

Noon Know-How Parent Training 2/24/26 Meeting Recording

Deescalation Strategies

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● **Manthey, Cindy** started transcription



Manthey, Cindy 0:03

Welcome everyone to Fort Bend ISD's Special Education Department's new know how for parents. Today we have Catherine Kruger, who's a program manager in the Special Education Department, talking with us about de-escalation strategies for managing behavior meltdowns.

Thank you, Katherine, for being with us today.

I do want to reiterate that the recording, the presentation, and the transcript for today's training will be posted onto the Special Education Department's website on the Parent Learning Opportunities tab, so you are welcome to reference anything that.

Is presented today on that on that website and then you can access any other presentations as well. So take it away, Miss Krueger. Thanks for being here.



Jose Melchor 0:50

OK.



Krueger, Katherine 1:01

Hi, good afternoon, everybody. I'm glad you're able to join us. As Cindy said, my name is Katherine Krueger. I'm the program manager over safety, restraint and behavior interventions, and I wanted to present a de-escalation training for parents to hopefully give you some ideas. And then I'm glad that Cindy did.

Mention that this information will be provided for you on their website because it does have some resources and some other links that you can go to later to get more information or to reiterate what I present today. So again, we are talking about deescalation strategies for managing.

Behavior and meltdowns. We're going to look at understanding behavior,

understanding behavior escalations, understanding emotional regulation, escalated behavior, and supportive strategies for our children.

Getting right into it, we're going to look at escalation, which escalation really is an overload. It can be a sensory overload and it becomes very dysregulating for a child's body and they react automatically to this dysregulation.

It is an automatic nervous system response and not something that students can actually control. It's a situation. All the situations can be very stressful and overwhelming for the people involved, and that's for the child themselves and for the bystanders parents.

Teachers, staff who are working with the student.

OK, in the escalation cycle, you're looking that although meltdowns may seem unpredictable, they likely happened or they seem to come out of nowhere. There usually is a clear pattern that happens before and after the meltdown. So we try to look for those triggers.

Triggers or things that may agitate an individual and then then that agitation accelerates and then we look at de-escalation. But if we can help identify what those triggers are, that will help us put some strategies in place to better support the child. Prior to getting to that escalated state and.

Help them learn personal strategies and self regulation skills when we can identify what those triggers are.

I am.

Looking at the emotional regulation and the brain, because like we said, this is a sensory overload and it is regulated through the brain. During a meltdown, the brain enters survival mode. It shuts down the thinking part of the brain and simply reacts to a threat.

Whether the threat is perceived or real, it isn't going to. That's not going to make a difference for the individual who's experiencing this meltdown at the time. It's a primal survival instinct known as fight or flight, and when faced with the true danger if the thinking part.

The brain isn't functioning. We hesitate or try to use logic. It could cost us our lives, or it could cost, you know, just it could create more of an issue if we continue to push to make that thinking brain work when we're actually in fight or flight mode. During a meltdown, what often happens is that the alarm goes off when there is a true threat. So we all have that fight or flight instinct within us. And whether it's a perceived or an actual threat, if we go into fight or flight, our thinking brain is not

functional.

For us anymore, and we're just working on instinct.

OK, looking at the synthetic nervous system, it is a real or perceived danger will activate the brain, causing a child to enter the fight or flight mode. The heart rate may increase, breathing accelerates and the thinking brain shuts down during this time.

A child is unable to respond to logic, reasoning or threat of consequences. They're unable to respond with how they're feeling or understanding or define their current actions. It's important to provide support, safety and adjust expectations and co-regulation strategies.

During.

This time, and it's most important to remain calm, so just knowing. And the reason why I wanted to start with this is just setting up that scenario that when students or children or individuals, human beings are in that fight or flight mode, you're not able to think.

Rationally and anytime we're trying to have an individual answer a question or tell us what's wrong, they're not really able to do it, do that during this time period, during this time when we're the thinking brain is not working and it's all emotional brain we. Who are there to help the individual need to provide support, remain calm and just help them get through this stage and then we can work on developing strategies and other supports.

