

De-Escalation:

*Staying Cool When the
Temperature Rises*

One Hour
Preview!



ADVANCING WELLNESS AND
RESILIENCY IN EDUCATION



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RESILIENCY IN EDUCATION



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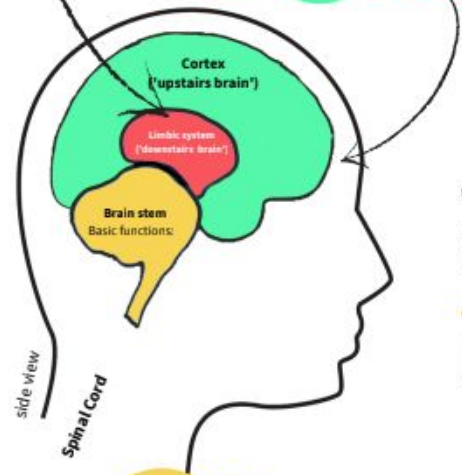
What does escalation
look like?



Emotions
Big feelings
Alarm Fight / Flight

Have a look at the videos on our 'Me's all about the brain' webpage to find out more about the hand model.

reflection
regulation
thinking
planning
learning
decision-making



Breathing heart / your hand away when something is hot
safety - e.g. pull your hand away when something is hot

Upstairs / Downstairs Brain

Think of your brain in two parts; the **upstairs brain** and the **downstairs brain**. The **upstairs brain (cortex)** is the 'smart part' - thinking, planning, learning, decision-making, regulation and reflection.

The **downstairs brain (limbic system and brain stem)** the emotional part - feelings, and our **alarm system** which is meant to keep us safe from danger (like sabre-toothed tigers) by getting us ready to fight or run away.

Most of the time the upstairs and downstairs parts work well together with our 'smart part' keeping a lid on emotional stuff. Sometimes when we experience strong emotions or the alarm system goes off... we can flip our lids. The downstairs brain takes over and thinking / logic go and it's 'react, react, react'.

Sometimes the downstairs brain sets off a **false alarm**. No real danger (like STTs) but that makes us feel under attack; like being asked to tidy your room, speak in public or being told off by a teacher!

Name it to tame it

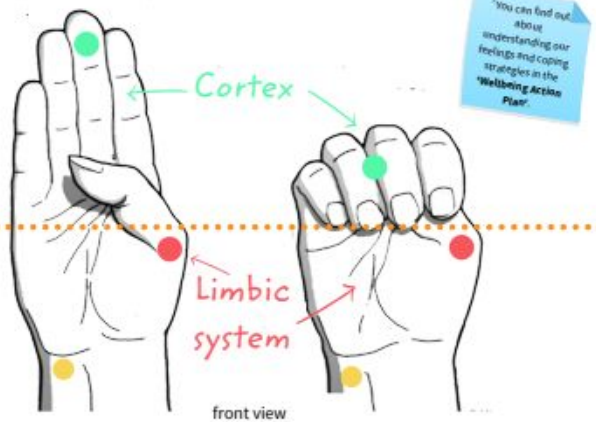
Everyone flips their lids. We can learn to "**name it to tame it**" - understand what happens and develop ways to help the 'upstairs brain' to get back in control".

Some people have had a tough time growing up or have had really stressful experiences in their lives (sometimes called 'trauma'). This means that their alarm system can get 'stuck' in the 'on' position and they can 'flip their lid' more quickly. It's not their 'fault' - their experiences have made them more alert and looking for danger. For those people it is often really helpful if they practice '**naming it and taming it**' with another person like a trusted adult. This is called **co-regulation**.

Try it. Hold up your hand. Tuck your thumb (representing the downstairs brain) into your palm. Now wrap your fingers (representing the upstairs brain) over your thumb. This is a model of a brain working in harmony. The upstairs and downstairs are connected and communicating.

When **big emotions** come along the downstairs brain takes over and you 'flip your lid' (fingers up) and the connection is broken. It can be hard to 'control' emotions and make good decisions.

angry
jealous
scared
sad
anxious



Hand Model of the Brain - Why we "flip our lid"



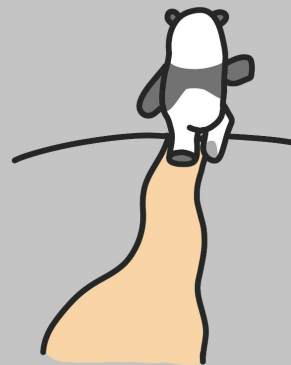
FIGHT



FREEZE



FAWN



FLIGHT

People who **FIGHT**
by default tend to:

1. Face challenges directly, sometimes to their peril.
2. Become defensive in response to conflict.
3. Express anger and frustration more openly.
4. Instigate conflict to avoid uncertainty.

People who **FREEZE**
by default tend to:

1. Often feel stuck.
2. Struggle to express emotion when upset.
3. Feel physically trapped during conflict.
4. Experience indecision.

