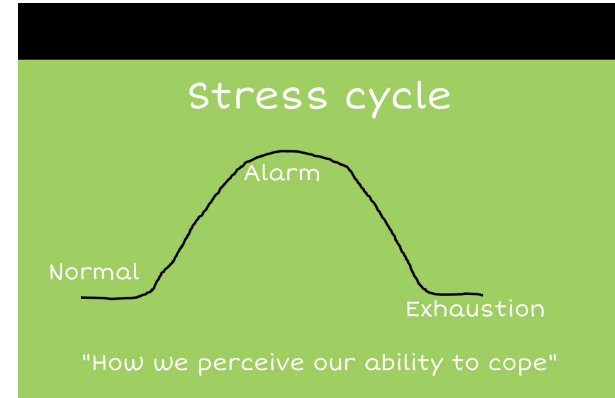
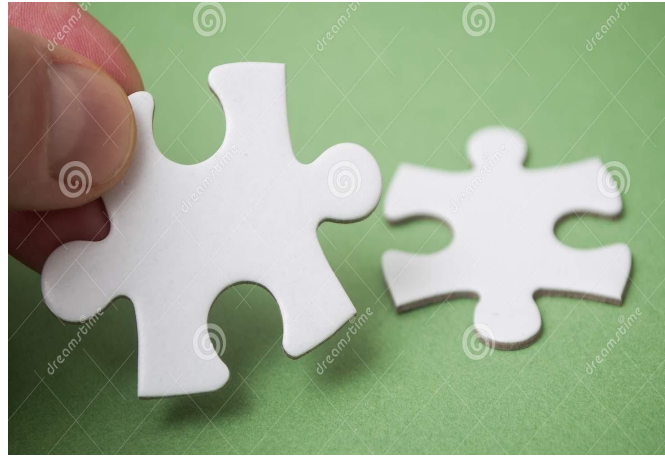
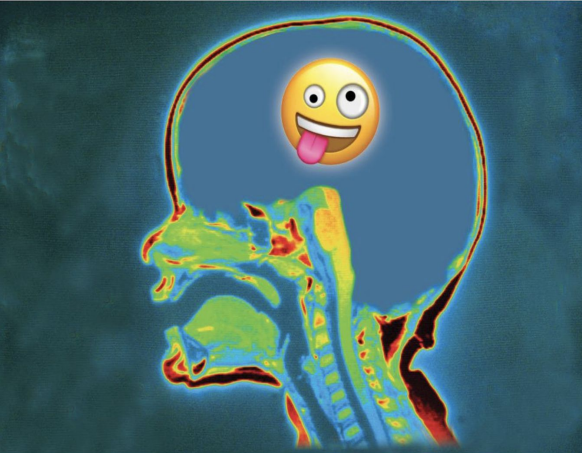


Connect



wairoro

the Dots



WIN



What's important now?

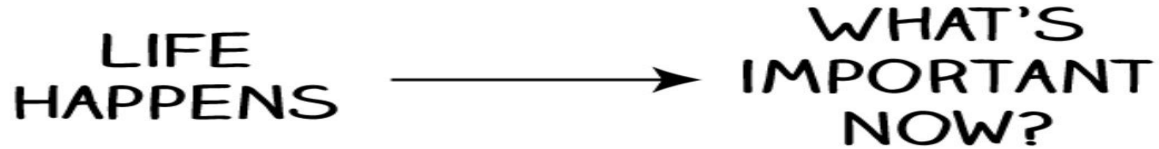
Ready to Learn Base Line Behaviour	Out of Sorts (Changing behaviour, Agitation)	Escalating (Increasing challenging Agitation)	Out of Control (Loss of Physical & Emotional control)	Calming Down Regaining Control, more rational	Ready to Learn Re-engaging on task.
What do you see - ready to learn state	What do you see? / antecedents	What do you see?	What do you see?	What strategies do you see them using? What strategies could you use?	What signs do you see to show they are ready to engage?





