

Managing Acting Out Behavior: **Respectful and Responsible** **Ways of Responding to** **Challenging Behavior**

St. Louis, MO June 21st, 2016
Kathleen Lynne Lane, Ph.D., BCBA-D



Agenda

- Respectful & Responsible Ways of Responding to Challenging Behavior
- Maintaining an Instructional Approach
- Clarifying Consequences
- Practical, Effective, Research-based Strategies for Responding
- Tier 3: Developing a De-escalation Plan for Individual Students



Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Goal: Reduce Harm
Specialized individual systems
for students with high-risk

Tertiary Prevention (Tier 3)

≈5%

Goal: Reverse Harm
Specialized group systems
for students at-risk

Secondary Prevention (Tier 2)

≈15%

Goal: Prevent Harm
School/classroom-wide systems
for all students, staff, & settings

Primary Prevention (Tier 1)

≈80%

PBIS Framework

Validated
Curricula

Academic

Behavioral

Social

*Comprehensive, Integrated
Three-Tiered Model of Prevention*



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plementation

rie Park CI3T Team

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Jasmine Rustermeyer, classroom teacher

Mike Martin, P.E. teacher

Stephanie Katzer, classroom teacher

Kathy Humpert, classroom teacher

Lynn Brandt, SPED/Autism teacher

Kristin Hase, Learning Coach

David Williams, Principal

ROAR.

2015-2016 Edition

Kathleen Lane, PhD, University of Kansas, Project Director
Eric Commons, KU Site Liaison
Emily Camwell, KU Project Coordinator

* Be Respectful * Be On Task * Act Safely * Be Responsible

Revised: 8/3/15

Liberty



**South Middle School
2015-2016 Implementation
Manual**

Multi-Tiered System of Support: Comprehensive, Integrated, Three-Tiered (CI3T) Model of Prevention



Plan Designed by South Middle School

Jennifer Bessolo,
Lynn Harrod,
Marc Conover,
Chris Davy,
Laura Hochm



Sunflower Elementary

"Knowledge is like the wind... once obtained it is yours forever."



Comprehensive, Integrated, Three-Tiered (CI3T) Model of Prevention

At Sunflower Elementary, we

B e Responsible	I will act responsibly as I follow directions. I will have integrity at all times.
E ffort	I will do my best work every day as I cooperate with my classmates to listen, think, solve problems, read and write.
S how Respect	I will respect others, myself, and my school.
T ry	I will try my Sunflower BEST every day as I work to reach my learning goals.



**Lawrence High School
Implementation Manual 2015-2016**
Multi-Tiered System of Supports:
Comprehensive, Integrated, Three-Tiered (CI3T) Model of Prevention

Plan Designed by Lawrence High School Leadership Team Members:

Matt Brungardt
Cheri Drake
Jose Cornejo
Bill DeWitt
Greg Farley
Shannon Wilson
Stephanie Magnuson

Updated: 06/23/2015

Lawrence High School: MTSS: CI3T Model of Prevention

Page 1



**Quail Run Elementary
School Year 2015-2016
Implementation Manual**

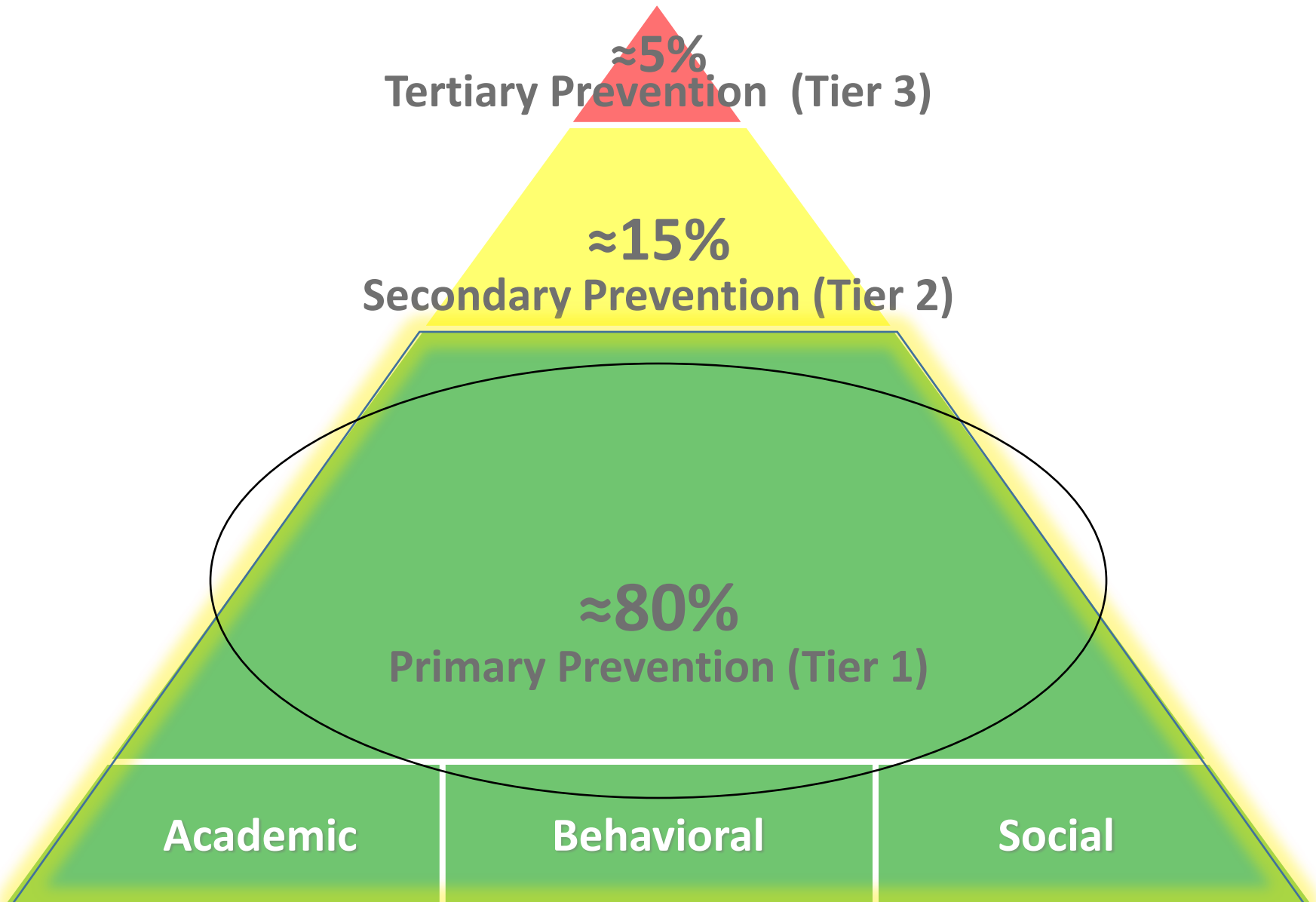
Comprehensive, Integrated, Three-Tiered (CI3T) Model of Prevention

