


Working with Students & Parents
Your Role in De-escalation
Knowledge, Skills, and Methods



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Agenda

1. Context
2. Being Prepared (knowledge, skills, frame of mind)
3. Knowing the environment
4. Making Connections and Building Community
5. Listening
6. Emotional Intelligence
7. Cultural Influences
8. Speaking & Asking Questions
9. Decision-making / Problem Solving

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Context

1. Learning
2. Safety
3. Graduation rates
4. Keep students in class
5. Reduce suspensions & referrals
6. Research on positive relationships
7. Disparity of discipline, School to prison pipeline
 - Sec. Duncan & Atty. Gen. Holder 2014
 - David Ramey research Penn State 2015

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Being Prepared & Ready

1. Frame of mind
2. Emotional Intelligence
 - Knowing yourself
 - Knowing the students, parents
 - Knowing the school
3. Observation Skills
4. Listening Skills
5. Speaking Skills
6. Problem Solving Skills

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Frame of Mind

1. Safety
2. Respect
3. Observant: seeing; listening
4. Patience
5. An opportunity
 - Protect
 - Connect
 - Resolve
 - Support


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Making Connections

1. Getting to know the students, parents
2. Getting to know teachers & staff
3. Getting to know the school
4. Being known
5. Being respected
6. Being trusted (a trusted listener)

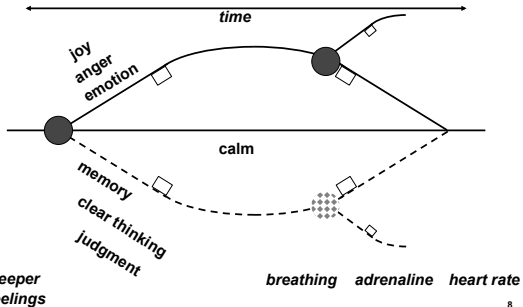
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Listening Pairs

Listener	Speaker
<ul style="list-style-type: none"> - Listen - No sound - Paraphrase - Summarize - Restate - Facts - Feelings - Needs - Hopes 	<ul style="list-style-type: none"> - Any topic - 1 minute <div style="text-align: center; margin-top: 10px;">  </div>

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Emotion

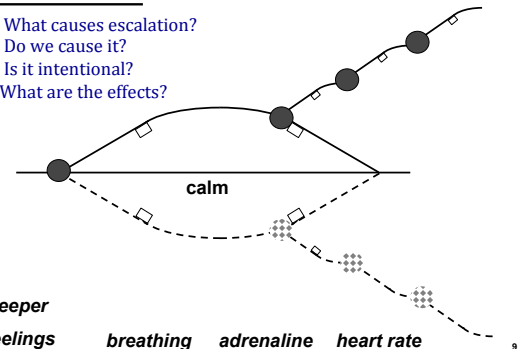


Deeper feelings breathing adrenaline heart rate

Buttons exercise 8

Escalation

- What causes escalation?
- Do we cause it?
- Is it intentional?
- What are the effects?



Deeper feelings breathing adrenaline heart rate

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9 Affects

- Silvan Tompkins

Positive ↑

- Enjoyment - Joy
- Interest - Excitement

Neutral

- Surprise - Startle

Negative ↓

- **Shame - Humiliation**
- Distress - Anguish
- Disgust
- Fear - Terror
- Anger - Rage
- Dissmell

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Compass of Shame

• In what way was the character feeling shame?

Withdrawal

Attack Others

Attack Self

Avoidance

- Donald Nathanson


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Our Goals

- Increase incidents of Positive Affect
- Decrease incidents of Negative Affect
- *Separate the doer from the deed*
 - *Respect the person*
 - *Name the behavior*