OK, so when challenging behavior happens, you can certainly set boundaries or communicate clearly, tell your child no, and guide them. You just need to wait until the functionality of the prefrontal cortex is restored if you want those things to actually be meaningful.

Meaningful. So we can try to guide and give some direction, but a lot of it's not going to have meaning until the child calms down.

Once the prefrontal cortex is restored, if you want those things to actually be meaningful for your child, the de-escalation strategies we will discuss aren't about ending the meltdown instantly. They're about supporting your child compassionately through these difficult moments.

Reducing the frequency and intensity of meltdowns involves using a combination of proactive strategies to prevent meltdowns before they happen, teaching self-regulation skills to kids when they're calm, and consistently applying de-escalation strategies. Over time, this combination approach can lead to.

Fewer and less intense meltdowns benefiting both you and your child. So it's a reactive instead of a reactive program.

Oops.

OK.

We have this there. OK, sorry about that. So avoid reasoning and logic during the time of the meltdown. So during a meltdown, the flyer, the fight or flight instinct takes over. The brain is flooded with adrenaline and cortisol, so literally cannot access that part of the brain.

That thinks logically. It may be tempting to try to reason with your child, but often that will make them angrier. During a meltdown, the fight or flight instincts take over and the brain is flooded with adrenaline and cortisol, so they literally cannot access the part of the brain that thinks logically.

Reassuring your child that they are safe by staying calm and meeting basic needs.

Sorry, I think my camera just died. My team's camera does not work properly, so I think it just went off. But we're still here. So OK, good. So avoiding making demands during this time, you want to place all your expectations.



Manthey, Cindy 9:21

We can still hear you.



Krueger, Katherine 9:30

Expectations on hold temporarily. The only thing that matters in the present moment is helping your child calm down. Sometimes too many demands can actually cause a meltdown. Maintain a calm voice. Yelling makes you appear threatening and will not help deescalate the meltdown.

Once the fight or flight instinct is activated, it's important to understand that your child's brain is perceiving a threat. They need reassurance that they are safe.

Remember, during a meltdown, your child isn't thinking logically at all. The brain is instinctly reacting, so anything that seems threatening will.

Worsen the situation. If your child is screaming, do not try yelling so they can hear you. Wait until they stop and then speak to them calmly and empathetically.

OK, validating their feelings, not their actions, is extremely important. Everybody has the right to feel a certain way about any given situation. One thing you never want to do is shame your child for how they're feeling. Giving validation to their feelings shows your child that you accept their thoughts and feelings and sincere.

This shows your child that you are on their side. Even if you don't think they have a reason to be upset, they obviously are. So try to put yourself in their shoes and give them that support that they're looking for at that time or need at that time.

So going into what can we do to help them prior to these meltdowns and teaching them, teaching them the skills they need to help when a perceived threat may.

Come or a real threat may come. You don't want your child to feel shame for having emotions. We can learn a lot from emotions. When everyone is calm, you can guide your child to express their feelings differently next time. So looking at when they're experiencing specific emotions, teaching them what those emotions.

Are why they're having those emotions and how to respond positively when those emotions arise.

Also really important to respect their personal space. Unless your child asks, keep back at least three feet from them. Don't try to touch them, hug them, or pick them up unless they're in danger, of course, and in a heightened emotional state, like a meltdown, feeling trapped or closed.

In by you can further escalate the situation, and it's also knowing your child. You know, if they accept that closeness or accept that touch during a meltdown, it's important to understand and know it's OK if they say they don't want to be touched during this time. They may just need some.

Face to help them calm down.

Right. And then being mindful of your body language and facial expressions is also extremely important to appear calm and non-threatening throughout your child's meltdown. So if they're screaming, we want to stay calm, you know, so that and as I work with staff.

Throughout our districts, one of the things that I say over and over is behavior influences behavior. And if we remain calm, our calmness can influence their behavior to see that it's time to be calm also. Best way to do this is to be mindful of your body language and.

Facial expressions. You can get on your child's level. Don't stand over them or look down at them as you talk. It gives a vibe of superiority that isn't helpful at the moment. It also can feel threatening at times.