What's Important Now? (What to Do When Life Doesn't Go According to Plan)

By Patrick Buggy

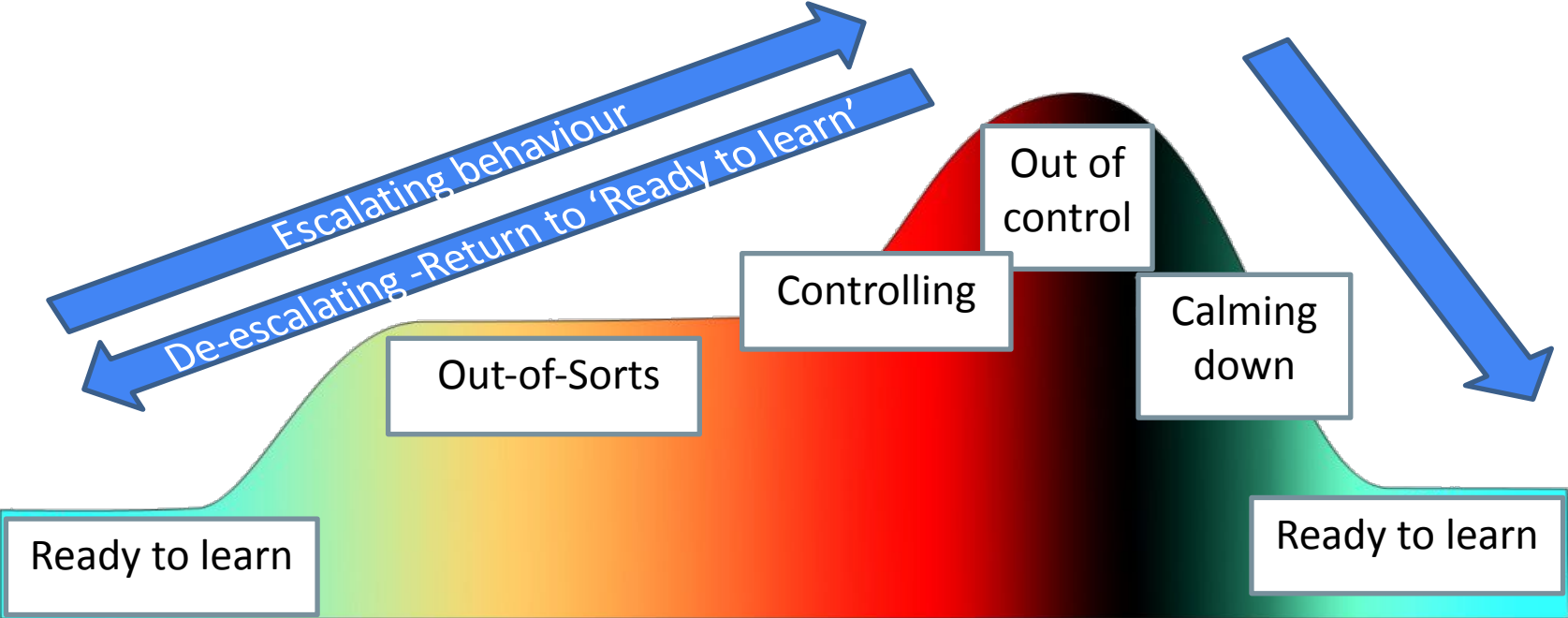


Pānui

Read

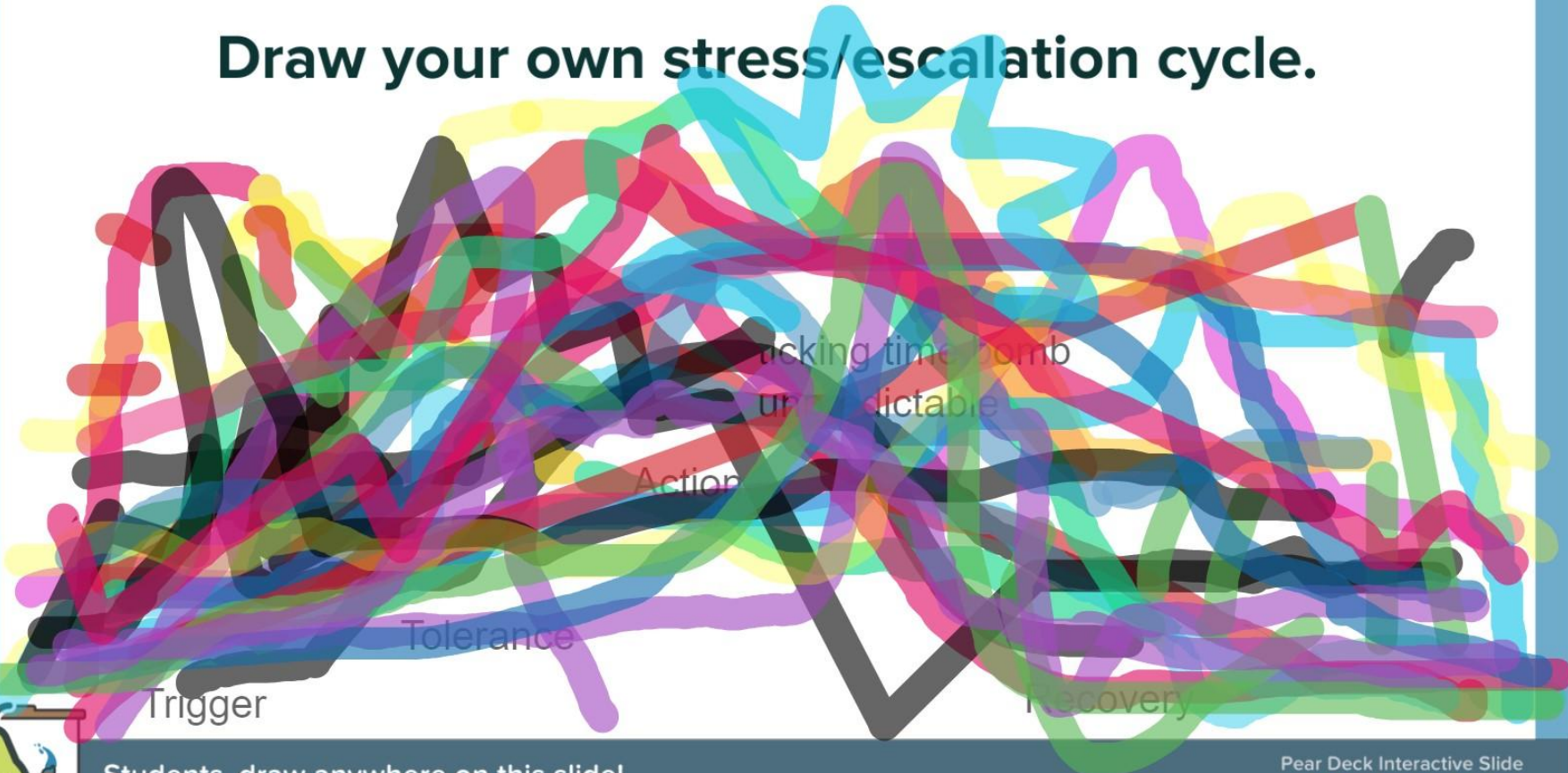
<https://mindfulambition.net/whats-important-now/>

Escalation Scale



How do your actions escalate or de-escalate the situation?

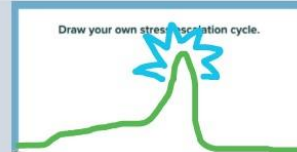
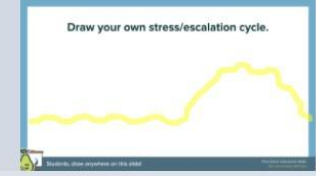
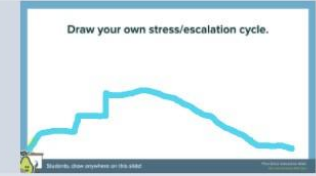
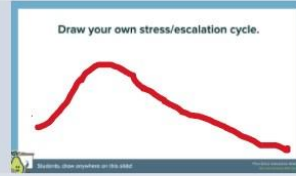
Draw your own stress/escalation cycle.



Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar





WIN



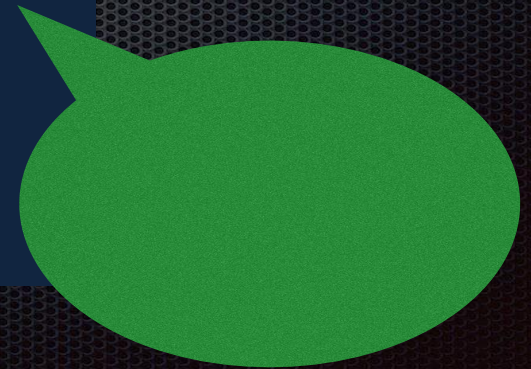
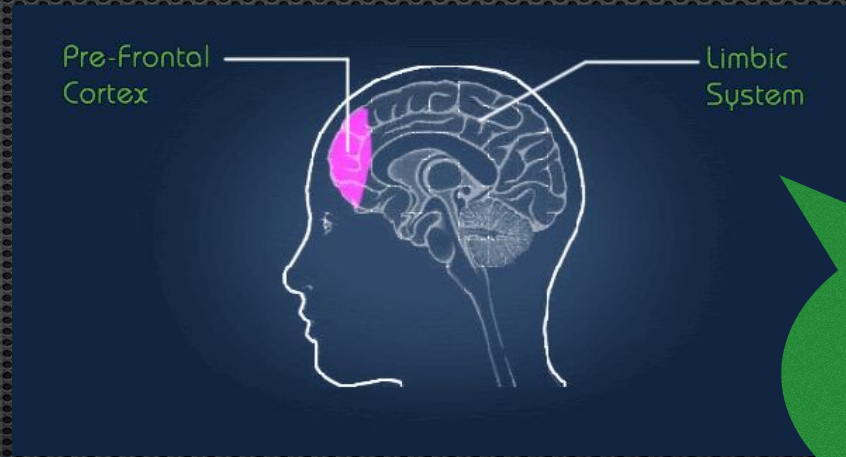
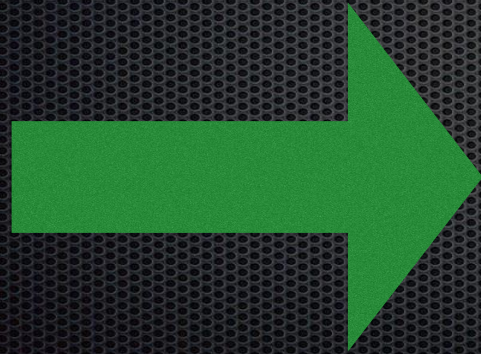
What's important now?

Ready to Learn Base Line Behaviour	Out of Sorts (Changing behaviour, Agitation)	Escalating (Increasing challenging Agitation)	Out of Control (Loss of Physical & Emotional control)	Calming Down Regaining Control, more rational	Ready to Learn Re-engaging on task.
What do you see - ready to learn state	What do you see? / antecedents	What do you see?	What do you see?	What strategies do you see them using? What strategies could you use?	What signs do you see to show they are ready to engage?



You have 2 jobs to do...

W	WHAT'S
I	IMPORTANT
N	NOW





Scenario

1. Manaaki was working on his penguin project.
2. The teacher asked him to get ready for maths class.
3. Manaaki wanted to continue working on this project and not go to maths.
4. The teacher again firmly told Manaaki to get ready for maths and to put his project away.
5. Manaaki continued to ignore her requests and give her dirty looks.
6. Manaaki begins to plead with the teacher to allow him to continue working and not go to maths.
7. The teacher says no again.
8. Manaaki gets defiant.
9. He begins yelling obscenities up and down the hallway.
10. When the principal asks Manaaki what the problem was, he tells her that his teacher was making him go to maths class and that he didn't like maths and blamed his teacher for making him throw his desk.
11. Manaaki is then sent to sit by himself.
12. Completes his required work without any more problems.

