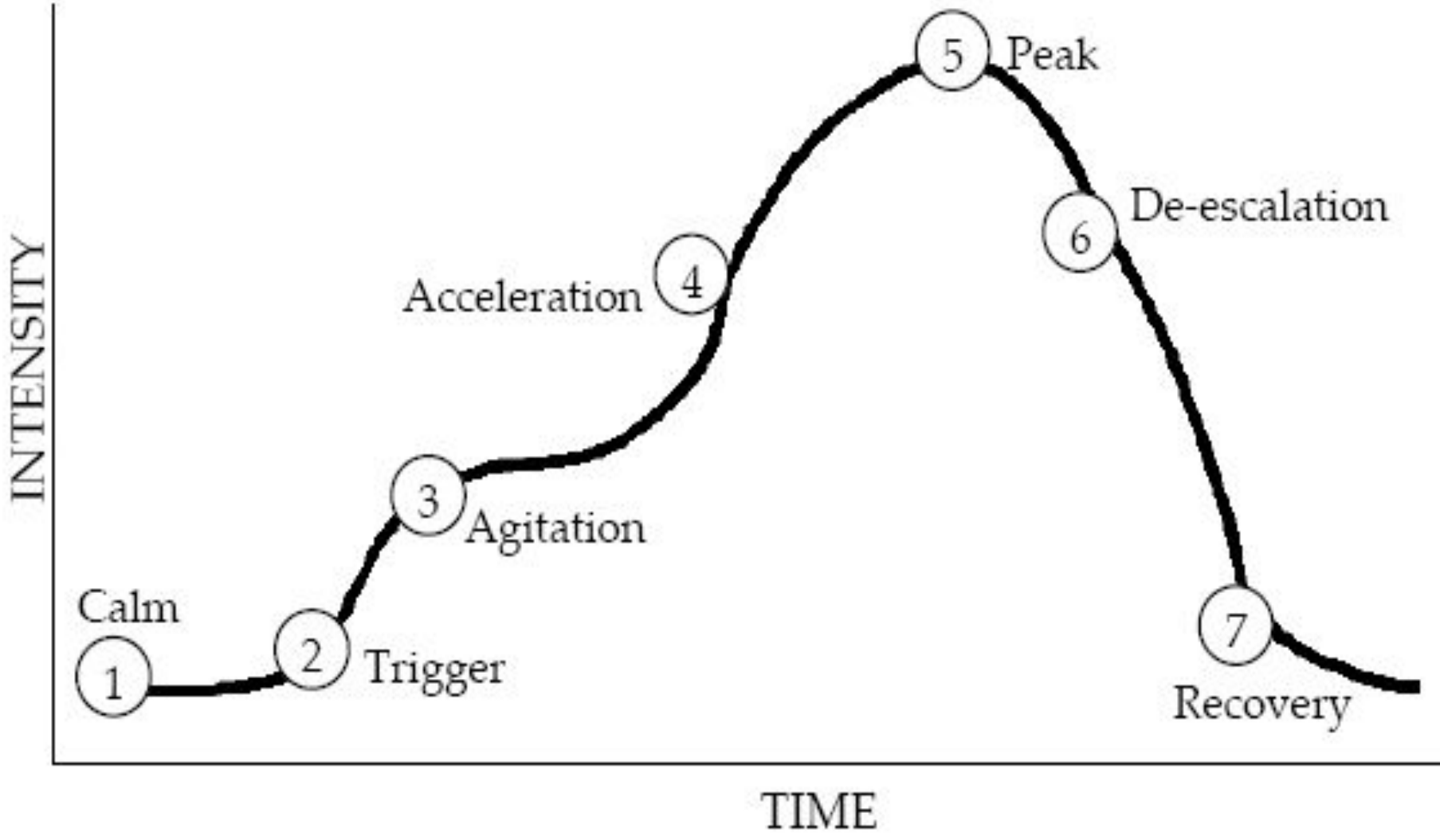


- 1.) **Calm Phase:** Every explosive student goes from calm to not calm. The calm phase is characterized by appropriate, cooperative behavior and responsiveness to staff directions. Maintaining this phase for students who are explosive is a high priority and it provides an opportunity for teaching strategies that will promote and maintain appropriate student behavior and a longer calm phase. During this stage there are several practices that can be implemented in order to prevent the occurrence of an explosive episode that will result in a crisis incident at school. The aim is to teach, precorrect, motivate, and relate the in order to enhance self-regulation.
  - a. Teaching replacements behaviors and emotion regulation skills (relaxation, distraction, positive self-talk, mindfulness, and self-soothing)
  - b. Precorrection (i.e., errorless learning) that remind the student of potential triggers and the replacement behaviors and emotional regulation skills that can be used.
  - c. *Sampling the reinforcer:* this involves energizing the student's motivation to manage themselves in the face of in order to gain. Sampling the reinforce has been shown to increase self-regulation and increase the probability the student will not become agitated in the face of the trigger(s).
  - d. Relationship strategies that either focus on establishing, maintaining, or restoring the relationship
- 2.) **Trigger Phase:** Triggers are antecedent events representing certain situations, people, interactions, and/or directives/requests that provoke the agitation and potentially lead to more explosive behavior if certain practices are not implemented. Pathway charting is particularly useful to inform the strategies at this phase and identify replacement behaviors to teach in the previous phase and prompt in this phase.
  - a. Remove or reduce contact with triggers
  - b. Self-select to access time to self-soothe or avoid contact with the trigger
  - c. Prompt the student to use the replacement behaviors that have been taught, modeled, and rehearsed during the calm stage.
  - d. Reinforce the student for exhibiting the replacement behaviors.
