

A group of diverse children and a dog are posed against a blue background with a white diamond or quilted pattern. On the left, a young girl with long braids and a grey hoodie with 'BULLDOGS' on it stands behind a boy in a black t-shirt with 'DAD' on it. In the bottom left, a toddler in a red plaid shirt is smiling. On the right, a boy in a green hoodie with a white Nike swoosh stands behind a girl with pink glasses and a black hoodie. A golden retriever dog is sitting in the bottom right corner, looking towards the camera.

De-Escalation for Educators

Friday, January 19, 2024

WELCOME



Hello, everyone. My name is Dr. Carter Larry, I am the Director of Safety and Security for Valley View School District 365U, and the President of the Northern Illinois School Safety Administrators Association (NISSAA). On behalf of NISSAA, I would like to welcome to this session.

DE-ESCALATION

- **Verbal De-Escalation** is an intervention for use with people who are at risk for aggressive or escalating behavior.
- De-escalation is a technique that can be used when confronted with violent or aggressive behaviors. De-escalation means “transferring your sense of calm and genuine interest to what the “student” wants to tell you by using respectful, clear, limit setting [boundaries].”

Partners & Stakeholders

- All Staff
- All Students
- Parents
- Coaches

DE-ESCALATION

- **Common Misconception**
- It is the goal, the desired end, a preferred result
 - It is not a series of words
 - No one correct way to de-escalate
- What is the purpose?



CHALLENGING BEHAVIORS

- is defined as “**any repeated pattern of behavior**...that interferes with or is at risk of interfering with the child's optimal learning or engagement in pro-social interactions with others”



CHALLENGING BEHAVIORS INCLUDE

- **Withdrawn behaviors** such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping.
- **Disruptive behaviors** such as physical and verbal aggression, being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions.
- **Violent and/or unsafe behaviors** such as head banging, kicking, biting, punching, fighting, running away, smashing/throwing equipment or furniture/fixtures.
- **Inappropriate social behaviors** such as inappropriate conversations, stealing, being over-affectionate, inappropriate touching.

Student get back instant
karma from teacher

I'm in my face okay

PHYSICAL FORCE IN DE-ESCALATION



Never consider the use of physical force as your first response.

- **Physical force is a last resort to prevent injury to yourself or to another person.**
- **Use of physical force usually results in someone (you?) getting hurt.**

CROSSING THE LINE INTO CRISIS SITUATIONS

It is important to develop strategies for ensuring personal safety in potentially problematic situations.



In any conflict, you have a choice

- ✓ **Escalate the incident further**
- ✓ **De-escalate the situation.**



DE-ESCALATION

Remember, you cannot control how an individual escalate or de-escalates. However, you can control how you respond.

Who

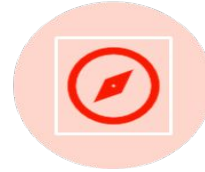
- For this presentation, the desired focus are teachers and additional school staff, parents and any individuals that encounter specific problematic behaviors when supporting the students that we serve.



WHAT is needed
when implementing
some of these skills ?



Appropriate
Tone



Proximity



Voice
Inflection



Empathy



Clear
Communication



Non-Threatening
Body Language

WHEN

- Before the behavior occurs
- During the behavior
- After the behavior



7 STAGES OF BEHAVIOR ESCALATION

- **Calm** – Person relatively calm / cooperative.
- **Trigger** - Person experiences unresolved conflicts . This triggers the person's behavior to escalate.
- **Agitation** – Person increasingly unfocused / upset.
- **Acceleration** - Conflict remains unresolved. Person **FOCUSES** on the conflict.
- **Peak** - Person out of control / exhibits severe behavior.
- **De-escalation** – Vents in the peak stage, person displays confusion. Severity of peak behavior subsides.
- **Recovery** - Person displays willingness to participate in activities.