Page 12

Comprehensive, Integrated, Three-Tiered Model of Prevention

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



Area I: Academics Responsibilities

Faculty and Staff will:

- Use district mandated curriculum and instructional resources in the classroom.
 - Math - 90 minutes: core resource -Math Expressions
 - ELA - 135 minutes per day (675 per week): core resource - Reading Street & Units of Study
- Providing feedback in a timely manner to students and parents.
- Differentiate instruction to meet the needs of all students.
- Use proactive strategies to support student engagement. Examples:
 - Active supervision
 - Precorrection
 - Instructional Feedback
 - Instructional choice
 - Increased opportunities to respond
 - Behavior specific praise
- Use schoolwide data to consider students' Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of intervention strategy.
- Communicate with parents and students in a variety of ways.
- Plan and implement effective lessons according to the Danielson Model.

Sunflower Elementary

Area II: Behavior Responsibilities

Faculty and Staff will:

- Implement the Positive Behavioral Interventions and Supports (PBIS) with fidelity.
- Teach and reteach expectations (August, November, January, March)
- Display and model school-wide expectations.
- Show consistent expectations with each student.
- Provide behavior specific praise and positive reinforcement to students who display school-wide expectations during both academic and transition times.
- Demonstrate professional behavior and a positive attitude.
- Foster a safe environment for all students
- Implement the reactive plan consistently and with fidelity.
- Use a positive response to initial indicators of not meeting expectations:
 - Praise students meeting expectations first
 - Redirect student who are struggling
 - Reteach expectations
 - Allow student time to respond to request and re-engage
 - Recognize/reinforce changed behavior
 - Follow Reactive plan for responding to repeated difficulties.
- Use schoolwide data to consider students' Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of intervention strategy.
- Follow guidelines on flow chart
 - Enter behavior data on Skyward on same day as incident
- Communicate with parents about problem solving worksheets

Area III: Social Skills Responsibilities

Faculty and Staff will:

- Teach weekly Positive Action lessons
 - Grades K – 2
 - One 20 minute lesson per week teacher lead
 - One 30 minute lesson every other week co-taught by teacher and counselor
 - Grades 3 – 5
 - One 20 minute lesson per week teacher lead
 - One 45 minute lesson every other week co-taught by teacher and counselor
- (See appendix for specific lessons for each grade level)
- Model social skills expected of students.
 - Provide tickets paired with behavior specific praise when students meet expectations.
 - Respect and value the uniqueness of each child and his or her family by using the Four Agreements and the Compass.
 - Maintain open lines of communication with students and parents/guardians.
 - Seek ways to involve parents in the school program.
 - Participate and Follow Sunflower Bully Prevention Program

What do I need to know?

Area I: Academics Responsibilities

Faculty and Staff will:

- Follow the district's curriculum for their area of instruction
- Teach students the method and how to use Cornell Notes
- MAP testing in September for all, 8th grade MAP-Dec, 6th/7th in May
- State Assessments
- Continually update gradebook and quarterly progress reports
- Engage students with differentiated levels of instruction/intervention.
- Support students who miss instruction
- Use proactive evidence-based strategies to support students being academically engaged. Examples include:
 - Instructional Choice
 - Instructional Feedback
 - Increased opportunities to respond
 - Active Supervision
 - Behavior specific praise
- Use data (see Assessment Schedule) to determine instructional adjustments and student needs for Tier 2 and Tier 3 supports (Intervention Grids)

Area II: Behavior Responsibilities

Faculty and Staff will:

- Teach, model, and reinforce the WAR³HAWKS.
- Responsible
- Respectful
- Ready to learn
- Implement and Follow Positive Behavioral Intervention and Support PBIS (Best Bucks reinforcement system)
- Model behavior expectations
- Use a positive response to initial indicators of not meeting expectations:
 - Praise students meeting expectations first
 - Redirect students who are struggling
 - Reteach expectations
 - Follow Reactive Plan for responding to repeated difficulties – using/turning in appropriate forms to office
- Use data (see Assessment Schedule) to determine instructional adjustments and student needs for Tier 2 and Tier 3 supports (Intervention Grids)
- Complete SRSS-IE 3x a year

Area III: Social Skills Responsibilities

Faculty and Staff:

- Will teach with fidelity Connect with kids. 2-4 times per month for approximately 20 minutes throughout the school year during Advisory.
- Foster positive teacher to teacher and teacher to student interactions.
- Model social skills
- Provide specific feedback and reinforcement to students demonstrating social skills.
- Complete SRSS-IE 3x a year

What do I need to know?

West Middle

Three

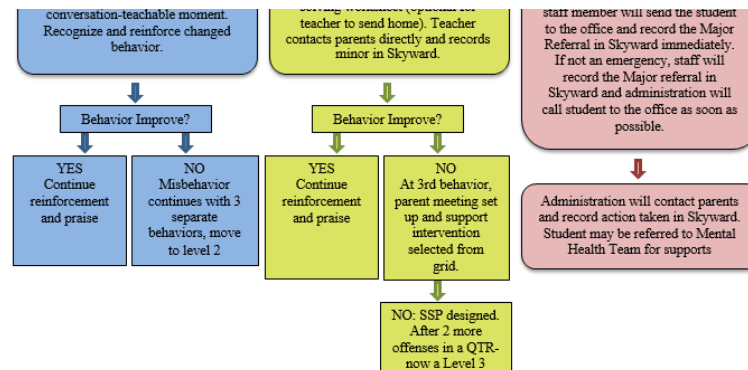
Reactive Plan

Note: This is not an all-inclusive list of infractions that warrant discipline. Administration reserves the right to classify inappropriate behaviors not on the list or due to severity, escalate them to a Major if necessary.

Southwest Middle School Student Behavior Management Flow Chart

All Faculty Will First:

1. Teach, Remind, and Reteach Appropriate Behaviors “Teachable Moments” to students
2. Reinforce positive behaviors
3. Problem solve with students “More Teachable Moments”
4. Continue building relationships
5. Communicate with parents and elicit their support



Consequences ...

