

Positive Behavior Support:
Understanding and Responding
to Escalating Behavior

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SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

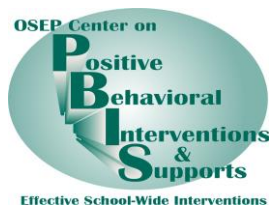
OSEP Center on Positive Behavioral Interventions and Supports¹

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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

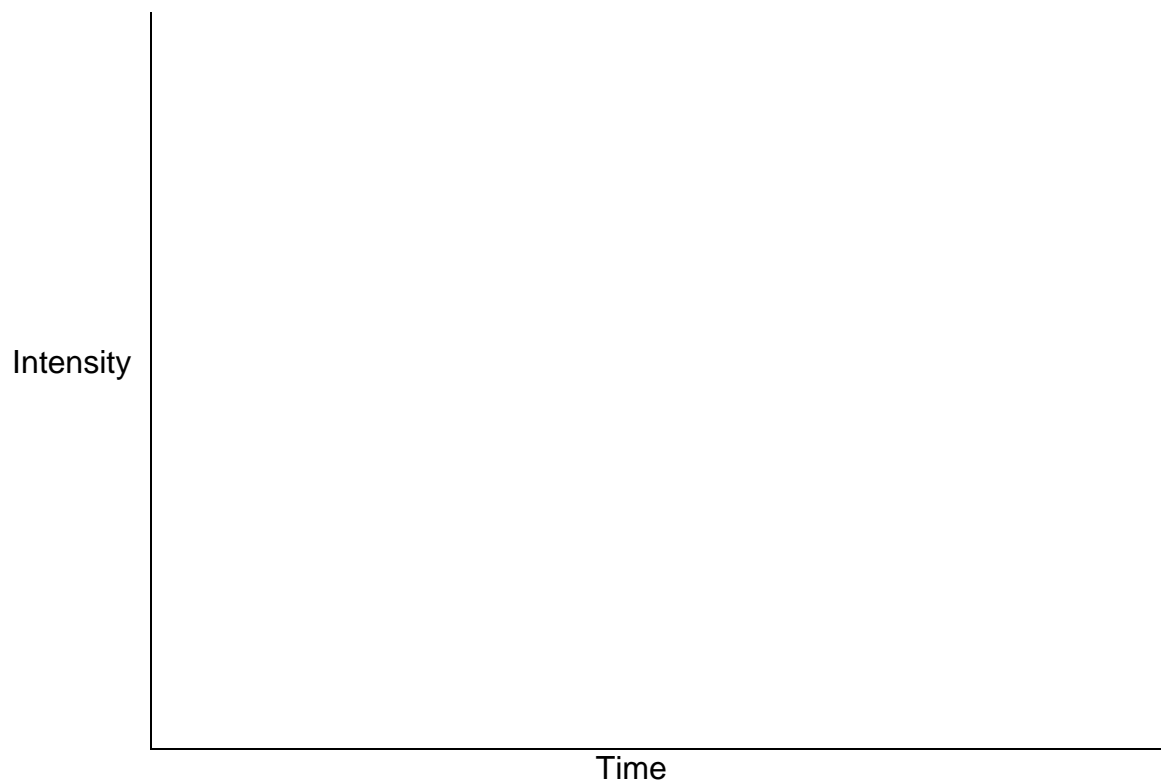
1. Behavior is _____
2. Behavior is _____
3. Behavior is escalated through successive interactions (_____)
4. Behavior can be changed through an _____ approach.

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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