If your child will sit, sit with them. If not, kneel so that you're eye level with them when communicating. It's best at this time, however, to keep communication to a minimum, but if you do need to communicate with them, be at their level.

Right. Distractions. Distractions are a technique that can be utilized to redirect them

or distract them from the current situation by changing the environment, the person who's working with them.

Or the activity that they're doing. Give them a choice that distracts them from the issue or concern and helps with calming them. This can mean suggesting a short walk, offering a break in the calm down area if you have one.

Which I guess maybe could be their room or something.

Use these distractions, change the environment and may remove them from the trigger or help them to reset. The distraction does not replace the expectations. Once the child has come, return to the expectation and work on presenting it in a different way. Break down to a small such as breaking it down to smaller.

Steps are reducing the time that was originally expected.

Reflective listening shows that you're listening to their concerns, however poorly they are being communicated. If you're lucky enough to get a moment where your eye, where your child says yes to your reflection, it opens an opportunity for you to validate your child's feelings.

Then and then help them calm down.

So just making sure you know if as they're starting to calm down, if they are communicating, making sure that we are reflecting on what they're saying and validating what they're saying. Even if the message is off and it doesn't fit the scenario that you remember, that's OK. We just need to validate them and let them. Know that you're listening and you're there for them, and then after the de-escalation is you're over, you're the child's fully de-escalated. Then you can work on talking about the concern or issue that arose.

Yeah.

Your child has a right to refuse. Acknowledge their right for refusal. Children can suddenly become a lot more likely to cooperate when they feel like they're being forced to do something.

You're allowed to set boundaries and allow them to choose. However, keep in mind that this strategy is also effective when used early. If your child is melting down, they won't respond to logical consequences. So in the beginning, before the meltdown, if they're starting to refuse, they have the right to refuse.

That doesn't take away the expectation, it just means maybe we need to present the expectation in a different way or give them choices. And the choices could be two different choices with the same outcome. So giving them an opportunity to have kind of a buy in is very helpful and.

Can help prevent the meltdown from escalating.

Don't want to be judgmental if your child asks a question during a meltdown, even if it's asked inappropriately or rudely or provide a provide. You want to provide a calm and concise answer. Ignore aggressive statements that they may make toward you if. Example, if your child yells, you're the worst mommy in the world, don't respond or react to it. They're looking for that response and you don't want to give them the attention on that. You want to focus on the positives. So keep talking to a minimum using short responses, answer their questions and nothing more.

Avoid. Avoid using sarcasm or dismissing your child's feelings, blaming them or threatening them with as unintelligent. Avoid lecturing or trying to solve their problems for them at that moment. This conversation needs to come later when they calm.

When they're calm again, if your child is asking you questions, avoid saying the word no because it can instantly make things worse. No is a trigger word for a lot of people. I'm not suggesting you say yes to whatever you want. Simply offer more open-ended answers like.

We can plan a time to do that later, or that's something we can talk about when everybody is calm.

Like.

So that's that supportive piece. Just continue to be supportive, but yet directing and redirecting any comments, questions or statements that the child may have.

Visuals for de-escalation. I'm a big proponent of visuals. It's very important that we have visuals for our children. They can provide an opportunity for choices, which gives your child some control back during a difficult situation. Visuals help limit verbal communication, which can escalate.

Escalate behavior. Using visuals helps combine verbal communication with images, pictures for better understanding and clarity of expectations. For visuals to be effective, child will need to be familiar with the visuals and has used them frequently and prior to the behavior many visuals.

May need to be used after the child has calmed down. So just kind of going over some of my examples here. The choice boards again, having choices is really important, helping them calm down after they start to deescalate or if.

Prior to an escalation, if you see, if you see some triggers, you can use bear hugs if that's something that they accept, or a gentle rhythmic swing rocking. Any movement is often beneficial and helpful for our children.

