Managing Acting Out Behavior: Respectful and Responsible Ways of Responding to Challenging Behavior

St. Louis, MO June 21st, 2016
Kathleen Lynne Lane, Ph.D., BCBA-D
Agenda

• Respectful & Responsible Ways of Responding to Challenging Behavior
• Maintaining an Instructional Approach
• Clarifying Consequences
• Practical, Effective, Research-based Strategies for Responding
• Tier 3: Developing a De-escalation Plan for Individual Students
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)
≈80%
Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Secondary Prevention (Tier 2)
≈15%
Goal: Reverse Harm
Specialized group systems for students at-risk

Tertiary Prevention (Tier 3)
≈5%
Goal: Reduce Harm
Specialized individual systems for students with high-risk

PBIS Framework
Validated Curricula
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

≈80% Primary Prevention (Tier 1)
≈15% Secondary Prevention (Tier 2)
≈5% Tertiary Prevention (Tier 3)
**Area I: Academics Responsibilities**

**Faculty and Staff will:**
- Use district mandated curriculum and instructional resources in the classroom.
  - Math - 90 minutes: core resource - Math Expressions
  - ELA - 135 minutes per day (675 per week): core resource - Reading Street & Units of Study
- Providing feedback in a timely manner to students and parents.
- Differentiate instruction to meet the needs of all students.
- Use proactive strategies to support student engagement. Examples:
  - Active supervision
  - Precorrection
  - Instructional Feedback
  - Instructional choice
  - Increased opportunities to respond
  - Behavior specific praise
- Use school wide data to consider students' Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of intervention strategy.
- Communicate with parents and students in a variety of ways.
- Plan and implement effective lessons according to the Danielson Model.

**Area II: Behavior Responsibilities**

**Faculty and Staff will:**
- Implement the Positive Behavioral Interventions and Supports (PBIS) with fidelity.
- Teach and reteach expectations (August, November, January, March)
- Display and model school wide expectations.
- Show consistent expectations with each student.
- Provide behavior specific praise and positive reinforcement to students who display school wide expectations during both academic and transition times.
- Demonstrate professional behavior and a positive attitude.
- Foster a safe environment for all students
- Implement the reactive plan consistently and with fidelity.
- Use a positive response to initial indicators of not meeting expectations:
  - Praise students meeting expectations first
  - Redirect student who are struggling
  - Reteach expectations
  - Allow student time to respond to request and re-engage
  - Recognize/reinforce changed behavior
  - Follow Reactive plan for responding to repeated difficulties.
- Use school wide data to consider students' Tier 2 and Tier 3 Needs – Use the intervention grids to guide selection of intervention strategy.
- Follow guidelines on flow chart
  - Enter behavior data on Skyward on same day as incident
  - Communicate with parents about problem solving worksheets

**Area III: Social Skills Responsibilities**

**Faculty and Staff will:**
- Teach weekly Positive Action lessons
  - Grades K – 2:
    - One 20 minute lesson per week teacher lead
    - One 50 minute lesson every other week co-taught by teacher and counselor
  - Grades 3 – 5:
    - One 20 minute lesson per week teacher lead
    - One 45 minute lesson every other week co-taught by teacher and counselor
(See appendix for specific lessons for each grade level)
- Model social skills expected of students.
- Provide tickets paired with behavior specific praise when students meet expectations.
- Respect and value the uniqueness of each child and his or her family by using the Four Agreements and the Compass.
- Maintain open lines of communication with students and parents/guardians.
- Seek ways to involve parents in the school program.
- Participate and Follow Sunflower Bully Prevention Program
**Area I: Academics Responsibilities**

- Faculty and Staff will:
  - Follow the district’s curriculum for their area of instruction
  - Teach students the method and how to use Cornell Notes
  - MAP testing in September for all, 8th grade MAP-Dec, 6th/7th in May
  - State Assessments
  - Continuously update gradebook and quarterly reports
  - Engage students with differentiated levels of instruction/intervention.
  - Support students who miss instruction
  - Use proactive evidence-based strategies to support students being academically engaged. Examples include:
    - Instructional Choice
    - Instructional Feedback
    - Increased opportunities to respond
    - Active Supervision
    - Behavior specific praise
  - Use data (see Assessment Schedule) to determine instructional adjustments and student needs for Tier 2 and Tier 3 supports (Intervention Grids)

