

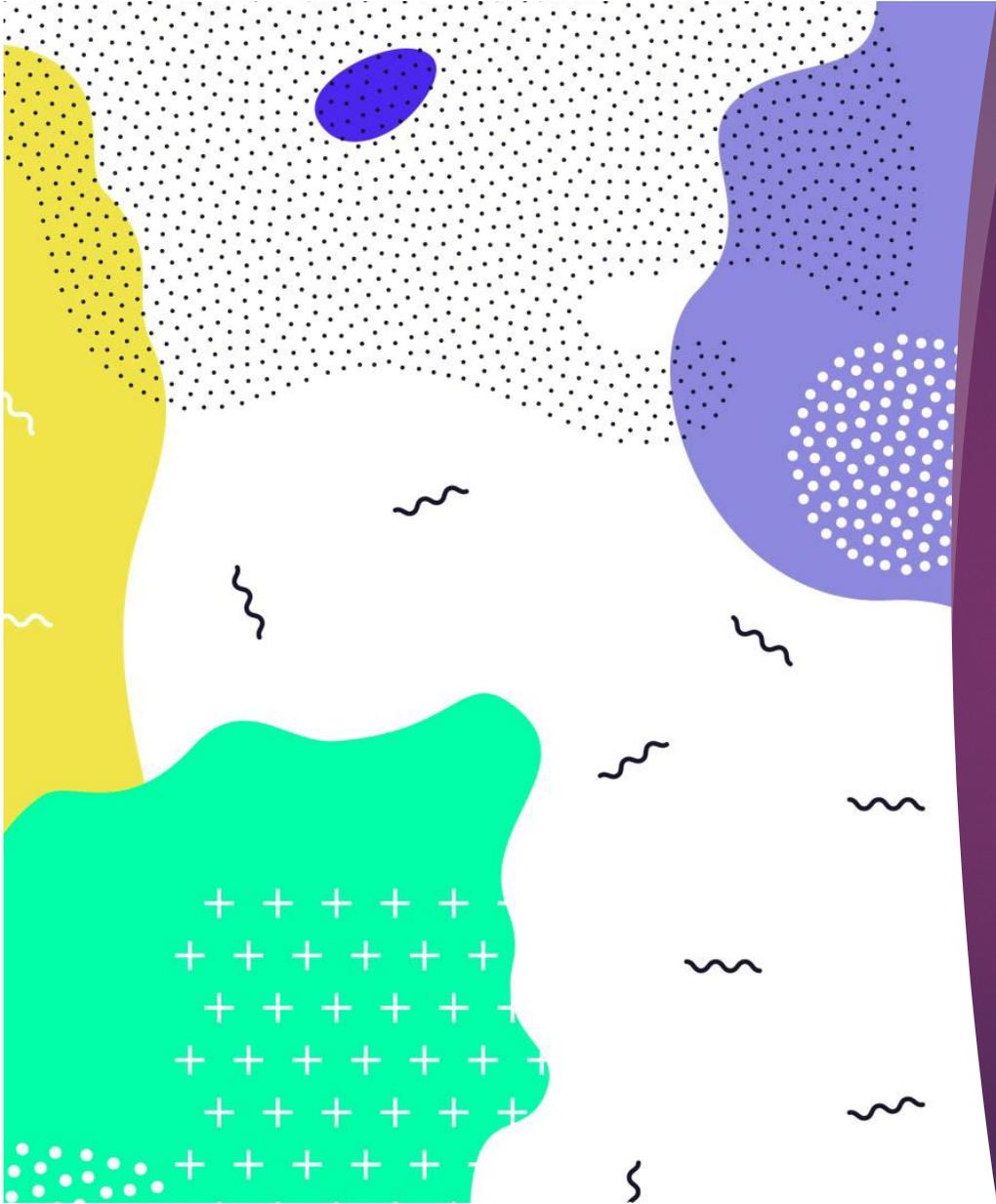
STUDENT AGGRESSION AWARENESS – PART II

*TRAUMA INFORMED
MANAGEMENT OF ESCALATED
STUDENT BEHAVIOR AND SELF
CARE STRATEGIES FOR
EDUCATORS*

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www.pswctup.org



De-escalation Practices Through a Trauma Responsive Lens

▶ TOVAH DENARO (SHE/HER)

▶ INNOVATIVE BEHAVIORAL CONSULTING, LLC

Hello!

- ▶ Tovah Denaro (she/her)
 - ▶ MS.Ed.
 - ▶ Doctoral Candidate, USC



Agenda

- De-escalation and self reflection
- Trauma and Alarm Reactions
- Self Care (light)
- Behavior as Communication
- De-escalation tips in the moment

Objectives

Learn Learn to remain in control.

Learn Learn to avoid the wrong response
which can make the situation worse.

Learn Learn to support anyone, anywhere,
with any issue.

Learn Learn specific strategies to walk away
with today, to support youth and
yourself at all levels of the escalation.

