Behavior Curve

Quiet

Out-of-Control Period

Logical cognitive process & decision making is impaired (EGO Collapse) & behavior is impulsive.

Stimulus

Direction

Discussion

Encouragement

non-verbal

Peak

Period of Escalation

Individual (EGO) calls upon existing coping skills to resolve the problem or to reduce anxiety.

Stimulus

Period of De-escalation

EGO directs withdrawal. Acceptable behavior is starting to return.

Disengage but supervise

Controlled Behavior
Reflection on Behavior

Behavior Curve & Behavior Cycle

Stimulus

Action — Stimulus — Feeling

Action — Feeling — Stimulus — Thought

Action — Feeling — Stimulus — Thought

Action — Feeling — Stimulus — Thought

Controlled Behavior

Dr. Albert Trieschman book The Other 23 Hours

Behavior Curve - Temper Tantrum

Stimulus

Either Or! / No! No!

Rumble Grumble

Anxiety

Help! Help!
"Alexithemia"

Power Behavior
Response

Coping Response

Power Behavior
Activity

Peak

Leave Me Alone!

Impotence
Response

Hangover

Stimulus

Controlled Behavior

- **"Rumble, Grumble"**
This is characterized by restless movement in the environment and a series of verbal complaints or comments. This is an initial attempt at coping. The situation may escalate if the coping attempt does not reduce the anxiety. Typical observable behaviors include: non-verbal actions, angry expressions, verbal complaints, hostile remarks, etc.

