De-Escalating & Managing the Cycle of Acting-Out Behavior in the Classroom

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Ci3T | Comprehensive, Integrated, Three-Tiered Model of Prevention

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Agenda

- Welcome!
- Ci3T models of prevention
  - A respectful approach to preventing and responding to challenging behavior
- A look at acting-out behavior: Timing is everything!
- Managing acting-out behavior: Seven phases
- Pathways to success: Defusing various behaviors
- Tier 3: Building a de-escalation plan
- Wrapping up: Resources

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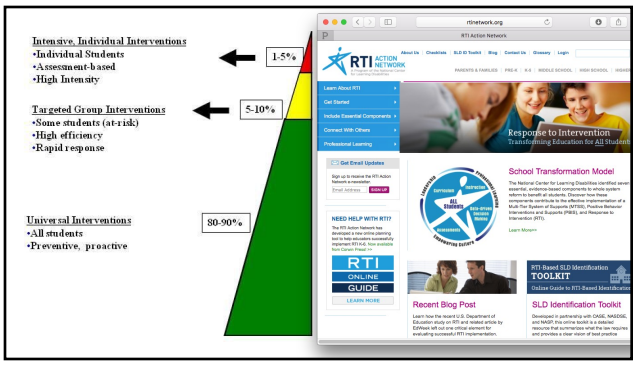

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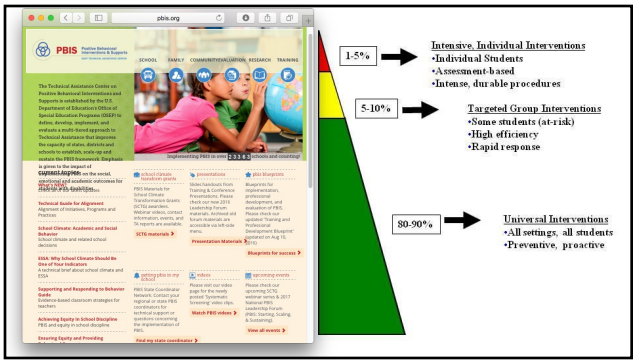
pbis.org
PBIS
1-5%
Intensive, Individual Interventions
•Individual Students
•Assessment-based
•Intense, durable procedures
5-10%
Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response
80-90%
Universal Interventions
•All settings, all students
•Preventive, proactive

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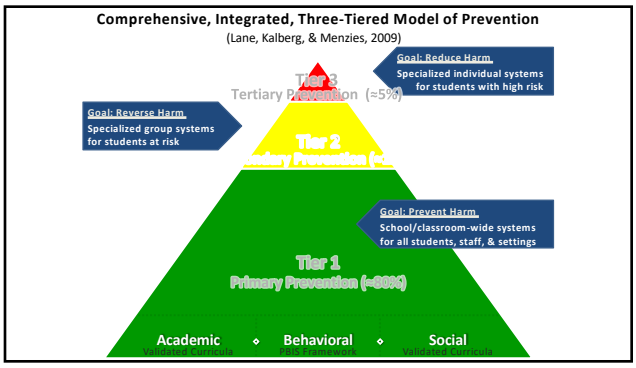
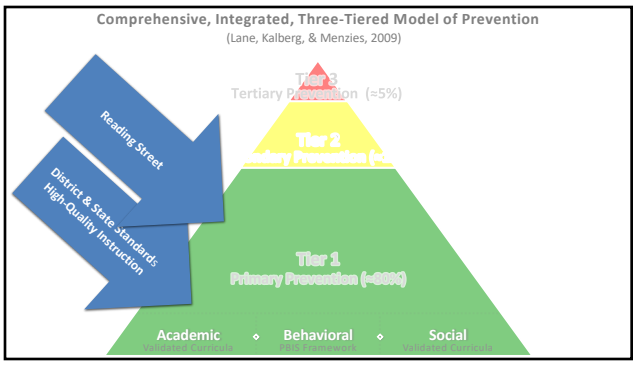
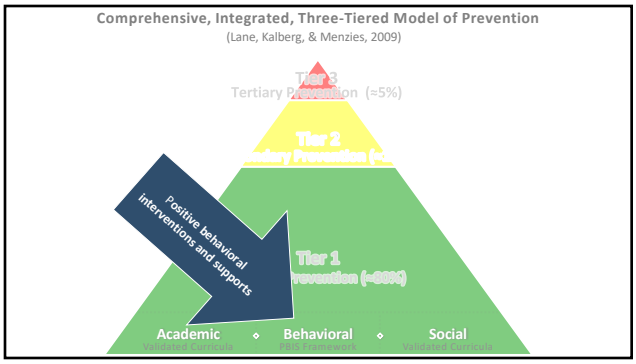