Our Brain

- ▶ Thinking brain
- ▶ Brain that controls emotions
- ▶ Survival brain
 - ▶ ****Basic Needs****

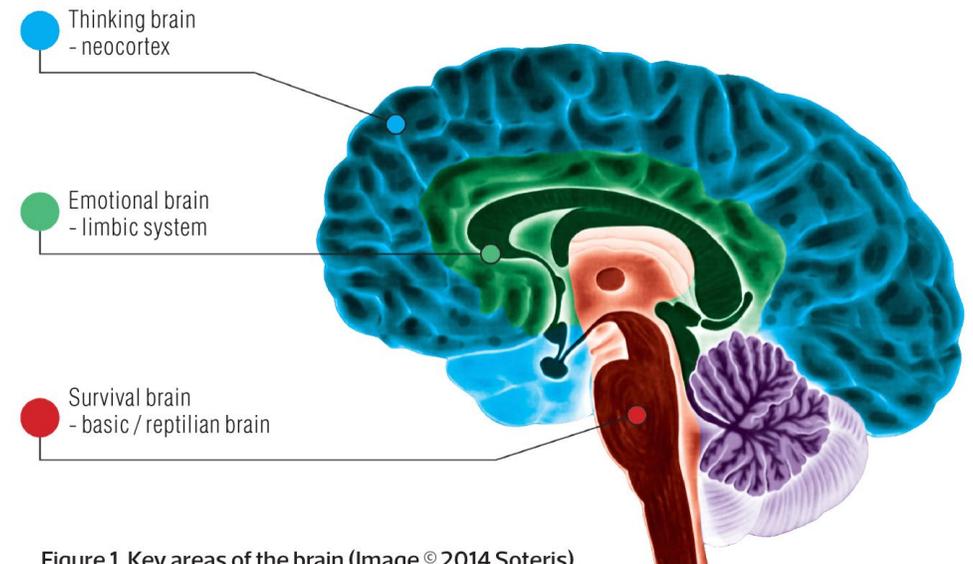
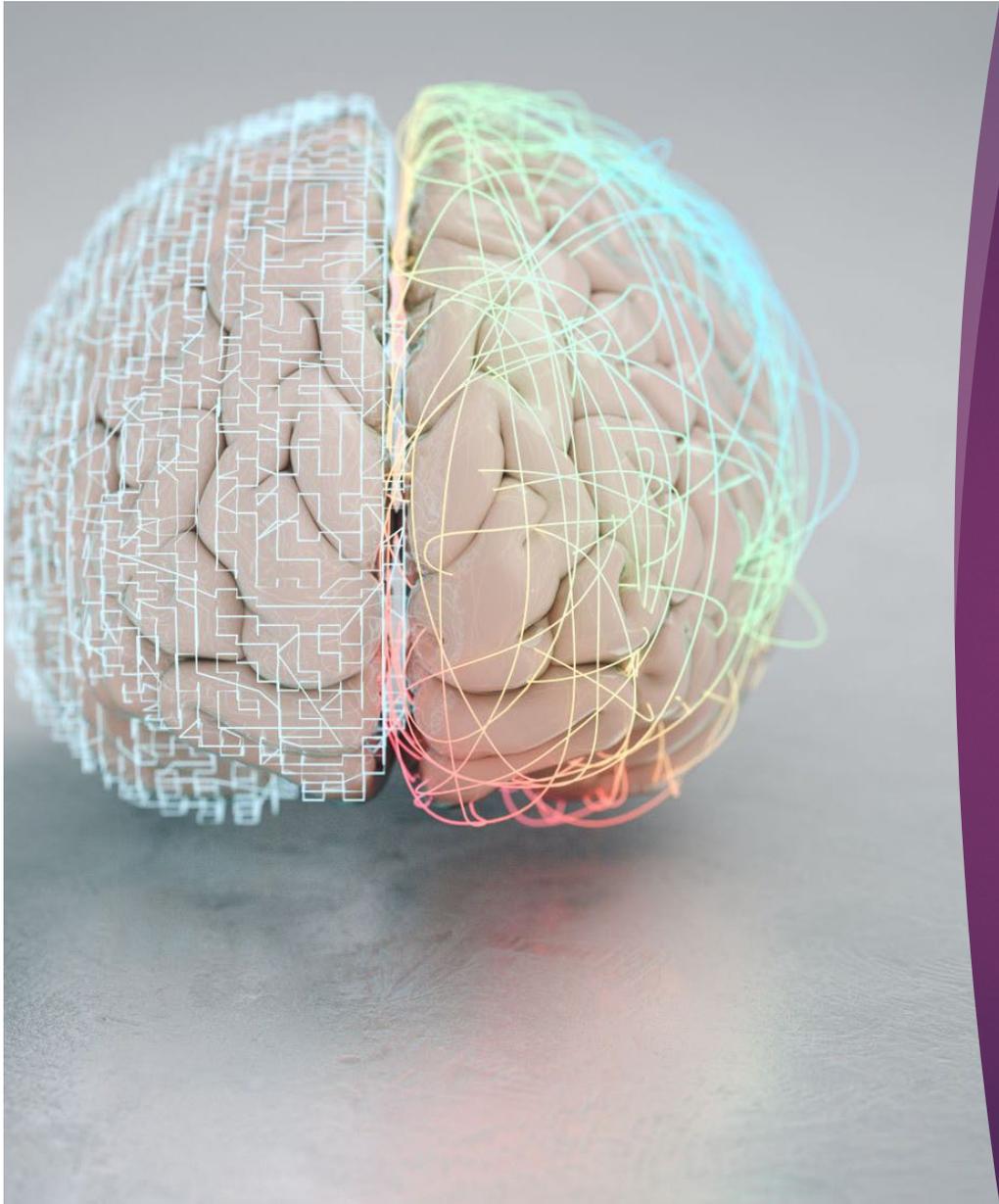


