



## Step by Step Directions for Completing an Escalation Cycle Management Plan (ECMP)



# Overview



- ✦ Learn to develop an *Escalation Cycle Management Plan* that focuses on what staff can do to prevent a student's problem behaviors from escalating.

# Contents

Select the title below to jump to the corresponding instructional section within this document



1. Legal Requirements and Form Usage
2. ECMP Development: General Instructions for Completing the Plan
3. The Escalation Cycle
  - a) Baseline
  - b) Escalation-Creating Event
  - c) Agitation
  - d) Escalation
  - e) Severe Problem Behavior
  - f) De-Escalation
  - g) Post-Incident Recovery

# What does the law require?



IEP teams are required by federal law to address behavior when it impedes a student's learning or the learning of others. Plans are developed by the IEP team & become a part of the student's IEP.

A BIP is required as a result of the manifestation determination or behavioral emergency process, when the IEP team determines that it is necessary.

# Options in our SELPA include:



- **GDE 4: ECMP (a complete ECMP, as presented today),**
- IEP 6G\* / 6G-1: Behavior Intervention Plan (BIP) (including some ECMP concepts & components), or
- IEP 6G\* / 6G-1: BIP & IEP 6G-2 (together, including all ECMP concepts & components)

**IEP 6G\* PENT BIP anticipated release in  
January 2016**

# GDE-4 Escalation Cycle Management Plan (ECMP)

- Can stand alone
- Can be used in RTI process
- Can become part of a BIP (information will be transferred to IEP 6G-2)
- Is NOT a BIP



## Monterey County Special Education Local Plan Area Escalation Cycle Management Plan

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

*This form should not be used as a Behavior Intervention/Support Plan. To include an Escalation Cycle Management Plan as part of a formal Behavior Intervention/Support Plan, use form IEP 6G-2 instead.*

Describe the antecedent events that regularly precede or trigger escalation of the problem behavior and the environmental changes staff can make that will either eliminate the antecedent events or make them less effective as triggers of escalation.

Antecedents	Environmental Changes

Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to reduce further escalation and/or its severity, promote de-escalation, and return student to instruction as soon as possible.

If Student...	Then Staff...
1a. Early escalation behaviors	1b. Use strategy to help student return to task (desired behavior)
2a. Subsequent escalation behaviors	2b. Prompt replacement behavior
3a. Severe problem behaviors	3b. Calm and ensure safety
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5a. Post-incident behaviors	5b. Praise/reinforce return to task

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# Escalation Cycle Management Plan (ECMP) Integration with BIP

## **STRATEGIES FOR ADDRESSING RECURRING PROBLEM BEHAVIOR**

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Describe in the box below the strategies that will be employed to ensure safety if the problem behavior occurs again **or** attach an Escalation Cycle Management Plan. If an Emergency Plan is needed, describe when / how techniques will be employed.

An Escalation Cycle Management Plan is attached.

# \*Upcoming 2016 BIP\* IEP 6G pg 3- REACTIVE STRATEGIES



## Monterey County Special Education Local Plan Area IEP 6G – Behavior Intervention Plan



## Monterey County Special Education Local Plan Area IEP 6G – Behavior Intervention Plan

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

1. The behavior impeding learning is (describe what it looks like)

2. It impedes learning because

3. The need for a Behavior Intervention Plan  early stage intervention  moderate  serious  extreme

4. Frequency or intensity or duration of behavior

Reported by \_\_\_\_\_  
 Observed by \_\_\_\_\_

### **PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES**

5. What are the predictors for the behavior?

(Situations in which the behavior is likely to occur: people, time, place, subject, etc.)

### **EFFECTIVE REACTION PART III: REACTIVE STRATEGIES**

12. What strategies will be employed if the problem behavior occurs again? Include personnel for each step below

1. Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends
4. Any necessary further classroom or school consequences (optional)

# Options in our SELPA include:



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**IEP 6G\* PENT BIP anticipated release in  
January 2016**



## IEP – Escalation Cycle Management Plan

# IEP 6G-2 Escalation Cycle Management Plan (ECMP)

- As part of BIP
- Different than stand-alone ECMP which includes antecedents and environmental changes

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to reduce further escalation and/or its severity, promote de-escalation, and return the student to instruction as soon as possible.

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4a. De-escalation behaviors	4b. Give time, space, break for cool down
5a. Post-incident behaviors	5b. Praise/reinforce return to task

# GDE 4 or IEP 6G-2?



How should the team determine whether to use GDE-4 or IEP 6G-2?

The team may:

- Use GDE 4 to develop an ECMP. A BIP can be added later, if needed.
- Use IEP 6G or IEP 6G-1 to develop a BIP, with 6G-2 as a supplement, added at the same time, or later, if / when needed.

# ECMP as Part of the BIP

When a BIP (6G/6G-1) is developed...

...problem behaviors, antecedents and environmental changes included in GDE 4 are incorporated into the BIP.

When needed, IEP 6G-2, containing the remaining components of GDE 4 (1a-5b), is added to 6G-1, as part of the BIP, to ensure safety, or to be, otherwise, helpful.

Thus, when IEP 6G-1 & IEP 6 G-2 are used together, they offer a comprehensive plan, and everything in GDE 4 is included—just arranged differently.

