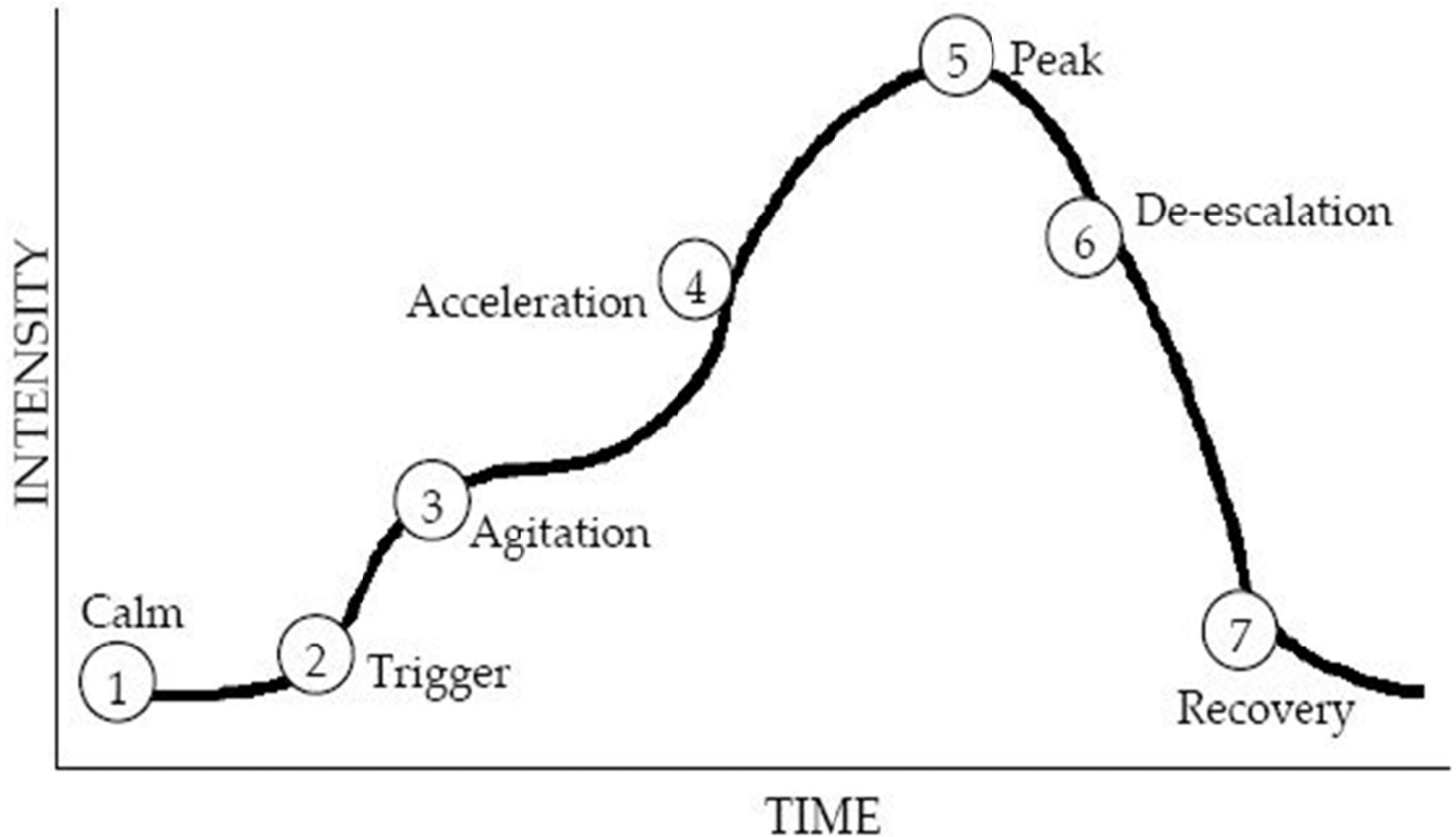


Escalate Diagram

INSTRUCTIONS: Complete the Escalate Diagram below and include the specific strategies and practices that are tailored to the student that will be implemented at each phase.