Antecedents-Behavior-Consequences

A-B-C



Examining Academic and Behavioral Data

Elementary Level

TEACHER NAME		R. Collins						
Date: December 2014								
			0 Well Above					
		1 Target	1 Above Average	0-3 Low	0-1 Low	0-1 Low		
		2 Average	2 Average	4-8 Moderate	2-3 Moderate	2-5 Moderate		
		3 Below Average	3 Below Average	9-21 High	4-15 High	6+ High		
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS Behavior	SRSS-15 Internalizing (Preliminary)	ODR	Total Days Absent	
Alley, Allison	2310	1	1	1	1	0	0	
Atwell, J'Monte	2013	1	1	0	0	0	0	
Bonds, Peter	2031	2	2	4	0	3	0	
Booker, Abbie	2001	1	2	0	2	1	3	
Cartright, Ashley	2152	1	3	0	8	0	8	
Cox, Lucille	2002	2	3	2	10	0	8	
Hankins, Erin	2017	1	1	0	0	0	0	
Julius, O'Tam	2132	3	2	6	2	9	7	
Justice, Jesse	2003	2	2	3	1	0	3	
Ochoa, Kelly	2009	1	2	0	3	0	5	
Parker, Stephanie	2004	1	2	4	0	0	1	
Paul, Timothy	2010	1	2	3	0	0	1	
Reed, Kendra	2022	3	0	16	2	23	3	
Toms, Blake	2018	1	2	0	0	0	1	
Wellington, Jasper	2215	2	3	14	4	9	0	

Low-Intensity Strategies

RESEARCH-BASED STRATEGIES FOR IMPROVING OUTCOMES IN BEHAVIOR



Opportunities to Respond

Behavior Specific Praise

Active Supervision

Instructional Feedback

High *p* Requests

Precorrection

Incorporating Choice

Supporting Behavior for School Success

A Step-by-Step Guide to Key Strategies



Kathleen Lynne Lane, Holly Mariah Menzies, Robin Parks Ennis, and Wendy Peia Oakes

Article

HAMMILL INSTITUTE ON DISABILITIES

A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behaviors

Daniel M. Maggin, PhD¹, Jamie Zurheide, MA¹, Kayci C. Pickett, MA¹, and Sara J. Baillie, MA¹

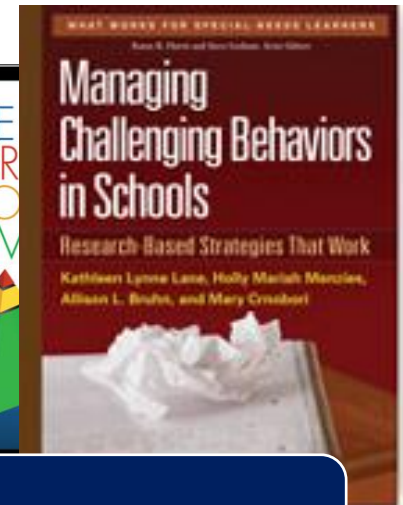
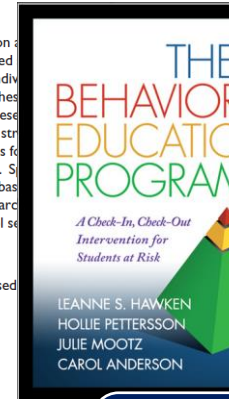
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DOI: 10.1177/1098300715573630
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Abstract

Three-tiered models of prevention are used to address the needs of students with challenging behaviors but who are not candidates for individualized interventions. A critical component of multitiered systems of support (MTSS) is to determine the most effective intervention, to determine the strength of evidence for the intervention, to determine the strength of evidence for the intervention, to determine the strength of evidence for the intervention. The *Clearinghouse* (WWC) procedures for evidence-based practice (EBP) were used to determine the strength of evidence for the CICO program as evidence-based practice (EBP) for reducing student challenging behaviors in school settings.

Keywords

check-in/check-out, evidence-based practice, systematic review



Self-monitoring

Behavior Contracts

Comprehens
Three-Tiered Model

Antecedents - Behavior - Consequences

Function!

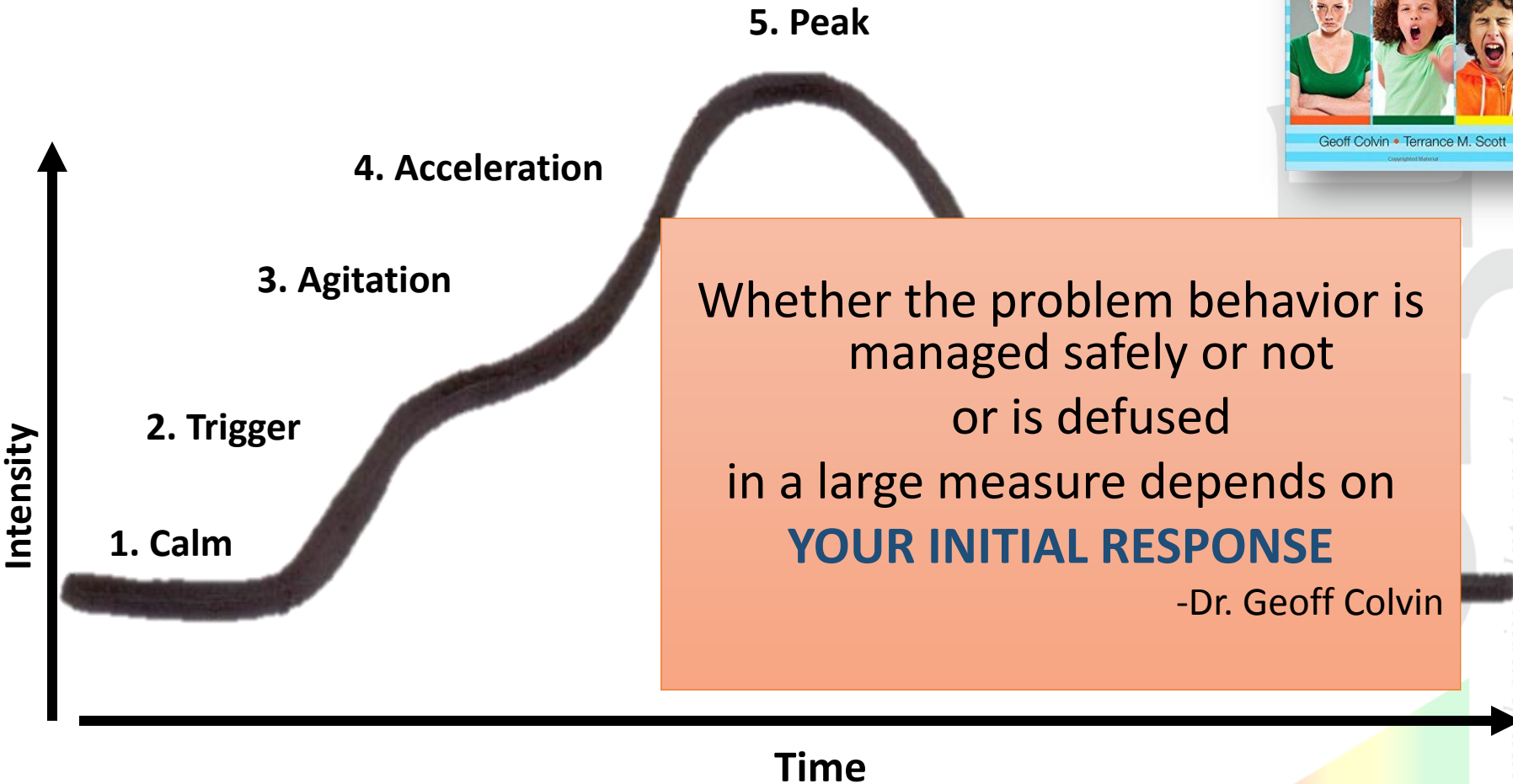
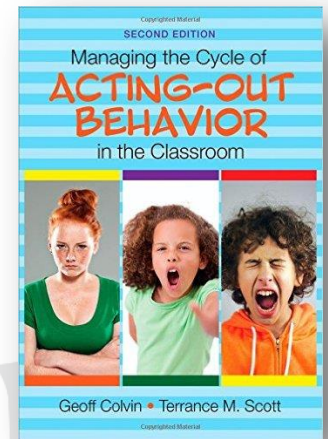
A

