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HAWAII PRINCE HOTEL WAIKIKI, HONOLULU, HAWAII

VERBAL DE-ESCALATION IN THE CLASSROOM

EADDY, STARR
PETERSON, EDI
BIOLOGY AND HEALTH SCIENCES
ST. FRANCIS COLLEGE
BROOKLYN HEIGHTS, NEW YORK

Dr. Starr Eaddy
Dr. Edi Peterson
Biology & Health Sciences
St. Francis College
Brooklyn Heights , New York

Verbal De-escalation in the Classroom

Synopsis:

Academic institutions are increasingly populated by a small but significant group of students, including those living with a mental or behavioral illness who engage in disruptive or maladaptive behaviors. This highly interactive workshop provides faculty and staff with the tools to manage, redirect and de-escalate disruptive behaviors using the same proven verbal techniques as crisis interveners and hostage negotiators. Open to all academic professionals, no prior training necessary.

Verbal De-escalation in the Classroom

Academic institutions are increasingly populated by a small but significant group of students, including those living with a mental or behavioral illness, who engage in disruptive or maladaptive behaviors. Educators are challenged by an ever-widening range of classroom management issues for which many are under-prepared. Faced with student's whose psychosocial and interpersonal needs exceed both those of the instructor and tax the educational system's ability to respond, instructors alone in a classroom need tools!

Verbal de-escalation, often overlooked, is the first tool in managing disruptive behavior regardless of its origin. Participants engage in situational analysis, role play and other interactive techniques to practice techniques based on actual cases. Essential crisis intervention skills introduced during the session include empathy, active listening, reflection, and paraphrasing.

This highly interactive workshop provides faculty and staff with the tools to identify, manage, redirect and de-escalate disruptive behaviors using the same proven verbal techniques as crisis interveners and hostage negotiators.

Workshop presenters have over 40 years of combined mental health experience in a variety of settings including classroom, medical and field applications. Skilled educators Eaddy and Peterson will draw on current events in higher education as well as their own experience to make the content come-to-life. Supremely practical, the presenters will guide participants in developing ways of interacting with students that match participants roles in a manner that seems natural; adapting core skills to each participants style of interacting.

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