Defusing Disruptive Behavior

Summer 2024

Establishing Our Purpose

- Understand the foundational principles of behavior to design more effective interventions.
- Develop an understanding of the escalation cycle and contributing factors.
- Examine our responses throughout the phases of the escalation cycle to support student behavior.
- Explore evidenced-based interventions to apply throughout the escalation cycle.

When it comes to Defusing Disruptive Behavior, what strength(s) do you bring to the table?

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Community Agreements		**What do you need from us or yourself to honor the community agreement?**
Practice Self-Compassion	• Extend patience, grace, and kindness • Focus on solutions to make things easier	
Practice Growth Mindset	• Be open to new thoughts and ideas • Embrace learning opportunities	
Practice Presence	• Focus on the here and now • Share your expertise, information and ideas. • Assign a group recorder	
Setting Intentions		**What is your personal intention for our time together?**

Group Activity | Personal Reflection

Personal Reflection

Think of a time when you were faced with behavior(s) that escalated. Now take 60 seconds to do a brain dump of everything you remember about that event.

Behavior is Communication and has a function

We change behavior through an instructional approach

Behavior occurs as a sequence of events

Why do they keep doing that?	
GAIN	**ESCAPE**

Group Activity | Personal Reflection

Antecedent	Behavior	Consequence
Mr. Jones passes out a math worksheet	Carson runs out of the classroom	Carson followed and sent to the office

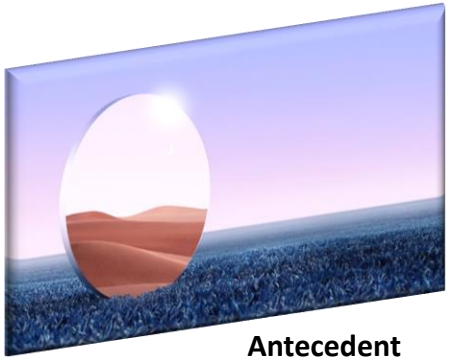
Notes:

Antecedent	Behavior	Consequence
Mr. Jones prompts students to take out notebooks	Student says, 'Mr. Jones, what is up with that ugly haircut?"	The class laughs

Notes:

Antecedent	Behavior	Consequence
Mr. Jones prompts students to put phone away	Student ignores Mr. Jones, pulls up the hood, and stays on phone	Mr. Jones stops his instruction and raises his voice, prompting the student to put up the phone

Notes:



Reflection

Using the scenario from your personal reflection, identify the antecedent, behavior, and consequence.

Antecedent	Behavior	Consequence

Setting Events

… help explain why people respond differently at different times when presented with the same set of triggers.

