

# Sample Behavior Escalation Plan

DATE:

TIME:

PARTICIPANTS:

## **Background Information**

[Student Name] is a student identified with an Autism Spectrum Disorder. She is working on developing emotional and behavioral regulation skills to cope with moderate to significant stressors. At times she may experience cumulative stressors – multiple mild stressors – resulting in maladaptive responses. Antecedent variables, or triggers, that elicit maladaptive behaviors, often include the following: competition, especially if she is losing; substitute teachers; changes in routine; too much noise or activity; people standing over her or watching her work; and when she misperceives social intentions.

The following is a Likert Scale providing a non-exhaustive list of Level 1 to Level 5 behavioral symptoms elicited by anxiety/frustration. Level 1 behaviors are mild and typically manageable by [student name]. They are referred to as “Rumblings.” Level 2 through 5 behaviors will require adult involvement.

## **Level 1 = Rumblings**

Potential Behavioral Symptoms:

- Putting her head down
- Grumblings
- Acting annoyed
- Passive refusal
- Putting her hat over her head

### **Level 1 Staff Response:**

[Student name] typically works through this level on her own. Please watch for further escalations. Refer to level 2 should they occur. Staff response will be limited. Show quiet support.

## **Level 2 = Mild Escalation**

Potential Behavioral Symptoms:

- Assertively not listening to redirections – says “no”, “let me be”
- Cognitive inflexibility with distressed expressions (appearing stubborn)
- Wanting to leave the classroom – asks to go talk to someone
- Physically shuts down/ moves away from class

**Level 2 Staff Response:**

Immediate staff member should understand this is [student name] way of saying I am losing control, I need space and time and support. She should be allowed to seek one of her contact people outside of the classroom. Once [student name] believes she needs this, trying to get her to stay and work through it will escalate the problem. Contact the counseling office secretaries. They will contact the following individuals in this order:

- 1.
- 2.
- 3.
- 4.
- 5.

**Level 3 = Moderate Escalation**

Potential Behavioral Symptoms:

- Telling adults to “shut up” – “go away” – calling names
- Showing very visible and verbal signs of distress
- Fleeing the room

**Level 3 Staff Response:**

Contact Counseling Office Secretary. Secretary will locate contact person. Contact person will move in for support. [Student name] often likes to retreat to very quiet obscure places to be by herself. She may go into a restroom, in a conference room, or in the media center. Attempts to relocate her to an office when she is escalated (even when she appears quiet) can be met with protests. If [student name] has reached this level allow her some time to deescalate before placing any demands/making any requests/asking her to move to another area. If after a reasonable amount time you try again to move her to another place and she resists, say, “It is OK, I can see you are not ready. Let’s try again in 5 minutes. In 5 minutes I would like you to come with me so we can work through this.” She needs to hear this in a very reassuring voice.

**Level 4 = High Escalation**

Potential Behavioral Symptoms:

- May become very verbally threatening
- May yell/scream
- May plug ears and make loud screeching noises
- May push staff or kids away, strike out, pinch or kick
- May lunge toward equipment/property to destroy

**Level 4 Staff Response:**

Immediate staff will call counseling secretary who will contact two of the CPI trained staff listed on the below list, as well as an administrator if in a classroom, for classroom support. Staff needs to appoint a team leader to be the sole person providing directions and communications. Remove any other students from immediate area. Unless [student name] is in immediate danger to self or others, do not move in too close to her. Allow her time to deescalate. If she is not able to calm herself, assume

preparation for CPI methodology of Team Control Dynamic. Use the process of the Team Control Dynamic only if [student name] is in immediate danger of significantly harming herself or others. First try allowing space and time. If [student name] has not escalated to physically acting out one person, gently attempt to ease her to a timeout room, using calm reassuring tones. Preferably one of her contact people walks with her. Allow her time to sit quietly. Staff should be in close proximity for constant observation, but not necessarily in the room with [student name]. Her contact person, if possible, should be the check in person. She responds better to adults she knows and trusts. Check in should be every 4 to 5 minutes. If [student name] requests to call her parent/guardian assure her she can when she feels she is in control. Lead her to a phone away from equipment. (See response below\*\* should [student name] escalate to a physically acting out person who is an immediate threat to self or others.) **Document the incident.**

### **Level 5= Highest Escalation**

Potential Behavioral Symptoms:

- [Student name] may become so escalated that she may run from the building in a state of complete cognitive shutdown causing potential imminent danger to self.

#### **Level 5 Staff Response:**

Contact administration. Administration contacts police if not able to retrieve her. Contact her parents. Attempt to have staff member take a phone and locate her, or follow her if she is visible.

#### **[Student's] Contact people:**

- 1.
- 2.
- 3.
- 4.
- 5.

#### **CPI Trained Staff:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**\*\*Physically Acting Out Person Team Control Dynamic Response- follow CPI guidelines for care, welfare, safety, and security.**