm Katie Mullins from \_\_\_\_\_ I'm a special ed teacher and when we are working with the CI3T model you have to realize that everyone has taken this into consideration and we're working as a team. So when students are in an escalated mode, sometimes you might see a teacher who looks like they're not handling this situation when in reality they are. I might be seen sitting on the floor looking like I'm playing on my phone and in reality I'm actually taking data while the child is escalating or de-escalating. So that I can use it later and then IEP or maybe just in conferencing with the student or maybe I'm just informing the general education teacher. This information is constantly put into the behavior intervention plans but when you see someone maybe not handling it as aggressively, the situation as you would want them to, it actually is probably purposely thought out for that student based on either history or trying to learn more about this student. For me, I never become worked up. I look like I'm calm, I'm collected. I look very relaxed because the more I stay that way better it is for this student. At the same time, the other thing is I get down usually lower than the student and that seems to help a lot. I watch also how the student is reacting and based on other times that they've either escalated or I've helped them de-escalate and I kind of pull up my notes on that and pull them back in the sync so I can see where they are in the path or in the whole continuum of escalating and de-escalating.