Figure 1. Key areas of the brain (Image © 2014 Soteris).

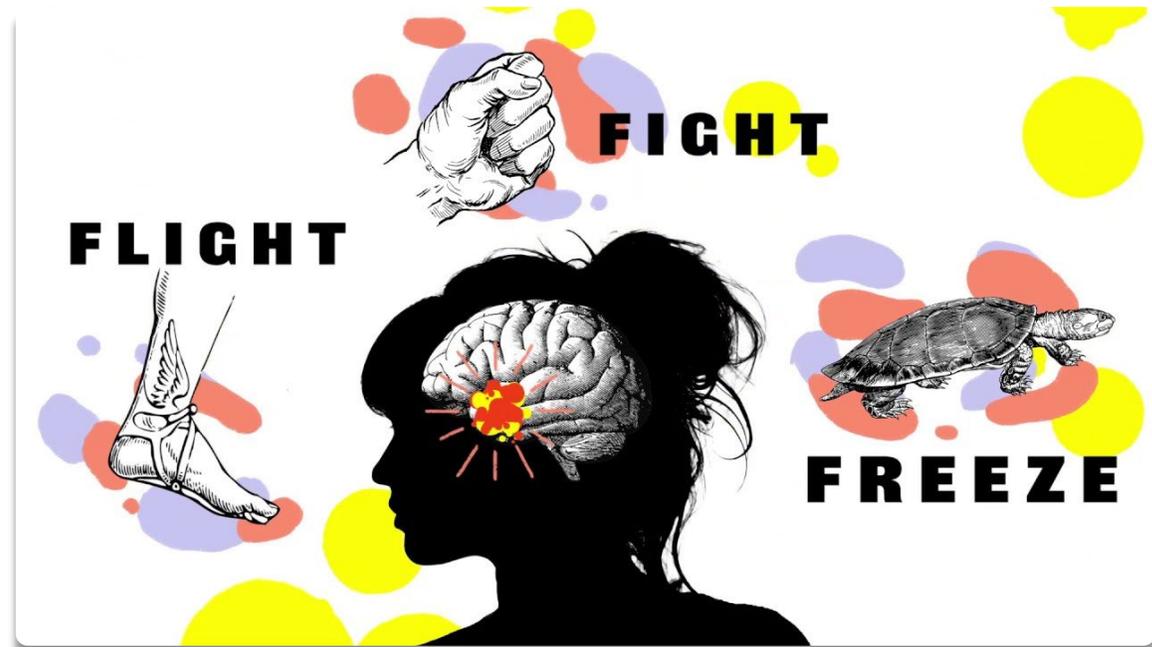


To begin...

UNDERSTANDING TRAUMA AND BRAIN
DEVELOPMENT

Alarm Reactions

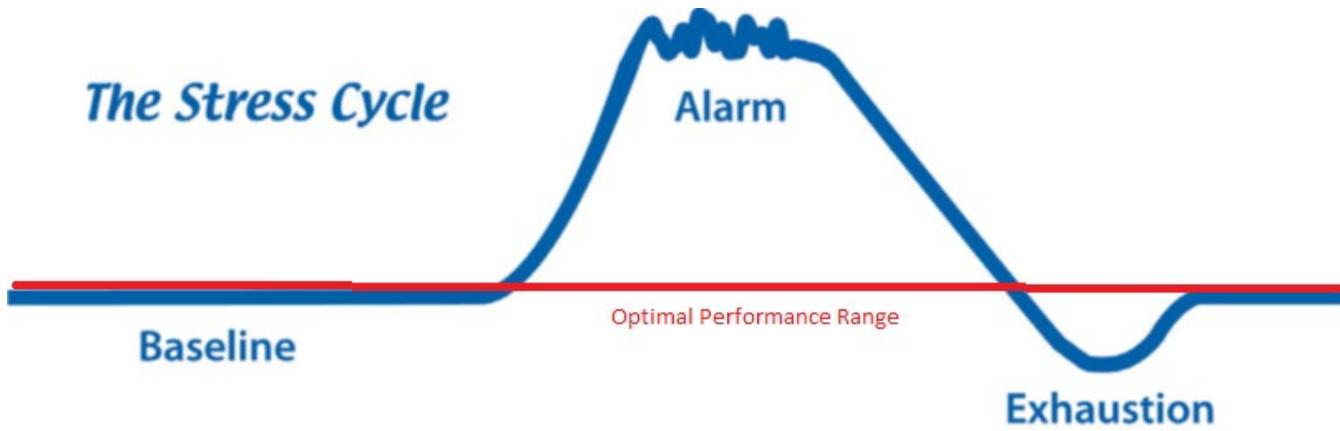
- ▶ Fight
- ▶ Flight
- ▶ Freeze
- ▶ Fawn





In the chat...

