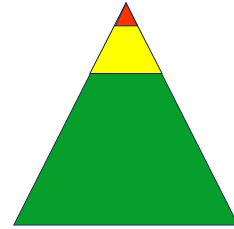
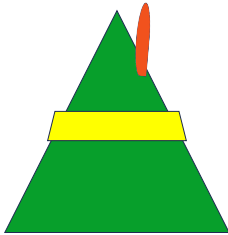




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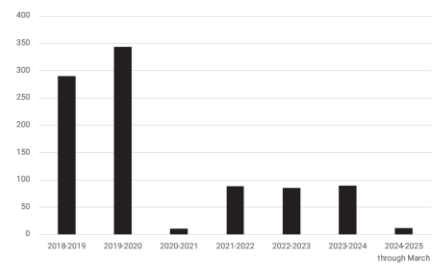


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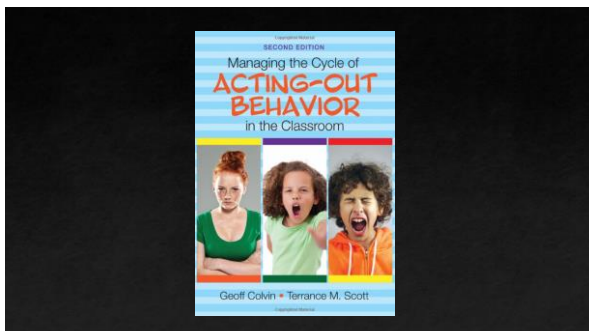


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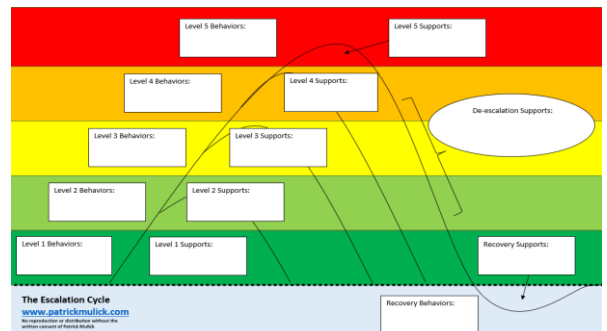
Auburn's Isolation Data



4




5




6

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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7


 Level 1: Calm

In the absence of appropriate classroom structures, chaos reigns.




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8

 Level 2: Trigger

Look at behavior not through its outward appearance, but rather through the child's experience.



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9



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

-Micere Keels


10

The New Three Rs

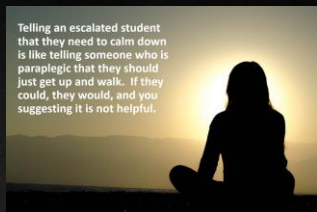
- **Regulation:** the ability to take in stimuli and manage emotional and behavioral responses accordingly.
- **Relationship:** a meaningful connection with another human being- in particular a student's healthy-enough, safe-enough relationship with a teacher.
- **Responsibility:** a sense of self worth,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

-Souers with Hall, 2019

11

 Level 3: Aggitation

Telling an escalated student that they need to calm down is like telling someone who is paraplegic that they should just get up and walk. If they could, they would, and you suggesting it is not helpful.



12

What is this for?



13

Regulation Spaces for All Students

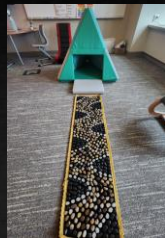
- Calming corners in every classroom (TIER 1)
 - Equipped with fidget bins
 - Visual cues for regulation
 - Students are explicitly taught how to use and not use



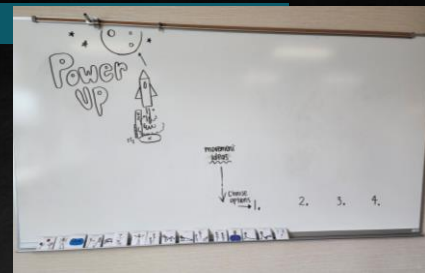
14

Regulation Spaces for All Students

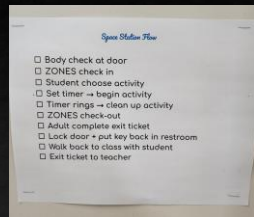
- The Space Station and the Zen Den (TIER 2 and TIER 3)
 - Scheduled breaks in room with trained adult
 - Movement options to power down or fire up
 - Utilizes Zones of Regulation to equip students



15



16



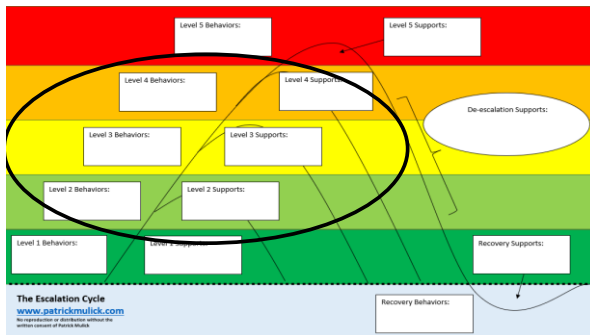
17



Level 4: Acceleration



18



19

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



20

Address Sensory Needs

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



21



Level 5: Peak

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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22

Why
Am
I
Talking?

