



Crisis Plan



Document Date: _____

District: _____ School: _____

District ID: _____ School ID: _____ Phone: _____

Student Name: _____ Grade: _____ Age: _____ Sex: _____

Native Language: _____ Ethnicity: _____ Birthdate: _____

Parent Contact Information: _____

TEAM INFORMATION

Team Member Name	Position or Title	Role in Crisis Plan Development

Position or title suggestions: School Psychologist, BCBA, Behavior Specialist, Sped Teacher, General Education Teacher, Parent/Guardian, Admin, Para educator, OT, PT, SLP, Other

Role in Crisis Plan Development suggestions: Documenter, Lead Developer, Escalation Supporter, Primary Student Supporter, Safety Monitor, Other

This Crisis Plan is an extension of a Behavior Plan dated: _____

RATIONALE FOR CRISIS PLAN

Why does the student need this plan?

Empty box for rationale text.



Crisis Plan



Phase in Escalation Cycle	What phase looks like in some individuals	What phase looks like in student	Recommended adult response	Team member reaction and response
Trigger	The team may not outwardly see the trigger as it is often a setting event/antecedent that may be internalized and accumulate.	<i>Identify what this phase looks like for the student.</i>	Recommended responses: redirect student's thoughts (distraction); remind student of what you have taught them previously.	<i>Identify the adult response to the trigger.</i>
Agitation	Agitation may include jerky movements, tightly held body, clenched fists, speech that cuts off conversation; difficulty focusing/withdrawal.	<i>Identify what this phase looks like for the student.</i>	Recommended responses: minimize situation by doing something different; distract.	<i>Identify the adult response to agitation.</i>



Crisis Plan



Phase in Escalation Cycle	What phase looks like in some individuals	What phase looks like in student	Recommended adult response	Team member reaction and response
Acceleration	Acceleration may include the student exhibiting behaviors that elicit responses such as: arguing, swearing, threatening; intimidating or being defiant; leaving the room or environment; property destruction.	<i>Identify what this phase looks like for the student.</i>	Recommended responses: remove triggers that perpetuate escalation; establish bottom line (safety for student and others); detach/disengage from student but remain neutrally supportive and available for safety.	<i>Identify the adult response to acceleration.</i>
Peak	Peak may include most severe and out of control behavior; physical aggression to self and others; severe property destruction; severe tantrums; hyperventilation; running away.	<i>Identify what this phase looks like for the student.</i>	Recommended responses: minimize peak and continue steps from escalation; focus on student and staff safety; clear room if not already done.	<i>Identify the adult response to peak.</i>



Crisis Plan



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De-escalation	De-escalation may include confusion; attempts to project blame or apologize; attempts to reconcile or ensure they are liked/safe; withdrawal; responsive to concrete directions.	<i>Identify what this phase looks like for the student.</i>	Recommended responses: minimal attention for peak crisis; focus on removing excess confrontation; not a time for debrief or “consequences”; not a time to force a return to task/activity that caused the escalation; test calmness with requests for small motor movements.	<i>Identify the adult response to de-escalation.</i>
Recovery	Recovery may include willingness to engage in non-interactive ways; subdued; willing to resume work; reluctance to enter discussions about behavior.	<i>Identify what this phase looks like for the student.</i>	Recommended responses: provide focus on routine activities; reinforce small displays of appropriate behavior; debrief later.	<i>Identify the adult response to recovery.</i>

* Crisis Escalation Cycle Adapted from: *Managing the Cycle of Acting-Out Behavior in the Classroom* by Dr. Geoff Colvin and Dr. Terrence Scott *Back off or Else!*

TEAM CONSIDERATIONS

A. When a crisis arises, what is each team member's role?

In case of room clear - who stays with student vs. removes other students? Who neutrally engages with student and sees crisis through? Who documents crisis and informs necessary team members and guardians? Who leads a staff debrief meeting?

Team Member	Role in Crisis Plan