IS THERE EVER A TIME WHEN STRESS IS
BENEFICIAL TO YOU?



Optimal
performance
range

Cognitive Distortion	Thinking patterns	Behavior Results
Victim Mindset	All about me Personal attacks Poor me Why do things keep happening to me	Allow crisis to occur Self-fulfilling prophecy Blaming Denial Guilt Negative self-talk
Polarity mindset	Thinking in extremes - Everything is “the end of the world.” Or - Nothing is of consequence.	Create crisis to feel better Not flexible Doesn't see perspectives Stuck with one strategy Responds in extremes
Emotional mindset	I feel it, therefore it is true	Emotional outbursts Power struggles Passive aggressive Angry and frustrated
Perfectionist	Nothing is ever good enough. Nothing meets your standards.	Always think you are right Step on other's toes Attack leadership



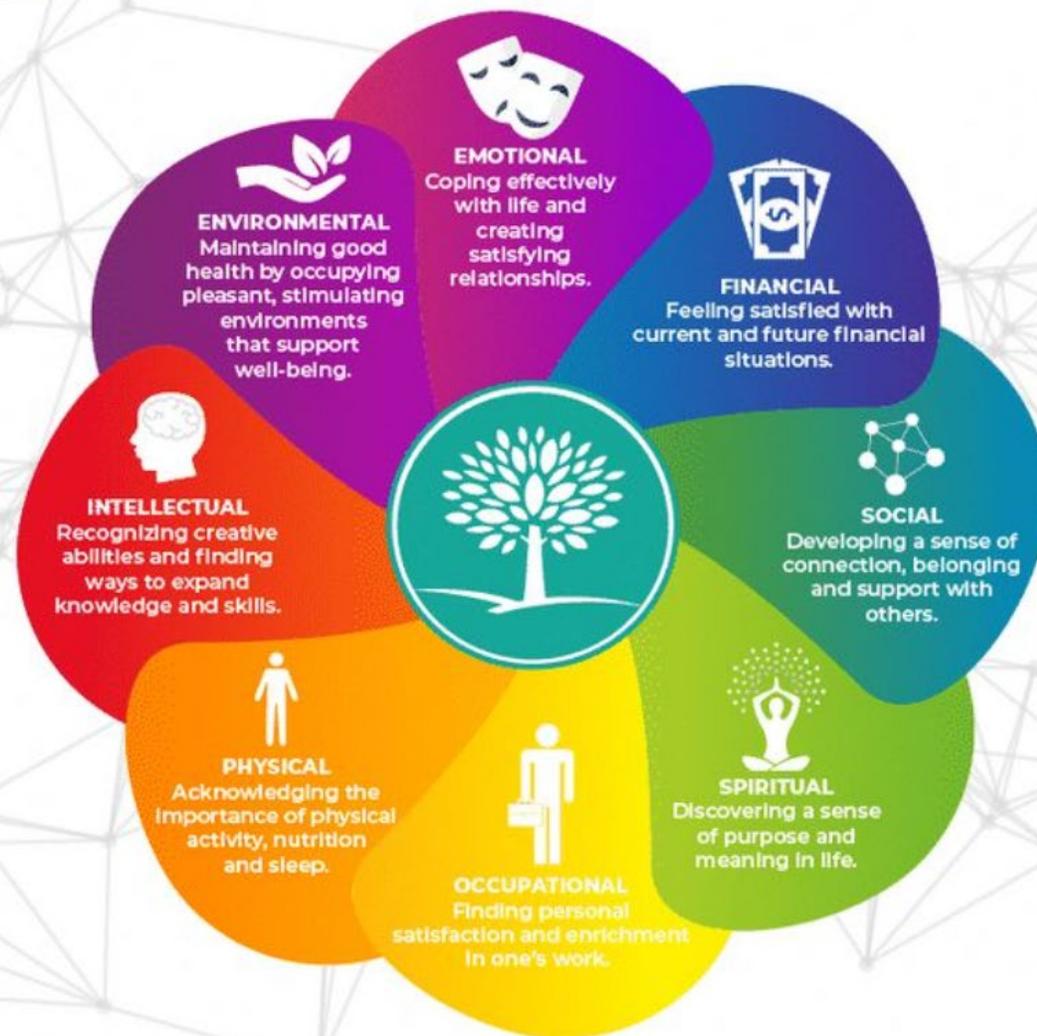
Inside-out change

Changing your way of thinking and responding in order to make a difference in the situation at hand.

► Individuals who maintain a high level of wellness can cope more effectively with crisis.