23



De-escalation

An escalated child being directed by an escalated adult never ends well. When student emotions run high, we must come in low and support them through the steps needed to de-escalate. It is only when all parties are calm that we can engage in the problem solving process.

24

Adults Must Control Themselves



25

Staff

Staff

Student

26

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



27

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



28



29



Recovery


"The way we talk to our children becomes their inner voice."

-Peggy O'Mara

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30



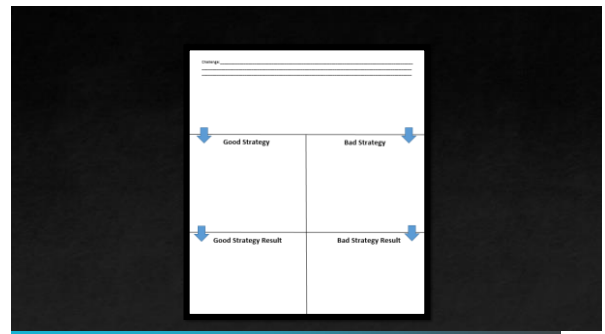
Math: Teach, Practice, Reinforce, Repeat

Reading: Teach, Practice, Reinforce, Repeat

Writing: Teach, Practice, Reinforce, Repeat

**Behavior: ~~Punish, Punish, Punish, Repeat~~
Teach, Practice, Reinforce, Repeat**

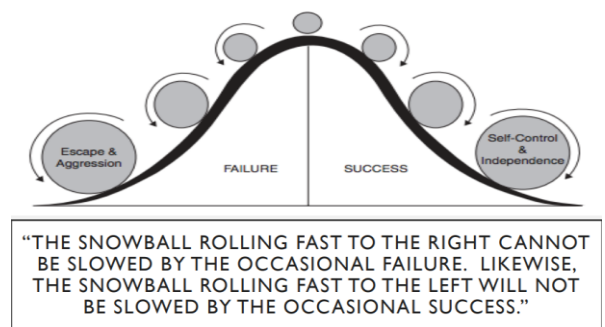
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32

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


33



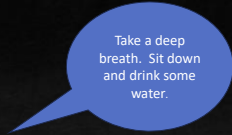
34

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)



35



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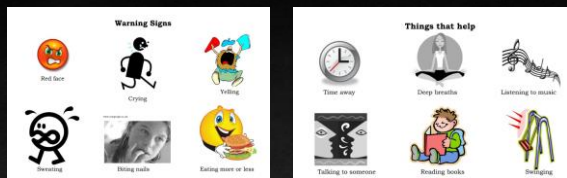
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37

Student Name: _____	Date: _____	Student Plan	Staff Name: _____
Learning Objectives: 1. There is no teasing or bullying 2. I have opportunities to work one time 3. The teachers are fair and partial 4. I feel like help is available but not forced 5. I have a consistent, predictable routine 6. The schedule / rules are flexible 7. There is clear feedback from teachers 8. I have the power to make choices 9. There is a limit of sentence frames and how written 10. I am treated like a trustworthy person	Triggers 1. Loud noises 2. Being touched 3. Lights / Dark 4. Heat 5. Things outside of school 6. When I can't remember or not understand with 7. Difficulty hearing 8. Feeling uncomfortable 9. Lack of sleep 10. Being hungry 11. Being tired 12. Not being treated as 13. Not being listened to 14. Feeling alone 15. Feeling unwanted 16. Being scared or 17. Being threatened 18. Contact with certain people 19. Aggression 20. Feeling disappointed	Strategies 1. Take away from situation 2. Taking deep breaths 3. Sit or curl up in 4. Talking to someone 5. Listening to peaceful music 6. Using the words 7. Shouting "stop" 8. Reading a book 9. Crying 10. Laughing 11. Hiding 12. Running 13. Hitting myself / hitting 14. Being angry 15. Being sad 16. Crying 17. Shouting 18. Hitting 19. Other: _____ 20. Other: _____	Strategies 1. Take away from situation 2. Taking deep breaths 3. Sit or curl up in 4. Talking to someone 5. Listening to peaceful music 6. Using the words 7. Shouting "stop" 8. Reading a book 9. Crying 10. Laughing 11. Hiding 12. Running 13. Hitting myself / hitting 14. Being angry 15. Being sad 16. Crying 17. Shouting 18. Hitting 19. Other: _____ 20. Other: _____

