Help Sheet

0 – 25 Specialist Teaching and Support Service

How to use the Staged De-escalation Support Document	

Why?

- This tool is designed so that staff who know the young person well can unpick their presentation of dysregulation in order to create a staged collaborative support plan.

- This is beneficial for the young person's self-regulation development, and for staff to make good use of evidence from their observations or other professionals' advice.

You will need:

- Collaboration between staff who know the young person's presentation and their triggers, and who work with them regularly.

- Information collected from functional behaviour analyses such as STARR or ABCD sheets, behaviour logs, and other observations, including what is in place when they are able to remain calm and make progress.

- To be aware that behaviours are functional, usually to enable the actor to avoid or gain something. Behaviours may be rooted in an emotional response, and may be indicative of a skill they have not yet embedded in their toolkit. (Ross Greene 2016)

How?

- Starting with the **Calm Stage** write down what the young person already has in place and how they present when it is working well.

- To populate the **Anxiety Stage**, staff will be vigilant to notice subtle early signs of dysregulation. The young person may voice their concerns at any stage. Note these also. Include what you notice about their emotional range and social presentation.

- The **Escalate Stage** should contain observations of what the young person does if the previous stage has not been successfully de-escalated.

- **Peak/Stand Off** describes what happens when the young person gets stuck or embedded in the avoidant or gaining behaviour.

- The **Recovery Stage** is what happens when the young person is tired or relaxes and seems to become more regulated. It is important to note that in practice they may slip back into the previous stage, particularly if their anxiety hasn't been alleviated.

- The **Dip Stage** describes the feelings/emotions that may come into focus after the event. The young person may be shocked, depressed, self-deprecating. This also may lead to return to the peak stage.
- The **Learning Stage** is where the staff can review the strategies to determine what the YP is communicating with their actions and what else needs to be in place to support them to become independent. It can be used to review the plan with the young person and record any adjustments to the plan.

The Structure of the Plan

There are four areas across the plan designed to sit alongside the APDR (Assess, Plan, Do. Review) model outlined in the SEND Code of Practice. These are:

How does the YP present?
This section covers what is seen, heard, and discovered by observations and functional behaviour findings

What are the YP's needs?
This section explains what barriers to learning have been uncovered by the above

What provision will support these needs?
This section describes what needs to be in place to meet the needs described above.

Pupil's view of what would help
It is always good practice to include the views of the young person which may occur naturally at the time of any incidents, and later when the pupil is calm using tools such as talking mats, comic strip conversation, restorative approaches, and reflection techniques.

To be used in conjunction with:

Reference prompt sheet A4 SDS as illustration

STAR(R) Analysis sheets

Comic Strip Conversation

Reference / Evidence base – informed by:

- **Cowne E, et Al** (2015) The SENCo Handbook, Leading and Managing a Whole School Approach, London, Routledge.
- **Dunn-Buron K,** (2012) The Incredible 5-Point Scale: The Significantly Improved and Expanded Second Edition, AAPC Publishing
- **Greene R.W.** (2016) *Lost and Found: Helping Behaviorally Challenging Students (And While You're at it All the Others)* San Fransisco, CA: Jossey-Bass.
- **Zarkowska, E. and Clements, J.** (1994) Problem Behaviour and People with Severe Learning Disabilities: the S.T.A.R. Approach. London: Chapman and Hall. 2nd Edition.