B

C

Precorrection: Identifies predictable contexts that often result in problem behavior and provides students with supports, prompts, and reinforcement for engaging in appropriate behavior

The Acting-Out Cycle



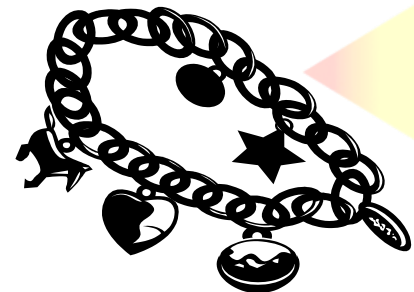
Colvin, 2004

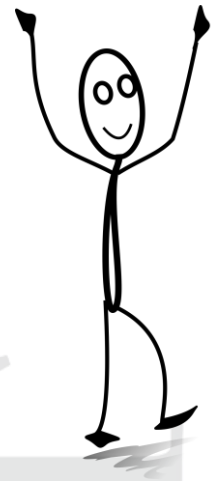


Behavioral Chains

Each ensuing behavior in a given behavior chain becomes more serious than the one preceding it.

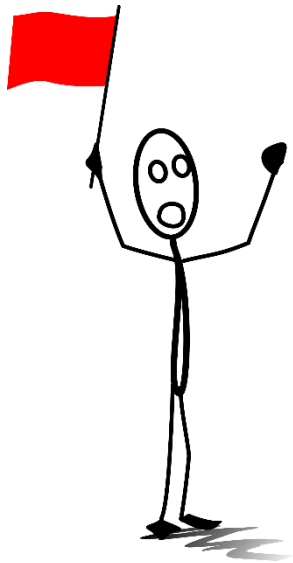
(Walker, Colvin, & Ramsey, 1995)





Change the Behavioral Momentum

(Nevin, 1970)



Interrupt the behavioral chain at any time to prevent the occurrence of more serious types of behavior.



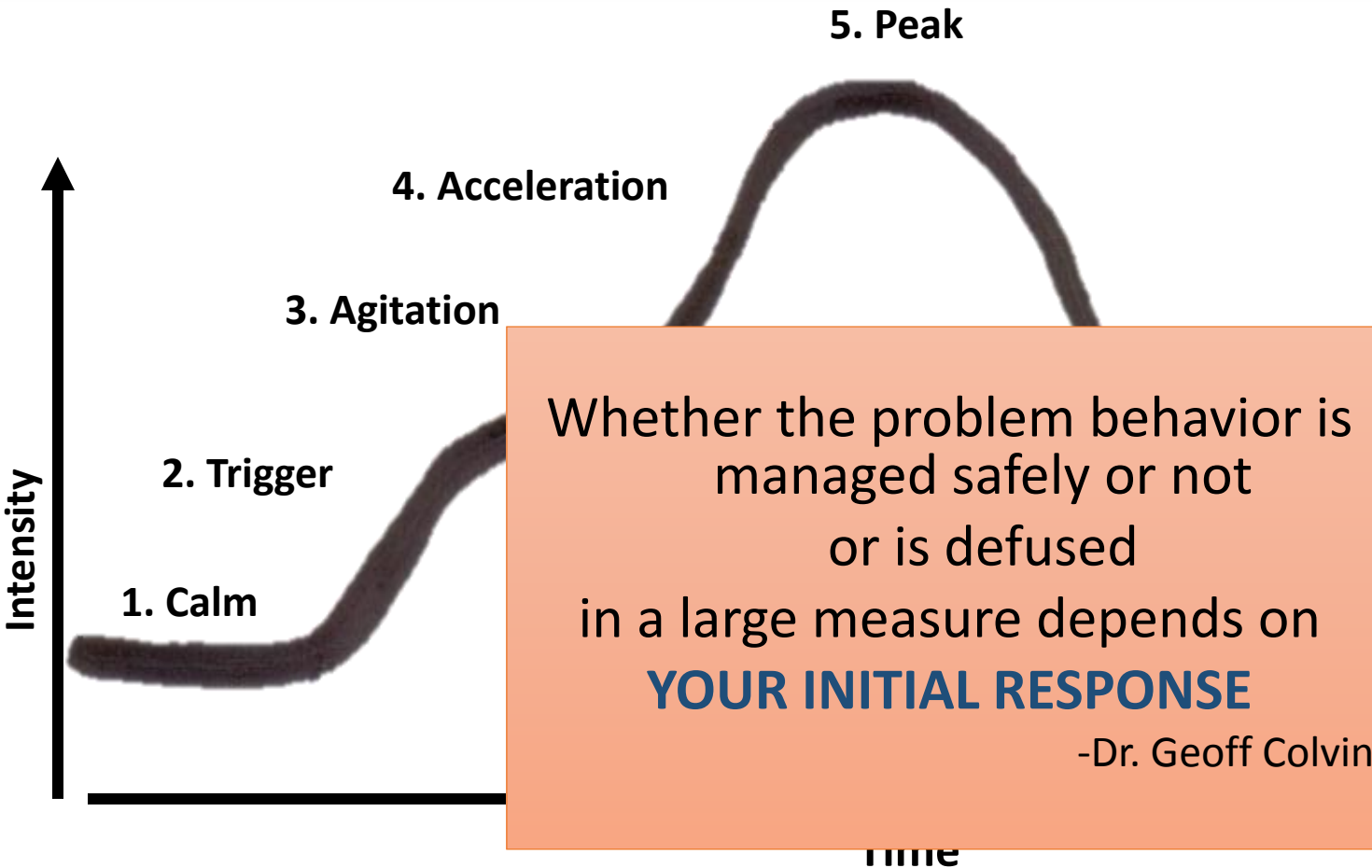
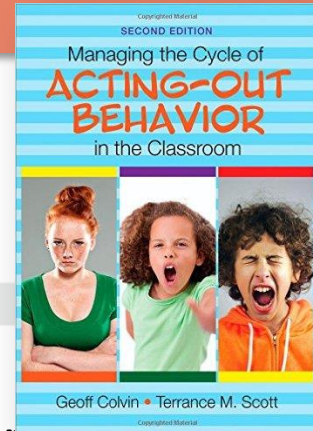
Stages of the Acting Out Cycle

