# All Storms Run Out of Rain

Lindsay Braman

In this moment, I am feeling...

I know this because I notice these sensations in my body...

And this might be telling me ...

I'm in.

Objectives

- Behavior- background, some frames to consider
- What to do when the wheels come off…
- Prevention- how can we reduce the frequency of challenging behaviors

Case: Student TK

- 2nd grade student
- Oldest of three children
- Lower SES and exposure to violence in the home
- Began struggling with behavior in preschool
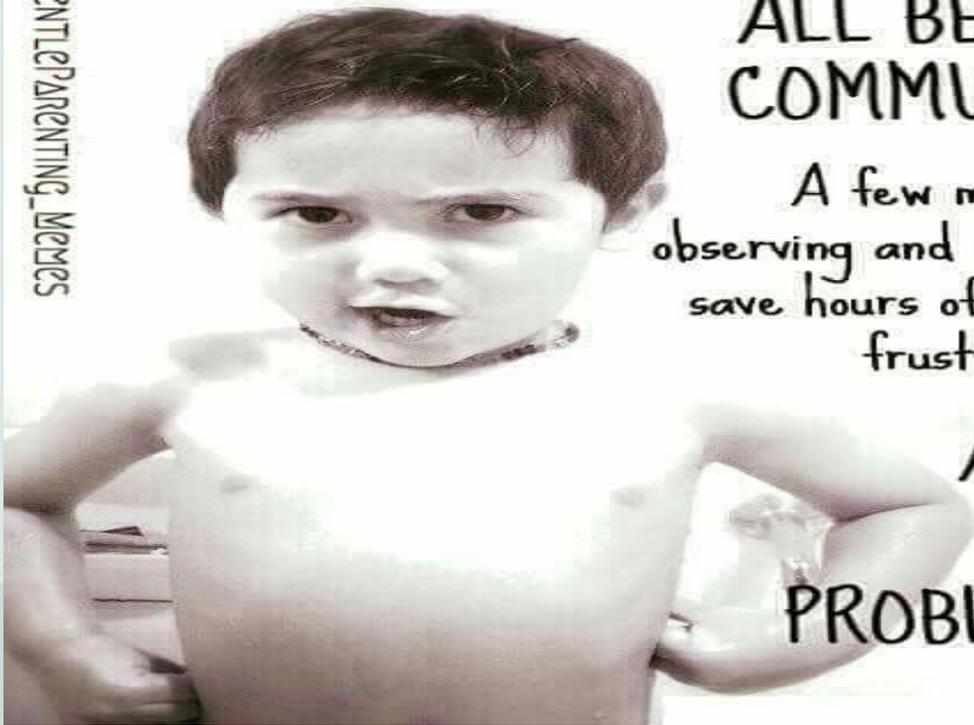
ALL BEHAVIOR IS COMMUNICATION.

A few minutes of listening, observing and understanding, can save hours of miscommunication, frustration and conflict.

A NEED MET is a PROBLEM SOLVED.

– LR Knost
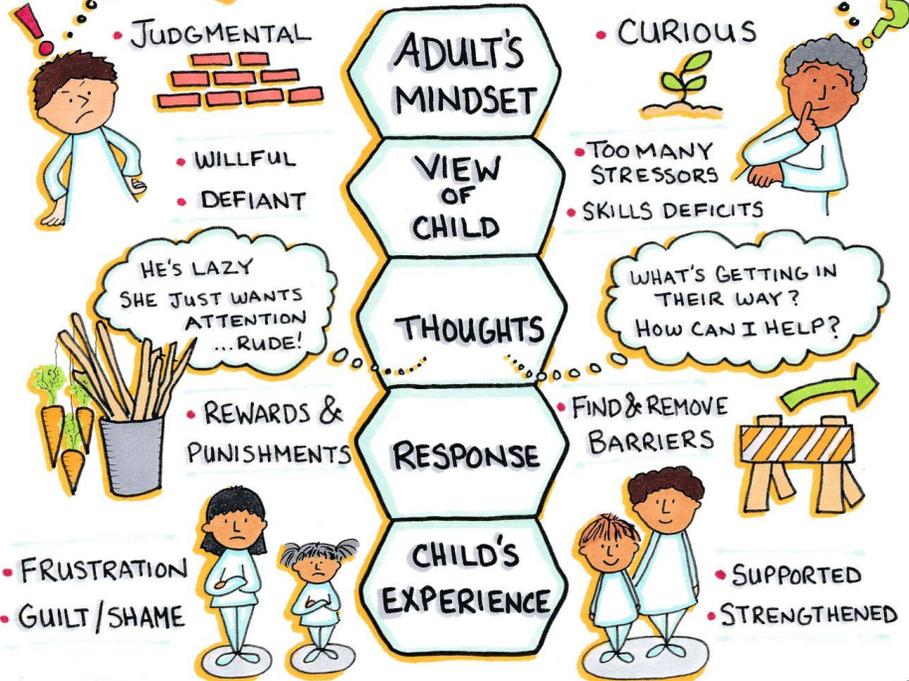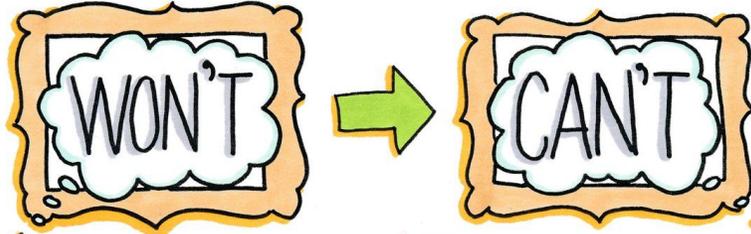
GentleParenting_Memes