8 DIMENSIONS OF WELLNESS





In the chat...

WHAT DO YOU DO FOR SELF CARE?



“There is no better Tier 1 intervention than that of a healthy adult.”

- Dr. Adam Saenz,
author of “The Power
of a Teacher:
Restoring Hope and
Well-Being to Change
Lives”

Compassion Fatigue

"Compassion Fatigue is a state experienced by those helping people in distress; it is an extreme state of tension and preoccupation with the suffering of those being helped to the degree that it can create a secondary traumatic stress for the helper."

Dr. Charles Figley
Professor, Paul Henry Kurzweg Distinguished Chair
Director, Tulane Traumatology Institute
Tulane University, New Orleans, LA

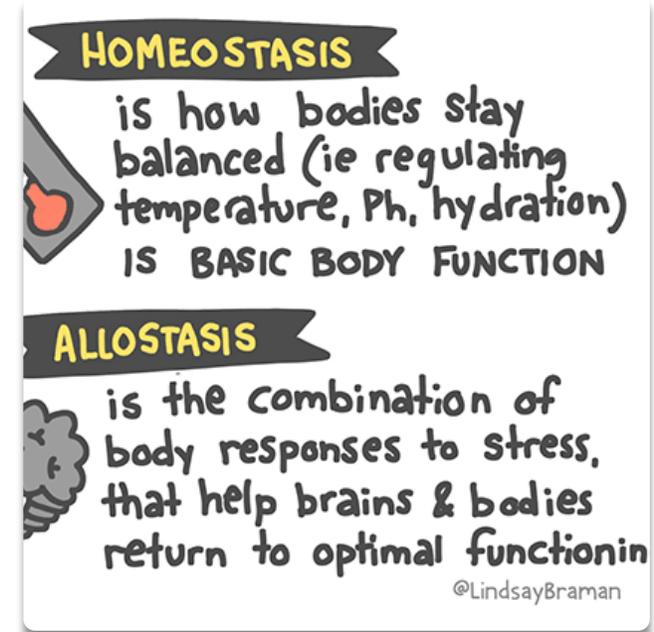
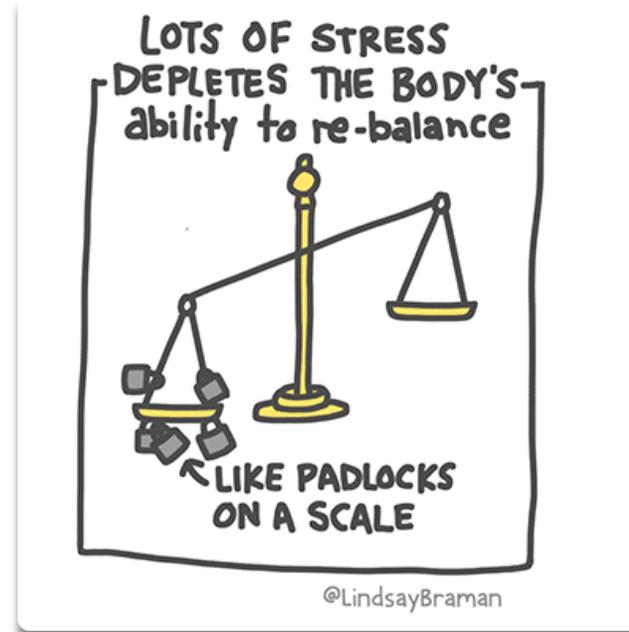
ONE DOES NOT SIMPLY



AVOID COMPASSION FATIGUE

Why Do We Need to Talk About This?

- ▶ “The body keeps the score...”
- ▶ Allostatic Load = The body’s ability to maintain balance (homeostasis) under stress
- ▶ Consistent flight/fight/freeze mode means our allostatic load is too high
- ▶ High Allostatic Load = Body Functions Less Effectively



What is Impacting Us?

- ▶ It's not just work. There's so much more at play that is compounding what we are feeling right now...

Social Issues

SO MUCH
UNCERTAINTY

Inconsistent Messages
Expectations

Politics

Educational
Hot Topics



Feeling helpless and hopeless

A sense that one can never do enough

Hypervigilance (compounded by
screentime)

Diminished creativity

Inability to embrace complexity

What's the Difference?

- ▶ **Compassion Fatigue** (CF) refers to the profound emotional and physical erosion that takes place when helpers are unable to refuel and regenerate.
- ▶ **Vicarious trauma** (VT) was coined by Pearlman & Saakvitne (1995) to describe the profound shift in world view that occurs in helping professionals when they work with clients who have experienced trauma. Helpers notice that their fundamental beliefs about the world are altered and possibly damaged by being repeatedly exposed to traumatic material.
- ▶ **Burnout** is a term that has been used since the early 1980s describe the physical and emotional exhaustion that workers can experience when they have low job satisfaction and feel powerless and overwhelmed at work. However, burnout does not necessarily mean that our view of the world has been damaged, or that we have lost the ability to feel compassion for others.