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Goal: Reduce Harm
Specialized individual systems for students with high risk
Goal: Reverse Harm
Specialized group systems for students at risk
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings
Tier 1
Primary Prevention (~80%)
Academic
Validated Curricula
Behavioral
PBIS Framework
Social
Validated Curricula

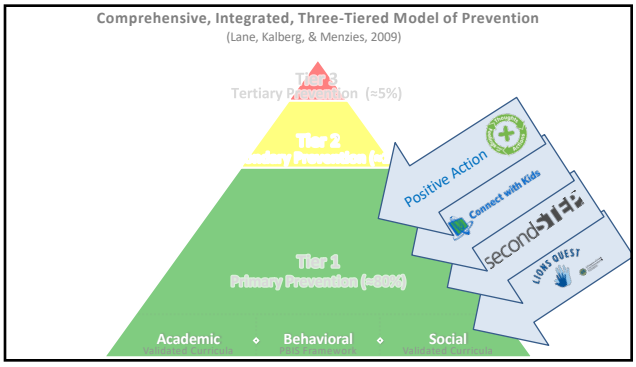
5


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Reading Street
District & State Standards;
High-Quality Instruction
Tier 1
Primary Prevention (~80%)
Academic
Behavioral
Social

6


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Positive behavioral interventions and supports
Tier 1
Academic
Behavioral
Social
Validated Curricula
PBIS Framework
Validated Curricula

7


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tier 3
Tertiary Prevention (≈5%)
Tier 2
Positive Action
Connect with Kids
second STEP
LIONS QUEST
Tier 1
Primary Prevention (~80%)
Academic
Behavioral
Social
Validated Curricula
PBIS Framework
Validated Curricula

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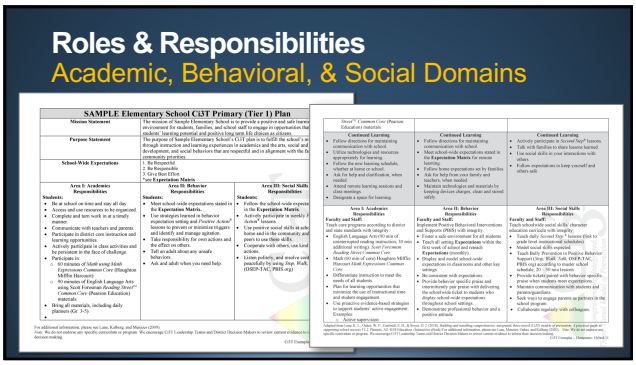
Roles & Responsibilities
Academic, Behavioral, & Social Domains
SAMPLE Elementary School Ci3T Primary (Tier 1) Plan
Mission Statement
Purpose Statement
School-Wide Expectations
1. Be Safe
2. Be Responsible
3. Give Best Effort
*see Expectation Matrix
Area I: Academics Responsibilities
Area II: Behavior Responsibilities
Area III: Social Skills Responsibilities
Students:
Students:
Students:
Direct™ Common Core (Pearson Education) materials
Continued Learning
Continued Learning
Continued Learning
Area I: Academics Responsibilities
Area II: Behavior Responsibilities
Area III: Social Skills Responsibilities
Faculty and Staff:
Faculty and Staff:
Faculty and Staff:

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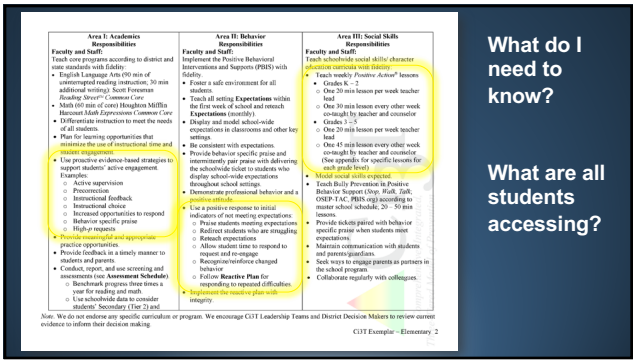
What do I need to know?
What are all students accessing?