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Wants or Needs



Position
Want
Emotion

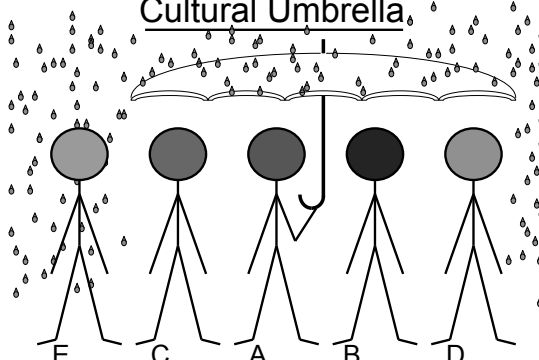
Needs
Reasons

Issues
Options
Plans



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Cultural Umbrella

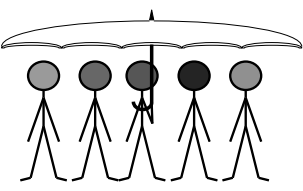


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Culturally Responsive

build community add cultural competencies

- Know the children.
- Know their families.
- Know their cultures.
- Know your culture.
- Learn similarities.
- Learn differences.
- Learn interests, likes, hopes.
- Use this knowledge to communicate, teach, direct, & redirect.



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Expectations

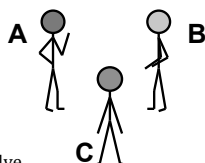
met, unmet, spoken, unspoken

- Determine schoolwide expectations
- Train students in the expectations.
- Teach expected behaviors as we would teach academic concepts.
- Interactive Modeling (R.C. method)

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Stepping Up

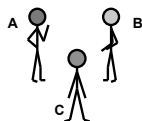
- Clear mind. Focus. Manner.
- Intervene for safety
- Observe & Listen
- Speak – paraphrase, affective statement, direction
- Ask open-ended questions
- Understand
- Decide your next step
 - Send to class
 - Escort to the office
 - Help them understand/decide/resolve
 - Consider restorative process (mediation, conferencing)



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Listening

- Key to Communication
- Respect
- Understanding
- Acknowledging, Paraphrasing
- Facts
- Feelings
- Hopes
- Needs

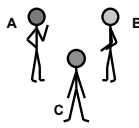


Practice 18

Affective Statements

1. Name the Behavior
2. Name the Effect of the Behavior
3. Be clear and specific.

- To identify successes.
- To identify concerns.

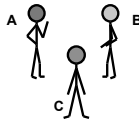


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Affective Statements

Good job!

You stopped when I intervened
(name the behavior)



It helped me help you and keep our school safe.
(name the effect of the behavior)

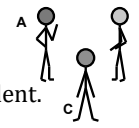
Use a respectful manner

Practice
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Affective Statements

Don't hurt others and yourself!

You let yourself get angry and violent.
(name the behavior)



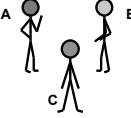
It makes it hard to trust you, and it makes our school unsafe.
(name the effect of the behavior)

Use a respectful manner

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Questions

- Understand
- Explore
- Learn



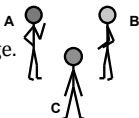
- State
- Accuse, Blame

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Open-ended Questions

Purpose:

- To understand and learn more.
- Assume the speaker holds the knowledge.



Style:

Invites someone to tell a story:

“Can you tell me about -----? (...what upset you?)

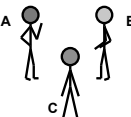
Rather than a series of yes/no, short answer questions.

Practice 23

Clarifying Questions

Purpose:

- to gain understanding
- to capture meaning



- Restate and ask:

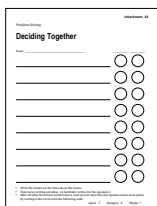
“You mentioned ----- Can you tell us more about that?”
- Explore:

“When you say -----, what do you mean?”

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Decision-making Problem-solving

- Name the issue
- Brainstorm ideas, options, possibilities
- Find agreement
- *This helps with*
 - *Understanding*
 - *Group goals*
 - *Practical*
 - *Symbolic*



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Fair Process

- Engagement
- Explanation
- Expectation clarity
 - *Harvard Business Review*
- *Respect*
- *Understanding*

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Things to Consider

- Whole-school approach (expectations training)
- Proactive circles
- Responsive Circles
- Restorative Practices
- Restorative Reentry Process
- Teacher, Admin, Counselor, Staff training
- Teacher coaching on behavior management
- Positive Behavior Interventions and Support

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Everything we do
is
an opportunity
to
make connections
and
build community.

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Contact

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