Understanding Behavior

- Defined as what someone does
- Includes what is observable and measurable
- Important to be clear on what is expected or wanted = defining behavior
- Knowing frequency, duration, and intensity
- Knowing locations where behavior is pronounced

The Unexpected and Unwanted

"Challenging behavior occurs when the demands being placed upon a child outstrip the skills he has to respond adaptively to those demands." – Ross Greene

Defining problematic behavior

Precipitating factors + big feelings + lagging skill = problematic behavior

Precipitating Factors - Factors that influence behaviors

- Think of your factors- what are the things you need to feel and do your best?
- Think of one of your challenging students- what do you think their list of factors might be?

What are the common lagging skills?

- Executive functioning

- Emotional regulation

- Language processing

- Sensory processing

- Social skills

*We positively impact student behavior by changing **adult** behavior and expectations.*

*Interventions = changes in **staff** procedures which provide students with additional opportunities to learn skills necessary to succeed.*

What to do when behavior occurs

- Have a plan in place
- Train staff in effective measures of responding
- Respond rather than react

Rational Detachment

Recognizing the need to remain professional by managing your own behavior and attitude

If possible, have someone who can tap you out…

Anxiety:

What you see:

- A change in typical behavior
- Turn to a colleague and share a sign of anxiety you have noticed in a student or in yourself.

How to respond:

- An empathic, non judgemental approach
- Turn to a colleague and share a supportive approach you used when noticing anxiety.

Defensiveness

What you might see:

- Protecting oneself from a real or perceived challenge

How to respond:

- Providing clear direction and instruction
- It takes practice to be direct without being demanding.

Questioning

Information Seeking: Rational question seeking a rational answer...

- Do not go down the rabbit hole.
- Give the answer.
- Ignore the behavior but NOT the person.

Challenging:

- Do not go down the rabbit hole.
- Answer the question.
- Pivot - **allow time and space** to save face and comply.

Refusal

- Noncompliance –
  - An unwillingness to cooperate or follow instructions: a verbal "no", further questioning, walking away

- Intervention –
  - Limit setting- creates safety
  - Redirect the person's focus and attention to the desired outcome

Limit Setting

Respectful: phrase in terms of positive verbal, paraverbal(tone/pitch), and nonverbal skills

Simple: Limit words

Reasonable: Is expectation aligned with ability?

Example: First, go to my office, then we can talk this through.

Choose one person to talk, talk as little as possible.

Is this a 3:00 hour marathon?

Scripting and Practicing Effective Limit Setting:

Interrupt/Redirect: TK, you are yelling. I need you to lower the volume of your voice so I can really hear you.

When/Then: TK, When you come to the hallway, then we can discuss why you are upset.

If/Then: TK, If you stop throwing things, then we can discuss why you are mad.

Fail Safe Choice: TK, do you want to chat in the hallway or come to my room?

Release

- Verbal and emotional outburst -
  - Screaming, swearing, high-energy output

- Intervention -
  - Allow venting
  - Remove the audience or the person
  - Give directives that are non- threatening
  - Use an understanding, reasonable approach

Intimidation

- The individual is verbally and/or non verbally threatening others in some manner

- Interventions –
  - Take all threats seriously
  - Seek assistance. Wait for colleagues to arrive

Tension Reduction

- Decrease in physical and emotional energy

- Intervention –
  - Re-establish the relationship

Discussion – how can teams communicate with each other before a student returns to class?

Repair and Restore

- Adults reframe behavior in terms of skills needed
- Allow the student to repair relationships with those hurt or injured
- Create a plan for how we will address the stressors, needs, and lagging skills.

PLAN B FLOW CHART

Unsolved Problem-
Identify the specific conditions under which challenging behavior is occurring (*with whom, over what, where, and when* are challenging episodes occurring)

Adult Taking Lead on Plan B-
The person who is talking with the student to figure out their concerns about the problem

Adult concerns identified (define the problem step)
–Adults show their perspective and concerns on the unsolved problem.

Kid's concerns identified (empathy step)- Adult is trying to gather information to clarify kid's concerns/perspective about the unsolved problem. <u>The main goal is to make the best possible sense of kid's concerns/perspective.</u>

Solution agreed upon (invitation) – child and teacher are brainstorming solutions together. The main goal is to come up with a solution that will address the concerns of each party.

