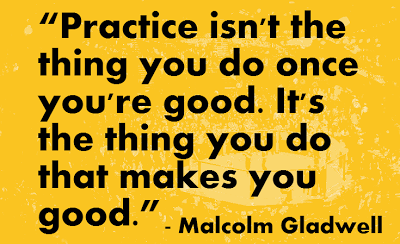
Behavior Intervention De-Escalation Moves

Drill Packet





Drill 1: CHOICE

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| **Aim:** Practice CHOICE Language | **Practice Length:** 6 min |
| **Participants**   * DOSC / Teacher * Student /Coach     **Rotation:**  DOSC/Teacher 🡪 Student/ Coach | **Protocol:**  Practice   * 1m Practice * 1m Feedback * 1 min Re-do |
| **Context:**   * The student will respond and make a good choice. | |
| **Feedback / CFS:**  Use the CHOICE Feedback Cheat Sheet. | |

Drill 2: LET ME HELP YOU

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| **Aim:** Practice LET ME HELP YOU | **Practice Length:** 7 min |
| **Participants**   * DOSC / Teacher * Student /Coach     **Rotation:**  DOSC/Teacher 🡪 Student/ Coach | **Protocol:**  Practice   * 90 seconds Practice * 1m Feedback * 1 min Re-do |
| **Context:**   * The student will not respond until the DOSC/Teacher has repeated him/herself at least 3x. | |
| **Feedback / CFS:**  Use the LET ME HELP YOU Feedback Cheat Sheet. | |

Drill 3: COMBINATION DRILL

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| **Aim:** Practice CHOICE and LET ME HELP YOU | **Practice Length:** 10 min |
| **Participants**   * DOSC / Teacher * Student /Coach     **Rotation:**  DOSC/Teacher 🡪 Student/ Coach | **Protocol:**  Practice   * 3m Practice * 1m Feedback * 1 min Re-do |
| **Context:**   * The DOSC/teacher will first use CHOICE. After the CHOICE, the student will become MORE escalated. (The person playing the student should do an action moving from phase 1 to 2.) * The DOSC will then use LET ME HELP YOU. * The student will not respond until the DOSC/Teacher has repeated him/herself at least 3x. | |
| **Feedback / CFS:**  Use the CHOICE and LET ME HELP YOU Feedback Cheat Sheets. | |

***CHOICE: Feedback Cheat Sheet***

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|  | **Constructive Feedback (“Next time try…”)** |
| **\*\*\* Use during Escalation Phase 1.** | * Matching the move to the escalation phase. (If a student is highly escalated, this will not work.) |
| **Language** | * Tell the student that s/he has TWO choices. * Name both the choice and the consequence for the student. * Name the choice that you don’t want the student to make FIRST. * Acknowledge that something is wrong from the student’s perspective. Behavior is communication and the student is trying to communicate something. * End by telling the student it is his/her choice. |
| **Body Language** | * Use an assertive and calm body posture. Avoid power struggle stances (e.g. full frontal, arms crossed) and passive stances (e.g. looking down, hands folded in front). * Avoid the power stare off while maintaining Be Seen Looking. Use “soft eyes” to give the student an opportunity to save face as s/he makes the right choice. |
| **Location** | * Make the conversation private. |
| **Tone** | * Use a low, firm tone. * Make the choice language sound believable. Avoid a passive aggressive or sarcastic tone. * Use your tone to make the poor choice sound less appealing. |

***LET ME HELP YOU: Feedback Cheat Sheet***

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|  | **Constructive Feedback (“Next time try…”)** |
| **\*\*\* Use during Escalation Phase 2.** | * Matching the move to the escalation phase. (If a student is not escalated, then you could be unintentionally enabling.) |
| **Language** | * Name the unmet need you infer the student is expressing. (This may be a FEELING.) * Express care for the student / a desire to help. (E.g. Say, “I want to help you.”) * Objectively name the behavior the student is doing that is preventing you from helping him/her. * Tell the student WHAT TO DO so that you can help him/her. * Repeat. Repeat. Repeat. |
| **Body Language** | * Use an assertive and calm body posture. Avoid power struggle stances (e.g. full frontal, arms crossed) and passive stances (e.g. looking down, hands folded in front). |
| **Location** | * Make the conversation private. |
| **Tone** | * Authentically express care. * Use a low, ***calming yet firm*** tone. * Avoid a passive aggressive or sarcastic tone. |