**Respond
Or
React
You choose**





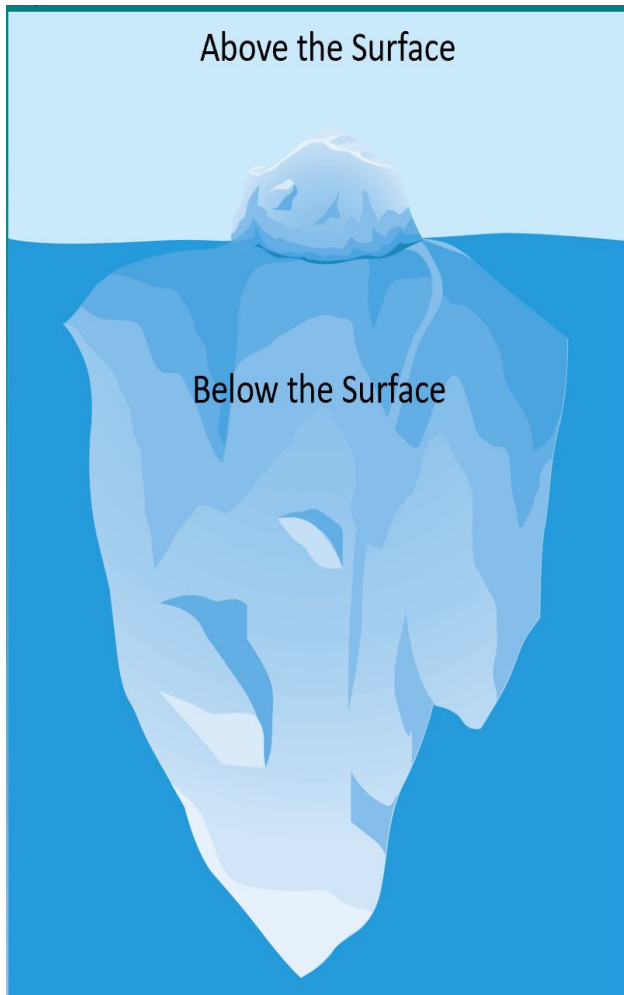
It takes a calm brain to
calm another brain



“Remember: everyone in the classroom has a story that leads to misbehavior or defiance. 9 times out of 10, the story behind the misbehavior won’t make you angry. It will break your heart” (Breux).



W	WHAT'S
I	IMPORTANT
N	NOW



- Polite and caring towards others
 - Likes rugby but won't commit to a team
 - Often late to class (first thing in the morning)
 - Some days doesn't engage with work at all
 - Some mornings can be rude to teachers (especially female teachers)
 - Sometimes takes calls on his phone during lessons
-
- Dad died 2 years ago
 - Lives with mum and 3 younger siblings
 - Drops siblings off at school (has to walk a long way to do this)
 - Mum often can't get out of bed (depression)
 - Mum given him phone so he can be her primary contact



Dys-regulation

Co-regulation

Self-regulation

Ready to learn

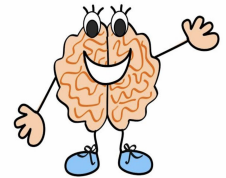
W	WHAT'S
I	IMPORTANT
N	NOW



Ready to learn



- **maintain the calm, ready-to-learn state by engaging the student, building the relationship and providing explicit feedback**
- **teach academic and social skills and emotional regulation**
- **increase opportunities for academic and social success**
- **reduce known triggers and minimise opportunity for conflict**
- **communicate positive expectations**
- **reinforce the behaviours I want to see more of**



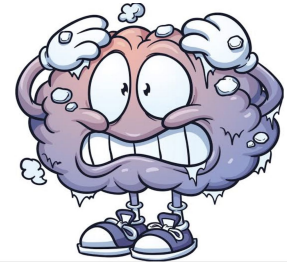
Out of sorts

W	WHAT'S
I	IMPORTANT
N	NOW

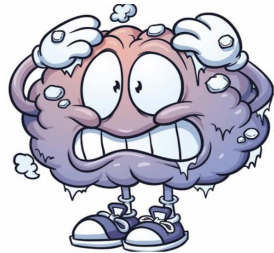


Out of sorts

- focus on reducing anxiety
- try to understand the issue / find common ground
- make structural / environmental modifications
- provide reasonable options and choices
- negotiate task changes
- ask how I can help to problem solve
- remove triggers
- be consistent with my responses
- remember how my body language, facial expressions and the way I say things can increase or decrease anxiety