Problem Solved?
Check Yes or No and comment on the solution. If the problem has not been solved return to empathy step.

Prevention

Methods and Programs Schools can implement to reduce escalation

School Wide Social Emotional Learning Programming (SEL)

Restorative Justice Tier 1-3

Nonviolent Communication Courses

Strong and structured advisory/morning meeting structures

Strong student support team or student assessment process

How does a strong Tier 1 SEL program reduce behavior?

- Explicit instruction
- Clarity of expectations
- Clarity and static language
- Certainty of instruction

Support and Resources

- Lagging Skill Assessment
- Universal SEL
- Tier 2 and Tier 3 interventions
- Strong and schoolwide referral SST process

Questions
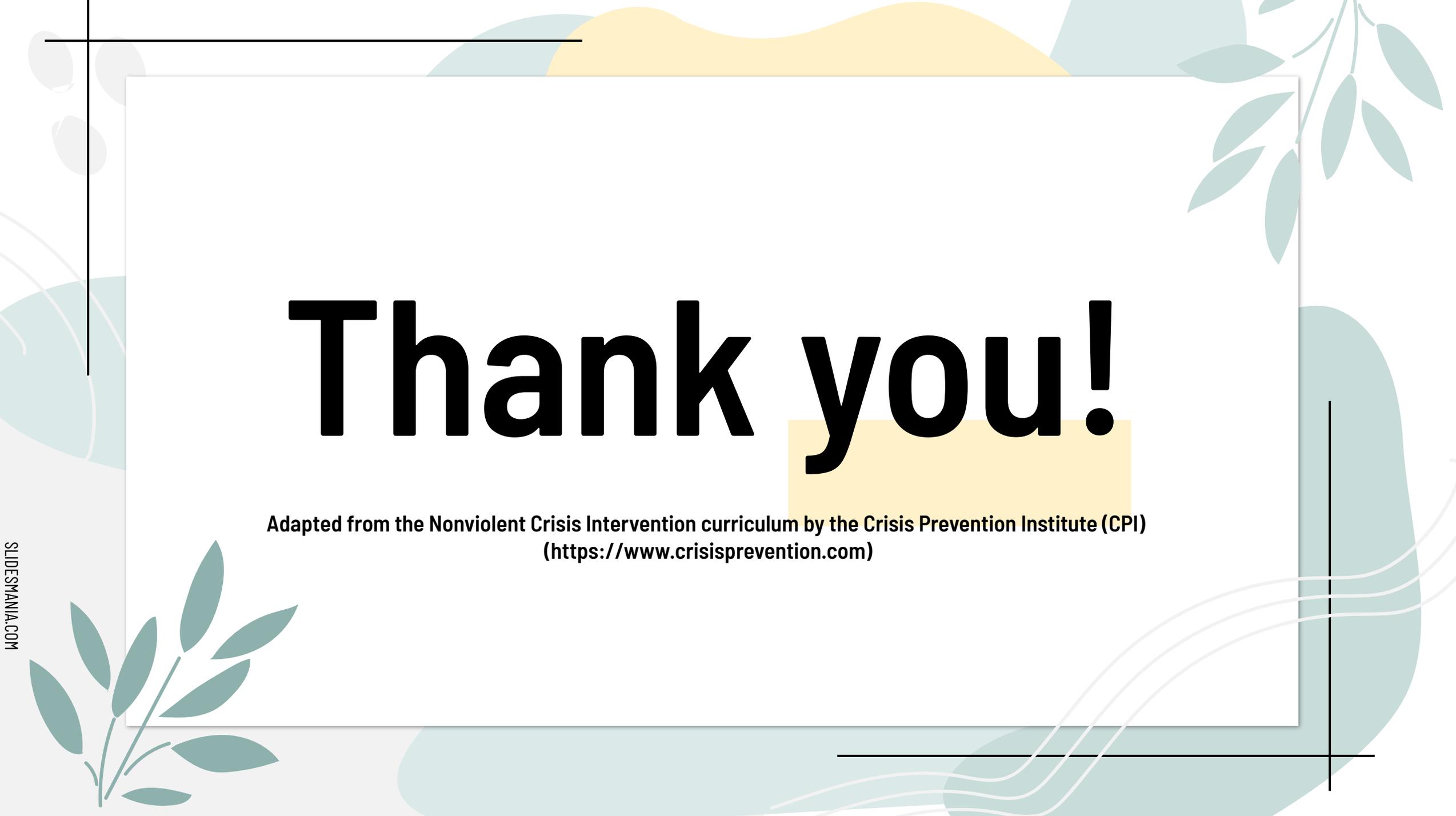
Thank you!

Adapted from the Nonviolent Crisis Intervention curriculum by the Crisis Prevention Institute (CPI) (https://www.crisisprevention.com)