Colvin (1992)

- Calm
- Triggers
- Agitation
- Acceleration
- Peak
- De-Escalation
- Recovery



The Model: Seven Phases of The Escalation or Acting-out Cycle

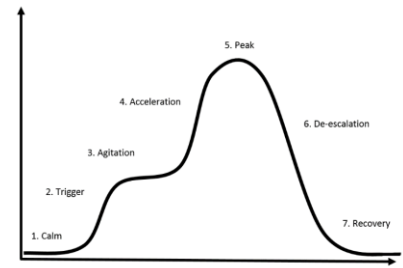


Colvin, 2004

ation
covery

Calm

Overall behavior is cooperative, compliant, and desirable.



Strategies:

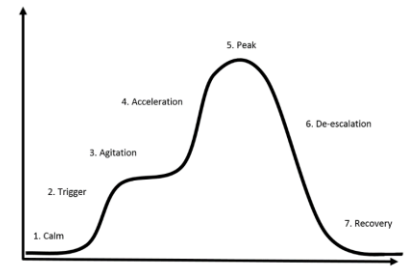
Intervention is focused on proactive strategies. Focus on **instruction** and **positive behavior support**.

- Academically
 - Follows Rules Expectations
 - Is Responsive
 - Initiates Interactions
 - Goal Directed Behaviors
- Implement the schoolwide Ci3T plan
 - Vary instructional delivery
 - Provide behavior specific praise
 - Implement low-intensity teacher managed strategies (e.g. precorrection, active supervision, providing opportunities to respond)
 - Carefully plan instruction and implement clear routines and procedures
 - Attend to the physical environment for potential problem areas



Triggers

Overall behaviors involve a series of unresolved problems.



- School-Based
 - Conflicts
 - Changes in
 - Peer Provoc
 - Pressure
 - Ineffective P Solving
 - Facing Error
 - Facing Corre Procedures
 - Denial of So Needed

Strategies:

Intervention is focused on **prevention** and **redirection**.

- Identify the situation where the behavior is likely to occur.
- Use precorrection to teach appropriate response. Rehearse the expectations, prompt or remind students as needed, provide specific praise and reinforcement.
- Work with all staff and faculty to teach and reinforce social skills.
- Group social skills, anger management, community services.
- Work with families for outside supports of nonschool-based triggers

Low-Intensity Strategies

RESEARCH-BASED STRATEGIES FOR IMPROVING OUTCOMES IN BEHAVIOR



Opportunities to Respond

Behavior Specific Praise

Active Supervision

Instructional Feedback

High *p* Requests

Precorrection

Incorporating Choice

Supporting Behavior for School Success

A Step-by-Step Guide to Key Strategies



Kathleen Lynne Lane, Holly Mariah Menzies, Robin Parks Ennis, and Wendy Peia Oakes

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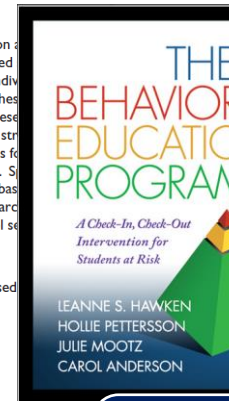
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Abstract

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Keywords

check-in/check-out, evidence-based, systematic review



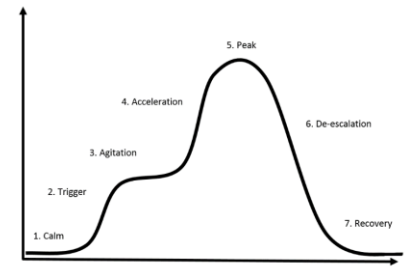
Self-monitoring

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Comprehens
Three-Tiered Model

Agitation

Overall behavior is unfocused and off-task.



• Increases in Behavior Strategies:

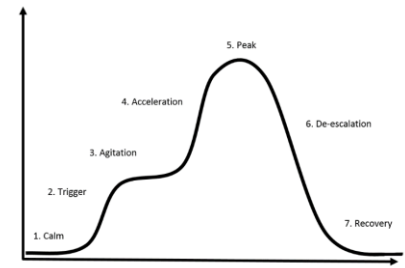
- Darting Eyes
- Nonconversational Language
- Busy Hands
- Moving In and Out of Groups
- Off-task, Then Off-task Behavior

Intervention is focused on **reducing anxiety.**

- Show empathy
- Provide reasonable options and choices
- Allow wait time for student to decide (usually less than a minute)
- During wait time, walk away from student, attend to other students, or engage in some other task
- Involve in successful engagement (behavior momentum)

Acceleration

Overall behavior is teacher-engaging.



- Questioning and Arguing
- Noncompliance and Defiance
- Off-Task Behavior
- Provocation of Others
- Compliance with Academic Tasks
- Inappropriate Behavior
- Criterion Problems
- Whining and Crying
- Avoidance and Escapism
- Threats, Intimidation
- Destruction of Property
- Verbal Abuse

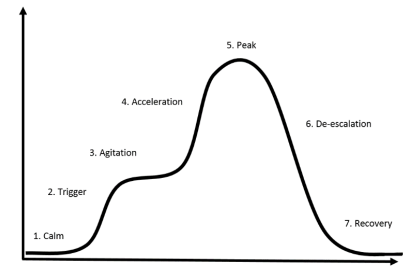
Strategies:

Intervention is focused on **safety**.