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Fatigue

Transitions

Time of Day

Hunger

Sick/Allergies

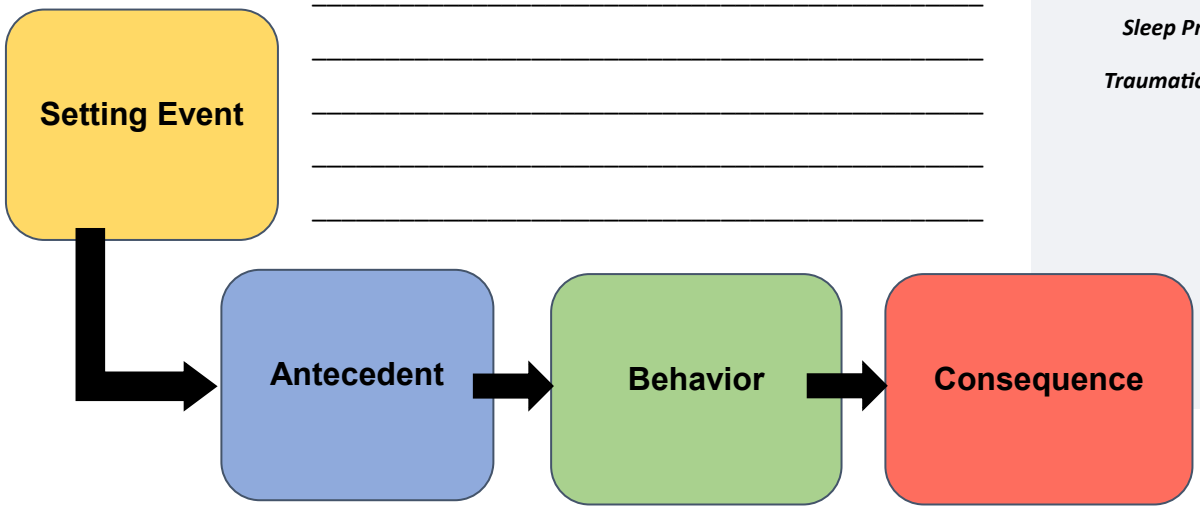
Medications

Anxiety/Depression

Conflict

Sleep Problems

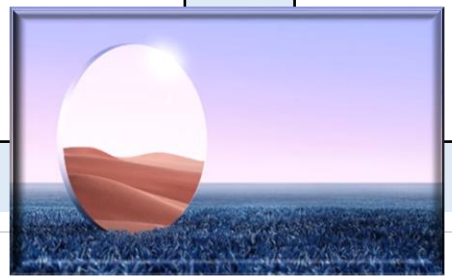
Traumatic Events



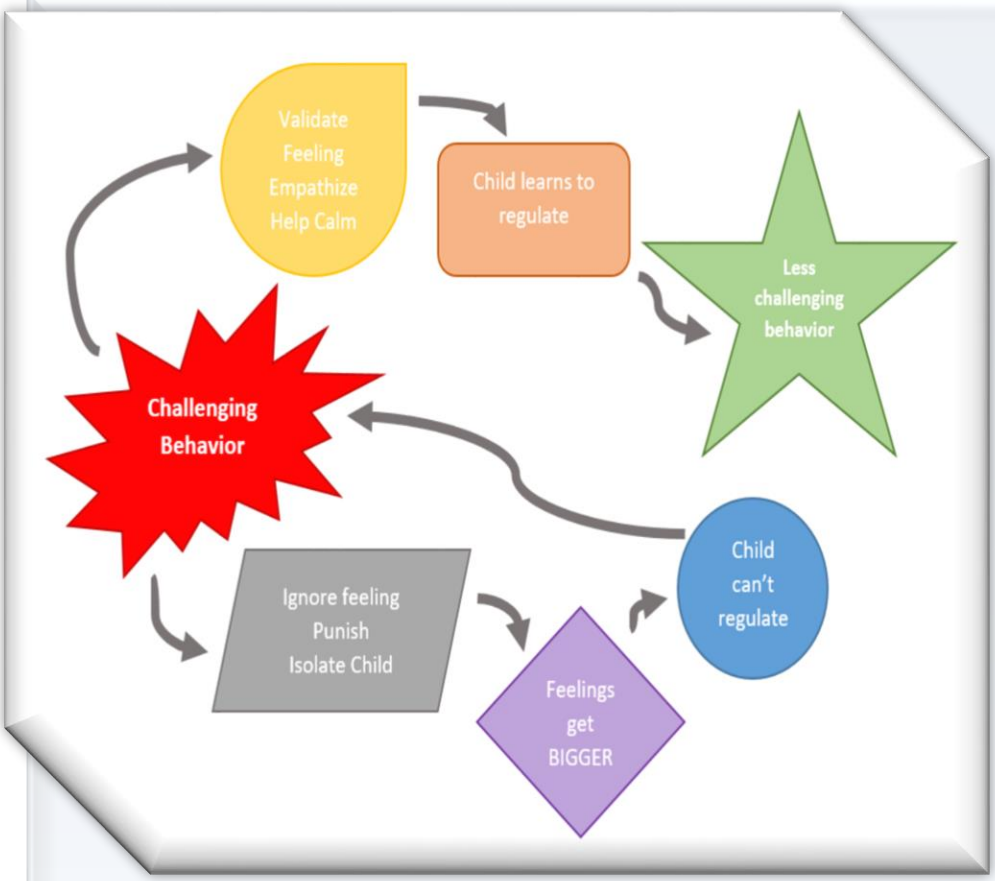
What setting events are your…	
students dealing with?	*colleagues dealing with?*

Group Activity | Personal Reflection

What setting events impacted the scenario in our personal reflection?
Based on the ABC's and setting events, what is your hypothesis of the function?



Group Activity | Personal Reflection



Behavior Chains

- *Each ensuing behavior in a given behavior chain becomes more serious than the one preceding it. (Walker et al., 1995)*
- *Prevent the behavior from becoming more serious by interrupting the behavioral chain at any time*
- *One way to change the student's successive behaviors is to change the teacher's responses.*

Notes:

Group Activity | Personal Reflection

Teacher	Student
Mr. Jones greets Carson as as he enters the classroom.	Carson nods and puts his head down.
Mr. Jones repeats himself, “I said good morning Carson.”	Carson looks up, sucks his teeth and looks away.
Mr. Jones says, “Fine, you can just start your work.” and passes out a math worksheet.	Carson runs out of the classroom.
Mr. Jones follows and sends Carson to the office.	……..

Notes:

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Using the scenario from your personal reflection, identify one or more behavior chains.

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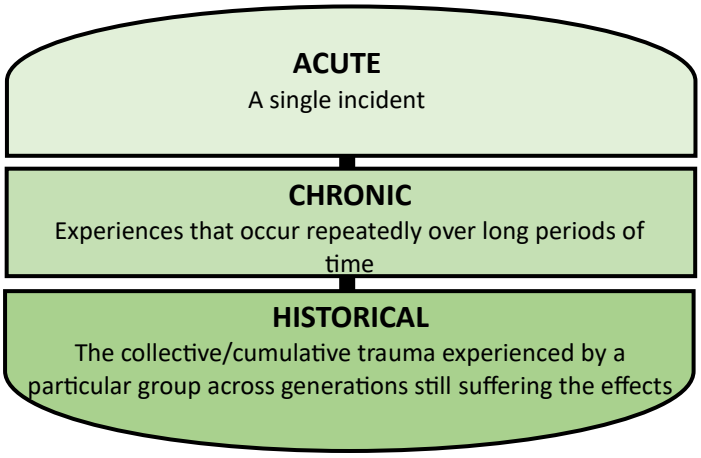
Types of Trauma

[1] Results from an ***event***, series of events, or set of circumstances that is ***experienced*** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse ***effects*** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being. [2]



Notes:

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What type of trauma have your students experienced?
How did this impact you?

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[1] https://www.tandfonline.com/doi/abs/10.1080/15299732.2014.871666?journalCode=wjtd20

[2] https://www.samhsa.gov/trauma-violence

Group Activity | Personal Reflection

Impact of Trauma

Individuals who have experienced trauma may react differently as they go through the phases of the escalation cycle.

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- _____

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CLASSROOM IMPACT

- Executive Functioning
- Language and Communication Skills
- Memory
- Ability to see Cause and Effect
- Organizational Ability
- Concentration and Attention

What stood out to you in this video?
Why is it important to understand this information when responding to disruptive behavior?

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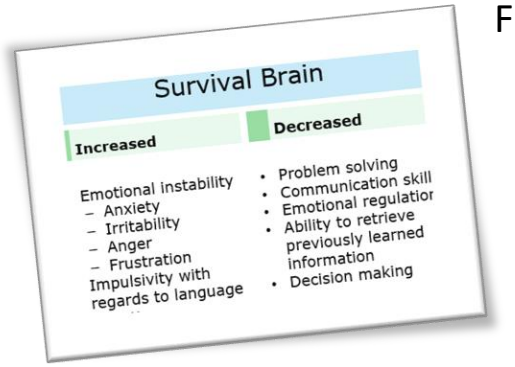
Group Activity | Personal Reflection



Fight, Flight, Freeze, Appease

Notes:

Fight	Flight	Freeze	Appease
• Argumentative • Aggressive • Confrontational • Alone • Immature • Glaring • Hands in fists	• Hyperactive • Aggressive • Running away • Disruptive • Leg Movement • Fidgety • Immature	• Bored • Distracted • Not listening • Zoned out • Wide-eyed • Standing still	• Socially withdrawn • Quiet • Compliant • Passive • Resigned • Low energy • Neutral expression

How does this play out in your classroom?

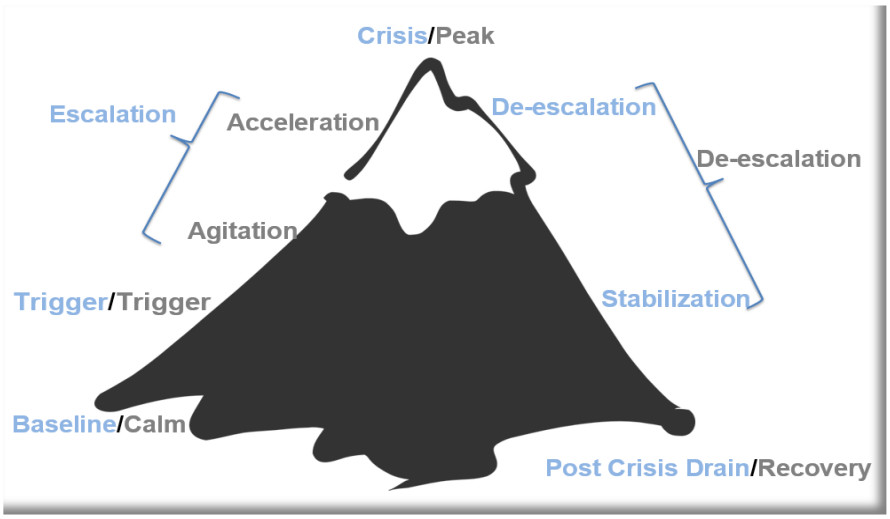
Group Activity | Personal Reflection

How might this information impact your personal scenario?

