

De-escalation Curve

Staying Cool When the Temperature Rises



VISION & MISSION

The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.

The Arkansas Department of Education provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.



Session Objectives

- Examine the goal of de-escalation and de-escalation curve
- Compare non-reactive to reactive responses for inappropriate behaviors
- Discuss the nuances of de-escalation techniques



**What is
your goal?**

The Goal of De-escalation



The goal of de-escalation is to build rapid rapport and a sense of connectedness with an agitated person in order to reduce the likelihood of escalation to physical violence.

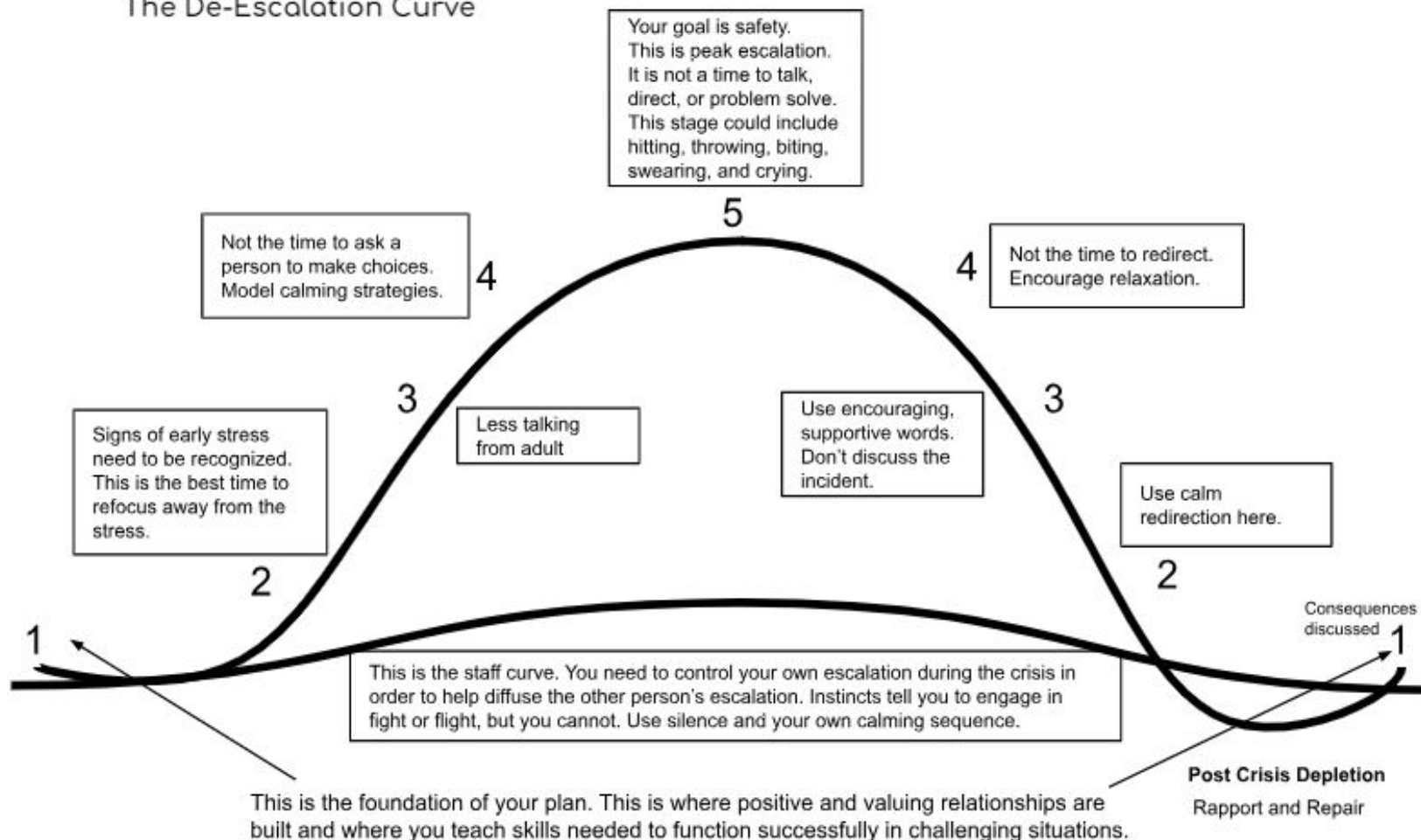
De-Escalation is:

*The process of preventing
a challenging situation
from becoming worse.*

Chloe, go to the office.