**Area II: Behavior Responsibilities**

- Faculty and Staff will:
  - Teach, model, and reinforce the WAR\HAWKS.
  - Responsible
    - Respectful
    - Ready to learn
  - Implement and follow Positive Behavioral Intervention and Support (PBIS) (Best Bucks reinforcement system)
  - Model behavior expectations
  - Use a positive response to initial indicators of not meeting expectations:
    - Praise students meeting expectations first
    - Redirect students who are struggling
    - Reteach expectations
    - Follow Reactive Plan for responding to repeated difficulties – using/turning in appropriate forms to office
  - Use data (see Assessment Schedule) to determine instructional adjustments and student needs for Tier 2 and Tier 3 supports (Intervention Grids)
  - Complete SRSS-IE 3x a year

**Area III: Social Skills Responsibilities**

- Faculty and Staff:
  - Will teach with fidelity Connect with kids. 2-4 times per month for approximately 20 minutes throughout the school year during Advisory.
  - Foster positive teacher to teacher and teacher to student interactions.
  - Model social skills
  - Provide specific feedback and reinforcement to students demonstrating social skills.
  - Complete SRSS-IE 3x a year

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**What do I need to know?**

West Middle
Reactive Plan

All Faculty Will First:
1. Teach, Remind, and Rereach Appropriate Behaviors “Teachable Moments” to students
2. Reinforce positive behaviors
3. Problem solve with students “More Teachable Moments”
4. Continue building relationships
5. Communicate with parents and elicit their support

Note: This is not an inclusive list of interactions that warrant discipline. Administration reserves the right to classify inappropriate behavior not on this list or due to severity, escalate them to a Major if necessary.

Southwest Middle School
Student Behavior Management Flow Chart

All Faculty Will First:

- Reactive, teachable moment: Recognize and reinforce changed behavior.
- Behavior improves?
  - YES: Continue reinforcement and praise
  - NO: Misbehavior continues with 3 separate behaviors, move to level 2

Next behavior: teacher contacts parents directly and records minor in Skyward.

- Behavior improves?
  - YES: Continue reinforcement and praise
  - NO: At 4th behavior, parent meeting set up and support
- Intervention selected from grad.

Start counselor will send the student to the office and record the Major referral in Skyward immediately.
If not an emergency, staff will record the Major referral as Skyward and administration will call student to the office as soon as possible.

Administration will contact parents and record action taken in Skyward. Student may be referred to Mental Health Team for support.
Consequences ...
# Examining Academic and Behavioral Data

## Elementary Level

**TEACHER NAME**: R. Collins  
**Date**: December 2014

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>AIMSweb Reading</th>
<th>AIMSweb Math</th>
<th>SRSS Behavior</th>
<th>SRSS-15 Internalizing (Preliminary)</th>
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**Three-Tiered Model of Prevention**
Low-Intensity Strategies

Opportunities to Respond
Behavior Specific Praise
Active Supervision
Instructional Feedback
High p Requests
Precorrection
Incorporating Choice
Self-monitoring
Behavior Contracts
Antecedents - Behavior - Consequences

Precorrection: Identifies predictable contexts that often result in problem behavior and provides students with supports, prompts, and reinforcement for engaging in appropriate behavior.
The Acting-Out Cycle

Whether the problem behavior is managed safely or not or is defused in a large measure depends on YOUR INITIAL RESPONSE

-Dr. Geoff Colvin

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak

Colvin, 2004

Overview of the Acting Out Cycle--Vanderbilt IRIS Module
Behavioral Chains

Each ensuing behavior in a given behavior chain becomes more serious than the one preceding it.

(Walker, Colvin, & Ramsey, 1995)
Change the Behavioral Momentum
(Nevin, 1970)

Interrupt the behavioral chain at any time to prevent the occurrence of more serious types of behavior.
Stages of the Acting Out Cycle
Colvin (1992)

- Calm
- Triggers
- Agitation
- Acceleration
- Peak
- De-Escalation
- Recovery
The Acting Out Cycle

Overview of the Acting Out Cycle--Vanderbilt IRIS Module

Whether the problem behavior is managed safely or not or is defused in a large measure depends on YOUR INITIAL RESPONSE

- Dr. Geoff Colvin

Colvin, 2004
Calm

Overall behavior is cooperative, compliant, and desirable.

