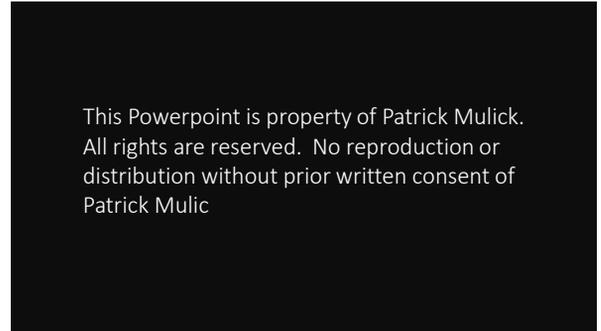
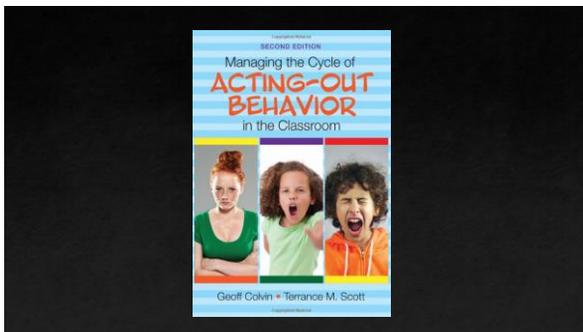




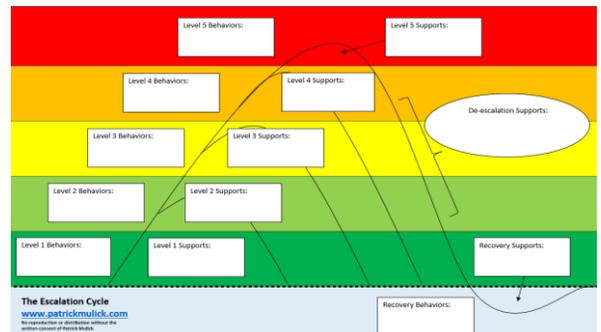
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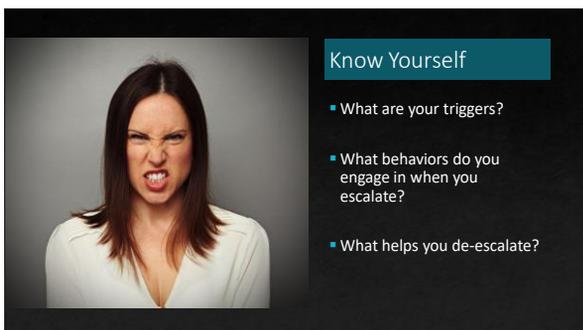
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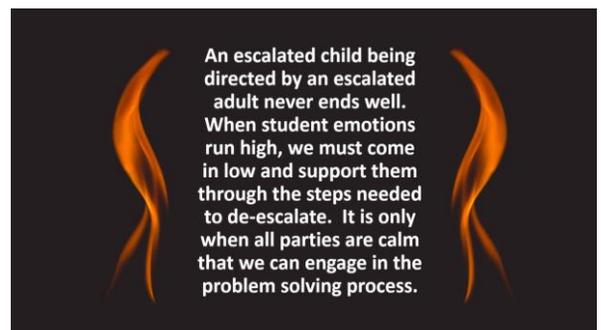
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6

Without a
plan, self-care
is just a bunch
of fluff.



7



If you don't prioritize
your wellness now, you
will be forced to deal
with your illness later.

8

When they bring the chaos, you bring the calm.
When they bring the problems, you bring the peace.



Only when there is peace can one begin to process.

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9

The Angry Adult



10

Empathy Statements

- I am sorry you had to experience this.
- I can see how frustrating this must be.
- I see how this must be really confusing.
- These are good questions that need answers.
- I want to make sure I fully understand this. What I hear you saying is.....
- We will get to the bottom of this.
- Thank you for letting me know about this, we will get back to you.

11



Behavior is a
science.

PAGE 12

12

Some kids will have a talent for pressing your buttons. When they do, just be sure you disconnect the wiring and respond with skill instead of emotion.