When little people are overwhelmed with big emotions, it's our job to share our calm, not join their chaos.

L. R. Knost

Escalation Cycle



Group Activity | Personal Reflection

How full is your cup?

Take a few minutes to fill in your own cup with all the things you have on your plate right now.

Let's Talk About Stress

Stressors	Stress

Notes:

Group Activity | Personal Reflection

Vulnerable Decision Points (VDP) & Neutralizing Routines

What is VDP?

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Notes:

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Situations

- Subjective problem behavior
  - Defiance, Disrespect, Disruption
  - Major vs. Minor
- Non-classroom areas
  - hallways, cafeterias
- Classrooms
- Afternoons

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Decision States

Setting Events	Resource Depletion
_____	_____
_____	_____
_____	_____
_____	_____

What are some common VDP's for adults in your school?

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Group Activity | Personal Reflection

When you see an unwanted behavior or the start a power struggle, stop and ask yourself…[3]

"Am I triggered or agitated?"

- *by this student or situation*
- *or an outside factor*

If yes, use an agreed-upon alternative response (neutralizing routine)

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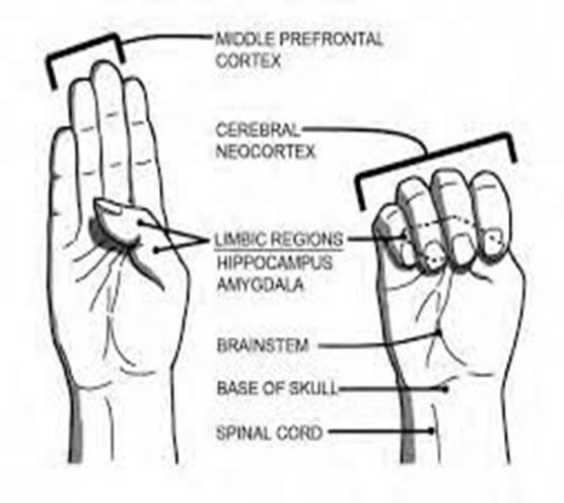

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[3] (Northeast PBIS Network)

"Emotional Agility….choosing how you'll respond to your emotional warning system...between stimulus and response there is a space.

"In that space is our power to choose our response. In our response lies our growth and freedom."p5(Frankle)[4]

Components	Examples
• _____ • _____ • _____ • _____ • _____	• Delay the decision until I can think clearly • Reframe the situation • Take care of yourself
Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____	**Mindfulness Examples** • Release your tongue from the top of your mouth • Name 5 things you see • Push your feet through the floor • Relax your jaw • Count the things in the room that begin with the letter B • Drop your shoulders away from your ears

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[4] David, S. (2021). Emotional agility.: Get unstuck, embrace change, and thrive in work and life. Avery:

What neutralizing routines are already in place?	What may be a routine(s) to add to your toolkit?	Could routines be extended out to classroom?

Was there an opportunity to utilize neutralizing routine in your personal scenario?
Is there an opportunity for growth in this area?

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Group Activity | Personal Reflection

Setting Our Classrooms Up for Success

Food
Rest/sleep
Safety (physical & emotional)
Belonging through non-contingent and contingent praise

Notes:

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What is one thing you do to establish a sense of emotional safety in your classroom?

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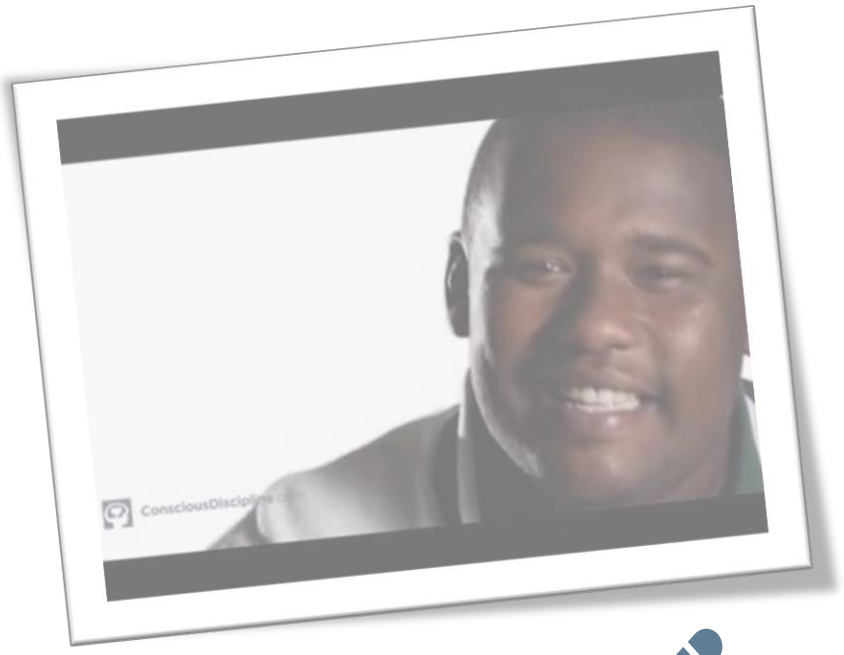
Group Activity | Personal Reflection

What resonated with you about this video?
What did the teacher do to access her brilliance?



Reflecting upon today, what are some things you have learned that you can apply to access your own brilliance?

Group Activity | Personal Reflection

Ending Day 1!!!

Thank you so much for all you do!

DAY TWO

Showcasing Student Strengths

What are some things that our students do well?
How do they show up in ways that exhibit these skills?

