

## De-escalation

### Materials needed:

- De-escalation tips sheet: “For when the mid brain takes over” from resource packet
- *The Heart of Learning and Teaching*, p. 84-92.
- Joshua vignette

### Directions:

In your small group, please read the “de-escalation tips” handout in your resource packet. Look over pages 84 – 92 of *The Heart of Learning and Teaching*, paying particular attention to the sections on “removing triggers.” In addition to reading the Joshua vignette, read the “situation” below (in italics). Develop a presentation format (e.g., skit, role play) to share with the larger audience that reveals how an educator might handle the situation below to help Joshua de-escalate.

*It is Monday morning. Joshua has arrived at school today disheveled, dirty and clearly exhausted. He is now in his least favorite class, Reading, and the teacher has asked Joshua to read aloud a passage from the book the class is reading. One of the students in the classroom says to Joshua, “Sucks to be you today.” Joshua looks ready to explode and begins to go after his classmate.*

When it is time to present to the large group, shared with the group the “situation” above and either show how the situation would be addressed (please consider before, during and after the time period) in a role play or skit or walk the audience through some potential strategies for handling the situation.

If you do a role play or skit, invite participants to say 1 or 2 sentences about what the experience felt like from the perspective of the student, teacher, fellow classmates, etc. Questions for reflection: What were the potential triggers that set Joshua off during this situation? How could the teacher have avoided the situation all together (prior to the event)? What should the teacher have done after the situation? During? What about the teacher’s frustrations during the situation? What could they do to help themselves stay calm?

**\*\*\* Remember to take care of yourself. Vicarious trauma is real. \*\*\***