

Positive Behavior Support:

Understanding and Responding
to Escalating Behavior

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Version: October 31, 2005

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports¹

University of Oregon & University of Connecticut

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¹ The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

UNDERSTANDING AND MANAGING ESCALATING BEHAVIOR

(Colvin & Sugai, 1989)

PURPOSE

The purpose of this discussion is to understand escalating behavior sequences and to identify the most appropriate ways to respond.

ASSUMPTIONS

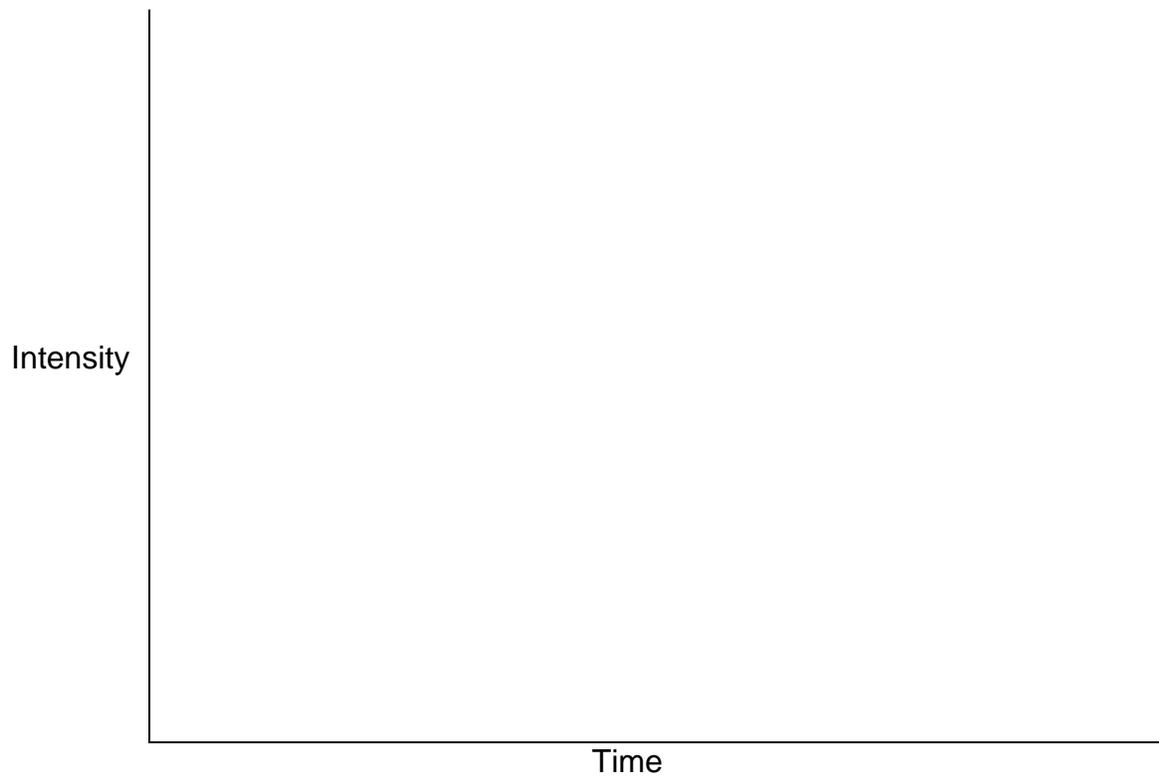
1. Behavior is _____
2. Behavior is _____
3. Behavior is escalated through successive interactions (_____)
4. Behavior can be changed through an _____ approach.

OUTCOMES

When done, we will be able to.....

1. Identify how to intervene _____ in an escalation.
2. Identify _____ factors that can be manipulated.
3. Identify _____ behaviors that can be taught.

THE MODEL



SEVEN MAIN PHASES

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery

THE PHASES OF THE MODEL

1. CALM

| Student is _____ | Intervention is focused on _____ |
|------------------|----------------------------------|
| | |

2. TRIGGER

| Student experiences series of unresolved _____. | Intervention is focused on _____ & _____ |
|---|--|
| | |

3. AGITATION

| | |
|--|--|
| Student exhibits increase in _____ behavior. | Intervention is focused on reducing _____. |
| | |

4. ACCELERATION

| | |
|----------------------------------|-----------------------------------|
| Student displays _____ behavior. | Intervention is focused on _____. |
| | |

5. PEAK

| | |
|---|-----------------------------------|
| Student is out-of-control & displays _____ severe behavior. | Intervention is focused on _____. |
| | |

6. DE-ESCALATION

| | |
|--|--|
| Student displays _____, but with decreases in severe behavior. | Focus intervention on removing excess _____. |
| | |

7. Recovery

| | |
|---|---|
| Student displays eagerness to engage in _____ activities. | Intervention is focused on re-establishing _____ & activities |
| | |

THREE KEY STRATEGIES

1. Identify how to intervene _____ in an escalation.
2. Identify _____ factors that can be manipulated.
3. Identify _____ behaviors that can be taught.

FINAL THOUGHT (Colvin, 1989)

It is always important to remember that "If you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around."

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