Sample:

Individualized De-escalation Support Plan

# **Student:** Matt Daniels **Date:** 1/19/16

# **Teacher:** Susan Smith **Grade**: 5

# **Staff present**: David Little, Marcus DeBois, Alexander Cook, Susan Smith, Abigail Warner

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|  | **Assessment** | **Strategies** |
| CALM | Likes to help other studentsWorks successfullyEnjoys gamesLoves to read | Behavior Contract for successful workInclude reading time in contractProvide opportunities to be classroom helperProvide behavior specific praise for task completion |
| TRIGGERS | Repeating tasksReceiving corrections from teacherPeers working more quickly | Precorrection for corrections/ feedbackCoaching on ignoring peer work pace- focus on his best workRehearse expectations, provide prompts and reinforcement |
| AGITATION | Busy hands Puts head on desk and moansPouts and mumbles to selfUnable to concentrate on tasks | Show empathyRedirect student with a job or errandsProvide reasonable options and choice of within-activity task, allow time for student to decide (attend to other students who are on-task)Provide option of quiet work area |
| ACCELERATION | Argues persistentlyDefiance and noncomplianceRaises voice and shoutsShuffles papers or knocks them off desk | Detach and avoid engaging in student’s argumentsDelay responding to mild disruptive behaviorUtilize non-confrontational limit-setting procedures |
| PEAK | Kicks and throws propertyThreatening remarks towards teacherElopes (leaving area)- yelling and screaming | Remain calmIf non-violent, prompt other students to remain on taskUse emergency (clear room) procedures if behaviors impact safety of other students.Use emergency safety intervention |
| DE-ESCALATION | Quiets and puts head downHides in cornerNegative self-talkDenial or blaming of others | Avoid blaming- provide opportunity for non-judgmental discussionAllow isolated spaceIntroduce classroom activity starting with an independent activity |
| RECOVERY | Eager to work independentlySubdued behaviorDefensive or avoids debriefing | Follow through with non-disruptive consequencesDebrief- problem solving routinePositively reinforce displays of appropriate behavior |