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A3: Strategies for De-Escalating Behavior

Bob Putnam

May Institute

National Technical Assistance Center for PBIS

National Autism Center

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Big thanks to

Midwest PBIS Network

Brian Meyer
Co-director

Ami Flammini
Training & Technical Assistance
Director

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SESSION OBJECTIVES

- ❑ Define the need for a systems approach to successful de-escalation in the educational setting.
- ❑ Describe at least three contributing factors to consider when learning to de-escalate youth.
- ❑ Identify the connection between educator self-regulation, vulnerable decision points, and successful de-escalation.

Provide you with a lot of take way resources

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Who is here?

Administrators

Mental health
staff

BCBAs

Teachers & other
educators

Others

What do use for a crisis management curriculum?

Nonviolent Crisis Intervention (CPI)

Physical and Psychological
Management Techniques (PMT)

Safety-Care Behavioral Crisis
Prevention and Management Training

Other

Do you provide faculty wide training on the de-escalation of challenging behavior?

Yes, at the beginning of the school year - less than 61 minutes

Yes, at the beginning of the school year and throughout the school year - less than 61 minutes

Yes, at the beginning of the school year - more than 61 minutes

Yes, at the beginning of the school year and throughout the school year - more than 61 minutes

None of the above

If you are a behavioral responders (e.g. having a walkie talkie) how much time on the average do you spend responding, completing paper work, and following up (6 hour day)

Less than 5% of my day

Less than 10% of my day

Less than 25% of your day

Less than 40% of my day

More than 40% of my day

How well do you implement PBIS?

We don't implement PBIS

We implement PBIS but we don't measure fidelity with a standardized fidelity measure e.g., TFI, SAS

We implement Tier 1 PBIS and use a standardized fidelity measure e.g., TFI, SAS

We implement Tier 1 and 2 PBIS and use a standardized fidelity measure e.g., TFI, SAS at each tier

We implement Tier 1 , 2 and 3 PBIS and use a standardized fidelity measure e.g., TFI, SAS at each tier

New DESE State Regulations Effective November 8, 2022

The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models.....

<https://www.mass.gov/info-details/mass-general-laws-c71-ss-37h-34>

Students with disabilities (SWD) are more likely to experience exclusionary and reactive discipline practices than students without Disabilities (SWOD)

- According to the Office of Civil Rights (OCR), SWD comprise 12% of the school enrollment; however, they experience
 - 26% of out of school suspensions,
 - 24% of expulsions,
 - 28% of referrals to law enforcement or arrests,
 - 71% of restraints, and
 - 66% of seclusions
- (Office of Civil Rights [OCR], 2018).

Students with Disabilities (SWD) are more likely to experience exclusionary and reactive discipline practices than Students without Disabilities (SWOD)

- Other research has confirmed that SWD are overrepresented in these school disciplinary consequences
 - office discipline referrals
 - in school suspensions
- (Fabelo et al., 2011; Skiba & Rausch, 2006; Vincent et al., 2011).

Case Study

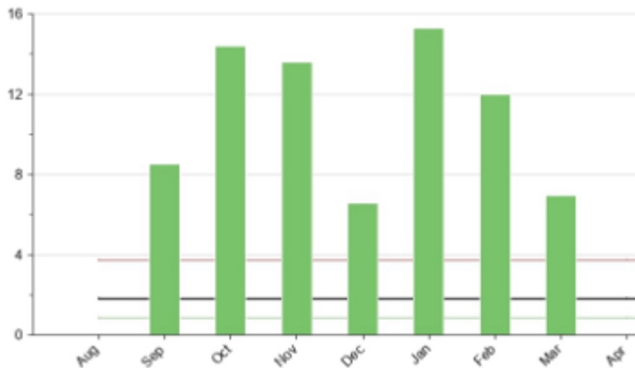
Gardner Public Schools, Massachusetts



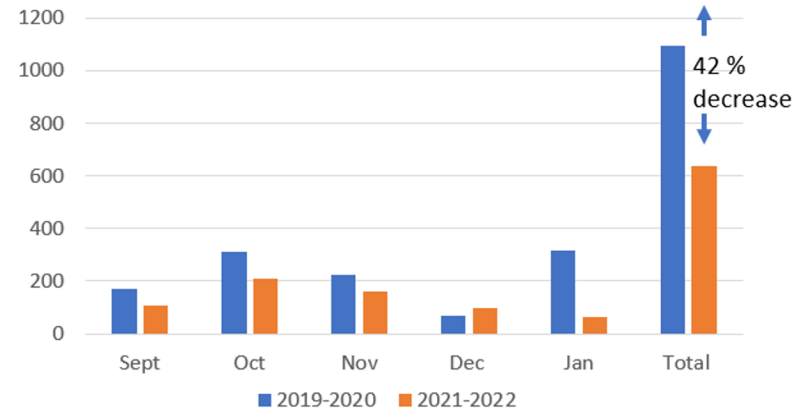
Decreasing Exclusionary Practices



Average Referrals Per Day Per Month - Multi-Year
All, 2019-20 - 2019-20



Waterford St. School
Major Office Discipline Referrals
School Year 2019- 2020 vs. 2021 -2022



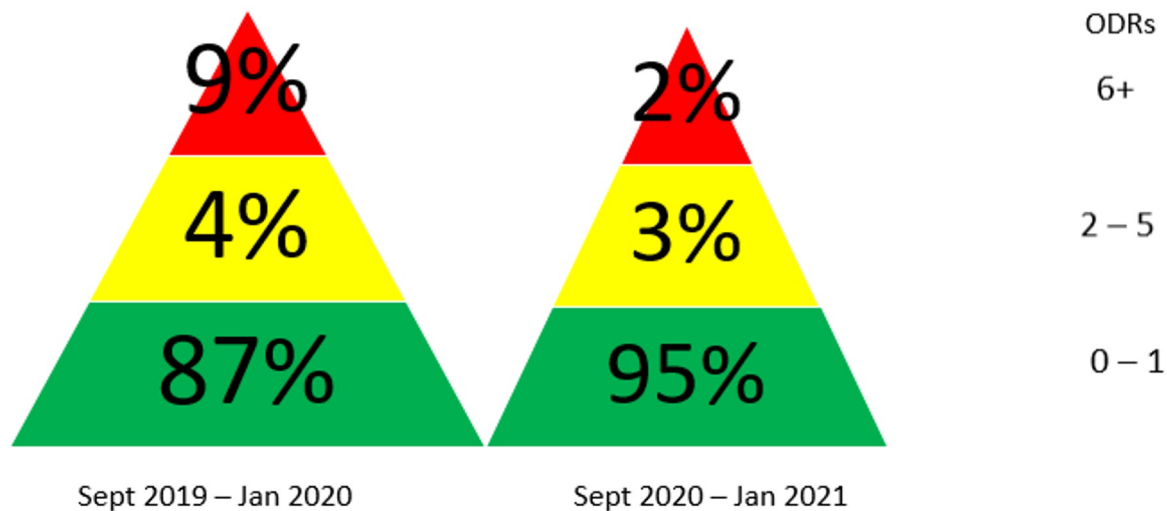
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Distribution of ODR's



Gardner Public Schools

Waterford Street School
Students with Major Office Discipline Referrals
School Year 2019- 2020 vs. 2021 -2022



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Time Gained from Decrease in ODR's



Gardner Public Schools

Waterford St. School
Major Office Discipline Referrals
Time Gained

September - January
School Year 2019 - 2020 vs. 2021 - 2022

Student instructional minutes gained per ODR

- 20 student instructional minutes lost per ODR*
- 459 less ODRs from Sept 2019– Jan 2020 vs. Sept 2021– Jan 2022
- 459 ODRs x 20 minutes =
9180 instructional minutes gained, or 25.5 instructional days gained

*Scott & Barrett (2004)

Administrator processing time per ODR

- 10 minutes used to process each ODR*
- 459 less ODRs from Sept 2019– Jan 2020 vs. Sept 2021– Jan 2022
- 459 ODRs x 10 minutes =