- 3.) **Agitation:** The agitation stage marks the point at which the trigger has provoked an emotional reaction and the previous strategies are insufficient to avoid potential further escalation. The aim here is not to set firm limits and enforce them as the explosive student will likely escalate to a point that is highly disruptive, dangerous, and/or destructive.
  - a. *Collaborative Problem-Solving (CPS)* is the methodology to effectively communicate with an agitated explosive student to generate mutually agreed upon solutions so the student does not feel the need to escalate.
    - i. CPS involves three sequential steps: Empathy statement (validation, acceptance, and understanding of the students feeling, motive, or reason), sharing the adult perspective, and negotiating or collaborating with the student to generate and enact a solution the student finds acceptable.
- 4.) **Acceleration:** Students in this phase exhibit continue to escalate their behavior and are unwilling to communicate with the adult who is using CPS. They question, argue, and engage in confrontational interactions; they are defiant of teacher communication. The aim here is to set-up places where the student can go in order to engage in a preferred activity and potentially use emotion regulation strategies.
- 5.) **Peak:** At this point, the student has reached full escalation and there is potential for highly disruptive, dangerous, or destructive behavior if the situation is not handled appropriately. It is imperative that staff have a protocol in place.
  - a. Imperative that the adults regulate their own behavior by using calm voice tone, decreasing the amount of words spoken, making sure the student does not feel like his/her back is against the wall, and focusing on controlling being compassionate to the student.
  - b. Intrusive short-term interventions, such as removing either the student who is acting out or the other students from the classroom; crisis intervention and prevention techniques (CPI. PROACT, etc.), calling the student's parents, contacting the police, etc.

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



## Personalized De-Escalation Plan

Student:

Staff:

Staff:

Staff:

Staff:

Emergency staff not in the classroom to notify: (whom, under what conditions, by when)

Law enforcement contact to notify: (under what conditions, when)

Incident Report filing: (under what conditions, to whom, by when)

1. CALM

2. TRIGGER

3. AGITATION

4. ACCELERATION

5. PEAK

6. DE-ESCALATION

7. RECOVERY