Community Agreements		**What do you need from us or yourself to honor the community agreement?**
Practice Self-Compassion	• Extend patience, grace, and kindness • Focus on solutions to make things easier	
Practice Growth Mindset	• Be open to new thoughts and ideas • Embrace learning opportunities	
Practice Presence	• Focus on the here and now • Share your expertise, information and ideas. • Assign a group recorder	
Setting Intentions		**What is your personal intention for our time together?**

Group Activity | Personal Reflection

Setting Our Classrooms Up for Success

Notes:

- Suicide is the 2nd leading cause of death among high school aged youth 14-18
- Nearly 1 in 3 parents (31%) shared that their child's mental health is worse than before the pandemic.
- In 2019, more than 1 in 3 high school students said they experienced persistent feelings of sadness or hopelessness, 1 in 5 seriously considered suicide.
- In 2020, the percentage of emergency department visits increased by 24% for children ages 5-11 and by 31% for youth ages 12-17 compared to the same period in 2019.

Group Activity | Personal Reflection

Collective Brainstorming

Group Activity | Personal Reflection

Ways to Connect

Notes:

Group Activity | Personal Reflection

Complete your personal Good Day Plan or Take Care of Me List

Good Day Plan

Name:

Today's Date:

Good Day	Now	Action	Support
What happens on a Good Day?	Does it happen now?	What needs to happen to make it a Good Day?	Who can help me?

Resource provided by I'm Determined, a state-directed project funded by the Virginia Department of Education. © 2006-2018 I'm Determined. All rights reserved. Last updated 01/2018

Notes:

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Group Activity | Personal Reflection

Complete your personal Good Day Plan or Take Care of Me List

The Take Care of Me List

•Ask students to fill a page with specific things you can do to take care of them as learners.
•Have them think back to a previous experience that made them happy to learn and describe what the teacher did to support them
•Model this by giving having your own "Take Care of Me List" that highlights things you need from them as students
•Read them all and write a short response

https://www.edutopia.org/article/take-care-me-list

My Take Care of Me List

Notes:

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Group Activity | Personal Reflection

VTSS Top 10

Notes:

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PHYSICAL ENVIRONMENT
ACTIVE SUPERVISION
DEFINE CLASSROOM EXPECTATIONS
ROUTINES AND PROCEDURES
OPPORTUNITIES TO RESPOND
FORMATIVE ASSESSMENT
SCAFFOLDING
ACKNOWLEDGEMENT/ BEHAVIOR SPECIFIC PRAISE
ERROR CORRECTION
BUILDING COMMUNITY THROUGH FEEDBACK

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These strategies are discussed in further detail in the Effective Classroom Systems (ECS) training provided through VTSS.

Group Activity Personal Reflection

Independent Reflection

Classroom Management: Self-Assessment Revised

Classroom Management: Self-Assessment[2]

Teacher_____ Rater_____ Date_____			
Instructional Activity		Time Start_____ Time End _____	
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio[3] of Positives to Negatives: _____ to 1			

Classroom Management Practice	Rating
1. *I have arranged my classroom to **minimize crowding and distraction***	Yes No
2. *I have **maximized structure and predictability** in my classroom (e.g., explicit classroom routines, specific directions, etc.).*	Yes No
3. *I have posted, taught, reviewed, and reinforced 3-5 **positively stated expectations** (or rules).*	Yes No
4. *I provided **more frequent acknowledgement** for appropriate behaviors than inappropriate behaviors (See top of page).*	Yes No
5. *I provided each student with **multiple opportunities to respond** and participate during instruction.*	Yes No
6. *My instruction **actively engaged** students in observable ways (e.g., writing, verbalizing)*	Yes No
7. *I **actively supervised** my classroom (e.g., moving, scanning) during instruction.*	Yes No
8. *I **ignored** or provided **quick, direct, explicit reprimands/redirections** in response to inappropriate behavior.*	Yes No
9. *I have **multiple strategies/systems** in place to **acknowledge** appropriate behavior (e.g., class point systems, praise, etc.).*	Yes No
10. *In general, I have provided **specific feedback** in response to social and academic behavior errors and correct responses.*	Yes No
Overall classroom management score: *10-8 "yes" = "**Super**"* *7-5 "yes" = "**So-So**"* *<5 "yes" = "**Improvement Needed**"*	# Yes_____

Action Planning

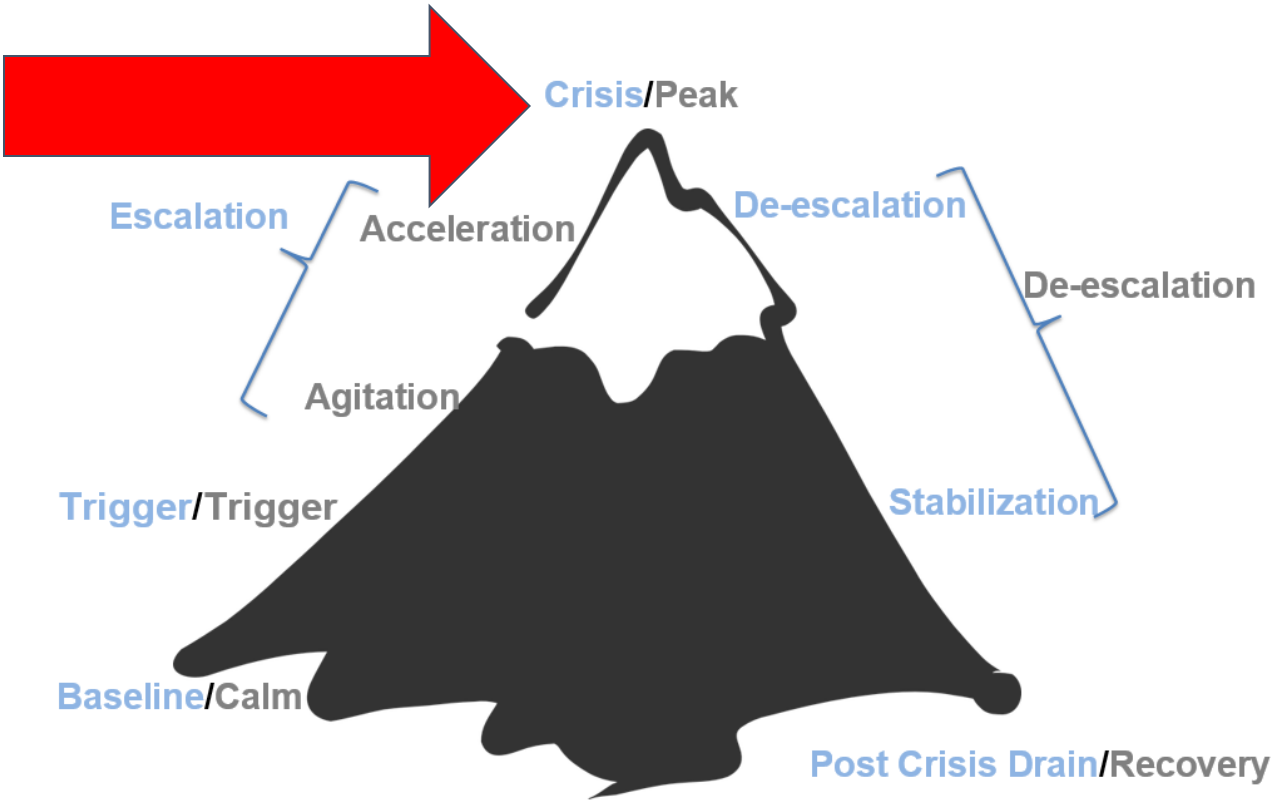
The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. This assessment and action plan can be completed as a "self-assessment" or by an observer.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of positive and negative student contacts that occur during the activity.
3. After the activity,
   a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
   b. Assess whether each classroom management practice was evident.
   c. Sum the number of "yes" to determine overall classroom management score.
   d. Based on your score, develop an action plan for enhancement/maintenance.