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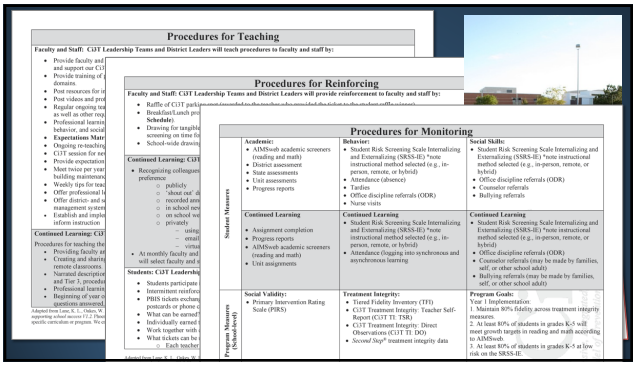
Procedures for Teaching
Procedures for Reinforcing
Procedures for Monitoring

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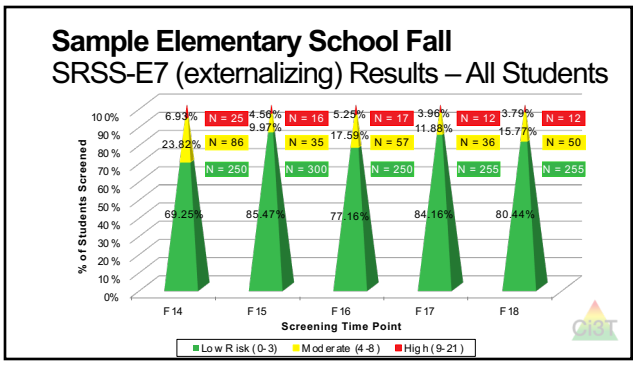
Sample Elementary School Fall
SRSS-E7 (externalizing) Results – All Students
% of Students Screened
Screening Time Point
F 14
F 15
F 16
F 17
F 18
6.93%
4.56%
9.97%
5.25%
17.59%
3.96%
11.88%
3.79%
15.77%
69.25%
85.47%
77.16%
84.16%
80.44%
N = 25
N = 16
N = 17
N = 12
N = 12
N = 86
N = 35
N = 57
N = 36
N = 50
N = 250
N = 300
N = 250
N = 255
N = 255
Low Risk (0-3)
Moderate (4-8)
High (9-21)

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Examining Academic and Behavior Data: Elementary Level

TEACHER NAME	R. Collins							
Date: December 2014								
				0 Well Above				
		1 Target	1 Above Average	0-3 Low	0-1 Low	0-1 Low		
		2 Average	2 Average	4-8 Moderate	2-3 Moderate	2-5 Moderate		
		3 Below Average	3 Below Average	9-21 High	4-15 High	6+ High		
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS Behavior	SRSS-IS Internalizing (Preliminary)	ODR	Total Days Absent	
Alley, Allison	2310	1	1	1	1	0	0	
Atwell, J'Monte	2013	1	1	0	0	0	0	
Bonds, Peter	2031	2	2	4	0	3	0	
Booker, Abbie	2001	1	2	0	2	1	3	
Cartright, Ashley	2152	1	3	0	8	0	8	
Cox, Lucille	2002	2	3	2	10	0	8	
Hankins, Erin	2017	1	1	0	0	0	0	
Julius, O'Tam	2132	3	2	6	2	9	7	
Justice, Jesse	2003	2	2	3	1	0	3	
Ochoa, Kelly	2009	1	2	0	3	0	5	
Parker, Stephanie	2004	1	2	4	0	0	1	
Paul, Timothy	2010	1	2	3	0	0	1	
Reed, Kendra	2022	3	0	15	2	23	3	
Toms, Blake	2018	1	2	0	0	0	1	
Wellington, Jasper	2215	2	3	14	4	9	0	

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies*. New York, NY: Guilford Press.