- **"Help! Help!"**
This is characterized by a definitive rule breaking act that demands staff attention. Dr. Trieschman suggests this is often an unconscious cry for help. Trieschman defines this coping strategy as a power behavior response (trying to take power; Dr. Sandra Bloom indicates this is called **Alexithemia** or **not being able to put into words the emotions the individual is experiencing**. Typical observable behaviors include: threatening statements, rule breaking, acts of defiance, etc.
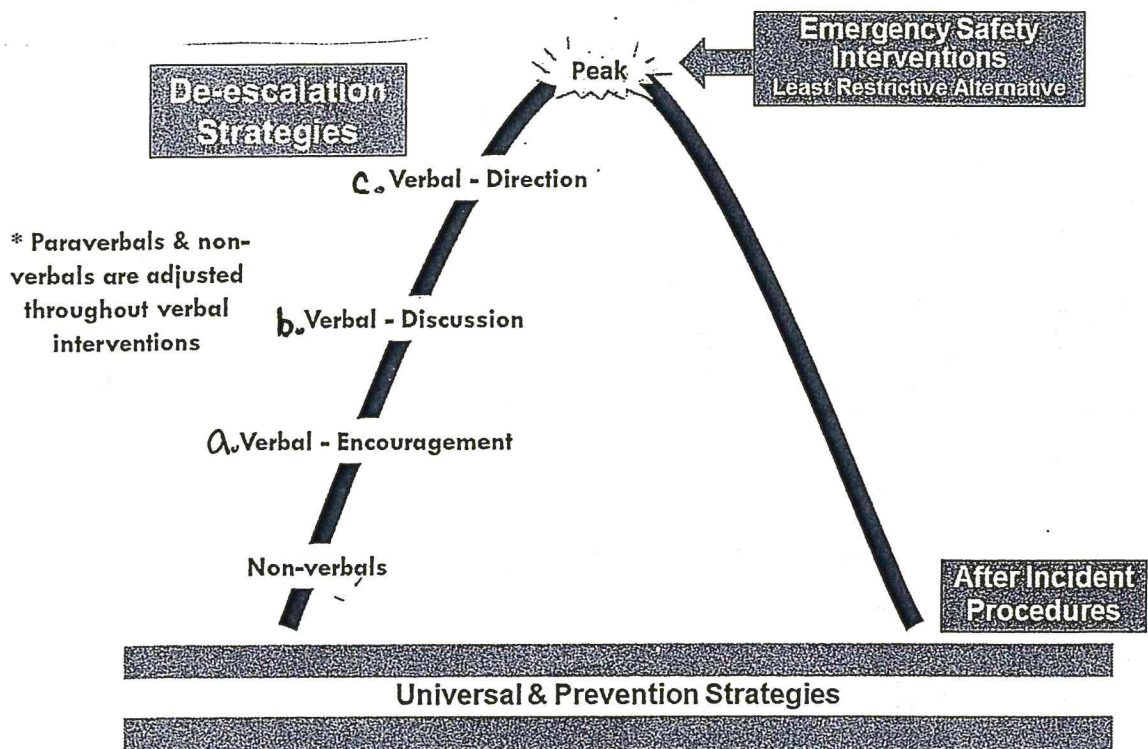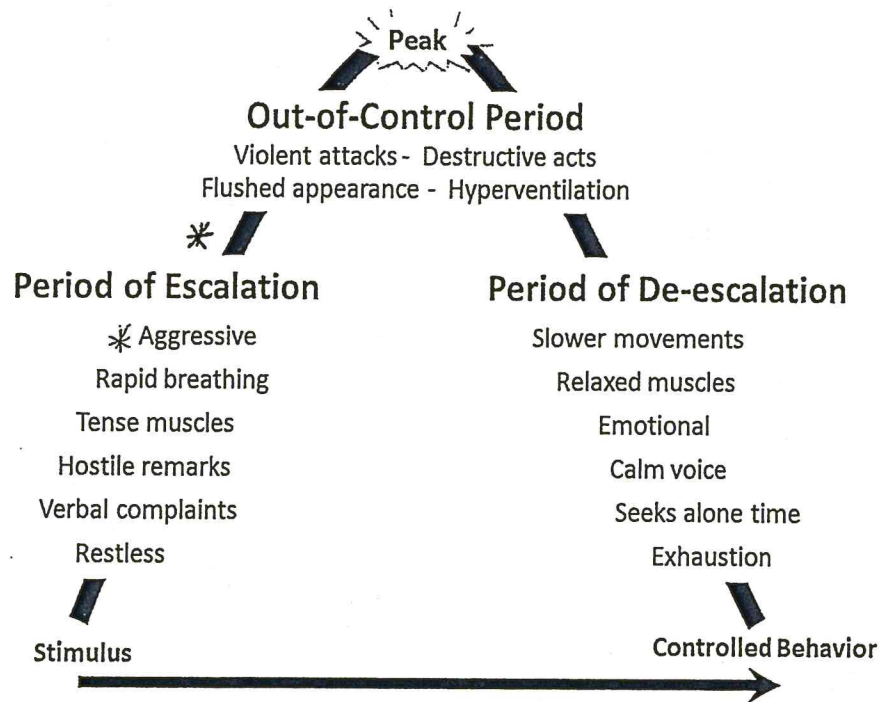
- **"Either, Or!" & "No! No!" statements**
This typically occurs as behavior escalates. If the power behavior response does not reduce the anxiety, then the situation can build until a power behavior activity occurs, which then requires (or forces) staff to intervene. These statements may occur as the behavior approaches or is in the out-of-control phase. Typical observable behaviors include: harmful acts, acts of destructions, etc.

- **"Leave Me Alone!" & "Hangover"**
This is when the individual begins to calm down and often requests to be alone. Trieschman referred to this as an impotence response stage. There is not a lot of talking, the individual looks and feels exhausted   some individuals will fall asleep during this stage. This is a time to reg   and Trieschman   ggests this is a phase of psychological repair. Typical observable behavi   include:

Peak

Out-of-Control Period
Violent attacks - Destructive acts
Flushed appearance - Hyperventilation