The De-Escalation Curve



All staff handout



Trauma-Sensitive Schools TRAINING PACKAGE

UNDERSTAND • BUILD • LEAD

4. Navigating Crises Worksheet

A trauma-sensitive approach to crisis prevention and intervention is grounded in an understanding of the human stress response and its amplification in students exposed to trauma. For the purposes of this worksheet, the term crisis refers to a situation in which a student is in a state of emotional distress that is difficult for them to manage. This worksheet describes five phases of a crisis and, for each phase, particular considerations for youth affected by trauma. As you familiarize yourself with each phase, consider supportive strategies that you currently use or want to use.



Guiding Questions



- Do certain students trigger me more than others?
- Are my responses to each student's behavior the same?
- Which students do I redirect most often?
- What behaviors do they show?
- What behaviors do I expect to see?
- What emotion do I feel when certain students do not follow my directions?
- Which behaviors push my buttons most?

A NEW LENS FOR DISCIPLINE



CO-REGULATION

- Awareness of the adult nervous system. What do I need right now? What are my anchors?
- Focus on the student's nervous system (what resources do they need currently?)
- Warm Demander: Soothing assertive tone
- Joining up with students. What is the cultural lens and how does that inform how I am seeing behaviors? (Touch points, environments, adults, repairing resources)
- Our goal: always help ourselves and our students to access the cortex so we can problem solve, discuss, explore, and provide feedback for emotional, social, and cognitive well-being.

COERCIVE REGULATION

- No awareness of one's nervous system
- No awareness of the sensations & feelings that are rumbling beneath the behavior
- There is focus only on the student's behavior. The behaviors are indicators or signals.
- "Power over" mentality
- A felt lack of control by educator
- Unaware of the physiological need living beneath the behavior
- Goal: Stopping bad behavior. But, we are often back where we began an hour, day, or a week later.



CHECK-IN! ARE YOU CO-REGULATING?



Questions for Connection and Regulation

What do you need?

How can I help?

What can we do to make this better?

Tuning In VS. Tuning Out

Tune in...

- to our students' nervous systems
- to our students' embodied experiences and cultures
- to strengths, worries, interests
- to the practices that help students access the cortex
- to the possibilities that our students cannot see just yet!

Tune out...

- the focus on behaviors only
- behavior management that focuses on compliance
- our agendas and tune in to the students' agendas
- a cognitive focus only, as many students will be able to access their cognitive brilliance when they feel safe and connected.



- Is there anything you need right now that would ease your mind / your feelings?
- Is there another way you would like to talk about this ... other than words?
- Do you want to draw how your body feels and looks?
- If you could list three or four people you need right now, who would they be?
- What character, book or movie best describes you right now?
- Would you like to write about this or create an image?

De-Escalation Techniques



- Align with the person
- Give them space
- Engage supportively
- Monitor your voice tone
- Project a supportive attitude
- Protect yourself at all times
- Know how to retreat

Challenging behaviors happen. How we handle those challenging behaviors can make all the difference.

De-escalation doesn't prevent all challenging behaviors from happening, but these techniques can help defuse a situation before it gets worse.

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WE ARE THE EDUCATORS. WE GO FIRST.

**WE REGULATE
OUR NERVOUS
SYSTEMS.**

**WE BECOME
AWARE OF OUR
TRIGGERS.**

**WE SAY, "I AM
SORRY."**

**WE FOCUS ON
THE PROCESS.**

**WE REPAIR AND
PRIORITIZE
RELATIONSHIPS.**



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Q & R

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Thank you for attending.

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