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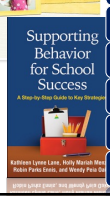
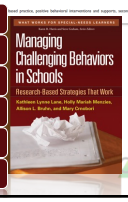
Low-Intensity Strategies

- Opportunities to Respond
- Behavior-Specific Praise
- Active Supervision
- Instructional Feedback
- High-*p* Requests
- Precorrection
- Incorporating Choice



- Proximity
- Overlappingness
- With-it-ness
- Pacing
- Self-Monitoring
- Behavior Contracts



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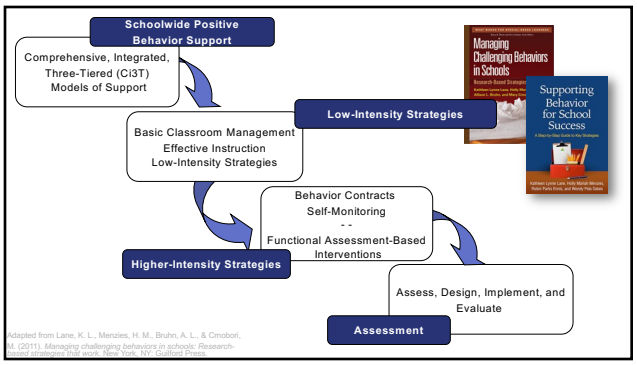

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A Look at Acting-Out Behavior

Timing is everything!

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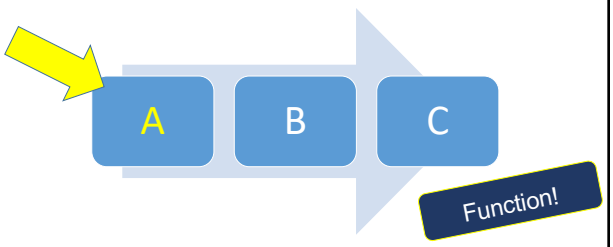
Antecedents - Behavior - Consequences



Precorrection: Identifies predictable contexts that often result in problem behavior and provides students with supports, prompts, and reinforcement for engaging in appropriate behavior

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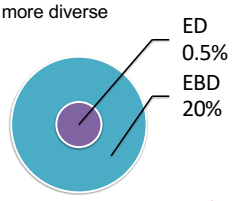
Managing Acting-Out Behaviors

- Classrooms are becoming increasingly more diverse
  - Culturally
  - Academically
  - Behaviorally
  - Social skill sets

(Lane, Wehby, & Robertson, 2008)

- Students with exceptionalities are accommodated in inclusive settings

(MacMillian, Gresham, & Forness, 1996)



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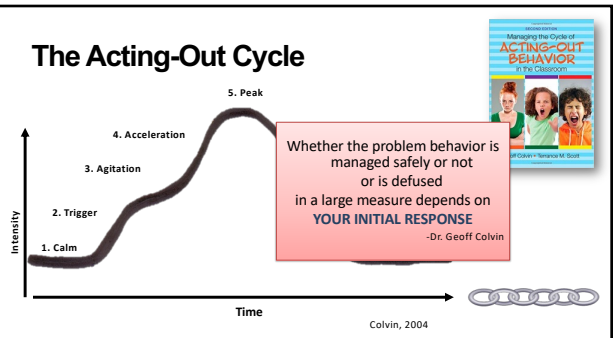
The Acting-Out Cycle



Whether the problem behavior is managed safely or not or is defused in a large measure depends on **YOUR INITIAL RESPONSE**

-Dr. Geoff Colvin

Overview of the Acting Out Cycle--Vanderbilt IRIS Module

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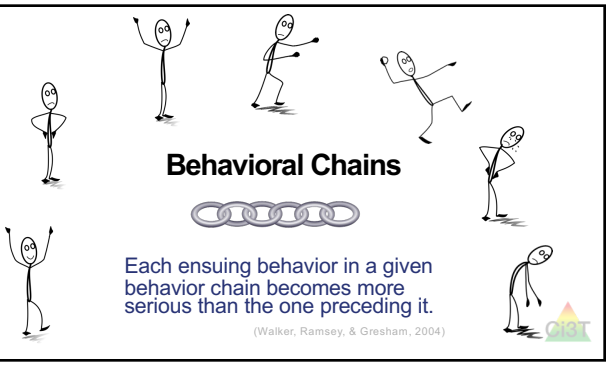
Behavioral Chains



Each ensuing behavior in a given behavior chain becomes more serious than the one preceding it.