Action Plan		
#	Current Level of Performance	Enhancement/Maintenance Strategies[4]

Group Activity | Personal Reflection

The Escalation Cycle



Notes:

Group Activity | Personal Reflection

How can we shift to an instructional approach to address disruptive behavior?

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Teaching during Baseline

When to teach:

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Where to teach:

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How to teach:

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Teaching Model

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Group Activity Personal Reflection

Replacement Behaviors

A replacement behavior is an alternative behavior that allows a student to meet the same need or achieve a similar outcome as the undesired behavior they are currently using.

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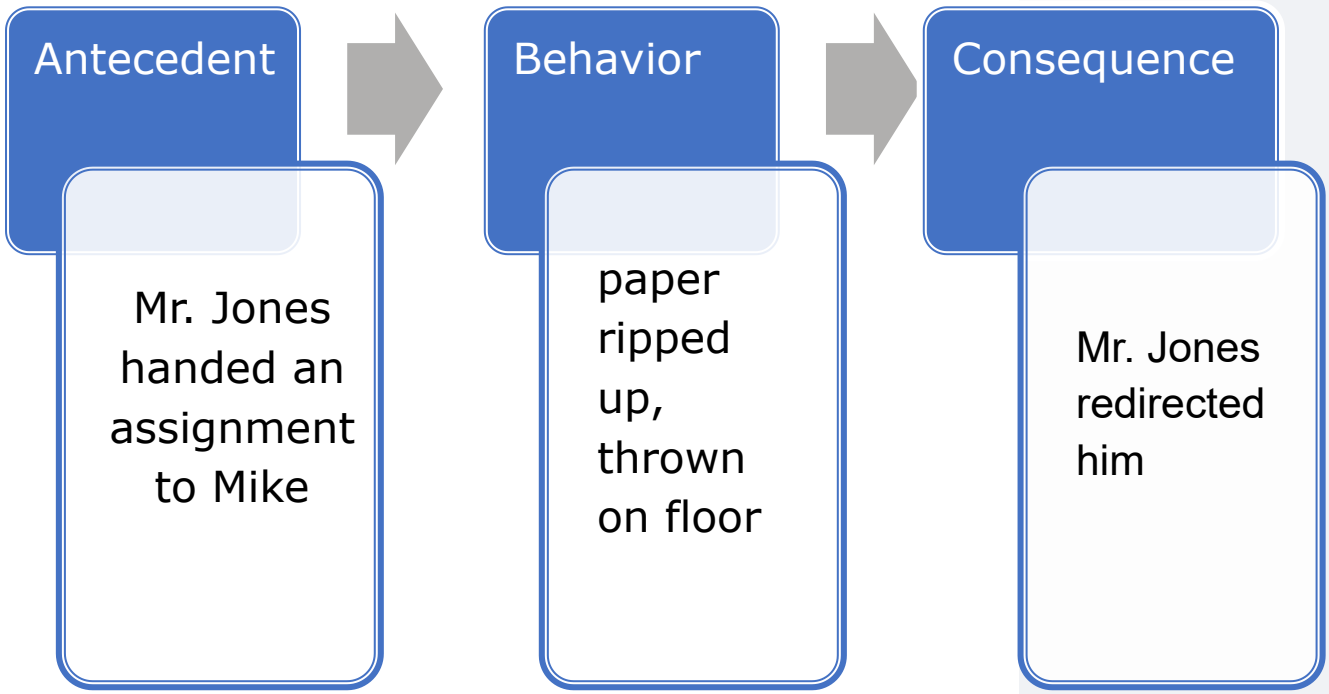
- Must serve the same function as the challenging behavior
- Must be just as easy to perform as the challenging behavior
- Must be just as efficient (quick) as the challenging behavior
- Must be just as effective as the challenging behavior



Group Activity | Personal Reflection

Important Considerations for Replacement Behaviors

Remember that students, like adults, are not wired to be one-time learners.

Teaching replacement behaviors allows you to encourage behavioral learning so that students' needs are fulfilled, but it is done in a way that is more pro-social.

Go back to the ABC examples from Day 1. Identify replacement behaviors for each of the examples.