We just made it need to make sure that it's taught prior or if it's something that they can ask for to do because they know that they're starting to feel anxious and that helps them calm down. Those are things that we can teach them ahead of time. First, then expectations. First you do this, then you can go to the playground. That's really important if they're wanting a specific toy or activity or something, or even food. If you have an expectation that they haven't met, first meet the expectations. And you may even want to reduce that expectation a little bit if you see that the behavior is starting to escalate and then they can have their preferred activity feelings chart. These are really good if just identifying how they're feeling and they can just point to the picture and let you know I'm feeling happy or sad or angry or scared.

Scared. And these can change. We have a lot of other feelings besides these four. This is just an example. This is a great way to when your child comes home from school and you can ask them how they're feeling for the day and based on what they identify.

Could determine. Do they need some time to go sit and just cool down for a little bit? They're not ready to really function or do anything at home. They just got home. Or are they happy and they're ready to go and they're, you know, they had a great day at school, so they'll continue to have a great evening at home.

But it's a good way to help, just kind of help you as a parent identify what emotions they are experiencing when they arrive home and then gives you an opportunity to respond accordingly accordingly so that you can support them.

In the home and help them calm down or just have some personal time before going into other expectations. Action cards. These are great visuals to help if you have like a schedule at home or just a routine at home or even the.

Behavior.

If you need them to stand up, you can use a card to ask them to stand up. Or if you need them to listen to you, you can show them the card. It's listening time and then you can give them the information that you need to. And then also your just your daily routine. Shoes on, shoes off, get dressed. These are great scheduled visits.

Carts too.

Right. Grounding techniques. Again, skills that should be taught prior to a de-escalation, but once taught and utilized frequently or that the child is familiar with them when they go, when they are you starting to see that they're escalating, these are a great way to help them ground and prevent that.

Escalation from increasing. So using your breathing techniques we have drawing an image box while you breathe the breathing box using increased blood flow and circulation by making fist and and pushing the fist firmly down.

On an object or on our legs, the the one the 54321 coping technique is excellent for students who have anxiety or individuals who have anxiety or other emotional stressors.

I don't know if you guys are familiar with this, but it's been around a while. But see five things, you know, state five things you see, state four things that you can touch, state three things you can hear, two things you smell, one thing, and it just helps them kind of change that environment mental.

To leave for them so that their focus is on what they need to see, touch, hear, smell, rather than what the issue is that is causing the escalation. OK, I have a quick video here.

This is Miss Sasha Long. She is a former special education teacher and she is now a board certified behavior analyst. She's very well known in the educational world and she has great resources if you want to look.

Her up on YouTube. She is. She has a plethora of resources available on YouTube and videos that are very helpful for the school setting and for the home setting. So hopefully you will have sound. I think I set it up correctly. Let me know if you don't. Hey, Alan, how's the shoulder? I should really get it looked at. I just dread. When a student is overwhelmed and escalated, it can be challenging to know how to respond, how to respond in a way that will help that student calm down and reduce those challenging behaviors in the moment while keeping everyone safe, right? I'm Sasha Long.



Manthey, Cindy 24:49

Yes, we can hear it.



Krueger, Katherine 24:57

I'm a former special education teacher and a board certified behavior analyst and I'm going to share 5 tips for working with a student who is extremely escalated in helping them work.

Yeah.

Through that challenging time. All right, tip #1, 2 words, safety and space. Before you do anything, before you get involved, before you talk, your first thought needs to be

safety. If the student is engaging in any aggression, extreme disruption, property destruction, eloping, anything like that.

Your first thought is safety, because the most important thing is keeping that child and the other kids in your classroom, if you are a teacher, safe. So think about removing other students from the area, removing damaging items, things that they could throw, or maybe bang their hat on, removing those things. If the student is throwing themselves to the ground, maybe you put some soft pillows there.

But you're giving them space. You're in that moment. If there's like that kind of blow up, there's that extreme behavior. You're going to give them space, but keep them space safe. So think of those two words, safety and space. Removing other students. We're not yelling. We're not getting involved. That's all we're thinking about first. Safety and space. All right, #2. This is the hard one. You got to.

Get yourself in check. You got to get yourself in check first before you do anything else. So we are giving that student space while keeping them safe. But before we get involved, we have to get ourselves in check because sometimes we contribute to the problem by overreacting. We don't want to react here, we want to respond.