Supportive



Encouraging



Discussing



Escalating

W	WHAT'S
I	IMPORTANT
N	NOW



Escalating



- **create space (physical and emotional)**
- **reduce my talk and use more non-verbal communication**
- **not take it personally or make it personal**
- **remove all triggering and competing maintaining factors (including the audience)**
- **set a clear limit – establish and follow through with the bottom line**
- **disengage from student**
- **remain calm**



Directing





Directive

- *expectations*

- *directions*

- *clearly defined*

- *understood*



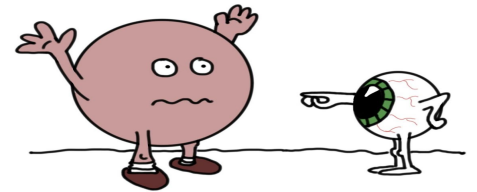
Out of control

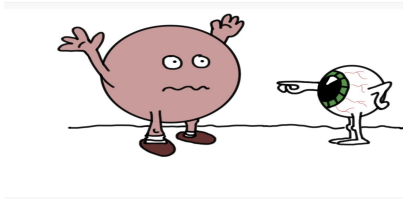
W	WHAT'S
I	IMPORTANT
N	NOW



Out of control

- **remember – safety first**
- **stay calm – use supportive body language**
- **keep the exits clear**
- **name it to tame it!**
- **create space – keep barrier between me and the student**
- **remove any item that could be used as a weapon, if possible**
- **activate safety plan**
 - **remove students from class**
 - **call for back up**
 - **exit the class**





Calming down

W	WHAT'S
I	IMPORTANT
N	NOW



Calming down



- ensure others are feeling OK and safe
- give myself time to calm down
- give the student time and space
- remove any triggers
- support and meet physical needs, such as water
- meet emotional needs – try to re-establish trust and communication and emphasise starting anew
- avoid nagging, blaming, forcing an apology
- monitor wellbeing



Ready to learn again

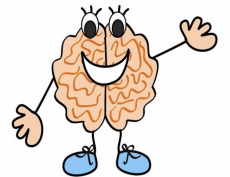
W	WHAT'S
I	IMPORTANT
N	NOW

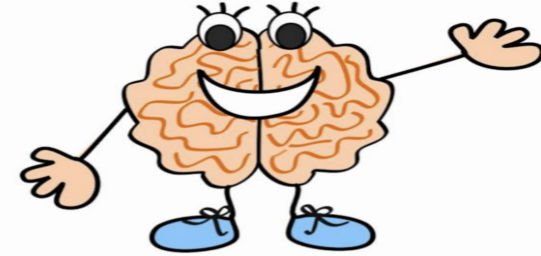
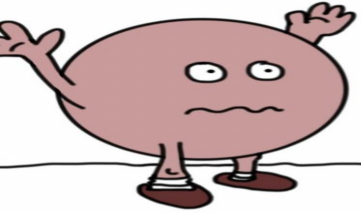
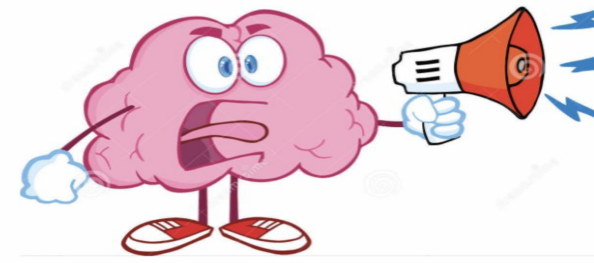
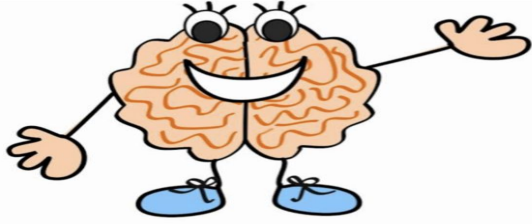