13



Level 1: Calm

What You May See

- Student exhibits cooperative behavior and is responsive to staff directions
- Appears to be happy and centered
- Socializes with peers
- Accepts praise
- Ignores distractions
- Will vary depending on student

What You Should Do

- Provide engaging quality instruction
- Maintain effective classroom structures
- Establish routines
- Teach and enforce rules
- Reinforce desired behavior
- Plan for activities and transitions
- Teach and practice self-management

14

1. Keep the Learning Environment Positive, Engaging, and Structured



15

Student schedules and behavioral expectations are like railroad tracks, as long as they are clearly laid out in front of the learner they will have a much higher likelihood of being able to move forward successfully. If these structures are missing it should come as no surprise when things begin to crash.

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In the absence of appropriate classroom structures, chaos reigns.



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Keep kids engaged in their learning. The busy mind forgets to misbehave.

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2. Voice and Choice



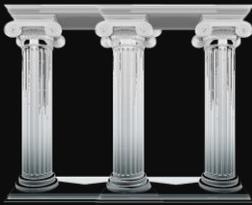
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A student who feels heard is a student who is better equipped to listen.

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20

3. Build a Student's Day that will Work for Them



21

Don't allow the stress of the curriculum to interfere with student growth.

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22



Level 2: Trigger

What the Trigger Might Be

- Conflict
- Task demand
- Undesired peer interaction
- Basic human needs not being met
- Being yelled at
- Breaking or losing personal item
- Unexpected change

Why They are Tricky

- It may be the result of something that happened a while ago
- Can vary student to student
- Can vary day to day
- Easily goes unseen by the supervising educator

Providing a student their needed supports does not guarantee that they will succeed, but neglecting to provide them their needed supports does guarantee that they will fail.



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Level 3: Aggitation

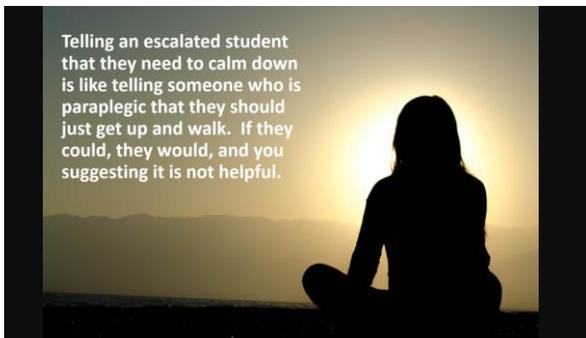
What You May See

- A student who is angry, depressed, on edge, withdrawn, worried, disturbed, frustrated, and anxious
- Increased hyperactivity, body movement, eye movement, or off task behavior
- Decreased eye contact, conversation, and overall engagement

What You Should Do

- Focus on getting back down to baseline
- Closer adult proximity
- Consider offering a break
- Empathize without downplaying
- Avoid
 - Sarcasm
 - "Calm down"

26



27

What is this for?