All 3 are
**Stress
Responses**

Compassion Fatigue

- Exhaustion from giving emotional + mental resources

Vicarious Trauma

- Contagious, caused by exposure to trauma of others
- Happens quickly
- Causes a shift in a person's worldview/opinions

Burnout

- Happens slowly
- Caused by extreme, consistent stress that is not managed/addressed
- You're in "survival mode"
- Often mislabeled or misdiagnosed as depression

Symptoms can overlap

EMPATHY IN ACTION!

Avoiding these Stress Responses

Relationship

- ▶ Building a relationship with each student is the precursor for building classroom community
- ▶ "...the foundation of culturally responsive instruction is not technical, but relational. It's about authentic caring."- Zaretta Hammond
- ▶ "There is no more effective neurobiological intervention than that of a safe relationship." Dr. Bruce Perry PhD, MD

Differentiation of Relationships



Relationships are like a bank account:

- One cannot withdrawal from a youth until deposits have been made
- Once one has made sufficient deposits into the relationship, one can skillfully withdrawal for a variety of purposes



Relationship Rule

Know youths' motivations and triggers.

Am I the best person to be de-escalating the youth?

- What support system is in place?

Know and follow any plan* that is already in place.



One response does not fit all

- ▶ When we engage, we need to consider:
 - ▶ Proactive
 - ▶ Holistic
 - ▶ Immediately effective

One
response
does not fit
all

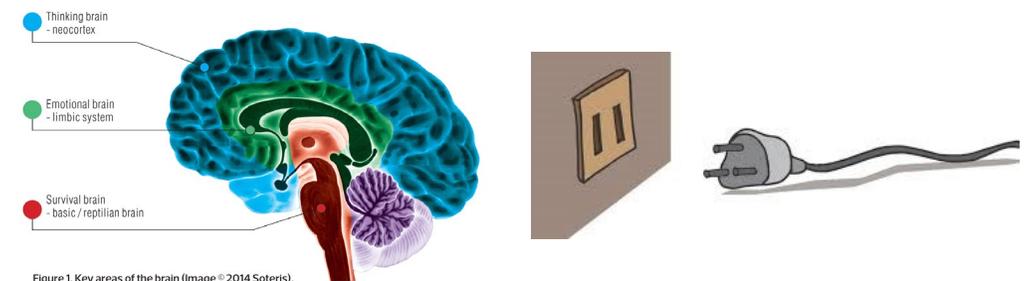
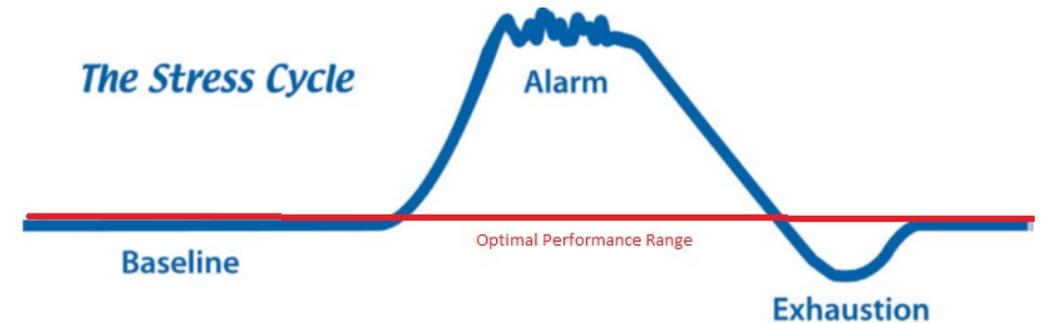
The intervention must meet
the needs of our youth

We must constantly reflect
respect on the youth

The safety of everyone in
the environment is our
highest priority

Unplug the power struggle

- ▶ Only engage when you and the youth are in a place to connect appropriately
- ▶ Assess yourself in the situation
 - ▶ Be open to input from your team
- ▶ Work on meeting the youth's need vs requiring compliance



Shifting focus



Short-term focus

Intervention
Reaction
Seek shifting relationship
Safety resolution (not problem resolution)

Long-term focus

Prevention
Know now what to prevent
Build lasting relationship
Problem resolution

To shift focus we need to
understand...

BEHAVIOR

Behavior is communication



- ▶ What is the function of the behavior?
 - ▶ What is the youth trying to gain?
 - ▶ What is the youth trying to avoid?