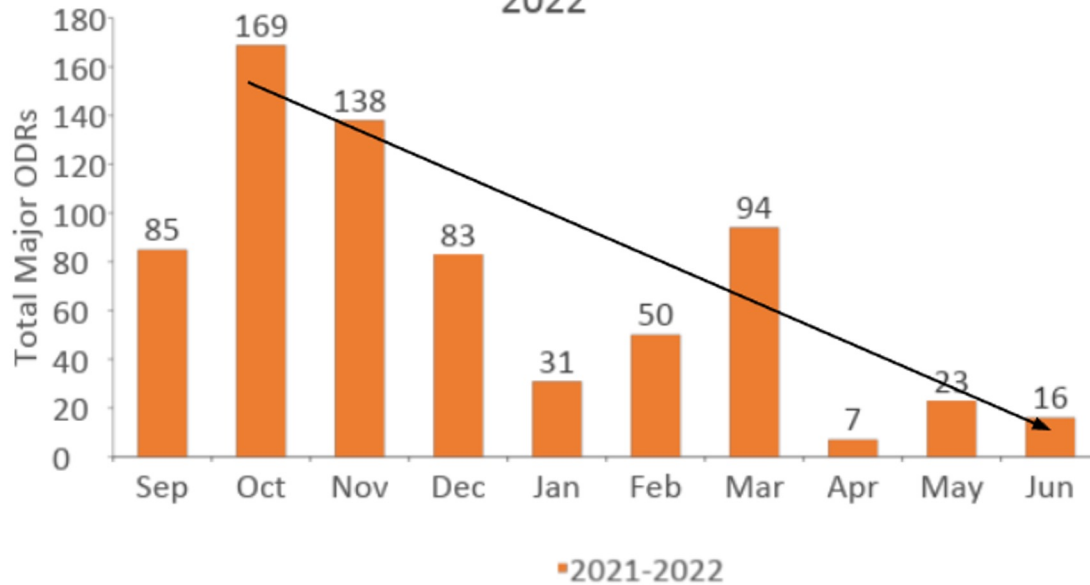
4590 administrative minutes gained, or 12.75 administrative days gained

*Scott & Barrett (2004)

Decrease in ODR's for SWD



Total Major ODRs per Month for All SWD in 2021-2022

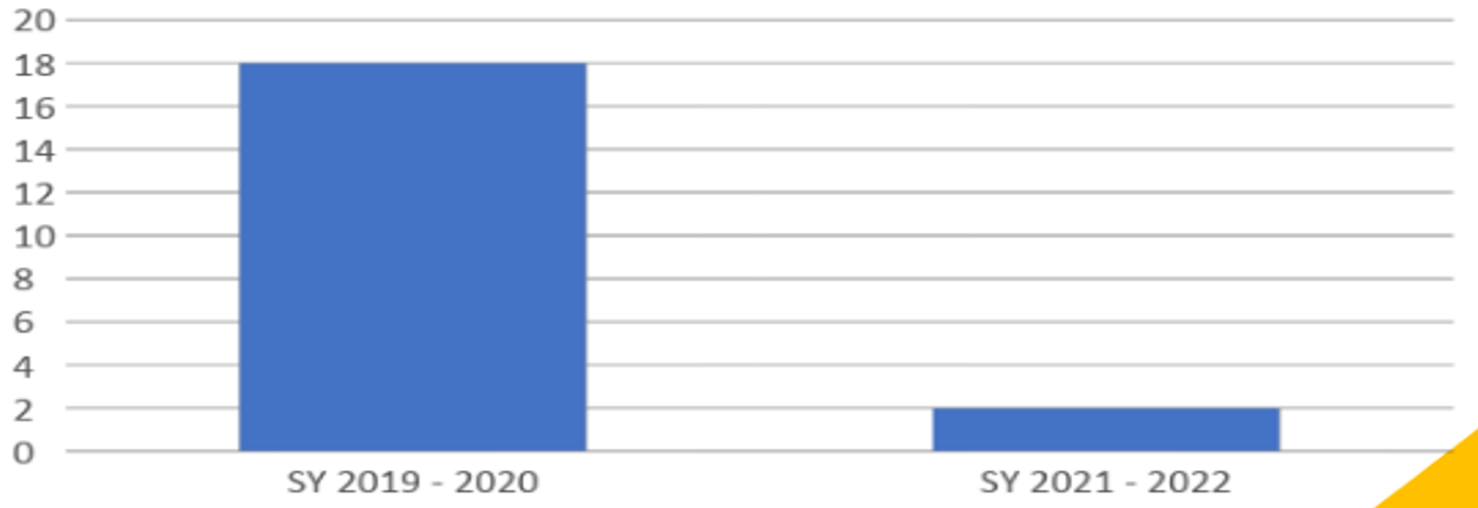


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Improvements in Restraint Data for Elementary School



Restraints Across Years
SY 2019-2020 vs 2021-2022



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FOUNDATIONAL KNOWLEDGE

ASSUMPTIONS

KEY MESSAGES

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BIG ASSUMPTIONS

about what you know & understand

Function-based thinking

Understanding function-based thinking starts at Tier One
Needs to continue to drive teacher decision making

Trauma

Culture of Staff Self-Care

Adversity and trauma are defined in the eye of the beholder.

Understanding the impact of the fight, flight and freeze response

Adverse experiences and trauma can impact a youth's learning

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Classroom Practices

18TH ANNUAL NEW ENGLAND POSITIVE BEHAVIOR SUPPORT FORUM

Installation and fidelity / PBIS: Research to Practice/

BIG ASSUMPTIONS

about what you know & understand

Classroom Practices

Installation and fidelity

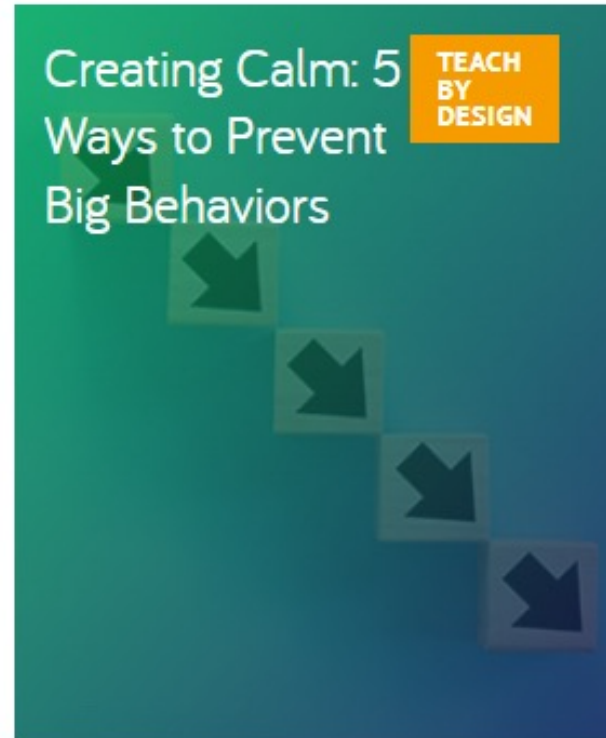
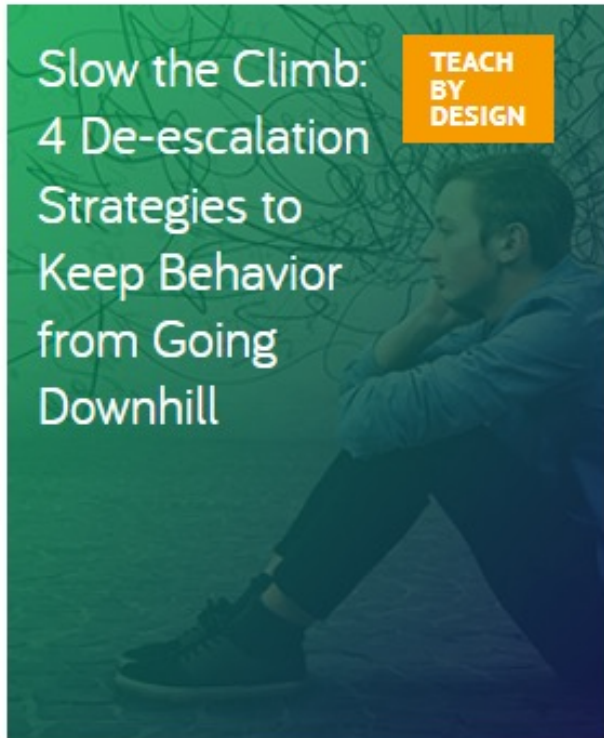
Safety Procedures