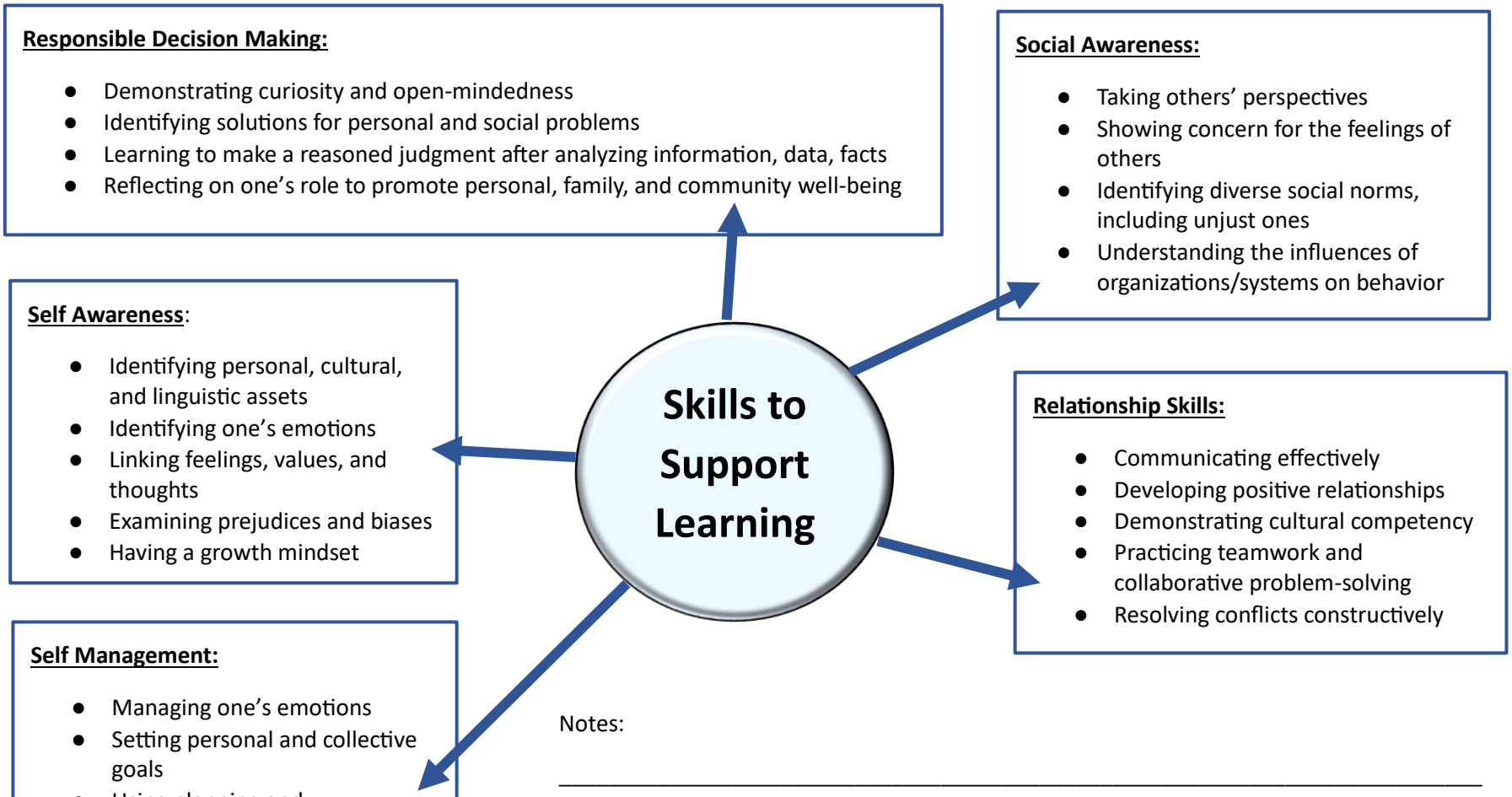
Group Activity | Personal Reflection

Prompting & Cueing

- A hint meant to encourage
- a person to perform a desired behavior.
- Paired with a desired behavior (i.e. social skill, coping skill, replacement behavior)
- Subtle
- Verbal, visual, gesture, etc.

Reflect on your personal scenario. Identify a replacement behavior. What additional skills might your students need to engage in that replacement behavior?

Group Activity | Personal Reflection



Notes:

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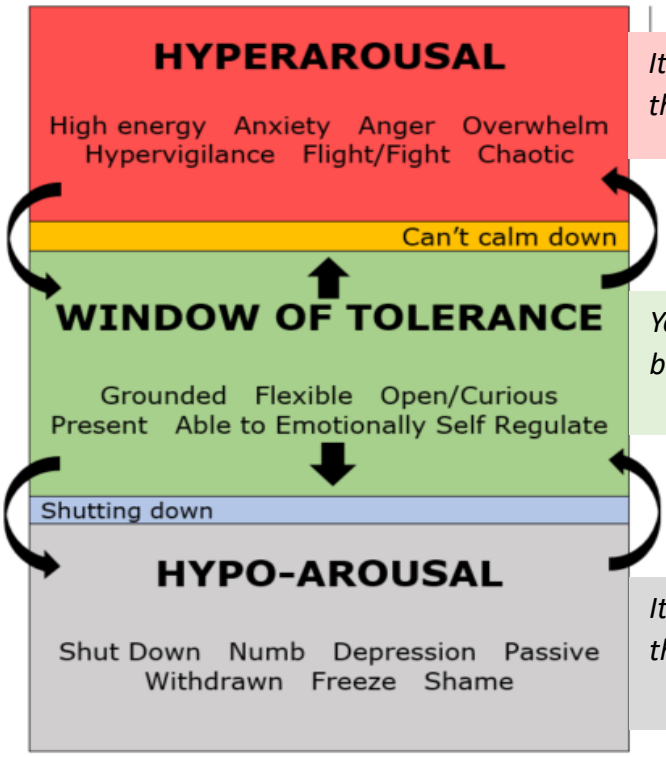
Group Activity | Personal Reflection

How are you already incorporating teaching these skills in your classroom?

Time to Greet	
Check-in Routine	
Identify, Communicate Emotions	
Self-Management	
Meditation	

Group Activity Personal Reflection



It's not something you choose - these reactions just take over.

You might feel stress or pressure, but it doesn't bother you too much.

It's not something you choose - these reactions just take over.

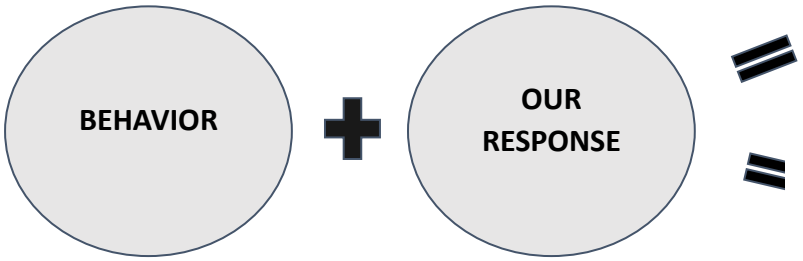
In your small groups showcase **1** creative and unique way to teach one of the following skills

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

Group Activity | Personal Reflection

Reacting Versus Responding

Our initial response determines what happens next.



- Challenge
- Reprimand
- Argue
- Escalate Emotion
- Bigger Problem

- Listen
- Paraphrase
- Validate
- Show empathy
- Calm
- Support

Behaviors

Reacting

VS.

Responding

Group Activity | Personal Reflection

Responding in a Nonthreatening Manner

Notes:

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- **Move slowly and deliberately toward the problem situation**
- **Speak privately**
- **Speak calmly**
- **Minimize body language**
- **Keep reasonable distance**
- **Speak respectfully**
- **Establish eye-level position**
- **Be brief**
- **Stay with the agenda – focus on the problem at hand**
- **Avoid power struggles – don't get drawn into "I won't, and you will" engagement**
- **Withdraw if the situation escalates**
- **Acknowledge cooperation**

How might you effectively respond rather than react. Add your ideas to the chat.