- Academically Engaged
- Follows Rules & Expectations
- Is Responsive
- Initiates Interactions
- Goal Directed Behaviors

Strategies:

Intervention is focused on proactive strategies. Focus on instruction and positive behavior support.

- Implement the schoolwide Ci3T plan
- Vary instructional delivery
- Provide behavior specific praise
- Implement low-intensity teacher managed strategies (e.g. precorrection, active supervision, providing opportunities to respond)
- Carefully plan instruction and implement clear routines and procedures
- Attend to the physical environment for potential problem areas

Triggers
Overall behaviors involve a series of unresolved problems.

- School-Based Triggers
  - Conflicts
  - Changes in Routine
  - Peer Provocation
  - Pressure
  - Ineffective Problem Solving
  - Facing Errors in Instruction
  - Facing Correction Procedures
  - Denial of Something Needed

- Nonschool-Based Triggers
  - High-need Home Life
  - Health Problems
  - Nutritional Needs
  - Inadequate Sleep
  - Substance Abuse
  - Gangs

Strategies:
Intervention is focused on prevention and redirection.

- Identify the situation where the behavior is likely to occur.
- Use precorrection to teach appropriate response. Rehearse the expectations, prompt or remind students as needed, provide specific praise and reinforcement.
- Work with all staff and faculty to teach and reinforce social skills.
- Group social skills, anger management, community services.
- Work with families for outside supports of nonschool-based triggers.

Low-Intensity Strategies

Opportunities to Respond

Behavior Specific Praise

Active Supervision

Instructional Feedback

High p Requests

Precorrection

Incorporating Choice

Self-monitoring

Behavior Contracts


Agitation
Overall behavior is unfocused and off-task.

- Increases in Behavior
  - Darting Eyes
  - Nonconversational Language
  - Busy Hands
  - Moving In and Out of Groups
  - Off-task, Then On-task Behavior

Strategies:
Intervention is focused on reducing anxiety.
- Show empathy
- Provide reasonable options and choices
- Allow wait time for student to decide (usually less than a minute)
- During wait time, walk away from student, attend to other students, or engage in some other task
- Involve in successful engagement (behavior momentum)
Acceleration

Overall behavior is teacher-engaging.

- Questioning and Arguing
- Noncompliance and Defiance
- Off-Task Behavior
- Provocation of Others
- Compliance with Accompanying Inappropriate Behaviors
- Criterion Problems
- Whining and Crying
- Avoidance and Escape
- Threats, Intimidation
- Destruction of Property
- Verbal Abuse

**Strategies:**

Intervention is focused on **safety.**

- Remove all triggering factors
- Avoid escalating prompts
- Maintain calmness, respect and detachment
- Approach the student in a nonthreatening manner
- Utilize non-confrontational limit-setting procedures

Peak
Overall behavior is out of control.

- Serious Destruction of Property
- Assault
- Self-Abuse
- Severe Tantrums
- Hyperventilation
- Running Away

**Strategies:**
Focus on **safety only**!

- Remain calm
- Crisis management
- Behavioral Emergency – Room Clear

Example:
Safe strategies- emergency safety intervention (ESI) if there is immediate danger (if ESI used, document & notify)

- Learn from it...(FBA, BIP, Mental Health Assessment, etc.)

De-Escalation

Overall behavior displays confusion.

- Confusion
- Reconciliation
- Withdrawal
- Denial
- Blaming Others
- Responsiveness
- Responsive to Manipulative or Mechanical Tasks
- Avoidance of Discussion
- Avoidance of Debriefing

Strategies:
Intervention is focused on monitoring for re-escalation of behavior.

- Monitor for health/safety of all involved
- Avoid blaming- provide opportunity for non-judgmental discussion
- Allow cool-down time and space
- Engage in independent work- provide easy/concrete tasks

Recovery

Overall behaviors show eagerness for busy work and reluctance to interact or discuss.