KEY MESSAGES

- Student regulation and adult regulation are intricately connected to de-escalation.
- It's the job of the educator to stay calm and regulated when a youth is dysregulated.
- Vulnerable decision points are always present during a cycle of escalation/de-escalation.
- Linked to Tier 1
- De-Escalation is about systems work

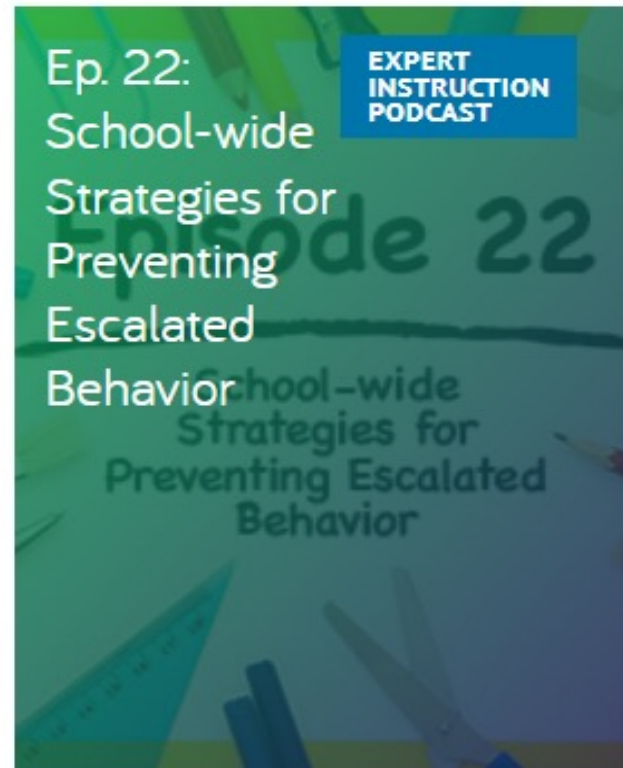
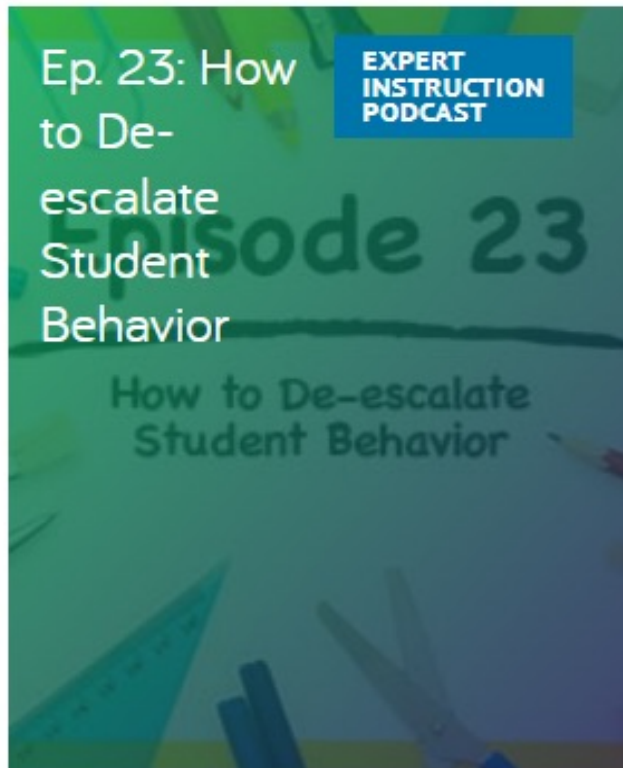
De-escalation Resources

Recent Articles




De-escalation Resources

Recent Podcasts



De-escalation Resources

 **PBIS** Positive Behavioral Interventions & Supports
SCHOOL TECHNICAL ASSISTANCE CENTER

May 2019

Preventing Restraint and Seclusion in Schools

Brandi Simonsen, George Sugai, Heather P. George, Jennifer Freeman, & Lauren Evanovich

Restraint and seclusion are crisis or emergency responses, which should only be used in extreme situations (e.g., a student engaging in repeated forceful physical aggression toward self or others) when risk of **serious and imminent physical harm or injury** is high and when an emergency response may reduce that risk. Restraint and seclusion are not planned or therapeutic interventions and should never be a routine part of a behavior support plan or used as a consequence for behavior.

Prevalence & Definition of Restraint & Seclusion

Estimating exactly how often restraint and seclusion occur is challenging because the definitions and reporting re-

- **Physical restraint:** "a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary



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<https://www.pbis.org>

De-escalation Resources



Restraint and seclusion (R/S) are reactionary crisis or emergency responses. School personnel should only use R/S in extreme situations like when a student exhibits dangerous behaviors towards self or others, when a risk of serious and imminent physical harm or injury is evident. Never use R/S as a planned part of a behavior support plan, as a therapeutic intervention, or as a consequence for behavior.

What Is Seclusion?

The Office of Civil Rights defines seclusion as: “the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.”

What Is Restraint?

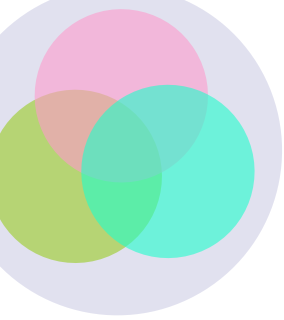
The Office of Civil Rights defines physical restraint as: “a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.” Other forms of restraint, such as mechanical or chemical, should never be used in schools.

Why Work to Prevent Seclusion and Restraint?

Preventing restraint and seclusion incidents is critical to the work schools do to support students.

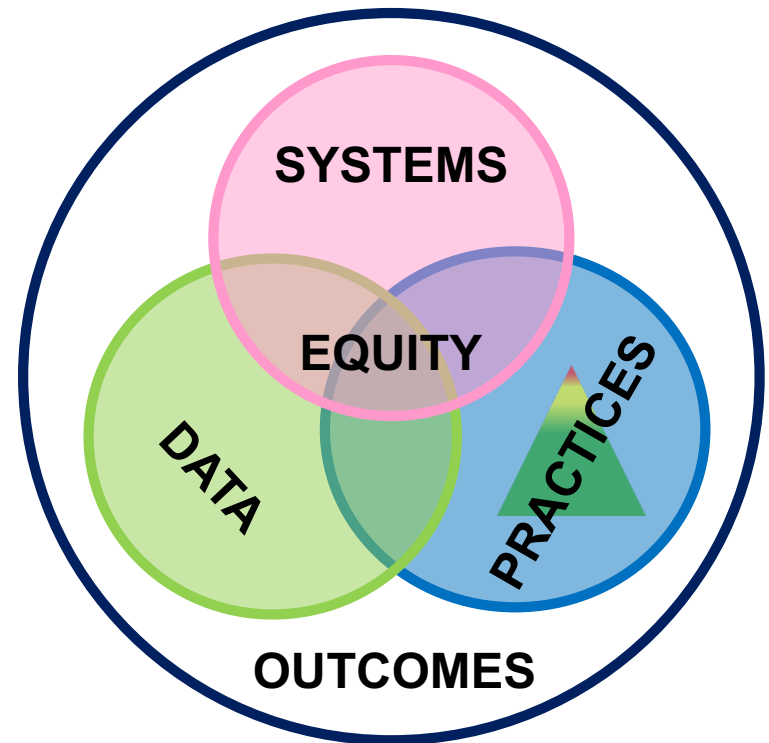
PREVENTION PBIS

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Q: How would you conceptualize de-escalation within the PBIS framework?