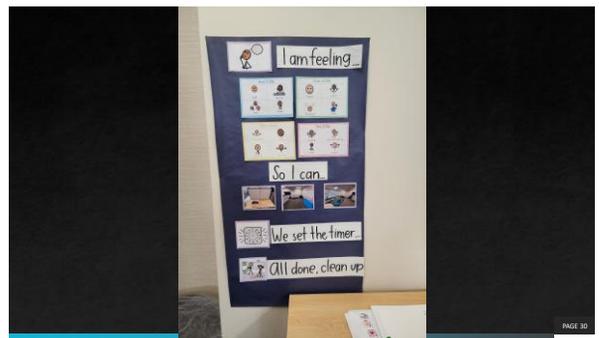




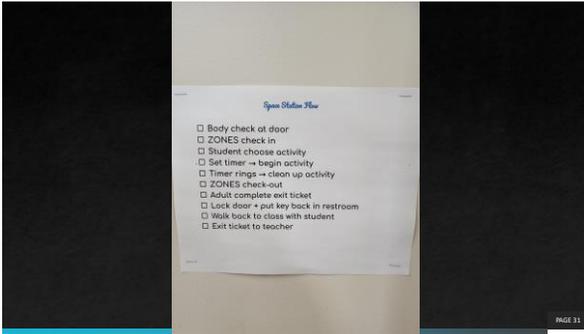
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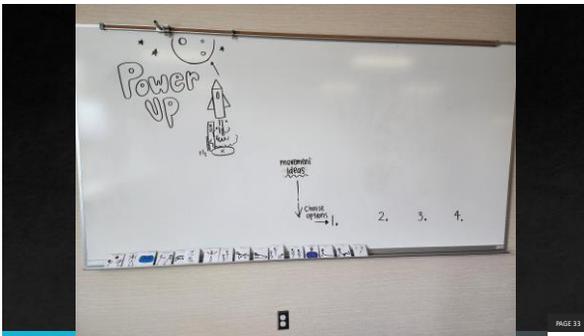
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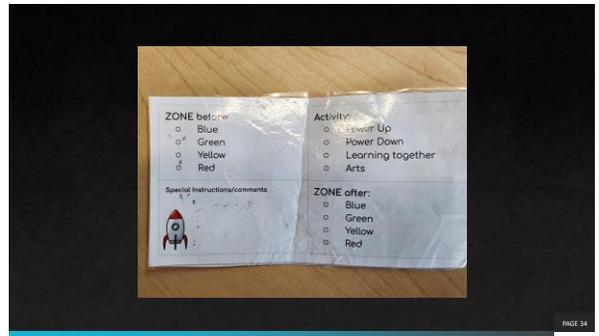
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32



33



34

Level 4: Acceleration

What You May See

- Intentional and focused actions by student
- Provoking other students
- Defiance to any directions given
- Asking questions to which they do not care for answers
- The beginning of property destruction

What You Should Do

- Pause and assess the situation
- Approach the student in a non-confrontational manner
- Work to engage the student in a positive way in short statements
- Offer choices
- Explain the positive consequences to complying
- Avoid
 - Power commands
 - Shouting or arguing

35

Student Specific De-escalation Techniques

- Do nothing
- Offer time and space
- Consider the importance of the task
- Start the demand with them
- Break down the work
- Assist in problem solving
- Be their cheerleader
- Take a break/go for a walk
- Move on to a success and then come back
- Seek replacement behaviors

36

Address Sensory Needs

- Go for walk
- Do heavy lifting
- Deliver a note
- Run
- Cold wash cloth
- Drink of Water
- Dim Lights
- Soft Music
- Fan



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Level 5: Peak

What You May See

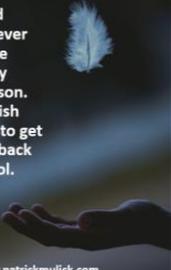
- Physical aggression
- Self-injury
- Property destruction
- Student seeming like they are out of control
- Other students who are visually scared

What You Should Do

- Give time and space for the escalation to run its course
- Maximize safety of yourself and all students
- Avoid going hands on
- Stop talking until the student is ready to communicate

38

An escalated student is never seeking to be controlled by another person. They only wish for the help to get themselves back under control.



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De-escalation

What You May See

- Decrease in severe behavior while still being disengaged
- Confusion and lack of focus
- Denial and blaming others
- Wanting to apologize or seek comfort
- May revert to some behaviors from previous levels

What You Should Do

- Minimize stimuli and attention from others
- Assign an easy to complete and close ended activity
- Not the time for debriefing or a lecture
- Remain in a neutral tone
- Probe for cooperation
- Give time and space and the assurance that we will get back to our regularly scheduled program

40

Adults Must Control Themselves



41



42

The Lead Must...

- Be singular
- Feel equipped
- Have a positive relationship
- Be 100% locked into the student's behavior
- Connect at the student's level
- Watch their tone and body language
- Maintain student dignity and safety
- Direct others with how they can support
- Be humble enough to swap out



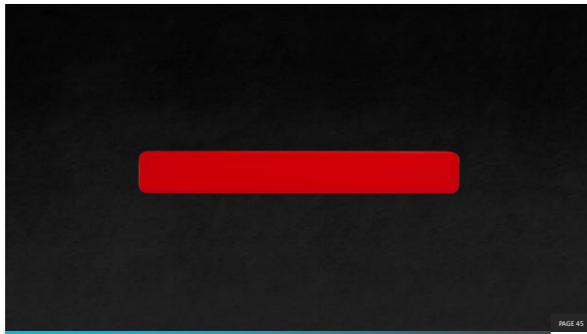
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The Backup Must...