Ready to learn

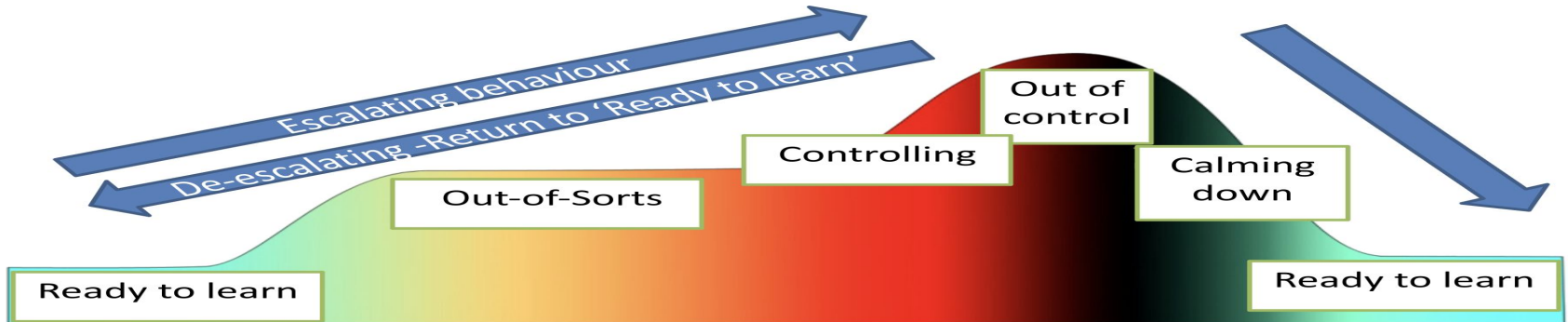


- re-integrate and support to engage in curriculum
- restore relationships – may be simple or a full restorative process
- maintain the calm, ready-to-learn state by engaging the student, building the relationship and providing explicit feedback
- teach academic and social skills and emotional regulation
- increase opportunities for academic and social success
- reduce known triggers and minimise opportunity for conflict
- communicate positive expectations
- reinforce the behaviours I want to see more of