Group Activity

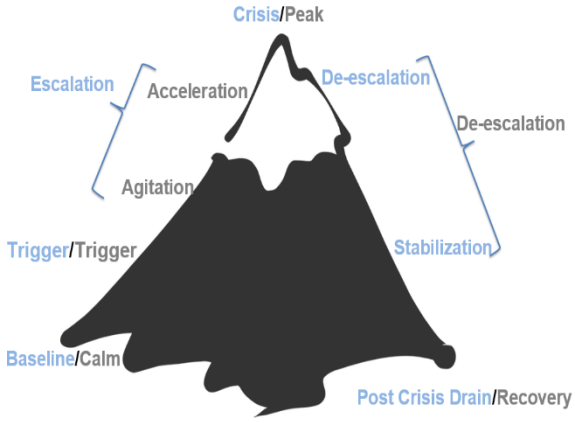
Personal Reflection

Reflecting on your personal scenario, what might you try next time?

Brainstorming ABC's

The Escalation Cycle

- Changes in routine
- Peer provocations
- Pressure
- Low preference activities
- Facing correction procedures
- High rate of failure on a task
- Facing errors during instruction
- Confusion about an assignment
- Sensory overload
- Being told no, or being denied something
- Environment variables: lighting, noise level, seating arrangement
- Feeling overwhelmed
- Failing grades or worrying about an assignment or project
- Frightening news events
- Being ignored/being criticized
- Anniversary of a loss or trauma
- Someone being unavailable to you
- Racism
- Spending too much time alone
- End of relationship



Notes:

Group Activity | Personal Reflection

Trigger Phase: Strategies

Notes:

Think "Function"

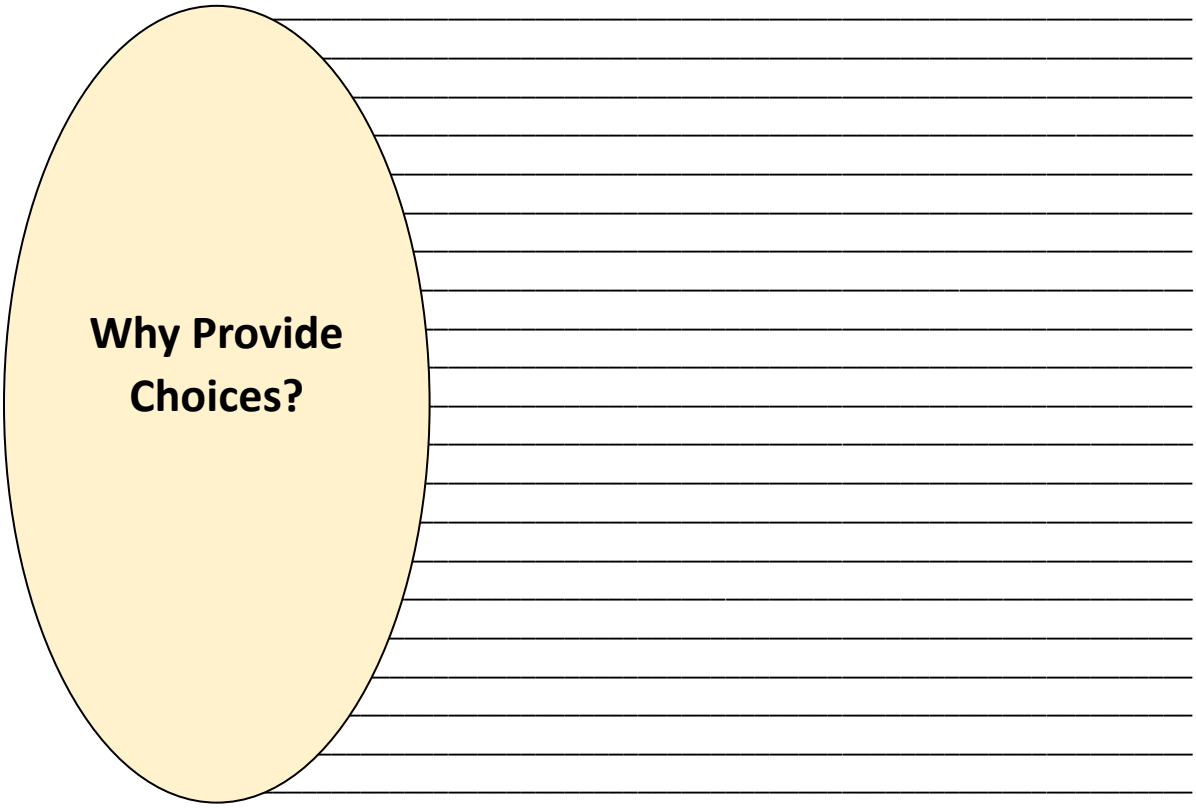
- First Step: Check Yourself
- Precorrection
- Limit setting
- Offering Choice
- Redirection / Prompting
- Behavior momentum
- Validation
- Active Listening
- Systematically Modifying Context
- Differential Reinforcement
- Reduce situation demands
- Teacher proximity
- Provide independent, passive, or movement activities

Group Activity Personal Reflection

Limit Setting

Setting limits effectively requires a balance of firmness and respect.

1. _____
2. _____
3. _____



Group Activity | Personal Reflection

Redirection/Prompting

Remind student of the task without commenting on the off-task behavior.

Examples:

- Calling on the student to answer a question.
- Assigning him or her a task to carry out

Providing student opportunity to temporarily remove themselves from setting/triggering event, which allows him/her to:

- calm down,
- move,
- avoid embarrassment,
- return and begin to work again.

Modifying Context Examples

- Sending student on an errand
- Taking a note to a colleague
- Returning material to the library

Notes:

Behavior Momentum

Notes:

Make requests that are easy for the student before making requests that are more challenging or difficult.

By following a pattern of easy-easy-hard-easy-easy-hard, student motivation to engage increases in response to increased opportunities for success.

Behavior Momentum Example

Michael does not like to read, so when he has to read, he puts his head on his desk and closes his eyes. His teacher, on this occasion, reads to him for a couple of minutes and engages his attention.

She then asks him to read with her, which he does, and he is then asked to read a little by himself. He continues to read and the teacher praises him.

(Colvin, 2009, p.46)

How could you use behavior momentum to address the following?

Group Activity Personal Reflection

Active Listening Tips

Independent Reflection

Group Activity

Personal Reflection

Escalation Phase: Strategies

Goal: Interrupt/Intervene-Connect

Notes:

Goal: ***Interrupt/Intervene-Connect***

- Calming Strategies
- Redirection
- Proximity–(for attention motivated behavior)
- Provide space
- Modify task-(Academic lesson is not priority at this time; moving student back to calm phase is primary goal)
- Choice
- Provide alternate/enriched sensory options.