- Eagerness for Independent Work or Activity
- Subdued Behavior in Group Work
- Subdued Behavior in Class Discussions
- Defensive Behavior
- Avoidance of Debriefing

Strategies:

Intervention focuses on returning to normal activities.

- Follow through with consequences—but do not disrupt flow of instruction.
- Positively reinforce any displays of appropriate behavior
- Debrief/rehearse problem solving routine

Debriefing Session

1. Facilitates transition back to task/activity... not further negative consequence.
2. Goal is to increase appropriate behavior
3. Focus on problem solving
4. Pinpoint events that contributed to the incident
5. Teach replacement behaviors
6. Debriefing activities and forms
Defusing Off-Task Behavior

1. Assess the situation: determine “can’t do” or “won’t do” *(Is it an emergency situation? If so, follow crisis procedures. If not, follow off-task defusing steps)*.

2. Maintain the flow of instruction.

3. Recognize on-task students, making no response to off-task students.

4. Redirect (focus on task, brief language/gestures, prompt student of procedures for asking for help).

5. Praise compliance.
Keys to Addressing Disruptive Behavior

• Recognize and respond quickly to student agitation
• Redirect
  • Clearly state the expected task
• Communicate concern
  • Present options
  • Allow student space – do not hover
  • Assist student to begin work
• Attend to other students and prepare for the worst
• Acknowledge compliance or institute standard consequence in neutral manner

Scott, 2014
Keys to Addressing Fighting and Aggressive Behavior

- Recognize conditions under which fights are likely and attempt to avoid by using:
  - Assigned seats
  - Space, options, preferred activities
  - Teacher proximity – stay between as long as there is no physicality
  - Independent activities
  - Relaxation activities

- If altercation becomes verbal - intervene verbally
  - Provide specific and concrete directions
  - Redirect – get attention off of altercation
  - Separate as much as possible without placing hands on students

- If altercation becomes physical - initiate crisis procedures
  - Call office or send runner
  - Provide clear, loud, and concrete directions to both students
  - Clear other students away to keep safe

- Wait for assistance
Four Key Strategies

1. Take an instructional approach to behavior school wide.

2. Intervene early in the acting out cycle.

3. Learn strategies to intervene at each stage in the acting out cycle.

4. Be respectful at all times.
A Tier 3 Approach To Managing Acting Out Behavior: An Individualized De-escalation Plan
Planning

**ESCALATION CYCLE**

*This is a tool teams can utilize to plan responses to each phase of the acting out cycle. This should be a part of a comprehensive positive behavior support plan.*

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<tr>
<th>Specific Student Responses</th>
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<tr>
<td>Calm</td>
</tr>
<tr>
<td>Cooperative</td>
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<tr>
<td>Triggers</td>
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<tr>
<td>Unresolved conflicts</td>
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<tr>
<td>Agitation</td>
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<tr>
<td>Unfocused</td>
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<tr>
<td>Acceleration</td>
</tr>
<tr>
<td>Focused/intense</td>
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<tr>
<td>Peak</td>
</tr>
<tr>
<td>Most severe</td>
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<tr>
<td>De-escalation</td>
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<tr>
<td>Confused</td>
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<tr>
<td>Recovery</td>
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<td>Non-engage/alone</td>
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<table>
<thead>
<tr>
<th>Specific Staff/Adult Response</th>
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<tbody>
<tr>
<td>Prevention</td>
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<td>Prevention and redirection</td>
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<tr>
<td>Reduce anxiety</td>
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<tr>
<td>Safety</td>
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<tr>
<td>Crisis intervention</td>
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<tr>
<td>Remove excess attention</td>
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<tr>
<td>Re-establish routines</td>
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(adapted from Bounds, 2003)

Levis, Kittelman & Wilcox (2011)