People who **FAWN**
by default tend to:

1. Fall into the role of caretaking.
2. Always go with the flow.
3. Say "yes" even when they don't want to.
4. Participate without enjoyment.
5. Placate to avoid conflict.

People who default to
FLIGHT tend to:

1. Escape or avoid challenging situations.
2. Seek distractions from stress.
3. Delay difficult tasks.
4. Detach or dissociate from emotions to cope with conflict.

Chloe, go to the office.





the
office

**ANGER
MANAGEMENT**

What is your goal?

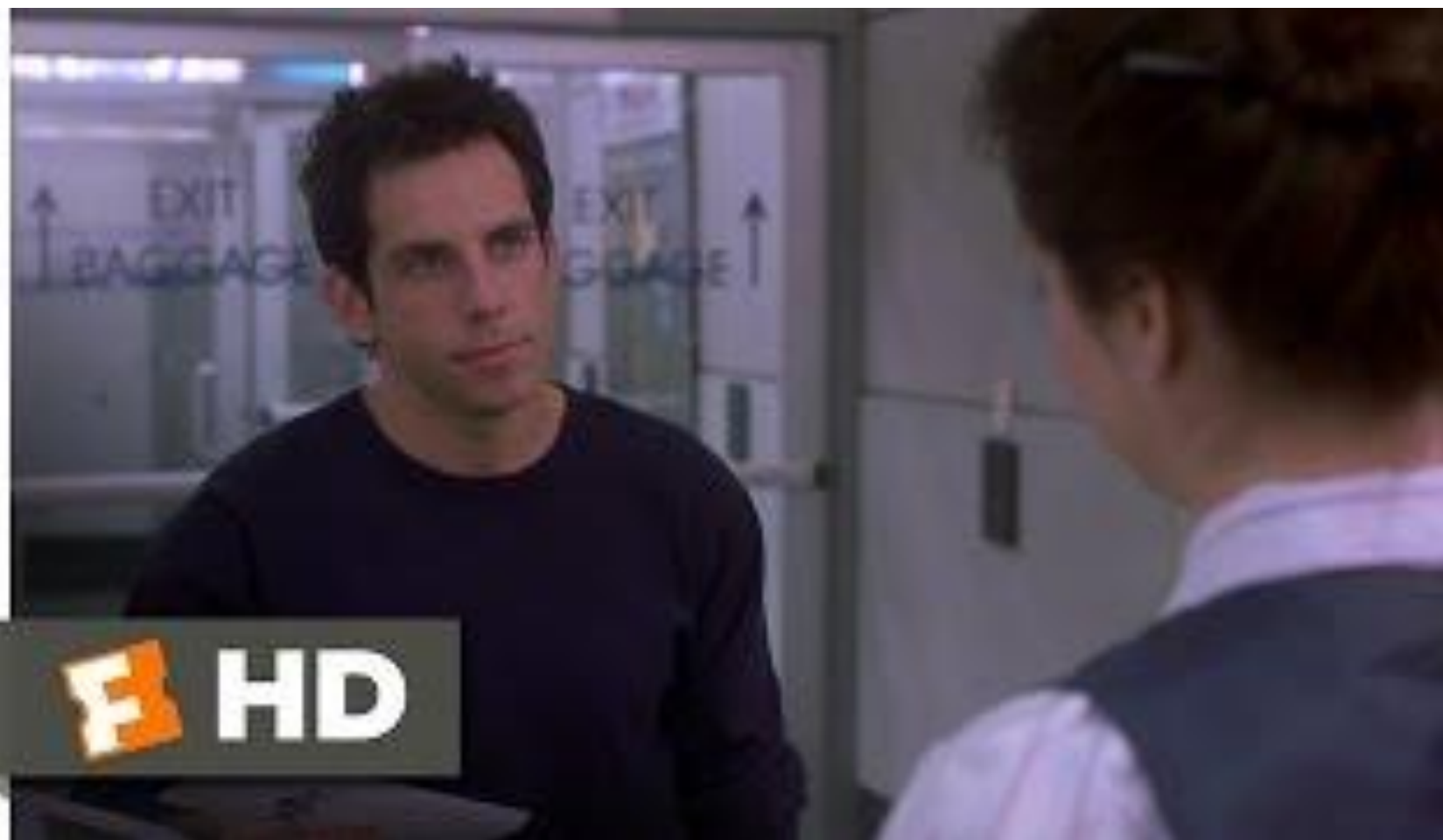
KEEP THIS IN MIND





The goal of de-escalation
is to build rapid rapport and a
sense of connectedness with
an agitated person in order to
reduce the likelihood of
escalation to physical
violence.