- Remove all triggering factors
- Avoid escalating prompts
- Maintain calmness, respect and detachment
- Approach the student in a nonthreatening manner
- Utilize non-confrontational limit-setting procedures

Peak

Overall behavior is out of control.



- Serious Destructive Property
- Assault
- Self-Abuse
- Severe Tantrums
- Hyperventilation
- Running Away

Strategies:

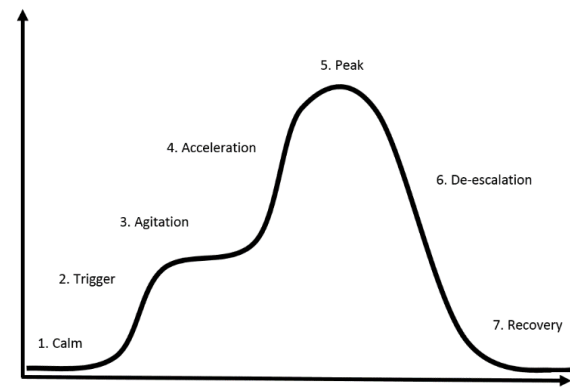
Focus on **safety only!**

- Remain calm
- Crisis management
- Behavioral Emergency – [Room Clear example](#)
- Safe strategies- emergency safety intervention (ESI) if there is immediate danger (if ESI used, document & notify)
- Learn from it...(FBA, BIP, Mental Health Assessment, etc.)



De-Escalation

Overall behavior displays confusion.



- Confusion
- Reconciliation
- Withdrawal
- Denial
- Blaming Others
- Responsiveness
- Responsive to M
- Avoidance of D
- Avoidance of D

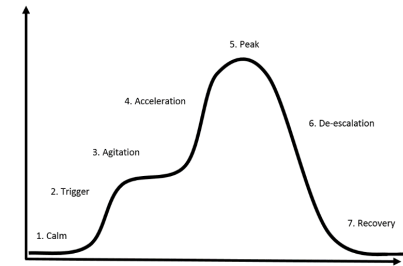
Strategies:

Intervention is focused on monitoring for re-escalation of behavior.

- Monitor for health/safety of all involved
- Avoid blaming- provide opportunity for non-judgmental discussion
- Allow cool-down time and space
- Engage in independent work- provide easy/concrete tasks

Recovery

Overall behaviors shows eagerness for busy work and reluctance to interact or discuss.



Strategies:

- Eagerness for Intervention focuses on returning to normal activities.
- Subdued Behavior
- Subdued Behavior
- Defensive Behavior
- Avoidance of Discussion
- Follow through with consequences-but do not disrupt flow of instruction.
- Positively reinforce any displays of appropriate behavior
- Debrief/rehearse problem solving routine

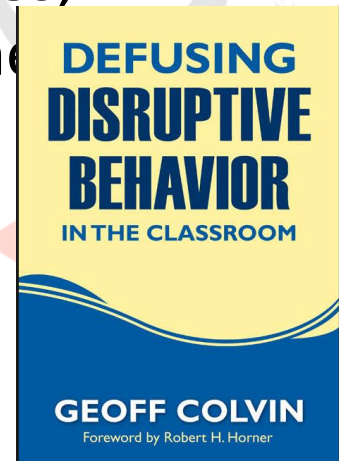
Debriefing Session

1. Facilitates transition back to task/activity... not further negative consequence.
2. Goal is to increase appropriate behavior
3. Focus on problem solving
4. Pinpoint events that contributed to the incident
5. Teach replacement behaviors
6. Debriefing activities and forms



Defusing Off-Task Behavior

1. Assess the situation: determine “can’t do” or “won’t do” (*Is it an emergency situation? If so, follow crisis procedures. If not, follow off-task defusing steps.*)
2. Maintain the flow of instruction.
3. Recognize on-task students, making no response to off-task students.
4. Redirect (focus on task, brief language/gestures, prompt student of procedures for asking for help)
5. Praise compliance.



Keys to Addressing Disruptive Behavior

- Recognize and respond quickly to student agitation
- Redirect
 - Clearly state the expected task
- Communicate concern
 - Present options
 - Allow student space –do not hover
 - Assist student to begin work
- Attend to other students and prepare for the worst
- Acknowledge compliance or institute standard consequence in neutral manner

Scott, 2014

Keys to Addressing Fighting and Aggressive Behavior

- Recognize conditions under which fights are likely and attempt to avoid by using
 - Assigned seats
 - Space, options, preferred activities
 - Teacher proximity – stay between as long as there is no physicality
 - Independent activities
 - Relaxation activities
- If altercation becomes verbal - intervene verbally
 - Provide specific and concrete directions
 - Redirect – get attention off of altercation
 - Separate as much as possible without placing hands on students
- If altercation becomes physical - initiate crisis procedures
 - Call office or send runner
 - Provide clear, loud, and concrete directions to both students
 - Clear other students away to keep safe
- Wait for assistance

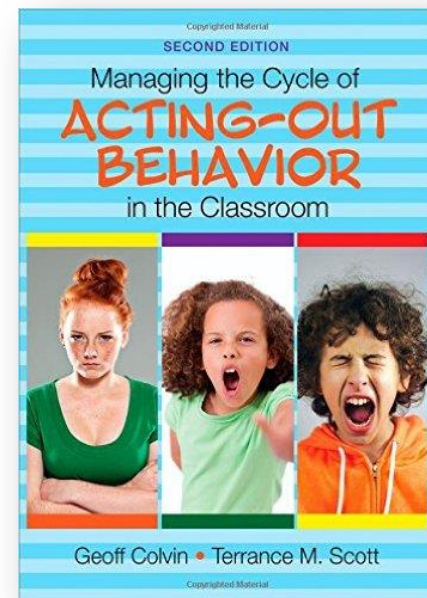


Four Key Strategies

1. Take an instructional approach to behavior school wide.
2. Intervene early in the acting out cycle.
3. Learn strategies to intervene at each stage in the acting out cycle.
4. Be respectful at all times.



A Tier 3 Approach To **Managing Acting Out Behavior: An Individualized De-escalation Plan**



Planning

ESCALATION CYCLE

*This is a tool teams can utilize to plan responses to each phase of the acting out cycle. This should be a part of a comprehensive positive behavior support plan.