TRAITS AND FACTORS THAT MAY TRIGGER AGGRESSION

- **Psychiatric illness**
- **Substance abuse**
- **Prior history of violence**
- **Highly stressful situations**
 - Removal of children
 - Involvement with DCFS
 - Court proceedings
 - Compliance with services
 - Termination of parental rights
- **Ages 15-40, esp. males**
- **Certain feelings**
 - Powerlessness
 - Fear
 - Grief
 - Boredom
 - Humiliation
- **Access to weapons**
- **Physical disability or chronic pain**
- **Personal history of child abuse**

COMMON SIGNS OF AGITATION

- Raised Voice
- High-pitched voice
- Rapid Speech
- Pacing
- Excessive Sweating
- Excessive Hand-Gestures
- Fidgeting
- Shaking
- Balled Fists
- Erratic Movements
- Aggressive Posture
- Verbally Abusive



BODY LANGUAGE CAN ESCALATE TENSION



BODY LANGUAGE CAN ESCALATE TENSION

1. Shoulder shrugging
 2. Jaw set with clenched teeth
 3. Finger pointing
 4. A fake smile
 5. Excessive gesturing, pacing, fidgeting, or weight shifting
 6. Touching, even when culturally appropriate
- A. Mocking or uncaring
 - B. Accusing or threatening
 - C. Anxiety
 - D. Hostility or threatening
 - E. Not open- minded or listening
 - F. Uncaring or unknowing

BODY LANGUAGE CAN ESCALATE TENSION

-
1. Shoulder shrugging
2. Jaw set with clenched teeth
3. Finger pointing
4. A fake smile
5. Excessive gesturing, pacing, fidgeting, or weight shifting
6. Touching, even when culturally appropriate
- A. Mocking or uncaring
- B. Accusing or threatening
- C. Anxiety
- D. Hostility or threatening
- E. Not open- minded or listening
- F. Uncaring or unknowing
- The diagram shows the following connections: 1 to A, 2 to D, 3 to B, 4 to C, 5 to E, and 6 to F.

WHERE

- **RED FLAG BEHAVIORS**
- Removing the child or audience to ensure a safe environment for all parties.



To properly report **ALL** safety concerns and incidents to ensure that everyone is covered.

Please do not take any eye raising occurrences lightly!!

WHY

- By integrating de-escalation strategies and function-based support strategies, educators may be able to meet the youth where they are in a more proactive and comprehensive manner.

IT'S NOT WHAT YOU SAY, BUT HOW YOU SAY IT!!!

- Tone expresses speaker's feelings or attitudes.
- Listener interprets speaker's message through tone.
- **38% of communication depends on tone**

Try it! Say the following sentence with different tones.



- 1. in a suspicious tone
- 2. in a happy tone
- 3. in a patronizing tone
- 4. in an irritable tone

“Handle them carefully, for words have more power than atom bombs.” Pearl Strachan,
British politician, 1930.

- Do not get loud or yell over a screaming person. Wait until he/she takes a breath, speaking calmly at normal volume.
- Respond simply. Repeat if necessary. Answer informational questions, no matter how rudely asked.
 - *“Why do I have to take this <expletive> thest?”*
 - This is a real information-seeking question.
- Do not answer abusive questions.

“Why are all teachers in this school such <expletives>?”

Help client talk out angry feelings rather than act on them.

THE DE-ESCALATION OBJECTIVE

- Reduce the level of anxiety to encourage the possibility for discussion.
- Avoid restrictive holds (CPI)
- Reasoning with an enraged person is not possible.



VERBAL DE-ESCALATION TIPS

- Do Not Be Defensive
- Be Honest
- Explain Limits and Rules
- Be Respectful
- Empathize with Feelings, Not Behaviors
- Suggest Alternatives



Student Behavior BULLYING & ANONYMOUS REPORTING



Most common types
of tips reported:

Bullying (**30%**)