- Avoid unneeded commentary
- Support where the lead can't
- Support and direct the other students
- Manage the environment
- Nonverbally check in with the lead
- Grab items for both the student or lead
- Be ready to call for more help
- Be ready to take the lead if needed



44



45

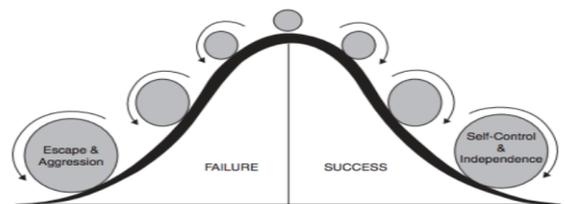
Recovery

- The student may be quiet, tired, or even sleeping
- After at least 20 minutes of calm, begin to debrief with the student
- The debrief should last between 1-5 minutes and it should:
 - Identify the sequence of events
 - Pinpoint decisions that were made during the sequence
 - Evaluate the decisions
 - Identify acceptable decision options for future situations and commit to them
 - Identify steps to repair relationships
 - Make a plan for re-entering the school day

46

Don't make the adult debrief so brief that it does not happen.

47



"THE SNOWBALL ROLLING FAST TO THE RIGHT CANNOT BE SLOWED BY THE OCCASIONAL FAILURE. LIKEWISE, THE SNOWBALL ROLLING FAST TO THE LEFT WILL NOT BE SLOWED BY THE OCCASIONAL SUCCESS."

48

It's All About Prevention

- You have to have an understanding of the science
- Detectors need to be fully functional and operational
- You must have the right tools available to put out the small fires
- You must have a plan for the big fires (and practice those plans)



49

5:1

50

Student Name:	Date:	Student Plan	Staff Name:
<p>Learn with others...</p> <ul style="list-style-type: none"> 1. There is no talking or talking back 2. I have opportunities to ask for help 3. The teachers can find and give me help 4. I get the help I need when we are forced 5. I have a consistent, predictable routine 6. The teacher / aide understands 7. There is clear feedback from teachers 8. I have the power to make choices 9. There is a limit of behavior 10. I know and can recognize danger in quiet and noisy 11. I am treated like a team member 	<p>Strategies</p> <ul style="list-style-type: none"> 1. Visual supports 2. Social stories 3. Being scheduled 4. Light touch 5. Break 6. Choice 7. Visual schedule of school 8. Visual schedule of class 9. Visual schedule of work 10. Visual schedule of work 11. Visual schedule of work 12. Visual schedule of work 13. Visual schedule of work 14. Visual schedule of work 15. Visual schedule of work 16. Visual schedule of work 17. Visual schedule of work 18. Visual schedule of work 19. Visual schedule of work 20. Visual schedule of work 	<p>Early Warning Signs</p> <ul style="list-style-type: none"> 1. Avoid eye contact 2. Run and/or hit items and avoid interacting with others 3. Stimming 4. Hair touch hair 5. Repetitive 6. Repeating age 7. Repeating hand 8. Repeating words or lines 9. Flapping 10. Clapping 11. Clapping 12. Clapping 13. Clapping 14. Clapping 15. Clapping 16. Clapping 17. Clapping 18. Clapping 19. Clapping 20. Clapping 	<p>Strategies</p> <ul style="list-style-type: none"> 1. Take away from situation 2. Talking deep breaths 3. Sit on mat/pillow 4. Talking to someone 5. Listening to peaceful music 6. Going for a walk 7. Being in a room 8. Flapping 9. Reading a book 10. Clapping 11. Flapping 12. Clapping 13. Clapping 14. Clapping 15. Clapping 16. Clapping 17. Clapping 18. Clapping 19. Clapping 20. Clapping
<p>Things that do not help:</p>			

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Warning signs



Things that help

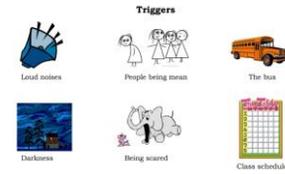


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I am calm when...



Triggers



53



Avoid the Power Struggles

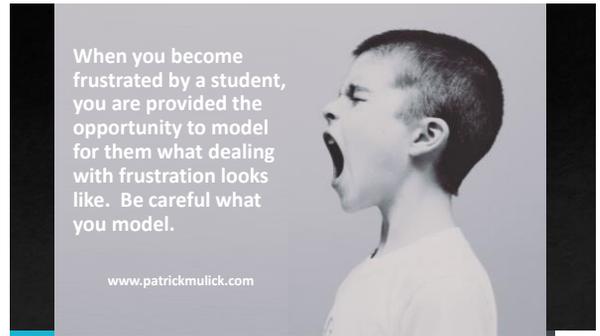
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Power Struggles Look Like....