PBIS organizes your school, and integrates your initiatives, to achieve desired **outcomes** through understanding your **data**, implementing a continuum of **practices**, supporting staff through **systems**, and prioritizing **equity**.



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Adapted from: USDOE OSEP TA Center on PBIS (October 2015). PBIS Implementation Blueprint: Part 1 –

Foundations and Supporting Information. Eugene, OR: University of Oregon, 5.

<https://www.pbis.org/blueprint/implementation-blueprint>

Evidence Base and Outcomes for PBIS



Improved Student Outcomes

academic performance

(Horner et al., 2009)

social-emotional competence

(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD

(Lewis, 2017; Tabin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse

(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy

(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and school climate

(Bradshaw, Kath, Bevans, Jalongo, & Leaf, 2008; Bradshaw, Kath, Thornton, & Leaf, 2009)

perception of school safety

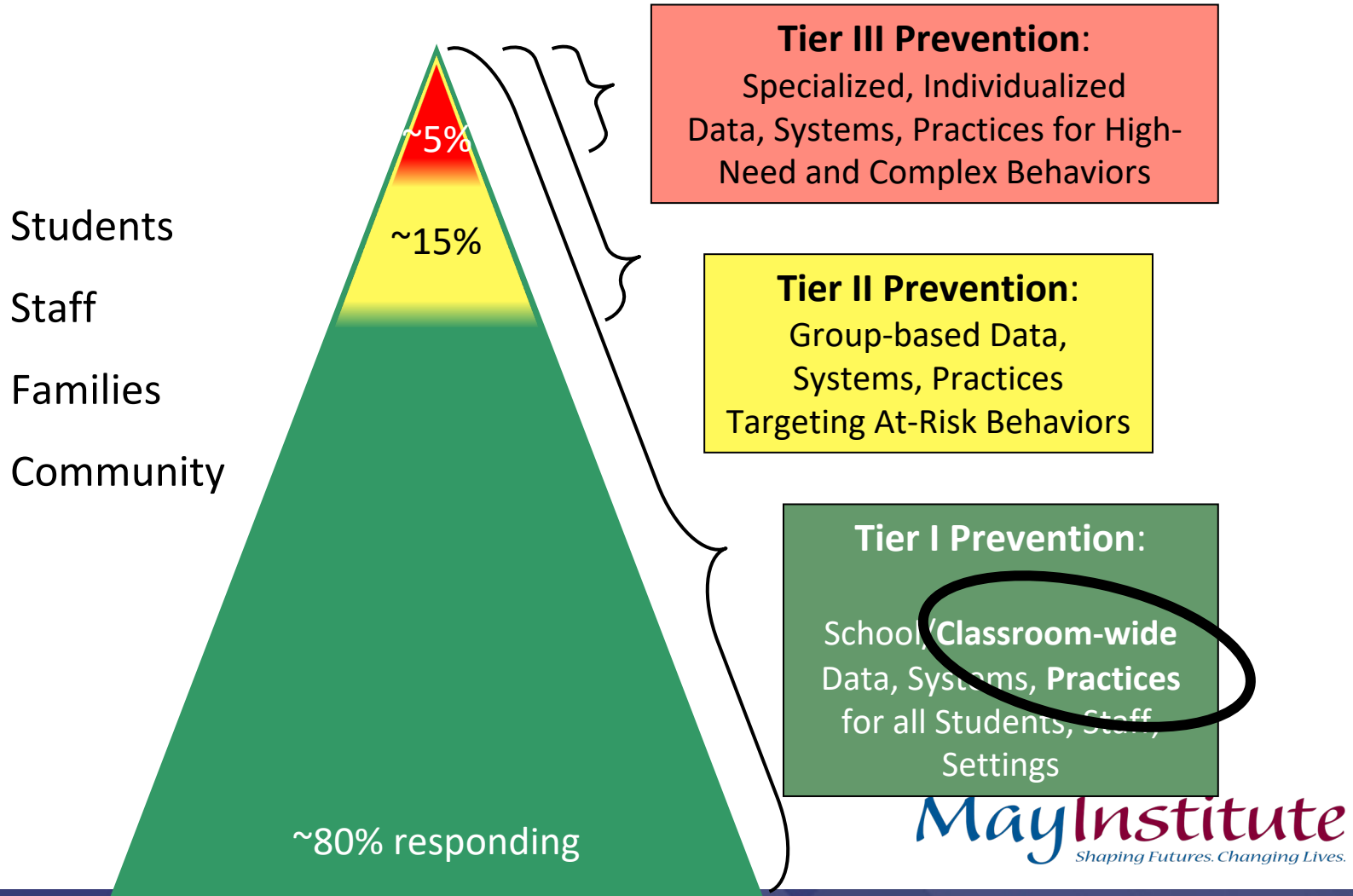
(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

The PBIS framework is supported by research spanning decades (Center on PBIS, 2020)¹. Study after study confirms the positive impact on improving student and school outcomes. The evaluation brief, "Is School-wide Positive Behavior Support an Evidence-based Practice?" (2020)² and the article "Examining the Evidence Base for School-wide Positive Behavior Support" (2010)³ each lay out some of the research and provide additional resources to explore the topic further.

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Three-tiered Continuum of Evidence-based Practices





Classroom Practices

These classroom practices have been identified to improve the likelihood of appropriate behavior and decrease problem behavior, while increasing academic learning time.

Rev 7-27-19. Midwest PBIS Network. Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Brandi Simonsen (UConn) & Diane Myers (Texas Women's University).

6 Classroom Practices

1. Physical environment
2. Establish Expectations, Rules, Routines (i.e. Classroom Teaching Matrix)
3. Active Supervision
4. Encouraging Appropriate Behavior

Strategy examples:

- Direct instruction of expectations, rules, routines
- Preventative Prompts
- Specific Praise for Behavior
- Individual Reinforcers
- Class-Wide Group Contingency

5. Continuum of Responses for Inappropriate Behaviors

Strategy examples:

- Praise other students/groups
- Specific Error Correction
- Regulate, Relate, Reason
- Etc.

6. Engagement & Opportunities to Respond

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Other Classroom Practices to Consider?

TEACH REGULATION STRATEGIES BUILDING WIDE

- Zones of regulation teaches recognizing emotions and what to do to regulate/calm.
- Second Step teaches how to regulate

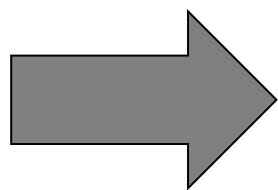
Have all youth and teachers have been taught and regularly practice what it means to be regulated?

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REGULATION & DYSREGULATION

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Feelings and emotions are like the rumble strips on the side of the road. They are a warning system that we may need to pause in this space...



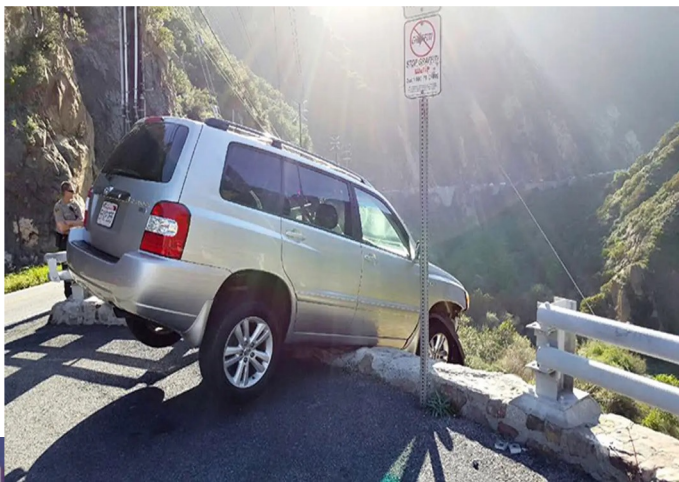
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The rumble strips (mood/feelings) warn us of the guard rail and the edge of the cliff.



There needs to be space because that is where we can respond vs react.



Warning strips, like emotions/feelings, give us constant feedback **MayInstitute**
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Self-Regulation

CALMING YOURSELF

“The ability to manage your emotions and behavior in accordance with the demands of the situation. It includes being able to resist highly emotional reactions to upsetting stimuli, to calm yourself down when you get upset, to adjust to a change in expectations and to handle frustration without an outburst.”