Period of Escalation

* Aggressive

Rapid breathing

Tense muscles

Hostile remarks

Verbal complaints

Restless

Stimulus

Period of De-escalation

Slower movements

Relaxed muscles

Emotional

Calm voice

Seeks alone time

Exhaustion

Controlled Behavior

Peak

De-escalation Strategies

Emergency Safety Interventions
Least Restrictive Alternative

c. Verbal - Direction

* Paraverbals & non-verbals are adjusted throughout verbal interventions

b. Verbal - Discussion

a. Verbal - Encouragement

Non-verbals

After Incident Procedures

Universal & Prevention Strategies

Non-verbal Interventions   *Avoid peer group influence*

Non-verbal strategies are implemented in a discrete manner to prompt an individual or group of individuals to self-correct behavior. It is critical individuals understand the meaning of non-verbal prompts that will be used. These prompts are most effective when staff's affect and body language communicate a calm and confident presence. If there is tension between the individual and staff member, non-verbal strategies may not be effective. When used correctly, non-verbal prompts encourage appropriate behavior without calling attention to the individual or behavior in a negative manner.

1. **Planned Ignoring**
   This is a predetermined choice to disregard a behavior. Planned ignoring is most effective when consistently implemented by all staff.

2. **Signals**
   Signals convey information by means of a motion or action.

   a. **Eye contact**
   This is a means of communicating a message by looking directly into an individual's eyes in an even and steady manner. Some individuals with developmental or other disorders may not understand messages communicated by eye contact. Individuals with social anxiety and individuals from some cultures may find eye contact unsettling or offensive.

   b. **Facial expressions**
   These communicate messages through actions such as smiling, frowning, eye rolling, raising or lowering eyebrows, scowling, etc. The interpretation of facial expressions may vary based on an individual's background and culture. Therefore, it is important for staff to consider some individuals may misunderstand the intended meaning of a facial expression.

   c. **Body language**
   Body movement, posture and stance convey messages and can also reflect emotions. Staff's body language should communicate confidence, competence and concern.

   d. **Gestures**
   These convey messages through movement of the hands, arms or other parts of the body. Some gestures may have different meanings in different cultures. It is important that individuals understand the intended meaning of any gestures that may be used in a program.

3. **Environmental Prompts**
   Direct the individual's attention to an object or location in the environment that represents what you would like for him to do.

4. **Proximity Prompt**
   Staff moves closer to an individual or small group in a non-threatening manner in order to encourage appropriate behavior.

5. **Touch Prompt (selective/positive)**
   This is physical contact used to indicate concern or provide reassurance. These prompts should only be used with individuals with whom staff have an established relationship.

6. **Sensory Strategies**
   a. **Minimize external stimuli**
   Direct the individual to an area where there is minimal stimuli or lessen the stimuli in the environment.

   b. **Decompression strategies (stress reduction)**
   Use sensory supports that are known to reduce the individual's level of anxiety.

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Verbal Interventions

Verbal interventions include statements or requests used to re-direct or correct an individual's behavior. These interventions should be used when less restrictive strategies are unsuccessful or would not be effective based on the type or intensity of the behavior.

1. **Paraverbal Communication**

   This refers to the messages that are transmitted through the tone, rate and volume of voice. It is how we say something, not what we say. This part of speech expresses the meaning or feeling of the speaker. It is critical paraverbal communication is congruent with the verbal and nonverbal message being communicated.

   a. **Tone**

   This includes the intonation, pitch and modulation of voice. The tone of voice conveys the mood, emotion and attitude of the speaker.

   b. **Rate**

   This includes the speed and cadence of which words are spoken. Speaking slowly and controlled is usually interpreted as soothing. Rapid speech may indicate fear, uncertainty and/or anger.

   c. **Volume**

   This refers to how loudly words are spoken. The volume should be at the appropriate level for the circumstance.

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2. **Techniques**

   These techniques include less to more restrictive verbal intervention strategies used to de-escalate a situation. Staff judgment plays an important role in determining when to use each of these techniques. Some of the strategies may be applicable to more than one verbal intervention technique. The goal of all verbal intervention techniques is to help the individual de-escalate and comply with program expectations.

   a. **Encouragement** _Current programming_

   These techniques are used to urge an individual to participate and cooperate. Encouragement is the least restrictive type of verbal intervention and is used when an individual is deemed capable of remaining in the current programming.