Connection before Correction

Notes:

Group Activity | Personal Reflection

Validation

Notes:

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In the moment,

- Don't try to fix it.
- Don't give a life lesson or lecture.

Try using Validating Statements:

- What can I help you with?
- What do you need to feel safer?
- I hear you, that sounds hard.
- How did that make you feel?
- It sounds like you are really struggling.

What are some sentence stems/phrases that work for you to express validation?

Group Activity | Personal Reflection

Calming Strategies

Notes:

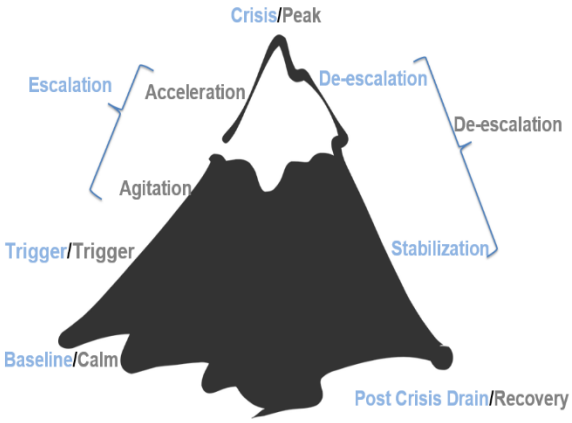
Notes:

Group Activity | Personal Reflection

Peak Phase

This is the point where you let things run its course and keep everyone as safe as you can.

The risk of harm is the greatest at this phase.



Goal: Ensure Everyone's Safety

Notes:

- Interact as little as is necessary to ensure safety
- Provide physical space
- Limit talking (to student and other staff)
- Be aware and plan ahead

Group Activity | Personal Reflection

Scenario

Tyler is a 7th grade boy. This morning, when he arrived at school, his teacher asked him for his homework and Tyler did not have it. She expressed frustration and told him he had lunch detention consequently. Less than 5 minutes later, the student that sits behind Tyler accidentally bumped him. Tyler reacted by kicking the student. His teacher, shouted at Tyler to stop. He then began pushing his materials off his desk, yelling at his peers to leave him alone and then sat in the back of the room on the floor. After 10 minutes of trying to get Tyler to stand up and go back to his desk, the principal showed up, walked Tyler to the office and suspended him for 5 days for fighting and disruptive behavior.

Small Group Discussion

How did the teacher play a part in further escalating the situation?
What could have been done at the very beginning to change how this situation played out?
What other changes could have been made?

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How do you feel after a major emotional escalation?
How do your students act after a peak crisis situation?

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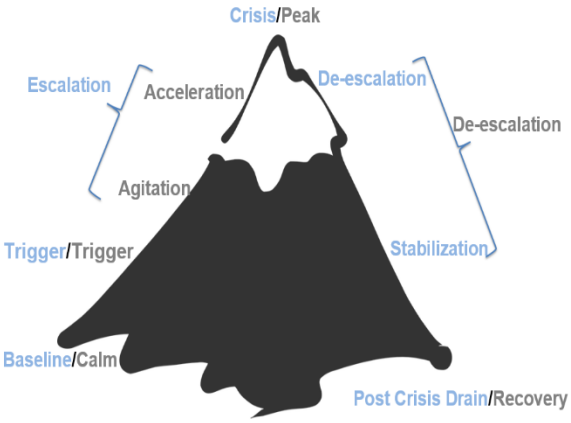
De-escalation & Stabilization

Physical and/or emotional discomfort is still present.

While muscle tension and breathing are decreasing, this phase is like the escalation phase.



Student behavior can look like…

- Reconciliation
- Withdrawal
- Denial
- Blaming others
- Increased responsiveness to directions
- Avoidance of discussion
- Confusion
- Preference for busy work
- Subdued
- Avoidance of debriefing
- May show signs of lethargy and fatigue

<u>Goal</u>: *Avoid Re-escalation*

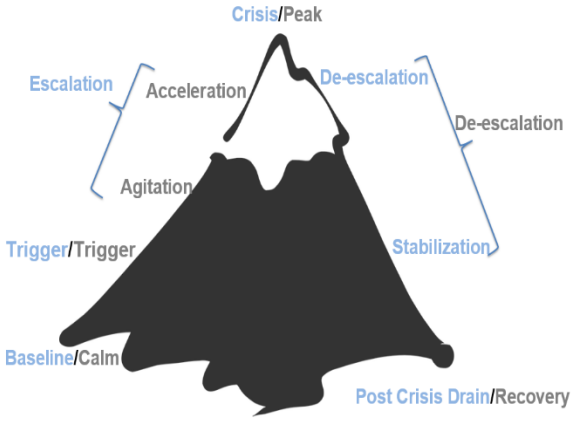
- Assign low level independent task
- Avoid blaming
- Provide Structured Choice
- Provide Differential Reinforcement

Group Activity | Personal Reflection

Post Crisis Drain/Recovery Phase

May experience a drop below baseline, appearing withdrawn or depressed.

May require rest due to emotional or physical drain.



Goal: ***Support and Observe***

- Positively reinforce any display of appropriate behavior
- Focus intervention on re-establishing routine activities
- Debrief *(after student has been calm **at least** 20 minutes)*
- Not an aversive consequence
- No more than 3-5 minutes

Group Activity | Personal Reflection

Debriefing

<u>Goal</u>: *Support and Observe*

- Debrief with the student *only after student has been calm* ***at least*** *20 minutes*
- Not an aversive consequence
- No more than 3-5 minutes
- Continue to positively reinforce any display of appropriate behavior
- Focus intervention on re-establishing routine activities

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Components for Debriefing Plan

- Purpose of debrief is to facilitate transition back to instruction and to effectively problem solve, *<u>not</u>* further negative consequence
- Identify the sequence of events
- Pinpoint decision making moments during the sequence of events
- Evaluate the decisions
- Identify acceptable decision options for future situations

After the Incident

Goal: ***Plan for Support and Skill Building***

- Meet with teachers/staff and collaborate to identify
  - triggers
  - function
  - proactively plan response for future occurrences
  - **reach out to family**

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Staff Reflection

- What triggered the behavior?
- What was the function of the behavior?
- What strategies worked? Didn't work?
- What skills/replacement behaviors does the student need to learn that align with the function?
- How can they be taught?
- Are there environmental changes we can make to set the student up for success?
- How can we involve the family?

What is your current process for supporting the student(s) and staff after the incident?
Are there any adjustments that need to be made to that process?

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Group Activity | Personal Reflection

Reflecting on your personal scenario, what have we covered over the past two days that would have shifted the outcome?
What might you try next time?