There's a difference between responding and reacting. A reaction is filled with emotion. A response is thought out, so you want to respond. So take a minute, which feels hard when it's a stressful situation and it could be dangerous or there's extreme behaviors happening. Take a minute, get yourself in check.

This is not about you right now. This is about helping that child who is having a really hard time helping them through this time, helping them through this situation, helping them get through to the other end. That's what this is about right now. This isn't a personal attack on you. This is about right now helping them. So get yourself in check. All right, strategy #3. We've given them space. We're keeping them safe. We're putting ourselves in check. Now we're going to model calmness. You're going to walk over in a quiet, calm voice. You want to be very aware of your body language. You want to be very aware of your tone of voice. You want to model what you want them to do.

If you rush over hyped up with your anxiety and your stress level and all your feelings at an 11 out of 10, that's what they're going to mirror. So keep your voice low, be aware of your body language, your facial expression, and model calmness.

Now step four, this is one of my favorites. Now we're going to offer choices. Oh my gosh, choices are so powerful. And I think it's really important to give choices when someone is escalated or upset. Now there's a lot of great coping strategies we can

teach and offer, but we're not going to be like, hey, you should go for a walk or you should take deep breaths. We're going to give choices. I love tools like visual. Choice boards that give options for what to do. I'm going to show a few of those in a second because we want to empower that child to decide how to calm down. When I'm upset, I don't want someone to tell me how to calm down. I want to give choices. So give some options of things they can do. Hey, do you want to go for a walk? Do you want to stay?

 **Bhayani, Sue Ellen** 28:10

There's a lot of background noise and it's hard to hear the video.

 **Krueger, Katherine** 28:13

Say here, do you want to get a drink of water? Again, slower than that. I'm going real fast right now. If the student has lower receptive language or struggles with receptive language processing, we'll use those visuals. Let me show you a few examples of those. Here are a few of my favorite visuals for offering choices.

When someone is is escalated, giving these calm down strategies, giving written options because remember, text is a visual too. Offering different calm down tools and having a choice board for that. If you're using something like a social story, again, we can pick a calm down strategy. Here's how I feel and here's what I will do. So lots of things that.

Have options and choices, whether it's visual choices or written down choice or just a verbal choice, will be helpful with empowering that student to pick a strategy that will work for them. And strategy #5 is to offer support instead of accusations. While we are still calming down, while we are still in that escalated state, we're not back to. Regular levels. Yet we are not pointing out what they did wrong. Hey, you threw over that bookshelf. You punched Johnny. Now is not the time to highlight the problem. They know likely what negative choices they made and what negative behaviors they engaged in. Now is not the time to point that out. Now is the time to offer support. Especially for our kids that have a history of trauma, we want to show them and tell them that I'm still here for you. Even though you engaged in negative behaviors, I am still here for you. Learning and those problem solving steps will come later. But while we're still escalated, it is not the time for.

Learning. People do not learn when they are in an escalated state. I don't learn when I'm really upset or overwhelmed. Now is the time to show that student that you are

there for them. Offer support instead of accusations. All right, those were the five tips for helping a student who is overwhelmed and escalated. If you'd like more behavior strategies and behavior.

your tips. Please follow my channel for more coming your way.

When it.

OK. All right. So hopefully that was helpful. That did reiterate some of the things that I had said earlier. I also provided a toolbox of resources. Just know that not all these strategies will work for every child.

And the ones that do work, they may work sometime and they may not work the next time. But that is behavior. It's a lot of times we try different strategies until we find something that works, utilize what works, and then when it doesn't, we have to kind of reevaluate the situation and determine.

What strategies are beneficial at that moment? But having a Bank of de-escalation strategies to try is useful for parents who regularly encounter meltdowns. As you try these methods and learn how your child responds, you'll find that what works best for you and your child.

And then I also provided some other resources, resources of where I received the information for this presentation and then some other I think really beneficial supports. So you'll have access to this when Cindy puts everything in the website. And that is all for my presentation.



Manthey, Cindy 31:37

Thank you so much. If you could stop sharing your screen because we're seeing your your teams. There we go. All right. Thank you so much, Miss Krueger. That was really great information. I love that video and I'm interested to seeing what else she has to say. We do have a.