(Walker, Ramsey, & Gresham, 2004)

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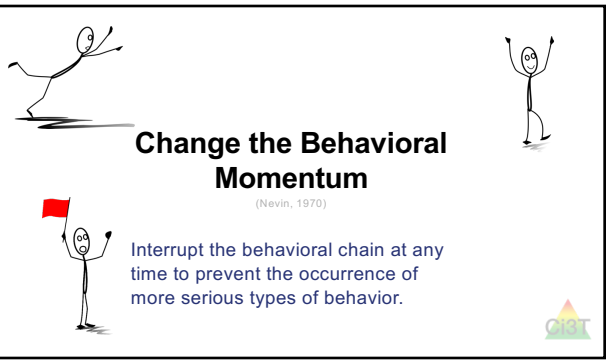
Change the Behavioral Momentum



(Nevin, 1970)

Interrupt the behavioral chain at any time to prevent the occurrence of more serious types of behavior.

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Stages of the Acting-Out Cycle

Colvin (1992)

- Calm
- Triggers
- Agitation
- Acceleration
- Peak
- De-escalation
- Recovery

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Managing Acting-Out Behavior

Seven Phases

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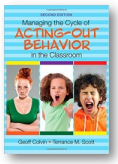
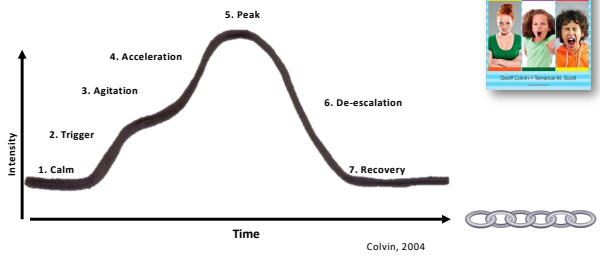
The Acting-Out Cycle





Colvin, 2004

Overview of the Acting Out Cycle--Vanderbilt IRIS Module

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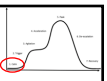
Calm

Overall behavior is cooperative, compliant, and desirable



- Academically engaged
- Follows rules & expectations
- Is responsive to praise
- Initiates interactions
- Goal-directed behaviors

Strategies:

Intervention is focused on proactive strategies. Focus on **instruction** and **positive behavior support**.

- Implement the schoolwide Ci3T plan
- Vary instructional delivery
- Provide behavior-specific praise
- Implement low-intensity teacher-delivered strategies (e.g., precorrection, active supervision, opportunities to respond)
- Carefully plan instruction and implement clear routines and procedures
- Attend to the physical environment for potential problem areas

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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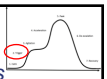
Trigger

Overall behaviors involve a series of unresolved problems



School-based triggers

- Conflicts
- Changes in routine
- Peer provocations
- Pressure
- Ineffective problem solving
- Facing errors in instruction
- Facing correction procedures
- Denial of something needed

Strategies:

Intervention is focused on **prevention** and **redirection.**

- Identify the situation where the behavior is likely to occur.
- Use precorrection to teach appropriate response.
- Rehearse the expectations, prompt or remind students as needed, provide specific praise and reinforcement.
- Work with all staff and faculty to teach and reinforce social skills.
- Group social skills, anger management, community services.
- Work with families for outside supports of nonschool-based triggers

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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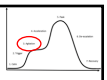
Agitation

Overall behavior is unfocused and off-task



Increases in behavior

- Darting eyes
- Nonconversational language
- Busy hands
- Moving in and out of groups
- Off-task, then on-task behavior

Strategies:

Intervention is focused on **reducing anxiety**.

- Show empathy
- Provide reasonable options and choices
- Allow wait time for student to decide (usually less than a minute)
- During wait time, walk away from student, attend to other students, or engage in some other task
- Involve in successful engagement (behavior momentum)

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Acceleration

Overall behavior is teacher-engaging

- Questioning and arguing
- Noncompliance and defiance
- Off-task behavior
- Provocation of others
- Compliance with accompanying inappropriate behaviors
- Criterion problems (getting starting)
- Whining and crying
- Avoidance and escape
- Threats, intimidation
- Destruction of property
- Verbal abuse

Strategies:
Intervention is focused on **safety**.
- Remove all triggering factors
- Avoid escalating prompts
- Maintain calmness, respect, and detachment
- Approach the student in a nonthreatening manner
- Utilize non-confrontational limit-setting procedures