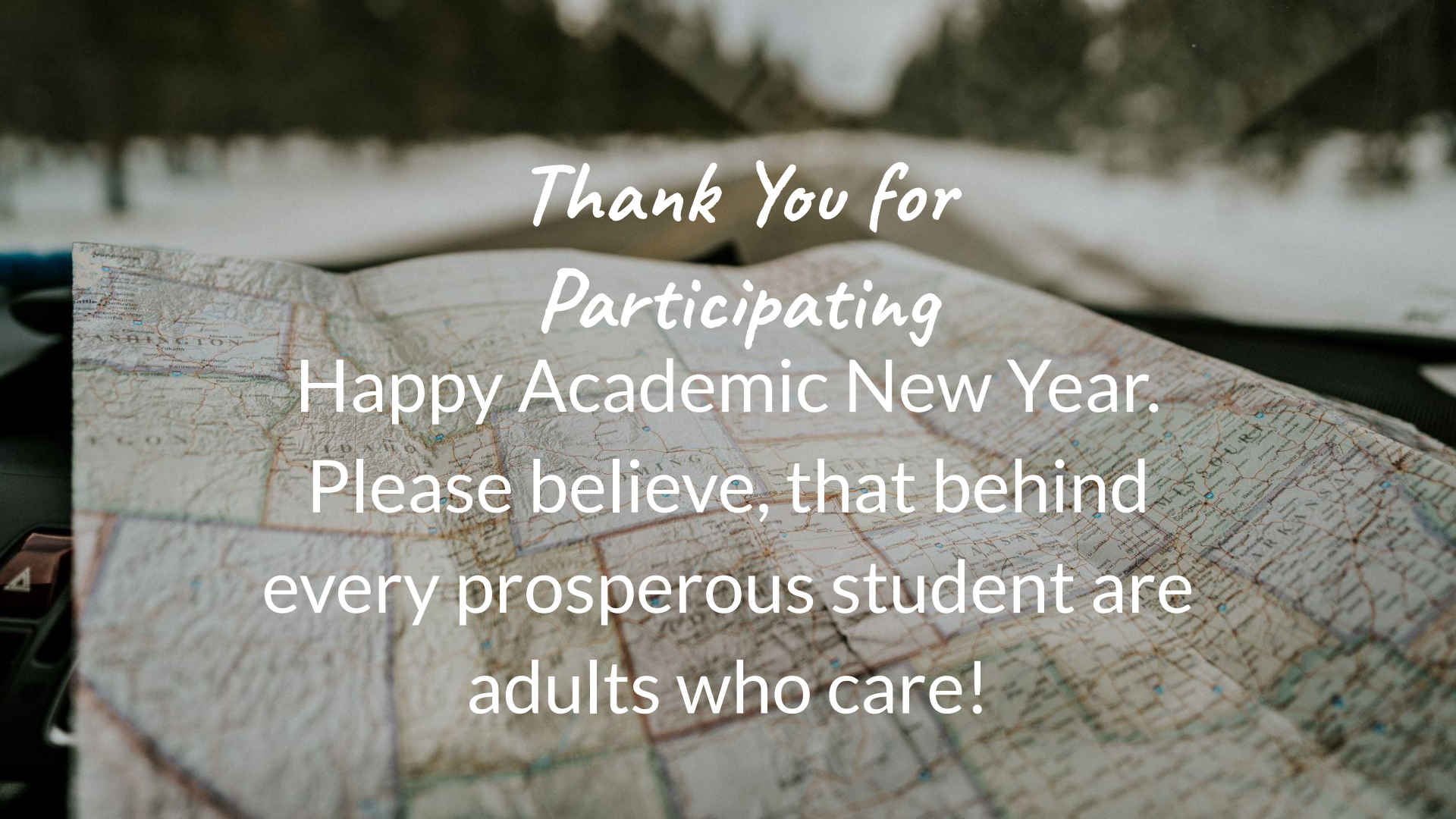
Drugs/vaping (**12%**)

Suicide threats (**10%**)

School attacks (**5%**)

Self-harm (**4%**)

<https://bjw.vvsd.org/students/find-help-support> (Example)



Thank You for
Participating
Happy Academic New Year.
Please believe, that behind
every prosperous student are
adults who care!