**SAMPLE:**

**Individualized De-escalation Support Plan**

<table>
<thead>
<tr>
<th>Assessment (student characteristics)</th>
<th>Strategies (specific adult response)</th>
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<td>CALM</td>
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<tr>
<td>TRIGGERS</td>
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<td>AGITATION</td>
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<td>ACCELERATION</td>
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<td>PEAK</td>
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<td>DE-ESCALATION</td>
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See Implementation folder for “Individualized De-escalation Support Plan”
<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
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<tr>
<td>Individualized De-escalation Plan</td>
<td>Ongoing strategy involving identifying specific student characteristics for each phase of the De-escalation cycles and implementing appropriate and evidence-based adult responses to managing student acting out behavior.</td>
<td>Behavior: □ SRSS-E7 score: High (9-21) □ SRSS-I5 score: High (4-15 – elementary only; under development for middle and high schools) or □ 6 or more office discipline referrals (ODR)</td>
<td>Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, (c) examples, and (d) non examples Set behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points graphed for decision making. <strong>Social Validity:</strong> Teacher: IRP-15 Student: CIRP <strong>Treatment Integrity:</strong> Procedural &amp; treatment integrity checklist</td>
<td>SRSS-E7 score: Low (1-3) SRSS-I5 score: Low (1-2) Observation data demonstrate behavior is consistently within expected level (per goal; three consecutive data points) – then transition to maintenance plan and monitor behavior during transition.</td>
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Sample: Individualized De-escalation Support Plan

See Implementation folder for “Individualized De-escalation Support Plan SAMPLE”

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<th>Strategies</th>
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<td>Loves to read</td>
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<td>Contract for successful work</td>
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<td>Include reading time in contract</td>
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<td>Provide opportunities to be classroom helper</td>
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<td>Feers working more quickly</td>
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<td>Praise for corrections/ feedback</td>
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<td>Coaching on ignoring peer work- focus on his best work</td>
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<td>Rehabs expectations, provide prompts and reinforcement</td>
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<td>AGITATION</td>
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<td>Puts head on desk and moans</td>
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<td>Fouts and mumbles to himself</td>
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<td>Does not concentrate on his work</td>
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<td>Show empathy</td>
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<td>Redirect student with a job or arranges</td>
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<td>Provide reasonable options and choice of within-activity task- allow time for student to decide (Attend to other students who are on-task) Option of quiet area</td>
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<td>Takes his voice and shouts</td>
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<td>Shuffles papers or knocks them off desk</td>
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<td>Detach and avoid engaging in students arguments</td>
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<td>Delay responding to mild disruptive behavior</td>
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<td>Utilize non-confrontational limit-setting procedures</td>
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<td>PEAK</td>
<td>Kicks and throws property</td>
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<td>Threatening remarks towards teacher</td>
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<td>Episodes- yelling and screaming</td>
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<td>Remain calm if non-violent- prompt other students to remain on task</td>
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<td>Use emergency (clear room) procedures</td>
</tr>
<tr>
<td></td>
<td>Use emergency safety intervention</td>
</tr>
<tr>
<td>RE-ESCALATION</td>
<td>Quiets and puts head down inside of corner</td>
</tr>
<tr>
<td></td>
<td>Negative self-talk</td>
</tr>
<tr>
<td></td>
<td>Denial or blaming of others</td>
</tr>
<tr>
<td></td>
<td>Avoid Blaming- provide opportunity for non-judgmental discussion</td>
</tr>
<tr>
<td></td>
<td>Allow isolated space</td>
</tr>
<tr>
<td></td>
<td>Begin classroom activity with independent task</td>
</tr>
<tr>
<td>RECOVERY</td>
<td>Eager to work independently</td>
</tr>
<tr>
<td></td>
<td>Subdued behavior</td>
</tr>
<tr>
<td></td>
<td>Offensive or avoids debriefing</td>
</tr>
<tr>
<td></td>
<td>Follow through with non-disruptive consequences</td>
</tr>
<tr>
<td></td>
<td>Defbrief- problem solving routine</td>
</tr>
<tr>
<td></td>
<td>Positively reinforce displays of appropriate behavior</td>
</tr>
</tbody>
</table>

Adapted from Box 14.1 Complete Behavior Support Plan (see p. 203):
Exploring a New Tier 3 Support
Information on Ci3T professional development: PowerPoints, literature, user feedback, professional learning resources and measures

- Systematic screening: instructional videos, PowerPoint presentations and resources

- Free access to tools and measures available for viewing and downloading
Resources

Please see additional resource in the notes page