Student Name: Marcia Jensen



Personalized Prevention & De-escalation Plan for a Student with Explosive Behavior

Student: Marcia Jensen

Staff: Marty Howell - Teacher

Staff: Jessie Charmicheal - paraprofessional

Staff: Chris Chronas - Administration

Staff: Dajana Kubergovic - School psychologist

- **Emergency staff not in the classroom to notify:** (*whom, under what conditions, by when*)
Administrator - Chris Chronas - will be contacted when Marcia has eloped from the classroom for longer than 15- minutes or has exhibited dangerous and destructive behaviors that have failed to respond to de-escalation strategies for longer than 15 minutes.
- **Law Enforcement contact to notify:** (*under what conditions, when*)
Local Sheriff with whom the school has a partnership with will be contacted when Marcia has eloped off campus and she crosses demarcated safety boundaries that have been taught to her.
- **Incident Report filing:** (*under what conditions, to whom, by when*)
Incident reports will be filed for all incidents of on- and off-campus elopment, as well as . These incidents will be completed by the classroom teacher (Mr Howell) immediately following the incident at a time of convenience.

1. CALM

During the Calm Phase, several efforts will be undertaken to teach Marcia skills at a time when she is emotionally regulated and likely to be fully engaged in the instruction.

- a. Marcia will be taught functionally-equivalent replacement behaviors that she can use to escape or avoid unwanted situations in a more socially acceptable manner--the FERBs are outlined in her BIP document.
- b. Marcia is receiving individualized CBT, sessions will focus on teaching her cognitive and emotion regulation skills (relaxation, distraction, positive self-talk, mindfulness, and self-soothing). These skills will be communicated with staff in order to have Marcia practice them and anticipate when they can be used.
- b. Daily precorrective (i.e., errorless learning) strategies will be used to remind Marcia of the functionally-equivalent replacement behaviors and the situations in which they can be used, as well as the coping strategies that can help her manage her emotions when she initially becomes upset.
- c. To energize Marcia's motivation to regulate her behavior and emotions in response to potential triggers, at the beginning of the day she will be allowed to sample the potential reinforcers she can earn.
- d. Both the teacher and paraprofessional will identify time each day that focuses on maintaining or restoring their relationship with Marcia. A heavy emphasis on empathy statements, reflective listening statements, and open-ended questions will be used to validate Marcia.

2. TRIGGER

Several emotion-provoking triggering situations were identified are outlined in the BIP and DTP. The first step will be to remove or reduce contact with triggers. When the trigger occurs, Marcia will be allowed to choose to access Time Away in the Chill Area to self-soothe or avoid further contact with the triggering situation. If she does not independently choose, she will be promoted in a calm, helpful manner to either use the functionally-equivalent replacement behavior or take advantage of the Chill Area. Class staff will pay close attention to Marcia's response to the trigger and attempt to reinforce and shape her response to incrementally improve her behavior and ability to regulate her emotions in the face of the trigger.

3. **AGITATION**

During the Agitation Phase, staff will utilize Collaborative Problem Solving steps with Marcia in order to issue empathy statements and identify a mutually agreeable solution to the situation. The goal will be for staff to let Marcia know they are willing to work with her on finding an acceptable solution to the problem without making threats of punishment.

4. **ACCELERATION**

In the occurrence that Marcia anger becomes accelerated, staff have identified three areas that Marcia can access in order to get away from the situation and access activities or an experience that may help her de-escalate and calm down. These places include the lunch bench outside of the classroom, Mr. Todd's side-room to access a computer, and the counselor's office. Staff will utilize effective de-escalation communication strategies including non-threatening verbal and non-verbal behavior, to communicate that Marcia she can access these different areas and that the situation can be resolved and talked about at a later time (Not now later).

5. **PEAK**

If Marcia has reached peaked agitation and eloped from the classroom and/or become dangerous/destructive to self/others/environment, the administrator will be contacted. Staff will continue to utilize effective de-escalation communication techniques and prompt Marcia to access the different areas in order to take time for herself to calm down. If Marcia elopes off-campus and crosses the demarcated safety area, law enforcement will be contacted because of the safety concern.

6. **DE-ESCALATION**

Staff will provide Marcia with some additional time and space in order to continue to calm down. Fewer words with her will be better. Occasionally, the designated staff person working with Marcia will ask her how she is doing and if she is ready to go back to class.

7. **RECOVERY**

When Marcia is calm and collected, the teacher will debrief with Marcia about the incident. Specific focus will be on discussing her perception of the issue that led to the event. The teacher will also review the functionally-equivalent replacement behaviors, as well as the multiple opportunities to use emotional regulation skills or access the Chill Area or one of the other three areas that have been designated for her. The teacher will also work with Marcia to determine whether the identified reinforcers need to be changed.

Note: This is not a behavior intervention plan. Stage one, calm overlaps with all the components in a BIP related to teaching and altering environments. Stages 2-7 overlap with Reactive Strategies on a BIP. Inclusion of this sheet in a BIP can provide more clarity on relative strategies for students with Explosive Behavior.