   - **Indicate concern**
     Use statements that communicate care and concern for the individual. Individuals are typically more receptive when these statements are worded as "I" and "we" messages. "I want you to succeed so we can have a good day. "I appreciate your efforts." "I am concerned about the choices you are making right now."

   - **Use clear language**
     Use clear, specific and concise language. Remember the "Rule of Fives" - no more than five words in a direction and no more than five letters per word (except for the words "please" or "respect").

   - **Offer assistance**
     An individual may be more motivated to comply if staff offers assistance with the expected task or activity.

   - **Attempt to divert focus**
     Temporarily change attention to allow stress to subside, then bring the individual back to the topic, task or issue.

   - **Recommend Alternative behavior**
     Prompt the individual to use a behavior that has been pre-taught as an acceptable alternative to coping with the situation.

- **Offer choices**
  Prompt the individual to choose between two appropriate options.

- **Acknowledge/Praise**
  Acknowledge or praise an individual's efforts.

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b. **Discussion**   *(Hallway/off to side)*

These techniques are used to prompt the individual to discuss what is contributing to the immediate behavior of concern and possible solutions. Whenever possible, the discussion should occur away from the immediate setting and in a manner that maintains the individual's privacy. In addition to the following discussion techniques, staff should continue to use the effective communication skills as described in Universal Principles and Practices.

- **1 Paraphrase**
  Clarify and demonstrate interest by restating the conversation. Use concise phrases in a non-judgmental, natural and professional manner.

- **2 Reflect feelings**
  Describe the emotions that are expressed or implied. "I'm sensing you are anxious, frustrated, etc."

- **3 Validate**
  Acknowledge the individual's feelings, concerns and problems.

- **4 Use minimal encouragers**
  Use small signals to communicate you are listening and understanding. For example: nodding, using sound such as "mmm-hmm", and words/brief statements such as "yes" and "I see".

- **5 Use pauses**
  Use deliberate pauses in order to emphasize key points.

- **6 Redirect**
  If the individual exhibits signs of aggression, agitation, etc. redirect them to another topic. This is an example of interrupting the flow of negative energy.

- **7 Use open-ended questions and phrases**
  Prompt discussion with instructions such as: "tell me more", "help me understand" and "please explain".

- **8 Provide feedback**
  Tell the individual your thoughts, observations, insights and experiences about the situation. Part of the feedback may include identifying behavior and consequences of the behavior.

- **9 Summarize**
  Briefly review the discussion; including any agreements and what is to occur next.

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c. **Direction**   *Tell student what to do.*

Staff must provide appropriate guidance when encouragement and discussion attempts have proven ineffective. Direction techniques are strategies used to give explicit instructions for expected behavior. These techniques also help staff maintain professionalism during escalated situations.

- **Direct appeal**
  Simply ask the individual to alter a behavior or accomplish a task. An established relationship is important for this intervention to be effective.

- **Positive problem-solving**
  Identify the situation, provide the individual with acceptable alternatives, prompt the individual to select an alternative, share the plan with others involved, provide timely and periodic review and feedback.

- **Benign confrontation**
  Identify the misbehavior using a non-threatening, non-judgmental and/or non-personal approach. This is the suggested intervention for oppositional and defiant behavior.

- **Redirection**
  Provide the individual with a quick reminder of what they should be doing, where they should be and what the behavior expectations are for the program.

- **Positive correction "Praise sandwich"**
  The five steps include:

  - Praise previous acceptable behavior

  - Identify the non-desired behavior

  - Clearly state the behavior expectations

  - Ask the individual to repeat or acknowledge the behavior expectations, once they begin to comply

  - Immediately thank them and praise the behavior.

- **Limit setting**
  Firmly state or restate what is expected or acceptable.

- **Consequence reminder**
  Remind the individual in a calm, concise and neutral manner what will occur following a behavior or action.

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