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Peak

Overall behavior is out of control

- Serious destruction of property
- Assault
- Self-abuse
- Severe tantrums
- Hyperventilation
- Running away

Strategies:
Focus on **safety only**!
- Remain calm
- Crisis management
- Behavioral Emergency – Room Clear
- Safety strategies: emergency safety intervention (ESI) if there is immediate danger (document & notify)
- Learn from it… (e.g., FBA, BIP, mental health assessment)

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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De-Escalation

Overall behavior displays confusion

- Confusion
- Reconciliation
- Withdrawal
- Denial
- Blaming others
- Responsive to directions
- Responsive to manipulative or
- Avoidance of discussion
- Avoidance of debriefing

Strategies:
Intervention is focused on monitoring for re-escalation of behavior.
- Monitor for health/safety of all involved
- Avoid blaming- provide opportunity for non-judgmental discussion
- Allow cool-down time and space
- Engage in independent work- provide easy/concrete tasks

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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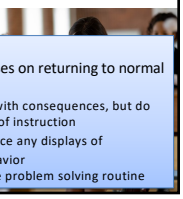
Recovery

Overall behavior shows eagerness for busy work and reluctance to interact or discuss

- Eagerness for independent work or activity
- Subdued behavior in group work
- Subdued behavior in class discussions
- Defensive behavior
- Avoidance of debriefing



Strategies:
Intervention focuses on returning to normal activities.

- Follow through with consequences, but do not disrupt flow of instruction
- Positively reinforce any displays of appropriate behavior
- Debrief/rehearse problem solving routine

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Debriefing Session

1. Facilitates transition back to task/activity
   ...not further negative consequence
2. Goal is to increase appropriate behavior
3. Focus on problem solving
4. Pinpoint events that contributed to the incident
5. Teach replacement behaviors
6. Debriefing activities and forms

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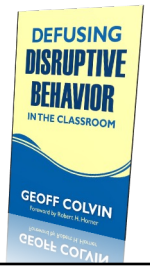
Pathways to Success

Understanding educator-student interactions



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Four Key Strategies

1. Take an instructional approach to behavior schoolwide
2. Intervene early in the acting-out cycle
3. Learn strategies to intervene at each stage in the acting-out cycle
4. Be respectful at all times

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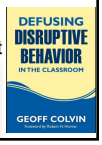
Defusing Off-Task Behavior

1. Assess the situation: determine "can't do" or "won't do"
   - Is it an emergency situation? If so, follow crisis procedures. If not, follow off-task defusing steps.
2. Maintain the flow of instruction
3. Recognize on-task students, making no response to off-task students
4. **Show empathy**
5. Redirect (focus on task, brief language/gestures, prompt procedures for asking for help)
6. Give time and space
7. Acknowledge compliance



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Defusing Non-Compliance and Limit Testing

- Provide one clear direction
  - "Alright everyone, return to your desks, get out your book and paper, and begin work." Kāwika does not comply.
  - "Hey Kāwika, time to return to your desk."
    - "But I can't sit at my desk because I don't have A, B, C and I need to…"
  - "I'd be happy to help you with all those things as soon as you are sitting at your desk."
- Be neutral but direct and stay with the direction
- All student requests are contingent on compliance with first step
- Follow-up with student quietly
- Continue to acknowledge other on-task students
- Acknowledge cooperation or implement consequence in a neutral manner

Scott, 2018

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Defusing Disrespectful Behavior

- Indicate in a neutral manner the action was disrespectful and continue with instruction
  - "That's what we call disrespectful, let's talk about it later."
    - "I don't see how that was disrespectful!"
  - "Which is why we should discuss it after everyone masters these 2-step equations by using…"
- Do not allow disrespectful behavior to escalate your emotions or interrupt the lesson
- Personal and genuine apologies are sometimes effective for peer disrespect (e.g., restorative practice)
- If student refuses to comply, follow through with bottom line consequence

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Defusing Disruptive Behavior

- Recognize and respond quickly to student agitation
- Redirect
  - Clearly state the expected task first step: focus on behaviors taught
- Communicate concern privately
  - Present options – not an ultimatum
  - Allow student space and time – do not hover
  - Assist student to begin task: remind to use appropriate behavior
- Attend to other students and prepare for the worst
- Acknowledge compliance or institute standard consequence in neutral manner