KEEP THIS IN MIND



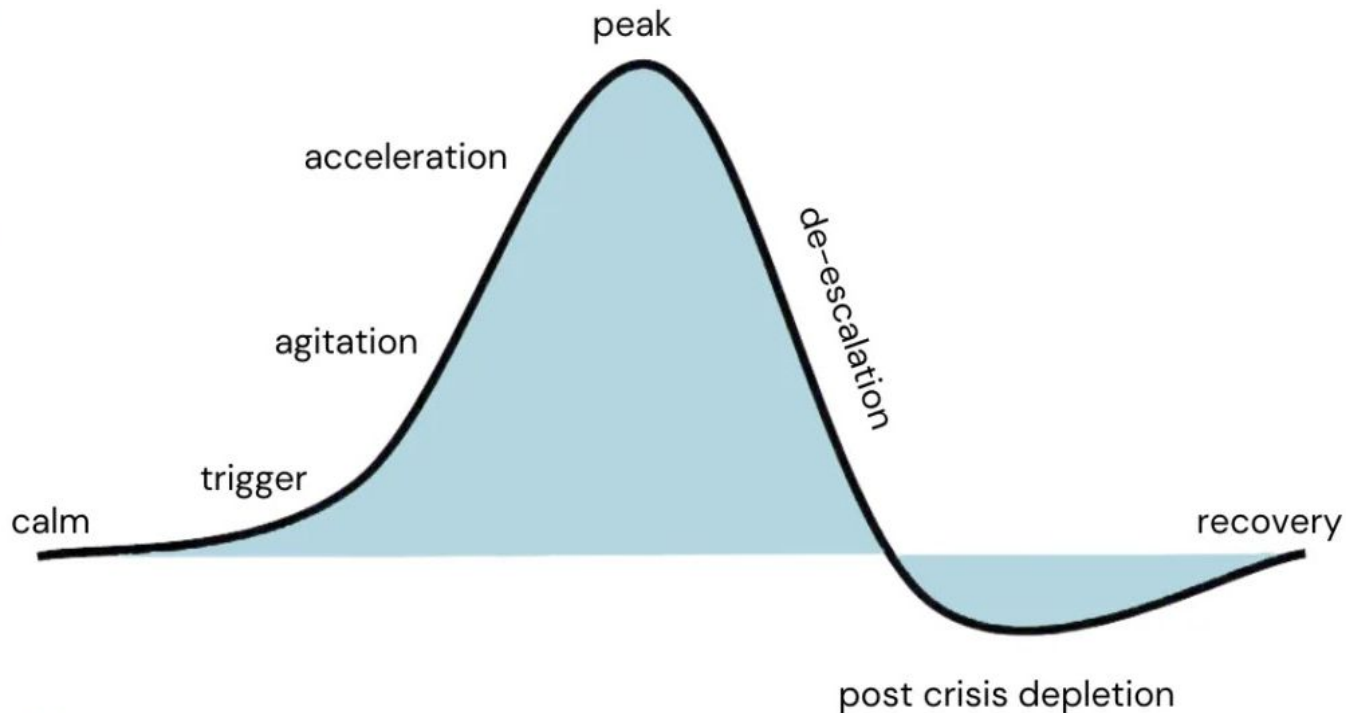
F HD

How can we achieve
our goal?



The Escalation Cycle

pattern occurring before, during, and after a meltdown



De-escalation is:
**the process of preventing
a challenging situation
from becoming worse**

Co-Regulation or Coercive Regulation





All staff handout



Trauma-Sensitive Schools

TRAINING PACKAGE

UNDERSTAND • BUILD • LEAD

4. Navigating Crises Worksheet

A trauma-sensitive approach to crisis prevention and intervention is grounded in an understanding of the human stress response and its amplification in students exposed to trauma. For the purposes of this worksheet, the term crisis refers to a situation in which a student is in a state of emotional distress that is difficult for them to manage. This worksheet describes five phases of a crisis and, for each phase, particular considerations for youth affected by trauma. As you familiarize yourself with each phase, consider supportive strategies that you currently use or want to use.

De-Escalation Techniques

- Align with the person
- Give them space
- Engage Supportively
- Monitor your voice tone
- Project a supportive attitude
- Protect yourself at all times
- Know how to retreat






A dysregulated adult can not regulate a (dysregulated) child

CONNECTIONS OVER COMPLIANCE: REWIRING OUR PERCEPTIONS OF DISCIPLINE BY LORI L. DESAUTELS, PH.D.

PG. 33

Mantra: “I am the adult.
I do get the last word.
It just may not be right now.”
- Ken Kramberg
(Master LSCI Trainer)



WE ARE THE EDUCATORS. WE GO FIRST.

**WE REGULATE
OUR NERVOUS
SYSTEMS.**

**WE BECOME
AWARE OF OUR
TRIGGERS.**

**WE SAY, "I AM
SORRY."**

**WE FOCUS ON
THE PROCESS.**

**WE REPAIR AND
PRIORITIZE
RELATIONSHIPS.**



De-Escalation:

Staying Cool when Temperatures Rise

Trainers:

Andrea Fortner



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