Things that do not help: _____

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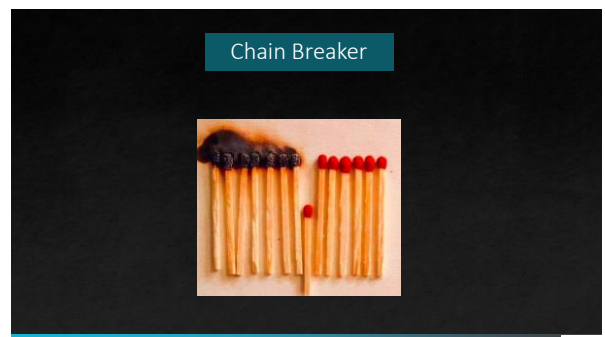
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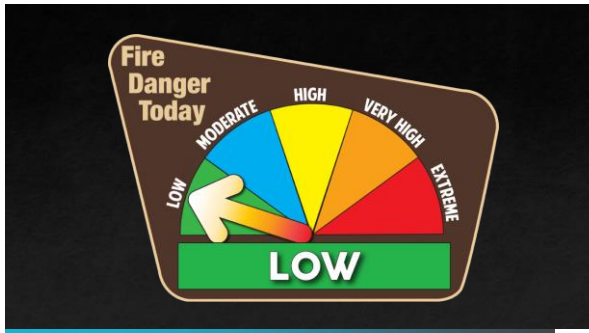
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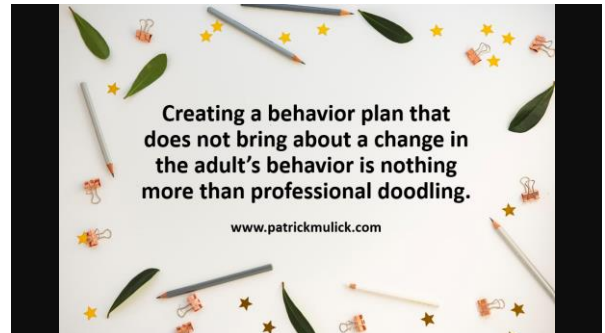
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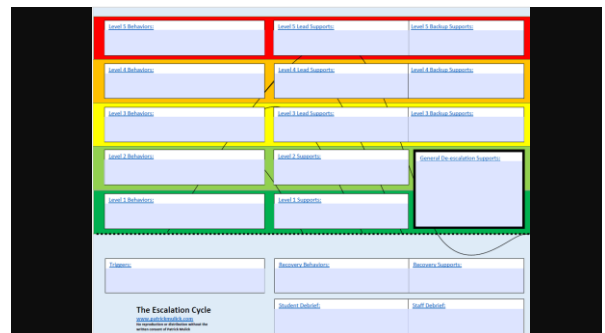
44

Uh-Oh I'm stuck
 Talk quietly even if they are loud.
 Allow 5-10 seconds for responses.
 Offer 2-3 choices
 change the request
 offer help
 give more time
 change staff
 Help Strategy
 Prompt Strategy
 momentum of compliance
 WAIT (Why Am I Talking)

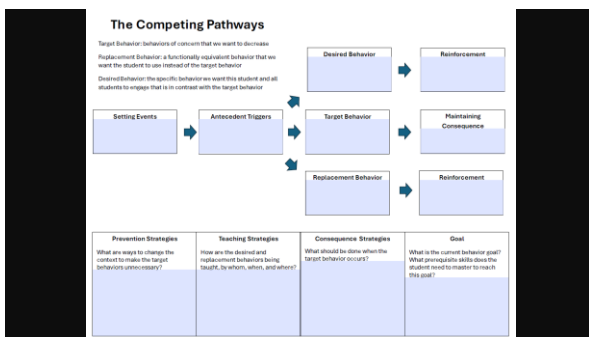
CALM
 Count to 10, 100, etc.
 Awareness- What do you see/hear/feel/taste?
 Look for something red, orange, blue...
 Model deep breaths

Cheat Sheet

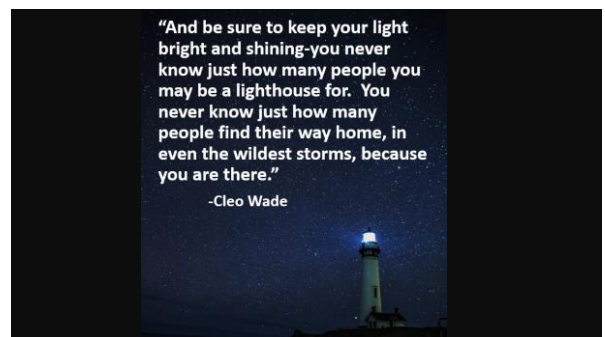
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