- Arguing and/or loud voice
- Increased or undeclared expectations
- Use of threats and inappropriate consequences

55



When you become frustrated by a student, you are provided the opportunity to model for them what dealing with frustration looks like. Be careful what you model.

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Behavior is the language of trauma. Children will show you before they tell you that they are in distress.

-Micere Keels

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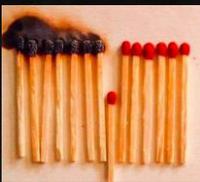
The New Three Rs

- **Regulation:** the ability to take in stimuli and manage emotional and behavioral responses accordingly.
- **Relationship:** a meaningful connection with another human being- in particular a student's healthy-enough, safe-enough relationship with a teacher.
- **Responsibility:** a sense of self worth, efficacy, and competence. A student with these characteristics can proceed to the tough business of learning.

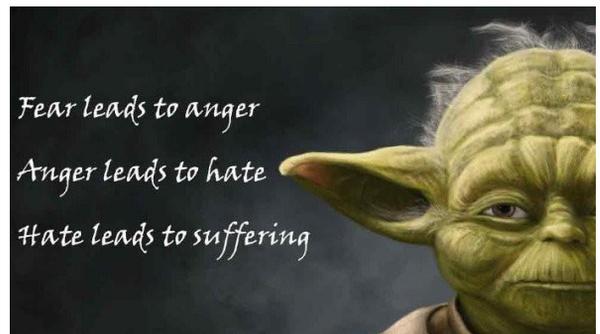
-Souers with Hall, 2019

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Chain Breaker

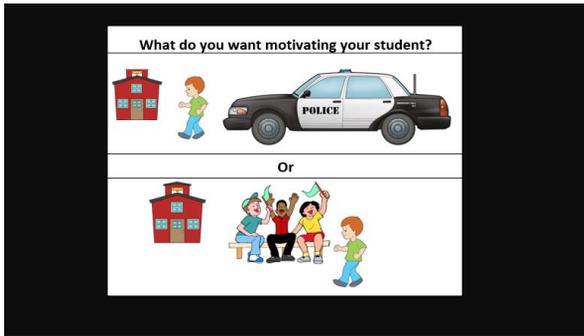


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*Fear leads to anger
Anger leads to hate
Hate leads to suffering*

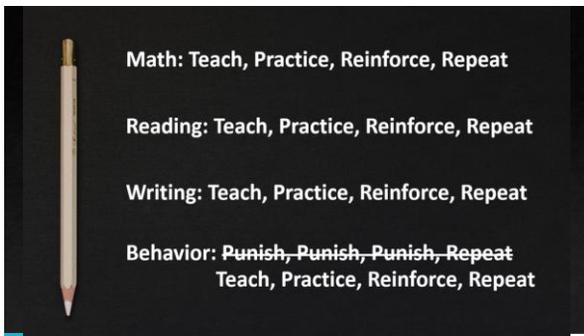
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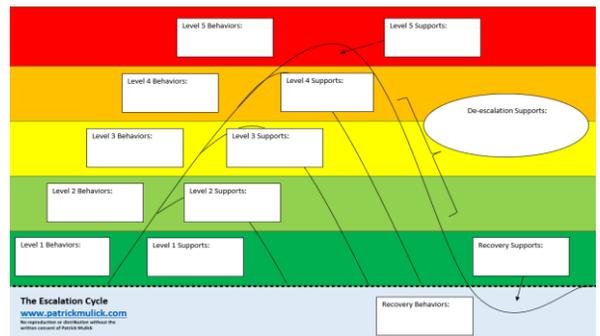
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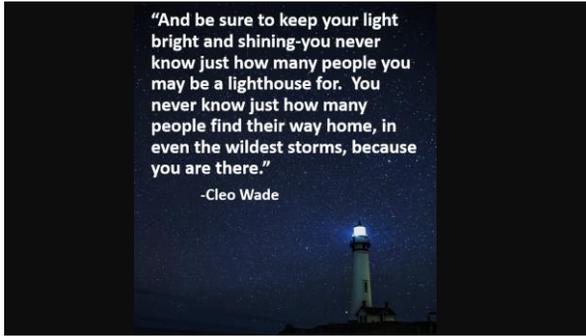
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