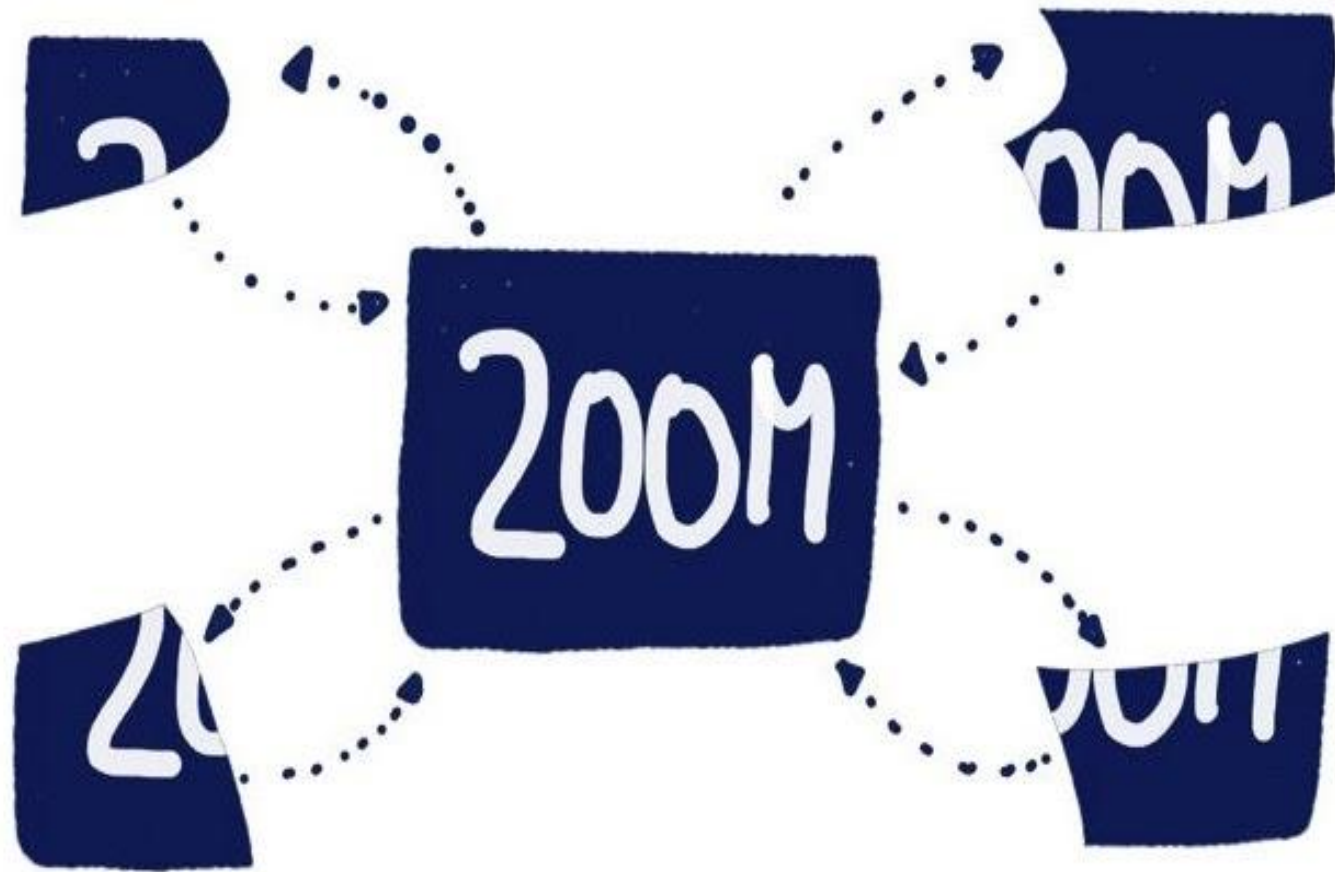




Escalation Scale



How do your actions escalate or de-escalate the situation?



Kōrero
Speak

Scenario

1. Manaaki was working on his penguin project
2. The teacher asked him to get ready for maths class
3. Manaaki wanted to continue working on this project and not go to maths.
4. Supportive
5. Manaaki continued to ignore her requests and give her dirty looks.
6. Manaaki begins to plead with the teacher to allow him to continue working and not go to maths
7. Directive
8. Manaaki gets defiant.
9. He begins yelling obscenities up and down the hallway.
10. Safety plan kicks in
11. The Principal arrives
12. Opportunity to calm down
13. Completes his required work without any more problems.

H

I



F

T

V

E

Guide to Behaviour and learning

Understand:

Understanding behaviour

Understanding how to respond to problem behaviour

Strategies for action:

Foster positive relationships and partnerships

Collaboratively develop a safe and caring culture and climate

Supporting language and communication skills

Support emotional wellbeing and positive mental health

Strategy, responsibility to challenging situations?

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[Print](#)



Recognise stages in behaviour

Consider safety first

Take a stepped approach

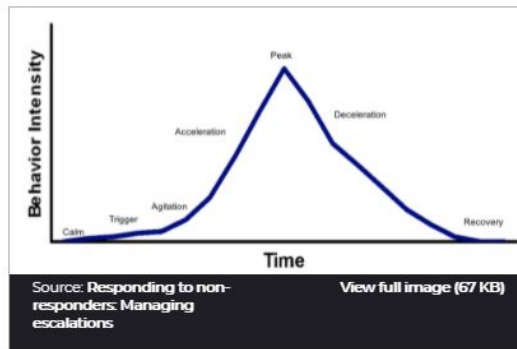
Think ahead checklist

Reflective questions

Useful resources

Recognise stages in behaviour

Colvin and Sugai describe each behavioural phase and suggest specific strategies for intervention as student behaviour escalates.



[Present](#)

[Download](#)

[Print](#)





Information sheet:

Safety/behaviour plans

A safety or behaviour plan is necessary for children or young people who have a history of ongoing disruptive or extreme behaviour.

