

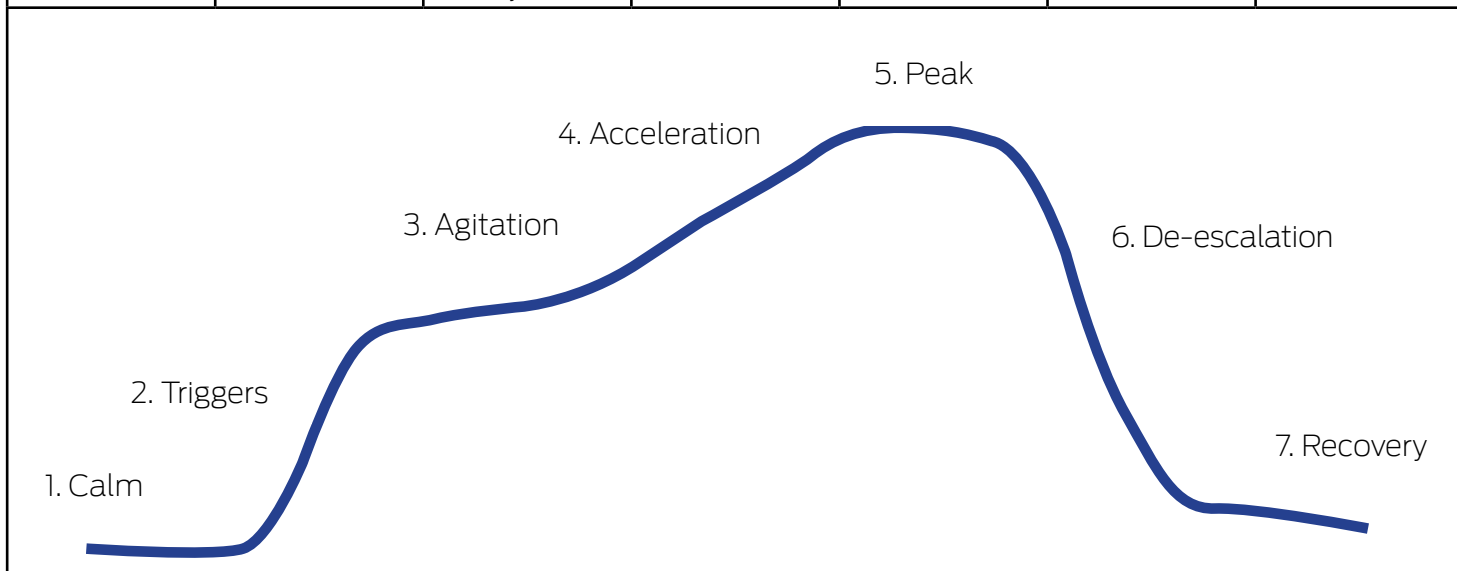
Specific Student Responses in Each Phase of Acting Out Behavior

<p>Calm Cooperative</p>	<p>Triggers Unresolved Conflicts</p>	<p>Agitation Unfocused</p>	<p>Acceleration Focused/In- tense</p>	<p>Peak Most Severe</p>	<p>De-escalation Confused</p>	<p>Recovery Non-engage/ Alone</p>
<p>Students exhibit appropriate, cooperative behavior and are responsive to staff directions, number of students, and/or events that escalate.</p>	<p>Triggers are activities, events, or behaviors that provoke anxiety and set off the cycle of unexpected behavior.</p>	<p>Characterized by emotional responses (e.g., anger, depression, worry, anxiety, and frustration).</p>	<p>Escalated behaviors intended to test limits. Students exhibit engaging behavior that is highly likely to obtain a response from another person – typically the teacher.</p>	<p>Students using acting-out behavior may be a threat to themselves or others.</p>	<p>This phase is characterized by student disengagement and reduced acting-out behavior.</p>	<p>This is a period of regaining the equilibrium of the calm phase.</p>

De-escalation Cycle

Specific Student Responses

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<p>Calm Cooperative</p> <ul style="list-style-type: none"> • Sitting or Standing Calmly • Working on Assignment, drawing, writing, chatting with peers • Smiling, relaxed posture 	<p>Triggers Unresolved Conflict</p> <ul style="list-style-type: none"> • Student stops engaging with work or peers • May sigh or slump shoulders • May say “Hey!” or “Quit!” 	<p>Agitation Unfocused</p> <ul style="list-style-type: none"> • Darting Eyes/ Busy Hands • Withdrawal from Groups • Changes Focus quickly and often • Uses one word terse responses • Excessive movement or activity 	<p>Acceleration Focused/Intense</p> <ul style="list-style-type: none"> • Questioning and arguing • Refusal to cooperate • Use inappropriate voice level 	<p>Peak Most Severe</p> <ul style="list-style-type: none"> • Destruction of property • Tantrums • Pushing others 	<p>De-escalation Confused</p> <ul style="list-style-type: none"> • Withdraw/head down • Denial/blaming others • Avoidance of discussion or debriefing • Lack of responsiveness to activities or direction 	<p>Recovery Non-engage/alone</p> <ul style="list-style-type: none"> • Eagerness for independent work or activity • Subdued behavior in class discussion or group work • Cautious, quiet



Specific Staff/Adult Response

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<p>Prevention</p> <ul style="list-style-type: none"> • Provide positive contact—positive specific feedback, compliment, engage in conversation • Provide a reinforce—a token, or a desired responsibility like delivering a note 	<p>Prevention & Redirection</p> <ul style="list-style-type: none"> • Provide positive contact—ask if the student needs help • Ask if student would like to talk 	<p>Reduce Anxiety</p> <ul style="list-style-type: none"> • Show empathy • Provide space in quiet area • Provide encouragement • Provide opportunities for movement 	<p>Safety</p> <ul style="list-style-type: none"> • Use a calm but serious voice, more slowly and give space to student • Pause instead of responding immediately 	<p>Crisis Intervention</p> <ul style="list-style-type: none"> • Focus on student and staff safety • Notify necessary staff of the situation • If needed, use evacuation or lock-down procedures 	<p>Remove Excess Attention</p> <ul style="list-style-type: none"> • Separate student from classmates • Provide independent work that will be easy to complete • Allow Student to return to regular activities • Document the incident to provide for future safety 	<p>Re-establish Routines</p> <ul style="list-style-type: none"> • Help student return to normal activities • Continue with planned consequences and do not discuss or negotiate • Acknowledge cooperative and appropriate behaviors • Encourage and support the student in changing problem behaviors