Stop the Volcano!
...or How to Cap the Eruption

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Agenda

- Understanding crisis
- Interventions for crisis
- Practical ideas for non-crisis
- How to keep yourself from becoming uncapped
“For many people, one of the most frustrating aspects of life is not being able to understand other people’s behavior.”

-Johann Wolfgang von Goethe
WHAT COMES FIRST – A FEELING OR A BELIEF?
EXTREME BEYOND THIS POINT!

Collapse of lava bench occurs without warning, causing violent steam explosions and ocean surge.

1. ACTIVE LAVA BENCH
   - OLD LAVA
   - UNDERWATER TUBES

2. LOOSE MATERIAL
   - LOOSE MATERIAL ERODED BY OCEAN CURRENTS
Beliefs – Come 1st!

Feelings

Behavior

Consequences

Affect the CONSEQUENCES!!!
WHAT ARE THE WORSE BEHAVIORS YOU SEE?
Common Behavioral Concerns

- OBSESSIVE COMPULSIVE DISORDER
- EXECUTIVE DYSFUNCTION
- SOCIAL SKILLS DEFICITS
- SENSORY PROCESSING
- Verbal aggression
- Oppositional
- Anxiety
- Attention/Off task
- Impulsiveness
- Physical aggression
- Dysinhibition
- Inflexible
Types of problems

- Disorganization
- Talking out
- Liars
- Thieves
- Noncompliance
- Verbal aggression
- Bullying
- Physical aggression
Significant problems

- Occurring more often
- Little kids
  - Physical aggression
- Older kids
  - Verbal aggression
  - Motivation
  - Avoidance
ESCALATION CYCLE - STAGE 1

Calm: Student is at baseline
**ESCALATION CYCLE - STAGE 2**

**Escalation begins:** Internal signs, external signs, body prepares for Flight or Fight response
ESCALATION CYCLE - STAGE 3

CRISIS!!!
De-escalation: Body calming, not time to debrief/talk, cycle can begin again if not “ready”
Post Crisis Depression: Label positive, make amends, make plan to debrief
WE ALL FOLLOW THIS CYCLE.

• In most situations, we know how to deal with triggers (stress) appropriately.

• Many kids don’t know what to do. They’ve never been taught.
Oh, perfect timing! I'm aligning with Venus tonight and a volcano erupts on my forehead!
Bag of Triggers
Scenario of a Student
Presence of an Escalating Behavior Chain

- Pattern of questioning and arguing
- Leads to noncompliance, defiant behavior, then verbal abuse
- Each behavior is more serious than the last
- Process shows the Escalating Behavior Chain
What if the student’s questioning and arguing behavior were terminated early through different management strategies?
What if the teacher did not take a turn?
We Have to Change How We Deal With Kids Having Behavior Problems
There is only one magic wand... It’s about building relationships
INTERVENTIONS ARE...
Positive and Proactive!!!

BUILD RELATIONSHIPS!
POSITIVE AND PROACTIVE BEHAVIOR MANAGEMENT

• A 5:1 ratio of positive to corrective interactions
• Classroom expectations and rules developed and taught
• Transition procedures taught
• Classroom routines taught directly
• Active supervision constantly implemented in all settings
• Minor problems addressed quickly and efficiently
• Chronic problems anticipated and pre-corrected
HOW ARE YOU TODAY?
Decide How Your Students Will Behave
<table>
<thead>
<tr>
<th>1. Can you breathe comfortably?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Have you had breakfast?</td>
</tr>
<tr>
<td>3. Did you have anything to drink this morning?</td>
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<tr>
<td>4. Did you sleep in a bed last night?</td>
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<tr>
<td>5. Were you warm enough last night?</td>
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<tr>
<td>6. Do you have opportunity to move/exercise daily?</td>
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<tr>
<td>7. Do you routinely sleep/rest enough for someone your age with the expectations your life demands?</td>
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<td>13.</td>
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<tr>
<td><strong>14.</strong> Do you live with others (roommate/family)?</td>
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<tr>
<td><strong>15.</strong> Do others display affection to you via hugs, smiles, simple touch?</td>
</tr>
<tr>
<td><strong>16.</strong> Do you have friends and acquaintances?</td>
</tr>
<tr>
<td><strong>17.</strong> Are there social opportunities available to you within your workday?</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td></td>
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</tbody>
</table>
22. Do you have areas for growth?