<https://childmind.org/article/can-help-kids-self-regulation/>

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DESCRIPTION OF CALM/REGULATED

- Calm/settled
- Life is coming at us in a rhythmic easy way
- Help is available if needed
- You feel connected
- You know there are people you can count
- Thinking moves along smoothly, there is not a sense of urgency
- Body
- Opposite of monkey brain
- Default feeling is to feel level
- You feel present, mind is wandering thinking about the future or the past
- Calm is in the moment, completely present

Co-Regulation

You can only help a youth become regulated if you are regulated.



**IN OTHER WORDS, YOU HAVE TO BE CALM IN ORDER TO
HELP A YOUTH BECOME CALM**

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WHAT DOES MILD DYSREGULATED LOOK LIKE

STUDENT

- Grumpy
- Bad mood
- Irritable
- Defensive
- Whining
- Crying

ADULTS

- Grumpy
- Bad mood
- Irritable
- Defensive
- Whining
- Crying

IT'S A CONTINUUM  *Way Institute*
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Dysregulation



Teacher
Feels more threatened
(More fight or flight)

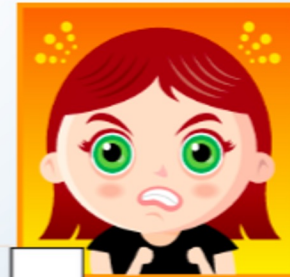
Student

- Impulsive
- Acting-Out
- Refusal to Cooperate

(Is acting hostile)

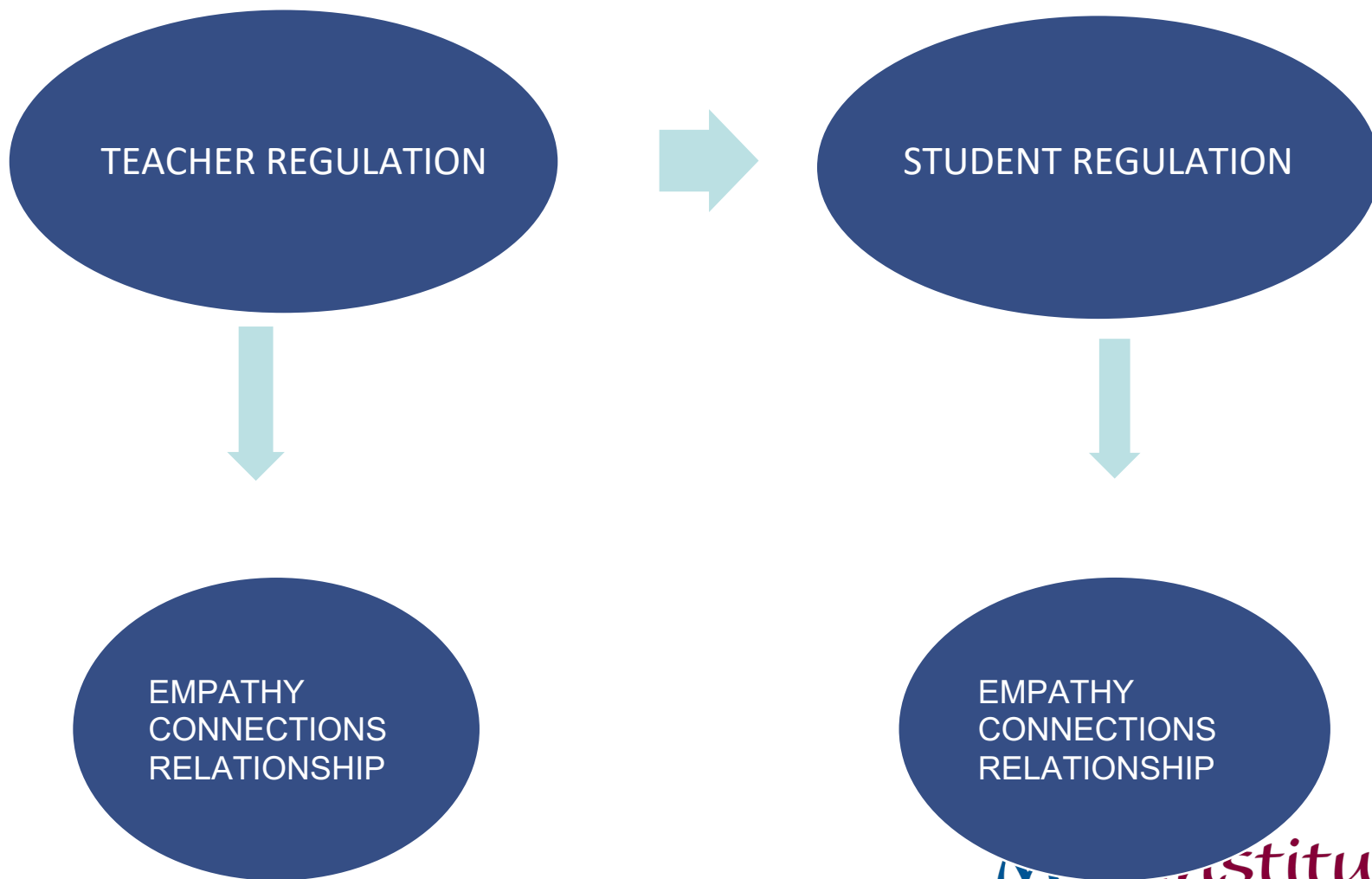


Teacher
Feels attacked or personally disrespected
(fight-flight)
(Accepts Challenge)



Student
Accepts challenge from hostile adult
(Increased rage)

IT'S THE ONLY WAY



What are you currently doing about staff regulation?



Feeling Overwhelmed?
Remember **“RAIN”**

Four steps to stop being so hard on ourselves.

R	A	I	N
Recognize what's going on	Allow the experience to be there, just as it is	Investigate with kindness	Natural awareness, which comes from not identifying with the experience

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FOUR PHASES OF DE-ESCALATION

