

# 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

	Assessment	Strategies
CALM	Likes to help other students Works successfully Enjoys games Loves to read	Behavior 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	Pre-correction for corrections/ feedback Coaching on ignoring peer work pace- focus on his best work Rehearse expectations, provide prompts and reinforcement
AGITATION	Busy hands Puts head on desk and moans Pouts and mumbles to self Unable to concentrate on tasks	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) Provide option of quiet work area
ACCELERATION	Argues persistently Defiance and noncompliance Raises voice and shouts Shuffles papers or knocks them off desk	Detach and avoid engaging in student's arguments Delay responding to mild disruptive behavior Utilize non-confrontational limit-setting procedures
PEAK	Kicks and throws property Threatening remarks towards teacher Elopes (leaving area)- yelling and screaming	Remain calm If non-violent, prompt other students to remain on task Use emergency (clear room) procedures if behaviors impact safety of other students. 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 Introduce classroom activity starting with an independent activity
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* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.

Please use reference above for more examples and information on how to use this intervention.