23. Are you fulfilled through your line of work?
<table>
<thead>
<tr>
<th></th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-7</td>
<td>Physical needs</td>
</tr>
<tr>
<td>8-13</td>
<td>Safety and security</td>
</tr>
<tr>
<td>14-17</td>
<td>Loving and belonging</td>
</tr>
<tr>
<td>18-21</td>
<td>Self esteem</td>
</tr>
<tr>
<td>22-23</td>
<td>Self understanding</td>
</tr>
</tbody>
</table>
Maslow’s Hierarchy of Needs

- **Physiological needs**
  - breathing, food, water, shelter, clothing, sleep

- **Safety and security**
  - health, employment, property, family and social stability

- **Love and belonging**
  - friendship, family, intimacy, sense of connection

- **Self-esteem**
  - confidence, achievement, respect of others, the need to be a unique individual

- **Self-actualization**
  - morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential
Sara, we're shutting down your Wright Brothers exhibit until Andy's volcano is dormant again.
What causes a student to be “BAD”?

OR...

What’s the FUNCTION?
FUNCTIONS OF BEHAVIORS

1. **Attention seeking**
   - Peers and/or Adults

2. **Sensory needs**

3. **Escapism**
   - Work
   - Difficult task
   - Social situation

4. **Power/ Control**

5. **Wants something**
   - Tangible
   - Intangible
If we can really understand the problem, the answer will come out of it, because the answer is not separate from the problem.

-Krishnamurti
Some Common Functions Served by Misbehaving
# ATTENTION SEEKING

<table>
<thead>
<tr>
<th>Action</th>
<th>Reaction</th>
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<tbody>
<tr>
<td>Arrive late</td>
<td>People look at you</td>
</tr>
<tr>
<td>Talking when you are supposed to be quiet</td>
<td>Teacher reprimands you</td>
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<tr>
<td>Making silly noises or telling dumb jokes</td>
<td>Peers talk to you</td>
</tr>
<tr>
<td>Giving a flip answer to a teacher’s question</td>
<td>Peers laugh at you</td>
</tr>
<tr>
<td>Sensory Needs</td>
<td>Suggested Accommodations</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Screaming, crying, or whining</td>
<td>Getting to go sit in the &quot;quiet&quot; room</td>
</tr>
<tr>
<td>Makes growling noise</td>
<td>Needs to feel the vibration of own throat to focus</td>
</tr>
<tr>
<td>Puts everything in mouth</td>
<td>Needs oral stimulation</td>
</tr>
<tr>
<td>ESCAPISM</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Screaming, crying, or whining</td>
<td>Getting to go sit in the &quot;quiet&quot; room</td>
</tr>
<tr>
<td>Giving a really wrong answer to a vocabulary question</td>
<td>Getting a teacher to &quot;throw up her arms&quot; in exasperation and walk away, never calling you to read aloud</td>
</tr>
<tr>
<td>Cursing at the teacher when she insists you do the assignment</td>
<td>Getting sent to the principal's office and thereby getting out of English class</td>
</tr>
<tr>
<td>WANT TANGIBLE OR INTANGIBLE</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Threatening to &quot;get&quot; a peer after school</td>
<td>Getting the peer to hand over his dessert</td>
</tr>
<tr>
<td>Yelling &quot;It's not fair,&quot; &quot;You don't like me,&quot; or &quot;He cut in front&quot;</td>
<td>Getting the teacher to let you be first in line</td>
</tr>
<tr>
<td>Yelling that you won't do &quot;this baby work&quot;</td>
<td>Getting the teacher to help you with the assignment</td>
</tr>
<tr>
<td>Flicking the light switch on and off</td>
<td>Getting to watch a light flicker on and off</td>
</tr>
</tbody>
</table>
IF WE DON’T KNOW THE FUNCTION OF THE BEHAVIOR, APPROPRIATE INTERVENTIONS CANNOT BE IMPLEMENTED TO CHANGE THE BEHAVIOR.
Punishment is not appropriate when dealing with aggressive behavior.

Only way to change behavior is to focus on positives.

You want to keep everyone SAFE.

A crisis situation is a learning opportunity.

Consistency is essential.
Know the function of their behavior.

Predict their actions. (i.e. Will they bite? Throw things? Shut down?)