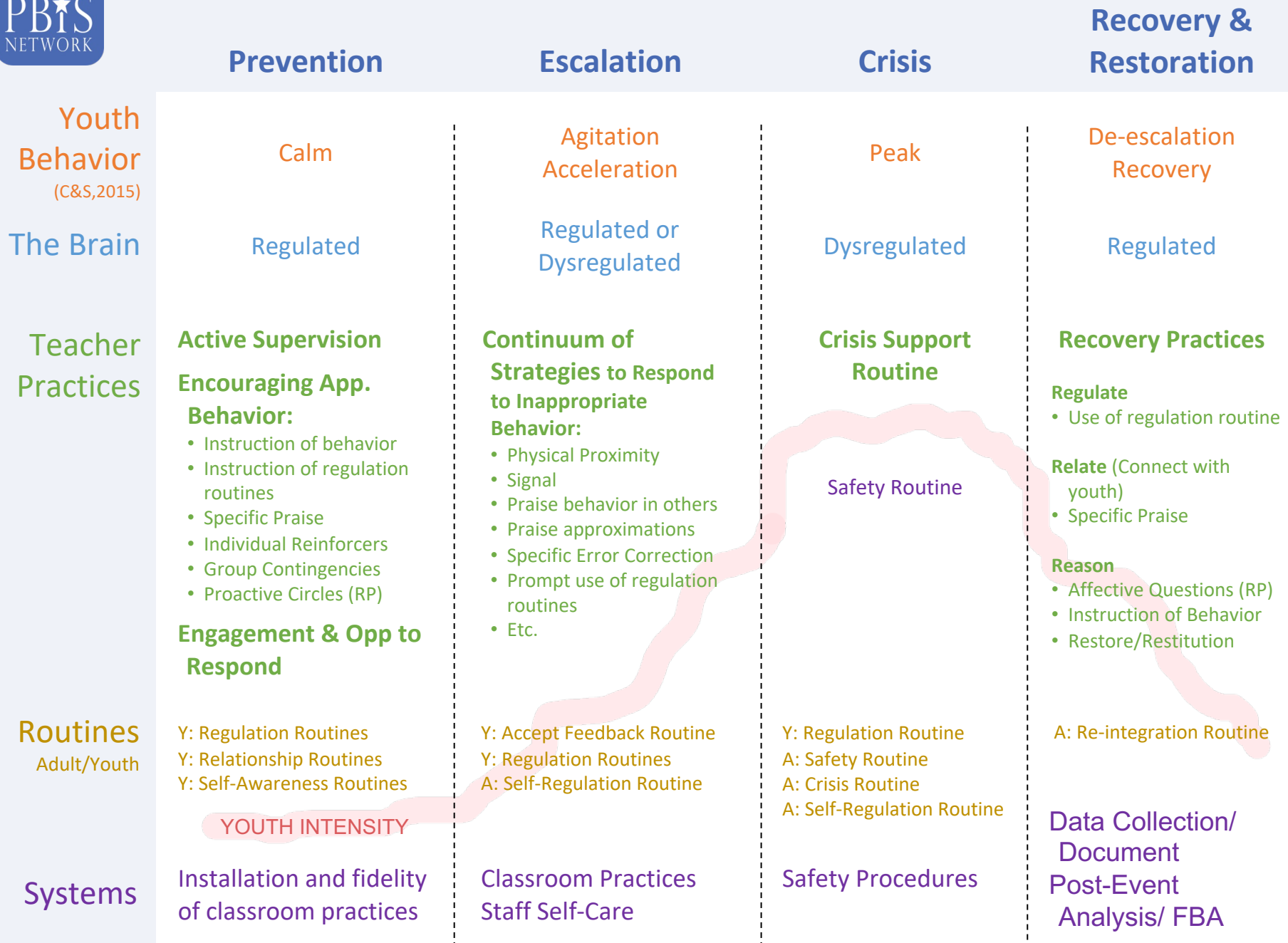
Prevention

Escalation

Crisis

Recovery Restoration  *Shaping Futures. Changing Lives.*

De-Escalation

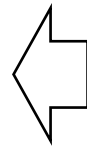


Prevention

Preventing low level behaviors from escalating



Students are regulated, while occasionally engaging in minor challenging behavior.



What teachers can do

Use the school-wide classroom practices taught by the Tier 1 Team



What PBIS Teams can do

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Youth Behavior
(C&S,2015)

Calm

The Brain

Regulated

Teacher Practices

Active Supervision

Encouraging App. Behavior:

- Instruction of behavior
- Instruction of regulation routines
- Specific Praise
- Individual Reinforcers
- Group Contingencies
- Proactive Circles (RP)

Engagement & Opp to Respond

Routines
Adult/Youth

- Y: Regulation Routines
- Y: Relationship Routines
- Y: Self-Awareness Routines

YOUTH INTENSITY

Systems

Installation and fidelity of classroom practices

POSITIVE BEHAVIOR SUPPORT FORUM

/PBIS: Research to Practice/

PREVENTION

- Greeting & welcoming students at the door upon arrival
- Checking in with students and families
- Identifying individual student interests and strengths
- Creating space for activities that foster authentic peer relationships
- Ending class intentionally with a predictable routine

Resource: Cultivating Positive Student-Teacher Relationships

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REGULATION STRATEGIES

STUDENTS

- Teach and regularly practice regulation strategies with all students as part of Tier 1 support.
- Initially teach when all students are calm and relaxed, gradually working toward practicing in settings or situations that can lead to dysregulation for some students (e.g., before quizzes and tests)

ADULTS

- Model for students and regularly practice (using think aloud strategies) the regulation routines students are being taught.
- Seek professional development opportunities focused on stress-reduction strategies for staff.

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Escalation

Youth Behavior
(C&S,2015)

The Brain

Teacher Practices

Routines
Adult/Youth

Systems

Agitation
Acceleration

Regulated or
Dysregulated

Continuum of
Strategies to Respond
to Inappropriate
Behavior:

- Physical Proximity
- Signal
- Praise behavior in others
- Praise approximations
- Specific Error Correction
- Prompt use of regulation routines
- Etc.

YOUTH INTENSITY

Y: Accept Feedback Routine
Y: Regulation Routines
A: Self-Regulation Routine

Classroom Practices
continued
Staff Self-Care

Agitation and Acceleration of Behavior



Student displays low level (agitation) or high level (acceleration) of behavior



What teachers can do

Rely on the schools' continuum of research validated response strategies:

- Redirection strategies
- Choice-making opportunities
- Prompts for mastered regulation routines
- Co-regulation
- Provide space



What PBIS Teams can do

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IVE BEHAVIOR SUPPORT FORUM

/PBIS: Research to Practice/

ESCALATION

AGITATION

- The student is saying “LEAVE ME ALONE”
- The student is saying “LOOK AT ME!”

ACCELERATION

- The student is demonstrating engaging behavior that is highly likely to get a response.

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AGITATION The student is saying “LEAVE ME ALONE”

- Darting Eyes
- Busy hands
- Moving in and out of groups
- Act like they don't know what they want
- Off task then on task then off
- Staring into space
- Veiled eyes
- Non-conversational language
- Contained hands
- Withdrawal from group

AGITATION STRATEGIES

(from your Continuum of Responses)

- Choice
- Redirection
- Co-Regulation
- Regulation Routine

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ACCELERATION: The student is demonstrating engaging behavior that is highly likely to get a response.

- Questioning
- Arguing
- Non-compliance
- Refusal to cooperate
- Defiance
- Off-task
- Provocation
- Rule violations
- Whining and crying
- Avoidance and escape
- Threats and Intimidation
- Verbal Abuse
- Destruction of property

ACCELERATION STRATEGIES

(from your Continuum of Responses)

- Reminders of regulation routine
- Provide space
- Co-regulation with limited words
- Remove unsafe items



Know what triggers you *(it takes two to argue)*

Acceleration Behaviors¹:

1. Badgering

- “please, please, please, please?”

2. Intimidation

- Temper tantrums, aggression, threats

Why does it work?

3. Threat

These behaviors push the buttons of the adult;
• “I’m going to run away”

4. Martyrdom

adults become dysregulated.
• “Why do you hate me?”

5. Butter up

*take the behavior personally. Students learn to keep doing the behaviors when they are successful.**
• “You are my favorite teacher”

6. Physical*

- Fighting, property damage

Response Strategies*

A) Ignore the “content” of the behavior

- Do not respond to the youth tactic.

B) Teach to the original behavior/Stay on topic

- Specific Error Correction
- Reminder of regulation routine
- Offer space and/or time Use Crisis Teaching if the behavior continues or escalates.

C) [As needed] Use your own previously practiced self-regulation routine

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¹Phelan, T. W. (1995). 1-2-3 Magic: Effective discipline for children. Glen Ellyn, IL.

* Always ensure safety first when responding to behavior

Big Ideas

Escalation Phases

Are these strategies new?

Are they being implemented?

Are they implemented with fidelity?

Are they working?

How do
you
know?

Practice “Avoiding Content” when
addressing accelerated behaviors

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Crisis

Youth Behavior
(C&S, 2015)

The Brain

Teacher Practices

Routines
Adult/Youth

Systems

Peak

Dysregulated

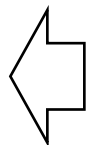
Crisis Support Routine

Safety Routine

YOUTH INTENSITY

Y: Regulation Routine
A: Safety Routine
A: Crisis Routine
A: Self-Regulation Routine

Safety Procedures



Dysregulation

Student needs support to regulate their behavior and emotions.

Student is unable to follow simple instruction.

What teachers can do

- Use the established Crisis Support Routine
- Follow the established Safety Routine

What PBIS Teams can do

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POSITIVE BEHAVIOR SUPPORT FORUM

/PBIS: Research to Practice/

CRISIS DYSREGULATION

DESCRIPTION

- Highest point of escalation
- Disruption is so serious class can't continue
- Student is in rage and out of control

- Represents a threat to safety

Adapted from Colvin, G., & Scott, T. M. (2015). *Managing the Cycle of Acting-Out Behavior in the classroom, Second Edition*. Thousand Oaks: Corwin A SAGE Company.