Specific Student Responses						
Calm Cooperative	Triggers Unresolved conflicts	Agitation Unfocused	Acceleration Focused/intense	Peak Most severe	De-escalation Confused	Recovery Non-engage/alone
Specific Staff/Adult Response						
Prevention	Prevention and redirection	Reduce anxiety	Safety	Crisis intervention	Remove excess attention	Re-establish routines

(adapted from Bounds, 2003)

Lewis, Kittelman & Wilcox (2011)

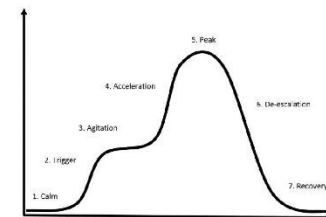
See [Implementation](#) folder for
“Individualized De-escalation Support
Plan”

SAMPLE:

Individualized De-escalation Support Plan

Student: _____ Date: _____
Teacher: _____ Grade: _____
Staff present: _____

	Assessment (student characteristics)	Strategies (specific adult responses)
CALM		
TRIGGERS		
AGITATION		
ACCELERATION		
PEAK		
DE-ESCALATION		
RECOVERY		



Adapted from Box 14.1 Complete Behavior Support Plan (see p. 203):
Colvin, G. & Scott, T. M. (2015). Managing the cycle of acting-out behavior in the classroom (2nd Ed.). Thousand Oaks, CA: Corwin



Sample Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Individualized De-escalation Plan	Ongoing strategy involving identifying specific student characteristics for each phase of the De-escalation cycles and implementing appropriate and evidence-based adult responses to managing student acting out behavior.	Behavior: <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15 – elementary only; under development for middle and high schools) or <input type="checkbox"/> 6 or more office discipline referrals (ODR)	Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, (c) examples, and (d) non examples Set behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points graphed for decision making. Social Validity: Teacher: IRP-15 Student: CIRP Treatment Integrity: Procedural & treatment integrity checklist	SRSS-E7 score: Low (1-3) SRSS-I5 score: Low (1-2) Observation data demonstrate behavior is consistently within expected level (per goal; three consecutive data points) – then transition to maintenance plan and monitor behavior during transition.

Sample:

Individualized De-escalation Support Plan

See [Implementation](#) folder for
“Individualized De-escalation Support
Plan **SAMPLE**”

SAMPLE:

Individualized De-escalation Support Plan

Student: Kyle Jacobsen

Date: 1/16/14

Teacher: Walt Jones

Grade: 5

Staff present: Andrea Cole, Fred Carpenter, Wilson McCoy, Marietta Stephenson, Walt Jones

	Assessment	Strategies
CALM	Likes to help other students Works successfully Enjoys games Loves to read	Contract for successful work Include reading time in contract Provide opportunities to be classroom helper Provide behavior specific praise for task completion
TRIGGERS	Repeating Tasks Receiving corrections from teacher Peers working more quickly	Precorrection for corrections/ feedback Coaching on ignoring peer work- focus on his best work Rehearse expectations, provide prompts and reinforcement
AGITATION	Busy hands Puts head on desk and moans Pouts and mumbles to himself Does not concentrate on his work	Show empathy Redirect student with a job or errands Provide reasonable options and choice of within-activity task- allow time for student to decide (Attend to other students who are on-task) Option of quiet area
ACCELERATION	Argues persistently Is defiant and noncompliant Raises his voice and shouts Shuffles papers or knocks them off desk	Detach and avoid engaging in students arguments Delay responding to mild disruptive behavior Utilize non-confrontational limit-setting procedures
PEAK	Kicks and throws property Threatening remarks towards teacher Elopes- yelling and screaming	Remain calm If non-violent- prompt other students to remain on task Use emergency (clear room) procedures Use emergency safety intervention
DE-ESCALATION	Quiets and puts head down Hides in corner Negative self-talk Denial or blaming of others	Avoid Blaming- provide opportunity for non-judgmental discussion Allow isolated space Begin classroom activity with independent task
RECOVERY	Eager to work independently Subdued behavior Defensive or avoids debriefing	Follow through with non-disruptive consequences Debrief- problem solving routine Positively reinforce displays of appropriate behavior

Adapted from Box 14.1 Complete Behavior Support Plan [see p. 203]:

Colvin, G. & Scott, T. M. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd ed.). Thousand Oaks, CA: Corwin.



Exploring a New Tier 3 Support

INDIVIDUALIZED DE-ESCALATION SUPPORT PLAN: IMPLEMENTATION CHECKLIST

2015-2016

Student: _____ Date: _____

Component	Check when completed	Comments
Step 1: Faculty and staff who work directly with the student complete the De-escalation Summary and Checklist prior to the support planning meeting		
Step 2: Conduct team meeting (invite parents to participate)		
Step 3: Using the individualized De-escalation Support Plan, review and record specific student characteristics for each phase from the completed De-escalation Summary and Checklists		
Step 4: Identify specific and appropriate adult responses or strategies for each phase and record on the individualized De-escalation Support Plan		
Step 5: Finalize plans for the individualized De-escalation Support Plan		
Step 6: Prepare the Treatment Integrity Checklist with the strategies selected to support student at each phase according to the individualized De-escalation Support Plan		
Step 7: Teach student and provide practice for using the debriefing steps (e.g., problem solving sheet or steps)		
Step 8: Assess teacher and student Social Skills Training		
Step 9: Implement strategies		

DE-ESCALATION SUMMARY AND CHECKLIST

Student: _____ Date: _____
Teacher: _____ Grade: _____

Phase 1: Calm

Overall Behavior is cooperative and acceptable:

- Follows rules and expectations
- Is responsive to praise
- Initiates appropriate behavior
- Is goal-oriented
- Other: _____

Phase 2: Triggers

Overall Behavior involves a series of unresolved problems

School-based triggers	Nonschool-based triggers
<ul style="list-style-type: none"> <input type="checkbox"/> Denial of something needed <input type="checkbox"/> Something negative is inflicted <input type="checkbox"/> Change in routine <input type="checkbox"/> Peer provocations <input type="checkbox"/> Pressure <input type="checkbox"/> Ineffective problem solving <input type="checkbox"/> Facing errors in instruction <input type="checkbox"/> Facing correction procedures <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> High-needs homes <input type="checkbox"/> Health problems <input type="checkbox"/> Nutrition needs <input type="checkbox"/> Inadequate sleep <input type="checkbox"/> Dual diagnoses <input type="checkbox"/> Substance abuse <input type="checkbox"/> Gangs and deviant peer groups <input type="checkbox"/> Other: _____

Phase 3: Agitation

Overall Behavior is unfocused and distracted.