Scott, 2014

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Defusing Provocative Behaviors

- Privately identify the behavior as a problem for the student, not you
  - "Hey, I personally don't mind that shirt, but it pretty clearly violates dress code expectations. Here are options for how to fix it, but it's up to you, you know the consequences."
    - "But my mom bought this for me!"
  - "All the more reason I'd hate for you to lose it, so which of those options…"
- Don't argue, don't show shock or offense – it's simply a violation of expectations and you are there to help
- Acknowledge cooperation
- If student refuses to comply with a solution, follow through with bottom line consequence
  - Delivered in a matter-of-fact manner as a choice the student made

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Defusing Aggressive Behavior

- Recognize conditions under which conflict is likely and attempt to avoid by using
  - Assigned seats — Space, options, preferred activities
  - Independent activities — Relaxation activities
  - Teacher proximity – stay between as long as there is no physicality
- Verbal altercation = verbal intervention
  - Provide specific and concrete directions
  - Redirect / distract – get attention away from altercation
  - Separate as much as possible without placing hands on students
- Physical altercation = initiate crisis procedures
  - Call office or send runner
  - Provide clear, loud, and concrete directions to both students
  - Clear other students away to keep safe
  - Wait for assistance

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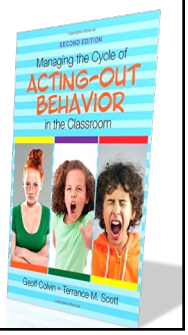
Tier 3

Building a de-escalation plan



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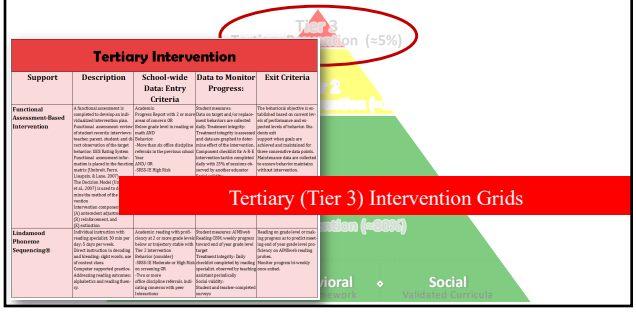
Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



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Professional Learning Resources
ci3t.org/pl

Tier 3: Individual De-Escalation Support Plan for Managing the Acting Out Cycle

TIER 3: INDIVIDUALIZED DE-ESCALATION SUPPORT PLAN for MANAGING THE ACTING OUT CYCLE (POSTED AUGUST 10, 2016)

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Individualized De-escalation Plan	Ongoing strategy involving identifying specific student characteristics for each phase of the De-escalation cycles and implementing appropriate and evidence-based adult responses to managing student acting out behavior.	One or more of the following: **Behavior:** ☐ SRSS-E7: High (9-21) ☐ Office discipline referrals (ODRs) 6 or more within a grading period	Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, (c) examples, and (d) non examples Set behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points graphed for decision making. **Treatment Integrity:** Treatment integrity checklist **Social Validity:** Teacher: IRP-15 Student: CIRP	SRSS-E7 score: Low (0-3) Observation data demonstrate behavior is consistently within expected level (per goal; three consecutive data points) – then transition to maintenance plan and monitor behavior during transition.

- Intervention grid: PDF or MS-Word
- Individualized De-escalation Support Plan TEMPLATE: PDF or MS-Word
- Individualized De-escalation Support Plan SAMPLE: PDF or MS-Word

For more information and examples of how to use this strategy, please see the following references: Colvin, G. (2010). *Defusing disruptive behavior in the classroom.* Thousand Oaks, CA: Corwin. Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Tertiary (Tier 3) Intervention Grid: For Middle and High School Students

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Individualized De-escalation Plan	Ongoing strategy involving identifying specific student characteristics for each phase of the De-escalation cycles and implementing appropriate and evidence-based adult responses to managing student acting out behavior.	One or more of the following: **Behavior:** ☐ SRSS-E7: High (9-21) ☐ Office discipline referrals (ODRs) 6 or more within a grading period	Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, (c) examples, and (d) non examples Set behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points graphed for decision making. **Treatment Integrity:** Treatment integrity checklist **Social Validity:** Teacher: IRP-15 Student: CIRP	SRSS-E7 score: Low (0-3) Observation data demonstrate behavior is consistently within expected level (per goal; three consecutive data points) – then transition to maintenance plan and monitor behavior during transition.

