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 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 | Precorrection 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 |