To gain

To escape/ avoid

Attention (peers or adults)

Attention (peers or adults)

Something tangible (time on the iPad)

Something tangible (work)

Sensory*

Sensory*

Pathway Chart: How Additional Stress and Challenges can Compound Behavior

Setting Events

Increase likelihood the trigger will provoke behavior

Trigger

What happens right before the behaviour which provokes it

Problem Behavior

Main behavior of concern that are maintained by the same consequence

Maintaining Consequences

The function or purpose of the problem behavior



Examples of Setting Events



FIGHT AT HOME



POOR SLEEP



NOT EATING
ENOUGH IN THE
MORNING



ACES AND TRAUMA

Examples of Triggers

Loud noises

Unfamiliar adults

Smells

Losing

Undesired lunch
options

Challenging
work

Being last

A change in
routine

Being unable to
communicate
what they really
want



Preventative Strategies

PREVENTION IS THE DOMINANT PARADIGM IN BEHAVIOR MANAGEMENT

Adjust difficulty of the task

Offer Choice

Increase youth interest in the activity

Alter the length of the task

Modify the mode of task completion

Increase predictability

Modify instructional delivery

Provide non-contingent escape

**Escape or
Avoid Task
or
Environment**

**Provide alternative
sensory
reinforcement**

Enrich environment

Gain Sensory
Reinforcement

Schedule a preferred transitional activity

Increase accessibility to preferred item/activity

Provide desired item or activity contingent on an alternative appropriate response, or only when challenging behavior is not present.

**Gain Tangible
or Activity
Reinforcement**

Schedule attention

Increase proximity to youth

**Provide preferred activity
when attention is not
available**

**Provide attention contingent
on acceptable behavior or
the non-occurrence of the
challenging behavior**

**Gain
Attention**

Tips In The Moment

- ▶ Be Empathetic, Non-Judgmental
 - ▶ When someone says or does something you perceive as weird or irrational, try not to judge or discount their feelings. Whether or not you think those feelings are justified, they're real to the other person. Pay attention to them.

Tips In The Moment

- ▶ Respect Personal Space
 - ▶ If possible, stand 1.5 to 3 feet away from a person who's escalating. Allowing personal space tends to decrease a person's anxiety and can help you prevent acting-out behavior.

Tips In The Moment

- ▶ Use Nonthreatening Non-verbals
 - ▶ The more a person loses control, the less they hear your words—and the more they react to your nonverbal communication. Be mindful of your gestures, facial expressions, movements, and tone of voice.



Paralanguage

Tips In The Moment

- ▶ Avoid Overreacting
 - ▶ Remain calm, rational, and professional. While you can't control the person's behavior, how you respond to their behavior will have a direct effect on whether the situation escalates or defuses.

Tips In The Moment

- ▶ Focus on Feelings
 - ▶ Facts are important, but how a person feels is the heart of the matter. Some youths have trouble identifying how they feel about what's happening to them. Watch and listen carefully for their real message.
 - ▶ I see you are really upset about this.
 - ▶ I hear your frustration. Talk to me about it.
 - ▶ VALIDATION IS CRITICAL

Tips In The Moment

- ▶ Ignore Challenging Questions
 - ▶ Answering challenging questions often results in a power struggle. When a person challenges your authority, redirect their attention to the issue at hand.

Tips In The Moment

- ▶ Set Limits
 - ▶ If a person's behavior is belligerent, defensive, or disruptive, give them clear, simple, and enforceable limits. Offer concise and respectful choices and consequences.



Tips In The Moment



Choose Wisely What You Insist Upon

It's important to be thoughtful in deciding which rules are negotiable and which are not