Krueger, Katherine 31:44

Oops, sorry.



Manthey, Cindy 31:57

a few minutes for anyone who might have any specific questions or anyone who wants clarification. Go ahead and unmute yourself and go ahead and ask.



Bhayani, Sue Ellen 32:15

Hi, yes, may we have a a link maybe in the chat to the website where this is gonna be available?



Manthey, Cindy 32:21

Yes, I had put it in the chat, but maybe you joined afterward and so I'll copy it and put it in there again.



Bhayani, Sue Ellen 32:23

Thank you.



Krueger, Katherine 32:32

I'm dead.



Manthey, Cindy 32:36

Anyone else?

All right, Miss Krueger, we have a question in the chat. Is there a danger of encouraging or rewarding meltdowns with these de-escalation techniques?



Krueger, Katherine 32:58

I So the one thing I guess the area that we need to look at is what we're providing choices. We're providing choices for them to de-escalate and making sure it's not. What do I want to say? Not a preferred activity, more of a de-escalation technique activity like going for a walk or the sensory where it's rocking or swinging. Those help with de-escalation.

We're not offering their favorite food during a de-escalation. We're not bribing them to calm down. We're using techniques that are taught prior to the meltdown that we know can help support your child.

That will help them with the deescalation, but not reinforce the behavior.



Manthey, Cindy 34:00

You.

Any other questions or clarification needed?



Shirin Akter 34:10

Yeah, I have. And my son has. I'm. I'm not sure it is meltdown or not, but my son has purposeless laughing or crying. All are purposeless. So is it for the sensory overload?

 34:10
Hi.

 **Krueger, Katherine** 34:32
That's a good question, I think. I don't know. I have because I don't know your son and I haven't completed an observation. I am uncomfortable saying what that behavior actually is or why the behavior occurs.
Is it something that is like it interferes with daily routine or it's just something that happens occasionally?

 **SA Shirin Akter** 35:04
Not occasionally. Now these days, most of the time he just laugh purposelessly. I don't know is is this for delayed response or sensory overload? And he is attention seeker also when long time I didn't talk with him and then he.
Start crying this thing, yeah.

 **Krueger, Katherine** 35:27
Mhm.
So yeah, well, so when you said you haven't spoken with him for a long time and he starts crying, that does sound like wanting attention or wanting your attention to be close. But it is just on my end at the moment, speculation because I haven't completed an observation of the student.
Yeah.

 **SA Shirin Akter** 35:48
Okay, thank you so much.

 **Krueger, Katherine** 36:01
So yeah, I see in the chat it says that is ignoring the meltdown, assuming we are in a place where it does not affect other people and there are no safety issues, a sufficient de-escalation technique. So ignoring the behavior, not ignoring the child, that is a technique that is utilized.

If it is a matter, especially if you're at the heightened level where they're screaming and you know that they're not going to be able to rationally think or process at that time, allowing them that's that staying close, making sure that they're stay safe, but yet you have your distance. That's where the plan.

Ignoring could occur, but you're again not ignoring the child, you're just ignoring the behavior. And as they start to de-escalate, then you can start some of the engagement techniques of providing choices or helping them de-escalate further.

SA **Shirin Akter** 37:04

Hi, I have a question.

B **BM** 37:07

Is it possible if you start the de-escalation process and you kind of go through maybe five different techniques, but nothing seems to be working at that point? Do you just kind of step aside and let your child just kind of go through the motions and then when you think that you can kind of re-enter the situation, then is it OK? Is it OK to maybe try those techniques again? Is it? Is it kind of like a cycle until they're able to deescalate? I'm just trying to find out like what the happy medium is.

 **Krueger, Katherine** 37:38

Yes, yeah. And it's definitely a cycle and it can cycle up and down for some time depending on the child for sure. But yes, if if you're if the de-escalation techniques that you're trying that they're something they're familiar with, but yet they're just not working at that moment, then yes, definitely.