Learn their escalation/de-escalation cycles.
GUIDELINES

- Clearly define limits
- Frequent reminder of rules
- Positive reinforcement/ concrete reinforcement
- Frequent eye contact/ proximity control
- Frequent breaks
- Private discussion regarding behavior
- In class time out
- Opportunity to help teacher
- Supervision during transition activities
- Avoid strong criticism/ confrontation
- Conference with parents
* Don’t(s)

* ...try to be “buddies” or “friends.”
* ...be too lenient. Be fair.
* ...make “wise cracks”, threaten, shout, or argue.
* ...use physical force unless there is a safety issue.
* ...create issues that will have to be settled later.
* ...assume that everything is alright.
* ...make general statements to the entire class.
* ...back students into a corner.
* ...question the decision of other staff members in front of a student.
I don't wanna hear about it.
* Be courteous to your students.
* Control your temper.
* Remain professional.
* Empower the students.
* Maintain communication with principals, other staff members, and parents.
* Discuss your most difficult students with the principal to find methods for dealing with their disruptive behavior.
* Have a plan for students who consistently cause problems.
* Always be firm, fair, and consistent in handling discipline problems.
ANGER MANAGEMENT & YOU

COLIN TURNBULL - 2009
1. I see that you are *(physical characteristics/ actions)*

2. Are you *(list a feeling)*

3. Who has upset you?
   
   What happened to upset you?
   
   When did this happen?
   
   Where did this happen?
   
   How did that happen?
   
   NEVER ASK WHY! It is judgmental!

4. How could you solve this?
Rapport - “The ability to respond to another’s point of view”
The opposite of resistance
Genuine Unconditional Positive Regard
Non-Judgmental Reflective Listening
Present yourself as an ally rather than an opposing force
They won’t “…care how much you know until they know how much you care.” (John Maxwell)
Practical Ideas for Non-Crisis

“People’s behavior makes sense if you think about it in terms of their goals, needs, and motives.”

- Thomas Mann
Strategies for Attention

- Build a relationship
- Clear expectations/ simple directions
- Call on child by name
- Nonverbal code for on-task
- Physical prompts
- Behavior chart/ token system
- Schedule
- Prepare for transitions
- Modify work/ homework
- Two desk system or cubicle
- Mark off area with tape
Tools of the Trade
Cozy Shades
Sit Balls
Mini Treadmill
ChewEase

- ChewEase Pencil Topper is almost invisible. Easily slides over the tip of a standard pencil to put self-regulation where you need it, and available when you need it.
Interventions for Attention

- Two desk system or cubicle
  - **Teach** organizational skills
  - **Teach** when to use second desk
- Mark off area with tape
  - **Teach** pacing, exercises in area
- **Teach** social awareness
- **Teach** how to self monitor on chart
- **Teach** physical movement breaks
Liar

• Don't ignore the lying.

• Discover the reason for the behavior.

• Use the "Deviation" strategic technique when possible. Do not listen to the lie before you correct; rather, correct immediately.

• Use the "Repetition" strategic technique. A student who lies will usually not repeat the story if you raise your eyebrows, give a knowing look, and say, 'Will you tell me that again?'

• Recognize that lying is a cry for help.

• Remember, the liar needs to succeed. Otherwise, there would be no need to lie.
Motivation

• Explain
• Reward
• Care
• Have students participate
• Teach Inductively
• Satisfy students' needs
• Make learning visual
• Use positive emotions to enhance learning and motivation
• Remember that energy sells
Steals/Thief

- The way you react to stealing is important. Decide whether your priority is to:
  - Place emphasis on the victim and get the item returned.
  - Punish the offender for stealing.
- Don't ignore the act—and don't openly accuse one student
- First, ask for the item without implying it was stolen
- Use the "Private" technique.
- Once the offender is identified, make the matter private
- Remain calm, poised, and professional; the classroom needs a steadying influence.
- Notify parents of the student responsible.
Day after day, year after year, Edna sat at her desk, cool and collected. But, something about her told everyone she was about to erupt.
How to Keep Yourself from Becoming Uncapped
SHEESH... THESE PAINFUL VOLCANOES JUST WON'T GO AWAY...
The 10 Commandments for Managing Stress

1. Thou shalt organize thyself.
2. Thou shalt control thy environment by controlling who and what is around you.
3. Thou shalt love thyself by giving yourself positive feedback.
4. Thou shalt reward thyself by planning leisure activities, too.
5. Thou shalt exercise thy body since health and productivity depend upon your body’s ability to bring oxygen and food to its cells.
The 10 Commandments for Managing Stress

6. Thou shalt relax thyself by taking your mind off your stress and concentrating on breathing and positive thoughts.

7. Thou shalt rest thyself as regularly as possible.

8. Thou shalt be aware of thyself.

9. Thou shalt feed thyself/ Thou shalt not poison thy body.

10. Enjoy thyself.
DIFFERENTIATING INSTRUCTION
MANAGE BEHAVIOR

• Page 7-9 in your handout
Did we meet our goals?

- Understanding crisis interventions for crisis
- Practical ideas for non-crisis
- How to keep yourself from becoming uncapped
HOW WAS IT?