

Escalating Behavior Pattern

Source: *Interventions: Evidence Based Behavioral Strategies for Individual Students*, Sprick & Garrison, 2008

During independent work in math, students are expected to complete problems that were assigned in the previous class. One student, Michael, is sitting slouched in his seat, feet stretched out, head down, staring at the floor, and looking very serious.

Teacher: Michael, it is time to get started with your math.

Michael: What math?

Teacher: The math you didn't finish this morning. Let me see your work, please. (Looks at the work.) Good, you have done four problems, but you need to do 10.

Michael: I did finish it! (Michael leans back.) When did we have to do 10?

Teacher: I announced that at the beginning of class yesterday. Michael, look at the board. See under assignments it says 1-10.

Michael: I don't remember that!

Teacher: Look, Michael. This has gone far enough. You need to finish the rest of your assignments. So, please get started with it.

Michael: Well, that's the first time I've seen it.

Teacher: OK. Here is your choice. Do the math now or you will have to do it in detention.

Michael: No way. I'm done! F*** you!

Teacher: Michael, that's verbal abuse. I'm going to give you an officer referral.

Michael throws his book across the room.

Teacher: All right. It's to the office. (Nudges Michael on the elbow.)

Michael swings his arm in the teacher's directions and makes solid contact with the teacher's arm. The teacher then follows emergency procedures and calls for help, resulting in the student being escorted to the office.