Stop, because that could potentially escalate the behavior more. Giving them time to cycle through the behavior, I think is important. We can't stop that until they're they're able to calm down enough to where their brain starts regulating for them better.

So and then when you do see that they're de-escalating enough to where they're they're regulating a little better and that they're starting to maybe their focus is they have more focus and that they.

Are maybe attempting to communicate a little bit. That's when you want to try some of the de-escalation techniques that they are familiar with again. But you're right, it can definitely be a cycle.

 **BM** 38:45
Great. Thank you so much.

 **Krueger, Katherine** 38:47
Sure.
The words he.

 **Manthey, Cindy** 38:50
Katherine, is there a website for the different the visuals that you had shown?

 **Krueger, Katherine** 38:55
The the cards, I don't actually have a public website with those. I think maybe we could try to share it. Cindy, can we share some of that on the parent website? I also like I said, I do recommend, I mean there is a lot out there available, but I do know that.
Sasha Long, who's the BCDA in our video we just watched. She has a lot of resources that can be printed also, and you may have to Google that part of it. I'm not sure if it would actually be on YouTube, but we can share some of those cards on the district website also.

 **Manthey, Cindy** 39:34
Yeah, that's a great idea. Yeah.

 **Krueger, Katherine** 39:37
OK.
Rolls on the floor.

 **BM** 39:39
Hi, is it OK if I give a oh, so sorry.

 **Krueger, Katherine** 39:43
No, that's OK. I was reading a question in the chat. Go ahead.

 **Manthey, Cindy** 39:43

Good.
Go ahead.

B **BM** 39:46

I was going to ask if I could suggest a resource if that would be OK that I have found pretty helpful. So I go to the Teachers pay teachers website and they have really good like materials like the social stories that that can be used in the visuals that can be used for de-escalation as well.

 **Manthey, Cindy** 39:51

Sure.

B **BM** 40:04

On that website.

 **Manthey, Cindy** 40:07

I'll go ahead and put that in the chat. For people who are not educators, there's a website or a resource out there called Teachers Pay Teachers. And so educators are producing things or creating things, and they are.

They are putting them up for sale and they're inexpensive. Sometimes there are free things as well, but it's also something where you can get ideas for, you know how to create something on your own.

Or if you didn't want to purchase it, so I'll it's teachers pay teachers, OK.

And then we had in the chat a question. If the child rolls on the floor when they're upset, what can you say to them?

 **Krueger, Katherine** 41:00

I think again on the situation of the child's on the floor and rolling around, it depends on the situation, you know, and how escalated the child is at that moment. If they're, you know, just rolling around, little upset, it depending on again also what you want them to do in that moment.

Do you want them to stand up? Do you want them to go for a walk? Or do they need to process through what they're upset about? Do they need to cycle through that behavior? It's really situational dependent.

To determine how you're going to react to it. And just the main thing is remaining

calm and identifying what they're maybe identifying what they're upset about and try to give them some choices to help them out of that escalated state.

What works for older, older students or older children in high school, though I know that our visuals look very elementary.

And those visuals can be changed to look more realistic through more natural, realistic pictures. But the same techniques and strategies are utilized for all ages. You do. You have to.

Adapt them to each individual person to meet their specific needs, but this you would still utilize the same strategies.



Manthey, Cindy 42:58

I want to thank everyone. Oh, Miss Krueger, your camera's working again.



Krueger, Katherine 43:03

Oh, decided to come on on its. It's it definitely has a mind of its own.



Manthey, Cindy 43:11

Well, thank you Miss Krueger for your knowledge and expertise. Miss Krueger is one of our top trainers in the district for staff in de-escalation of of student behavior. So thank you for sharing with parents today.

Want to remind everyone next week, next Tuesday, March 3rd, we have another new know how called Understanding the Role of the Parent in the ARD Process. That it flyer will be coming out this week and then there will be a Spanish version of the same topic on Tuesday, March.

10th. Again, thank you so much everyone for joining today and have a great rest of your afternoon. Bye.



Krueger, Katherine 43:57

Thank you, everyone. It was great.



Bhayani, Sue Ellen 44:00

Alright, thank you.

● **Manthey, Cindy** stopped transcription