STUDENT BEHAVIORS

- Serious destruction of property
- Physical attacks
- Self-abuse
- Severe tantrums
- Running Away

What should be in your **Safety Routine?**

- Maintain Safety
- Call for support
- Use minimal words and demands
- Stay calm
- Decision rules on when a room is cleared vs not



Crisis Support Routine

What is it?

An adult routine to help staff stay regulated, maintain patience, ensure consistent adult implementation, and support students in behavioral crisis/dysregulation to regain self-control.

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Example Crisis Support Routine

Step 1: Regulate [choose one]:

- Praise approximations -or-
i.e. Praise any component of behavior
- Non-Verbal prompt of regulation routine -or-
Previously taught and practiced
- Offer time and space

Step 2: Relate to Student [choose one]:

- Sincere words of empathy (brief) -or-
- Express concern (brief)
*Focus on overall SW expectations (e.g. Be Safe);
Limit attention to inappropriate behavior*

Step 3: Simple Instruction

- One simple instruction to assess regulation
Focus on what student should do, rather than stop doing

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Crisis Phase Big Ideas

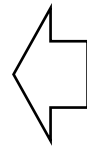
- Establish a **SIMPLE Crisis Support Routine** for Adults to follow
- Establish a consistent **Safety Routine**
- Practice
- Decision Rules Needed:
 - When is a student considered in crisis? (e.g. “not responding to three Specific Error Corrections in a row”)
 - When is a student considered starting recovery? (e.g. “starting to follow simple neutral instructions 3 times”)
 - Consequences/amends are not discussed during phase

Recovery & Restoration

De-escalation and Reconnection



Student is able to regulate and re-integrate back into the classroom



What teachers can do

- Assessing regulation by ability to follow simple neutral instruction
- Regulate/Relate/Reason:
 - Restorative Questions
 - Restorative Circle
- Document data; Debrief with team

(Perry, 2013)



What PBIS Teams can do

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Youth Behavior
(C&S, 2015)

De-escalation
Recovery

The Brain

Regulated

Teacher Practices

Recovery Practices

Regulate

- Use of regulation routine

Relate (Connect with youth)

- Specific Praise

Reason

- Affective Questions (RP)
- Instruction of Behavior
- Restore/Restitution

Routines
Adult/Youth

A: Re-integration Routine

Data Collection/
Document

Systems

Post-Event Analysis/
FBA

YOUTH INTENSITY

RECOVERY STRATEGIES

- Welcome student
- Reintegrate
- Focus on present
- Reminders of regulation routine

RESTORATION STRATEGIES

- Debrief with student
- Restorative Conversation/circle
- Debrief with staff

Dual Thought Sheets

completed by both the student and adult when reconnection is needed

1. What is our challenge?
2. What led up to this challenge?
3. How can we handle this together and/or apart
4. Could we have prevented this situation?
5. What are 2 adjustments we will make next time?

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/PBIS: Research to Practice/

Restorative Questions

- What happened?
- What were you thinking?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

<https://www.iirp.edu/news-from-iirp/time-to-think-using-restorative-questions>

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SELF-REFLECTION

Why We Need It

- Requires you to stand back from your normal routines and behaviors
- It's the only way you learn
- It is ALWAYS a synergistic relationship between youth and adult (think about how you respond to someone you love who is angry and upset)

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EXAMPLES TEACHER SELF-REFLECTION

- What was my state of mind?
- Did I get triggered?
- Was I able to stay calm?
- Did I take the youth's behavior personally?

Recovery & Restoration **Big Ideas**

- Check your regulation
- Welcome student
- Teach/Practice skills
- Restorative
 - Conversation/Circle?
- Build Relationships

What is a vulnerable decision point

As explained in the *Culturally Responsive Problem Solving Guide*

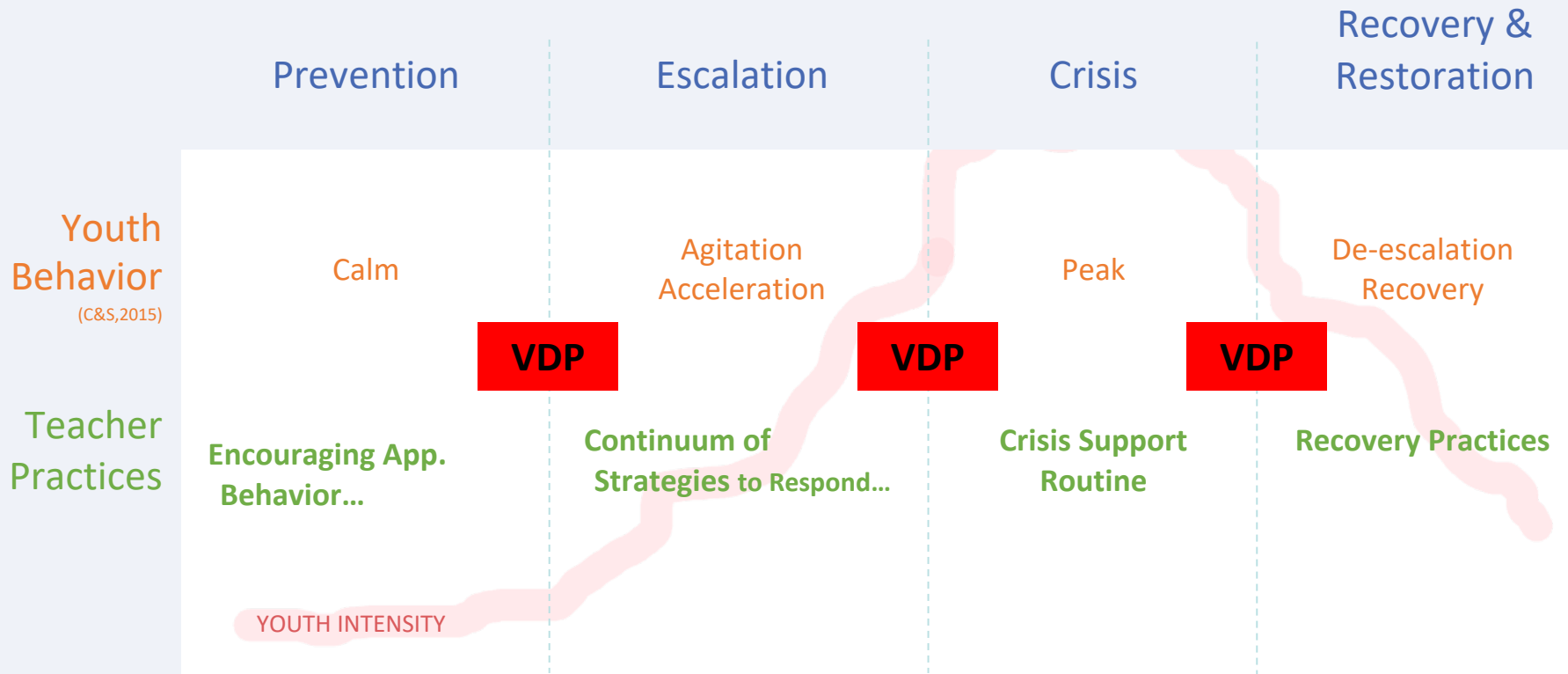


- “vulnerable decision points (VDP) are contextual events or elements that increase the likelihood of implicit bias affecting decision-making in schools (Smolkowski, Girvan, McIntosh, Nese, and Horner, 2016). “
- Increase the likelihood of educators making decisions based on implicit bias rather than objective information
 - certain contexts
 - factors
 - internal states of the educator

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There are **Vulnerable Decision Points** EVERYWHERE!



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WHAT IS A NEUTRALIZING ROUTINE?

A neutralizing routine is an alternative response to a harsh or snap-
decision
response to unwanted behavior, especially when our
implicit biases may affect responses.