Increases in behavior	Decreases in behavior
<ul style="list-style-type: none"> <input type="checkbox"/> Darting eyes <input type="checkbox"/> Busy hands <input type="checkbox"/> Moving in and out of groups <input type="checkbox"/> Off-task and on-task cycle <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Staring into space <input type="checkbox"/> Veiled eyes <input type="checkbox"/> Nonconversational language <input type="checkbox"/> Contained hands <input type="checkbox"/> Withdrawal <input type="checkbox"/> Other: _____

Phase 4: Acceleration

Overall Behavior is staff-engaging, leading to further negative interactions.

- Questioning and arguing
- Noncompliance and defiance

- Off-task behavior
- Provocation of others
- Compliance with accompanying inappropriate
- Criterion problems
- Rule violation
- Whining and crying
- Avoidance and escape
- Threats and intimidation
- Verbal abuse
- Destruction of Property
- Other: _____

Phase 5: Peak

Overall Behavior is out of control.

- Serious destruction of property
- Physical attacks
- Self-abuse
- Severe tantrums
- Running away
- Other: _____

Phase 6: De-escalation

Overall Behavior shows confusion and

- Confusion
- Reconciliation
- Withdrawal
- Denial
- Blaming others
- Responsiveness to directions
- Responsiveness to manipulative or mechanical
- Avoidance of discussion
- Avoidance of debriefing
- Other: _____

Phase 7: Recovery

Overall Behavior shows an eagerness for

- Eagerness for independent work or activity
- Subdued behavior in group work
- Subdued behavior in class discussions
- Defensive behavior
- Other: _____

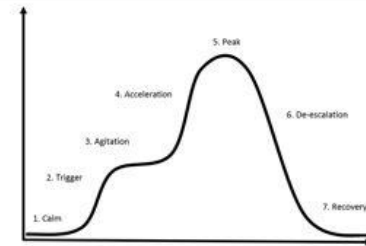
Adapted from: Colvin, G. & Scott, T. (2015). Managing the cycle of acting-out behavior in the classroom (2nd ed.). Thousand Oaks, CA: Corwin

TEMPLATE:

Individualized De-escalation Support Plan

Student: _____ Date: _____
Teacher: _____ Grade: _____
Staff present: _____

	Assessment (student characteristics)	Strategies (specific adult responses)
CALM		
TRIGGERS		
AGITATION		
ACCELERATION		
PEAK		
DE-ESCALATION		
RECOVERY		



Adapted from Box 14.1 Complete Behavior Support Plan (see p. 203): Colvin, G. & Scott, T. M. (2015). Managing the cycle of acting-out behavior in the classroom (2nd Ed.). Thousand Oaks, CA: Corwin

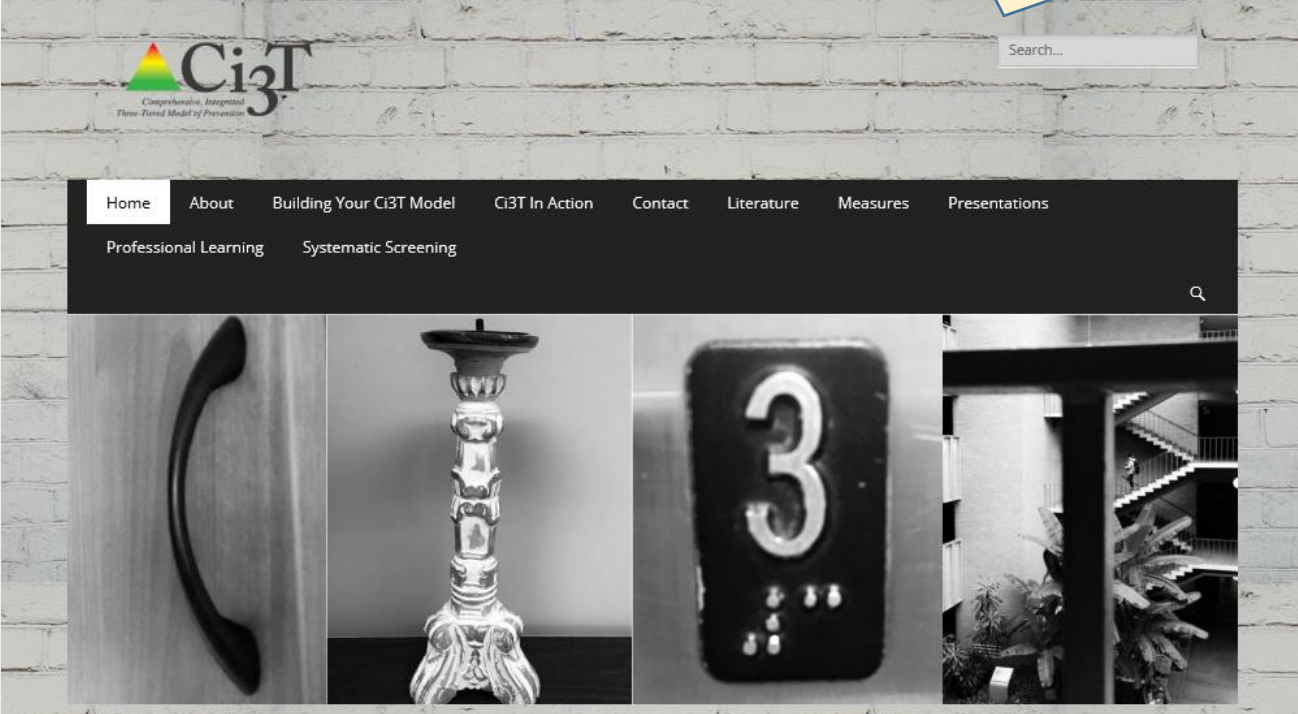


On Demand Resources

Information on Ci3T professional development: PowerPoints, literature, user feedback, professional learning resources and measures

Systematic screening: instructional videos, PowerPoint presentations and resources

Free access to tools and measures available for viewing and downloading



Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

Ci3T models are data-informed, graduated systems of support constructed to address academic, behavioral, and social domains, with an overarching goal of supporting all learners in inclusive environments by maximizing available expertise through professional collaborations among school personnel. Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach. New York, NY: Guilford Press.

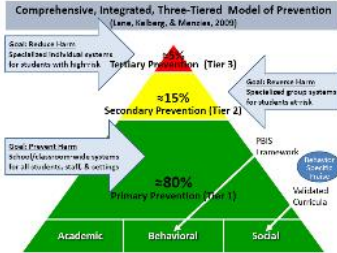


Building Your Ci3T Model

Overview: Watch an introductory overview of the comprehensive, integrated, three-tiered



Presentations



Comprehensive, Integrated Three-Tiered Model of Prevention

Thank
you!

Resources

Please see additional resource
in the notes page