Choice needs to be reflective of what the youth wants

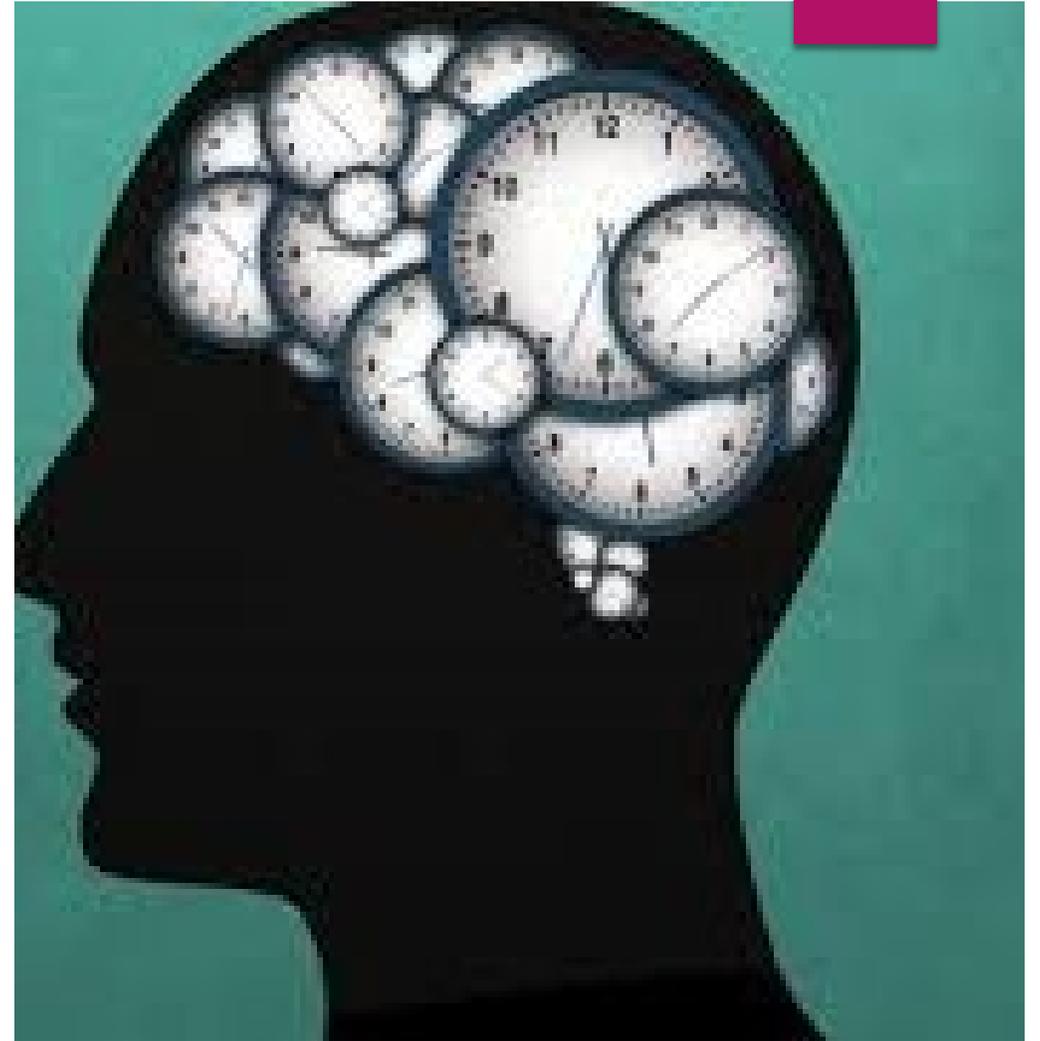
Tips In The Moment

- ▶ Allow Silence for Reflection
 - ▶ While it may seem counterintuitive to let moments of silence occur, sometimes it's the best choice. It can give a person a chance to reflect on what's happening, and how he or she needs to proceed.



Tips In The Moment

- ▶ Allow Time for Decisions
 - ▶ When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you've said.



Thank You!

For more support:
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QUESTIONS?

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In Association with:

Puget Sound Workers' Compensation Trust and the Puget Sound
Educational Service District
September 1, 2022

UPCOMING TRAINING OPPORTUNITIES

- Presenter: Dr. Pyam Fallah, Phd, Idehl Laboratories
- Date: June 2, 2022
- Time: 10:00AM - 12:00PM
- Location: Teams Webinar

Mold In Schools I:
Fact Vs. Fiction



- Presenter: Tim Reeve, Attorney, Reeve Law Firm
- Date: July 14, 2022
- Time: 10:00AM - 12:00PM
- Location: Teams Webinar

Mold In Schools II:
Handling Mold
Exposure Claims



- Presenter: Michelle David, Sr. Industrial Hygienist, Wood, Plc
- Date: August 4, 2022
- Time: 10:00AM - 12:00PM
- Location: Teams Webinar

Mold In Schools III:
Mold And Water
Remediation



- Fall Educational Workshop (*In Person/Hybrid*)
- Presenter: Nancy Bernard, WA State DOH
- Date: October 26, 2022
- Time: 8:00AM - 3:00PM
- Location: Teams Webinar

WA State DOH:
School Environmental
Health and Safety



- Presenter: WCT/UP Loss Control Team
- Date: September 29, 2022
- Time: 10:00AM - 11:00AM
- Location: Teams Webinar

ANNOUNCING
DISTRICT SAFETY
DASHBOARD



- Presenters: Reginald Reed; Principal, ReLife School
Kim Sanders; President, UKERU Systems & COO, Grafton Integrated Health Network
- Date: September 1, 2022
- Time: 10:00AM - 12:00PM
- Location: Teams Webinar

Student Aggression
Awareness I:
Emotional Intelligence
for Classroom Safety



- Presenter: Tovah Denaro, Innovative Behavior Consulting, Tacoma WA Health Network
- Date: October 20, 2022
- Time: 10:00AM - 12:00PM
- Location: Teams Webinar

Student Aggression
Awareness II:
Emotional Intelligence
for Classroom Safety



- Presenters: PSESD Student Support Services
- Date: November 3, 2022
- Time: 10:00AM - 12:00PM
- Location: Teams Webinar

Student Aggression
Awareness III:
Emotional Intelligence
for Classroom Safety



AVAILABLE MEMBER SERVICES

Worker Compensation Trust

- Claim Intake / Reviews / Investigation
- Compensability Determination
- Disability Management / Vocational Rehabilitation
- Exposure Analysis
- Incident Reporting
- Legacy Claims Management
- Industrial Hygiene
- Litigation Management
- Loss Control and Prevention
- Management Reporting
- Medical Cost Management
- Return-to-Work Planning

Unemployment Pool

- Claim Management
- Compliance Management
- Legislative Updates
- Management Reporting
- Review, Hearings, Appeals
- Training & Education

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We invite you to complete the post-event survey.

Your feedback will inform our efforts to continually enhance the value of these events!

*PLEASE COMPLETE
OUR SURVEY AND SHARE
YOUR THOUGHTS ON
TODAY'S TRAINING*