Although many
adults use neutralizing routines regularly (e.g., take
three deep breaths, pause and ask a different way), it is
effective to develop, teach, and practice a school-wide
neutralizing routine (e.g., TRY; Take three deep breaths,
Reflect on your Feelings, You got this [i.e., try again])
that both adults and students can use as replacement
Responses.

(Cook et al., 2018; McIntosh et al., 2021; McIntosh et al., in press).

Center on Positive Behavioral Interventions and Supports (July 2021)

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Discussing Race, Racism, and Important Current Events with Students: A Guide with Lesson Plans and Reshaping Futures. Changing Lives.

University of Oregon. www.pbis.org.

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Tie in school wide neutralizing routines



Sample School-wide Neutralizing Routine

- **TRY**
 - Take three deep breaths
 - Reflect on your emotions
 - Youth's best interest
 - "Let's **TRY** that again."
 - "Let's **TRY** it a different way."
 - "Let's **TRY** it how we do it at school."



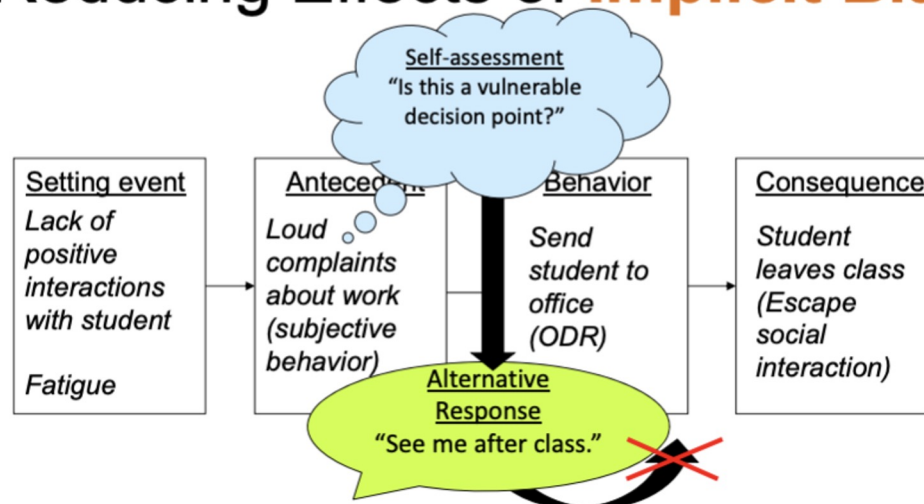
School-wide "Reset" Routine

- **TRY** for students
 - Take three deep breaths
 - Reflect on your emotions
 - You got this!
- Social-emotional Theme
 - Mistakes are part of the learning process
 - We won't always do it right the first time

Two-step Neutralizing Routine for Staff:

- When you see unwanted behavior, stop and ask yourself:
 1. Is this a VDP?
 - **Situation**
 - **Decision state**
 2. If so, use an agreed-upon alternative response

Neutralizing Routines for Reducing Effects of **Implicit Bias**



HOW DO WE DO IT?

1. Stop
2. Ask: “Is this a VDP”? (situation & decision state)
3. If yes, use agreed upon neutralizing routine

H03

You Can't Pour from a Cracked Vessel: Wellness as the Precursor/Foundation for Effective, Nurturing Classrooms

[Watch Recorded Session](#)

Jennifer Rose, Kimberly Yanek

[Presentation](#)

Classroom PBIS

Mental Health/Social-Emotional Behavioral Well-Being

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Vulnerable Decision Points and Neutralizing Routines



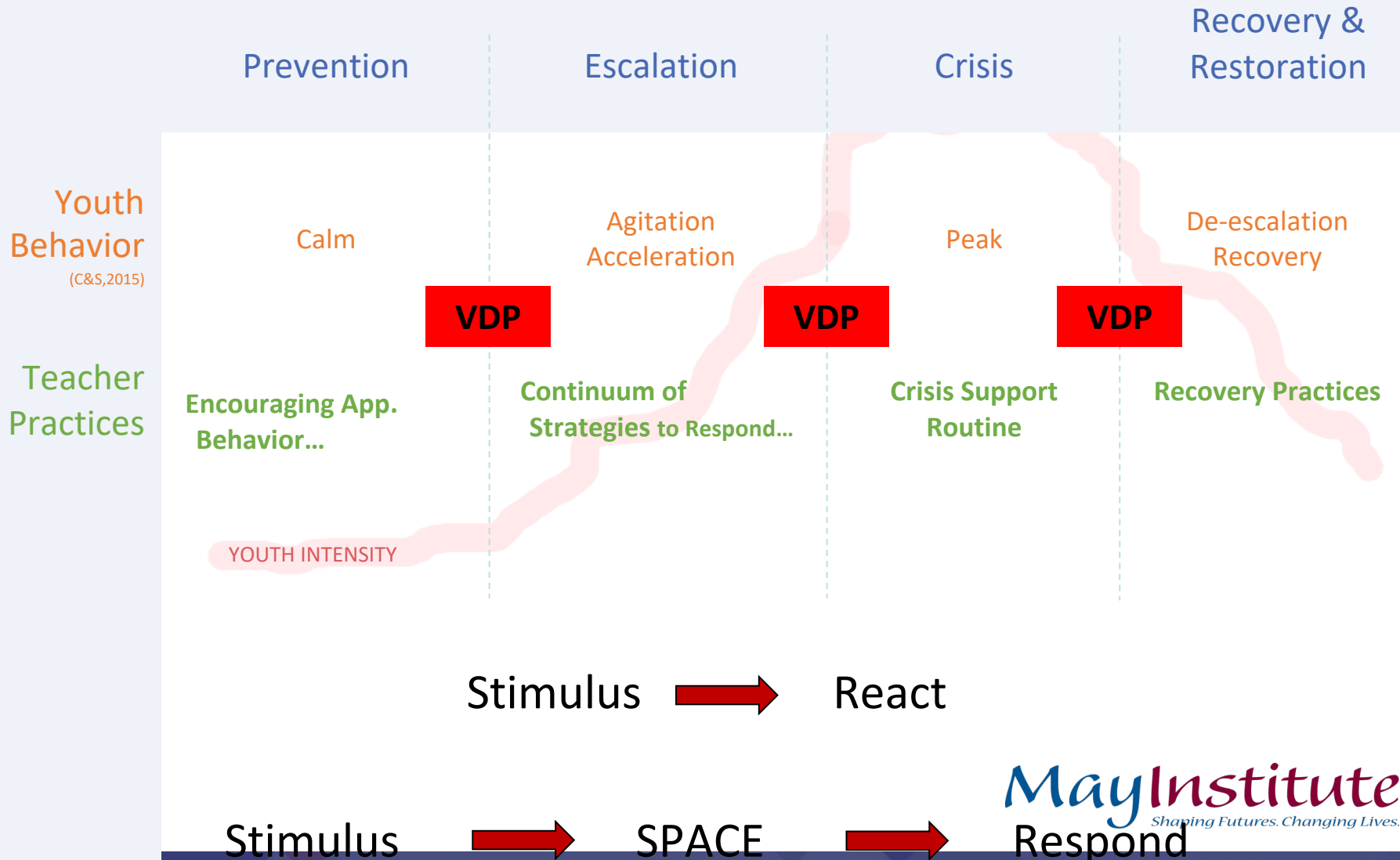
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Two-step Neutralizing Routine for **Staff**:

- Can also be used as precorrection
 1. Am I about to enter a VDP?
 2. What are my values?
 3. When I see unwanted behavior, I'll use the alternative response



Why does this matter? Think of the acting-out cycle of behavior



TAKEAWAYS

- Student regulation and adult regulation are intricately connected to de-escalation.
- It's the job of the educator to stay calm and regulated when a youth is dysregulated.
- Vulnerable decision points are always present during a cycle of escalation/de-escalation.
- Linked to Tier 1
- De-Escalation is about systems work

RESOURCES & ACKNOWLEDGEMENTS

Additional Resources

Midwest PBIS Network

- <http://www.midwestpbis.org/materials/fba-bip-training-materials>

Portland State University

- <https://sites.google.com/a/pdx.edu/functionbasedthinking/home/fba-bsp-instructions-and-forms>

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