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Planning

"It is much like a map to the behavior train the student takes us on."

"The teachers appreciated the strategies column the most."

"I enjoyed creating this plan by using the "Acting Out Cycle" as it provides a clear and structured guide for any adult who may be implementing this with a student."

"I am more likely to implement this type of de-escalation plan compared to others because it was so easy to follow."

"I feel I have added another tool to my kit!"

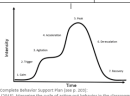
"It is an 'active' plan!"

See **ci3t.org/pl** for "Individualized De-escalation Support Plan"

TEMPLATE:
Individualized De-escalation Support Plan

Student:
Teacher:
Staff present:
Date:
Grade:

	Assessment (student characteristics)	Strategies (specific adult responses)
CALM		
TRIGGERS		
AGITATION		
ACCELERATION		
PEAK		
DE-ESCALATION		
RECOVERY		



Adapted from box 14.1 Complete Behavior Support Plan (see p. 203)
Colvin, G. & Scott, T. M. (2015). Managing the cycle of acting-out behavior in the classroom (2nd Ed.). Thousand Oaks, CA: Corwin

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Wrapping Up

Resources

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Resources

iris.peabody.vanderbilt.edu/module/bi1
Addressing Disruptive and Noncompliant Behaviors: Understanding the Acting-Out Cycle

pbismissouri.org/tier-1-effective-classroom-practices
PBIS Missouri Classroom Management Modules

mslbd.org
Midwest Symposium for Leadership in Behavior Disorders

apbs.org
Association for Positive Behavior Support

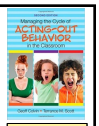
behaviorassociates.org
Dr. Geoff Colvin's Behavior Associates

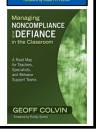
k12engagement.unl.edu
Building and Sustaining Student Engagement Project (strategy briefs)

ksdetasn.org
Kansas DOE Technical Assistance System Network. Search "de-escalation" for videos+

cibrs.com
Center for Instructional and Behavioral Research in Schools: Video modules on behaviors

ket.pbslearningmedia.org
Collection of videos on managing challenging student behaviors





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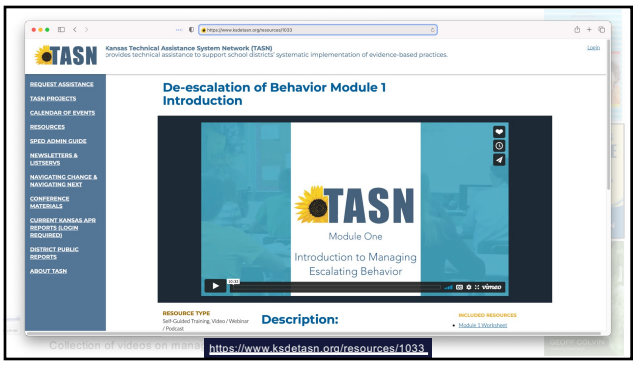

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Resources

iris.peabody.vanderbilt.edu/module/bi1
Addressing Disruptive and Noncompliant Behaviors: Understanding the Acting-Out Cycle
pbismissouri.org/tier-1-effective-classroom-practices
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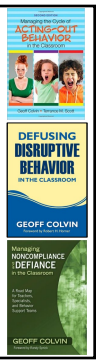

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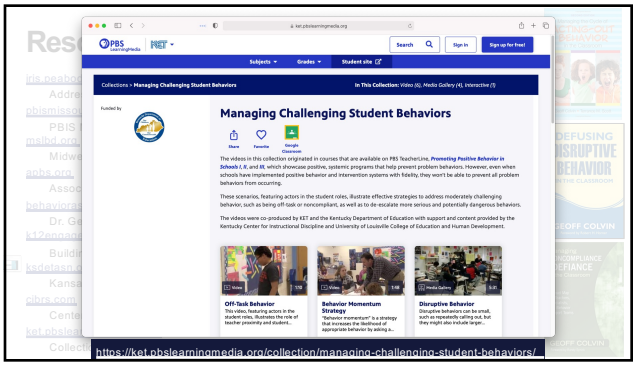

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