Crisis Plan Guide

1. Before the Behavior Occurs (Prevention)

What should be done to prevent escalating behavior?

Examples:
- Provide a positive classroom environment with lots routine and consistency
- Clearly communicate and teach behavior expectations. Use modeling, role-play and rehearsal to explicitly teach the behavior you want to see.
- Positively reinforce the expected behavior
- Provide a ratio of 4 positive to 1 negative adult-student interaction
- Provide active supervision
- Teach social skills
- Teach problem solving and coping skills
- Teach replacement behaviors
- Assess for environmental factors that may trigger inappropriate behavior
- Integrate academic and behavioral success for all students
- Plan and structure transitions
- Provide opportunities for choice
- Use precorrection
- Give clear, calm, and brief redirections for minor, infrequent behavior errors
- Implement the student's behavior support plan or behavior intervention plan. Share it with those who work with the student.

2. Behavior Just Beginning to Escalate (Interruption)

What does the student's behavior look like? Describe the behavior.

Compare the student's baseline level behavior to what it looks like during escalation.

Examples:

- Student may be unfocused or off task (describe)
- Stares into space
- Verbally refuses to follow directions
- Argues with peers and/or adults
- Displays some particular movement (e.g. tics). (describe)
- Moves about or paces
- Appears anxious, withdrawn, or confused (describe what this looks like)
- Whines, cries, yells, uses profanity
- Makes verbal threats (describe)

Strategies for behavior just beginning to escalate:

Examples:

How to Interact with the Student:

- Speak calmly, firmly, and respectfully
- Avoid power struggles, arguing, or becoming defensive. Don't embarrass or humiliate the student.
- Respect the student's personal space and keep a reasonable distance. Avoid touching or grabbing the student.

- Avoid body language that communicates anger or frustration. Move slowly and deliberately toward the problem situation. Establish eye-level position.
- Acknowledge cooperation
- Listen actively
- Be brief and minimize adult talk, KISS (keep it short and simple)
- State directions positively. (Tell the student what to do, not "Don't _____.") Give only one direction at time, be specific and direct
- Allow a reasonable time for the student to respond

Assist the Student to Focus on the Task/Activity/Replacement Behavior:

- Offer assistance with the task
- Minimize the work load
- Break up the task into smaller chunks
- Cooperative grouping (if the student prefers to work with a group of students)
- Pacing and prompting
- Guide the student with simple visual and verbal prompts
- Use a verbal or nonverbal prompt to remind the student to switch to the functionally equivalent replacement behavior (FERB). If needed provide modeling, rehearsal and other support.
- Provide opportunities to respond successfully. Minimize errors (provide tasks that allow for various successful opportunities)
- Provide reminders and prompts about the class routines, procedures and behavior expectations, and reinforce for compliance.   (Routines, procedures, and behavior expectations should be known and explicitly taught to students on a regular basis)

Permit Activities That May Trigger De-Escalation:
- Offer choices: Use choice cards, allow choice of preferred activities
- Provide a break or "cool down" time and location (based on a pre-planned protocol). Student can be provided with independent activities, movement activities, or low stress/calming activities. Provide support as needed during this time.
- Redirect the student's attention to a high-interest activity
- Antiseptic bounce: temporarily remove the student from the setting if the student is able to do this safely (e.g. .send the student on an errand).

Provide Reinforcement and Empathy:

- Positively reinforce any attempt to follow directions and return to task
- Provide continuous opportunities to earn reinforcement
- Convey a sense of optimism and trust that the student's behavior will improve
- Be supportive and caring. Reassure the student that they are safe and that everything will be okay.
- Do not take the student's behavior personally.

3. When Behavior is in Progress (Response)

What does the student's behavior look like? Describe the behavior.

Behavior may include:

- Physical attacks
- Self-injurious behavior
- Severe tantrums
- Serious destruction of property

- Running away

Please describe in detail what the student's crisis behavior looks like.

Strategies for when behavior is in progress:

Examples:
- Follow your school district's authorized procedures if student is a physical danger to self or others (behavioral emergencies)
- Assess safety issues immediately.
- Continue to use de-escalation strategies. Deflect and move away as needed.
- Alert school staff and/or administrators of the situation. Have a code word for the situation. Decide ahead of time who and how to do this quickly.
- Call for other assistance if needed (security, police, psychiatric emergency response team, etc.)
- Remove other students as needed, to a predesignated area. Plan ahead of time how this will be done, where, and which adults will stay with the student in crisis.
- Be aware of guiding principles for safety issues (Sugai, Colvin): 1. Safety is the number one consideration. 2. Escalations are likely to run their course, and are inversely related to self control. 3. Planned responses and debriefing are required after crisis/emergency. 4. Prosocial responses must be relevant, effective, efficient, and taught. 5. Practice…Practice… Practice.

4. After the Behavior Has Occurred (Follow-up)

What does the student's behavior look like? Describe the behavior.

Behaviors may include:
- Confusion
- Withdrawal, avoidance, or subdued behavior
- Apologetic behavior
- Defensive behavior, denial, blaming others
- Crying or exhaustion
- Responsiveness to simple directions or tasks, willingness to comply

Please describe in detail what the student's behavior looks like.

Strategies for after the behavior has occurred:

Examples:
- Continue to monitor for the safety/health of everyone involved
- Continue to provide adequate supervision
- Provide the student with personal space and cool-down time
- If student is ready to listen, offer choices (independent, low stress or preferred activities)
- Positively reinforce any displays of appropriate behavior
- Work to re-establish the student/adult relationship
- Determine appropriate time to debrief

Transition Steps: To ensure the student's composure and focus, use transition steps to guide the student back to the classroom routine.
- Assist the student to re-enter the classroom activity. Use prompts, verbal reinforcement, and offers of assistance
- If the student is uncomfortable with group activities, offer the student individual or independent work
- Do not negotiate with the student about the school's discipline procedures or consequences. Be fair and consistent when providing consequences.
- Acknowledge and reinforce problem solving behavior

- Offer support and encouragement.

Debriefing with the student:
- Focus on a problem solving approach, not a punitive approach
- Pinpoint events that contributed to the incident (triggers). Establish alternative responses to replace the problem behavior (replacement behavior).
- Teach replacement behaviors. Use modeling, role-play, and rehearsal.

Debriefing with adults:
- Follow your school district's procedures for documenting and evaluating the incident. Pinpoint events (triggers) that may have contributed to the incident. Discuss modifications to the crisis plan, behavior support plan, or behavior intervention plan.

The school team should decide whether additional information or support is needed:
- SST, COST or IEP meeting
- Behavior assessment (FBA or FAA for students with IEPs)
- Behavior plan
- Counseling
- Parent conference, parent training or other family support
- Academic support
- Referral to school or community supports or resources
- Other supports

Please Note: The strategies listed here are not meant to be an exhaustive list, but rather examples of strategies that school teams can implement.

References:

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APBS 2011 International Conference