# Escalation Cycle Management Plan (ECMP) Overview



An ECMP is:

- a systematic approach to minimizing the frequency and intensity of problem behaviors
- a plan that requires staff/parents to change their behaviors
- a plan that focuses on prevention (antecedent management) and de-escalation
- a document that passes the substitute test
- a summary (be brief, outline format)
- a living document
- a team effort

# Escalation Cycle Management Plan (ECMP) Overview



## An ECMP:

- describes specific behavior
- prompts socially acceptable behavior
- is legible and easily understood by someone not involved in the development of the plan
- is brief (no more than 3 or 4 lines per box)



# Escalation Cycle Management Plan (ECMP) Overview



An ECMP is *not*:

- a plan to teach a student / child how to behave better
- a vehicle for the delivery of punishment
- about talking to the student / child about what she is doing wrong and what she should do instead
- therapy
- a behavioral emergency plan

# Approval for Implementation



- When an ECMP or BIP is used by an IEP team it becomes a part of the student's IEP and parental approval is required to implement the plan. All staff providing supports and services to the child should be informed of the process and have a copy of the forms.

# Instructions for Completing an ECMP



- It is recommended that the team begin in the **If Student...** column, in box “3a. Severe problem behaviors” to describe the problem behaviors that are uppermost in staff members’ minds.
- Then, proceed up to “2a. Subsequent escalation behaviors” to describe what happened just before the severe problem behaviors occurred.

# Instructions for Completing an ECMP



- Then, proceed up to “1a. Early escalation behaviors” to describe the first signs of agitation.
- Then, up to “**Antecedents**” to describe what set the student off (what triggered the escalation).



# Monterey County Special Education Local Plan Area

## Escalation Cycle Management Plan

Student: **Completion ORDER** Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

*(Note: When a formal Behavior Intervention/Support Plan is required, use form IEP 6G-1 instead, and add IEP 6G-2, if needed.)*

Describe the antecedent events that regularly precede or trigger escalation of the problem behavior and the environmental changes staff can make that will either eliminate the antecedent events or make them less effective as triggers of escalation.

Antecedents	Environmental Changes
<input checked="" type="checkbox"/>	

Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to reduce further escalation and/or its severity, promote de-escalation, and return student to instruction as soon as possible.

If Student...	Then Staff...
1a. Early escalation behaviors  <div style="text-align: center;"> <input checked="" type="checkbox"/> </div>	1b. Use strategy to help student return to task (desired behavior)
2a. Subsequent escalation behaviors  <div style="text-align: center;"> <input checked="" type="checkbox"/> </div>	2b. Prompt replacement behavior
3a. Severe problem behaviors  <div style="text-align: center;"> <input checked="" type="checkbox"/> </div>	3b. Calm and ensure safety
4a. De-escalation behaviors	4b. Give time, space, break for cool down
5a. Post-incident behaviors	5b. Praise/reinforce return to task

# Instructions for Completing an ECMP



- Then, down to “4a. De-escalation behaviors” to describe what the student does after the severe problem behavior.
- Then, down to “5a. Post-incident behaviors” to describe what the student does when the incident is over.



# Monterey County Special Education Local Plan Area

## Escalation Cycle Management Plan

Student: **Completion ORDER** Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

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3a. Severe problem behaviors	3b. Calm and ensure safety
4a. De-escalation behaviors <div style="text-align: center; font-size: 2em;">☑</div>	4b. Give time, space, break for cool down
5a. Post-incident behaviors <div style="text-align: center; font-size: 2em;">☑</div>	5b. Praise/reinforce return to task

# Instructions for Completing an ECMP



- Next, proceed up to **Environmental Changes** to describe how staff will remove **Antecedents** and / or lessen their effectiveness.



# Instructions for Completing an ECMP



- Then, proceed down to the **Then Staff...** column, to “1b. Use strategy to help student return to task” to describe how the staff will respond to “1a. Early escalation behaviors.”

# Instructions for Completing an ECMP



- Next, proceed down to “2b. Prompt replacement behavior” to describe how staff will respond to “2a. Subsequent escalation behaviors.”
- Then, down to box “3b. Calm & ensure safety” to describe how the staff will respond to “3a. Severe problem behaviors.”

# Instructions for Completing an ECMP



- Then, down to “4b. Give time, space, break for cool down” to describe how the staff will respond to “4a. De-escalation behaviors.”
- Then, down to “5b. Praise / reinforce return to task” to describe how the staff will respond to “5a. Post-incident behaviors.”



# Monterey County Special Education Local Plan Area

## Escalation Cycle Management Plan

Student: **Completion ORDER** Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

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Antecedents	Environmental Changes
	<div style="font-size: 48px; margin: 0;">☑</div>

Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to reduce further escalation and/or its severity, promote de-escalation, and return student to instruction as soon as possible.

If Student...	Then Staff...
1a. Early escalation behaviors	1b. Use strategy to help student return to task (desired behavior) <div style="text-align: center; font-size: 24px; margin-top: 10px;">☑</div>
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# Instructions for Completing an ECMP



- **If Student... (Student Behavior):** Describe what the student actually does in present tense. Use descriptions that would enable someone who does not know the student to be able to identify the behaviors (e.g., walks around the room while quietly talking to himself).

# Instructions for Completing an ECMP



- **Then Staff...(Staff Behavior):**

Describe what staff members should do, as if giving instructions to oneself. It may be helpful to begin by discussing what staff members actually do. Remember, the plans that are effective in decreasing the number and frequency of escalations typically involve a change in the way staff members react to the student's behavior.

# Instructions for Completing an ECMP



## **Then Staff...(Staff Behavior)(continued):**

Describe behaviors that are safe, reasonable and consistent with effective instructional practices. These may range from ignoring to removing other students from the area. Emergency interventions may be necessary, but are not included in this plan.



# What is The Most Important Box?





# Monterey County Special Education Local Plan Area

## Escalation Cycle Management Plan

Student: **Most IMPORTANT Box** Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

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What is the **Most Important Box?**



# Environmental Changes

## Why?

**Prevention** of early escalation saves the student from the escalation cycle and saves us from having to manage it.



# Monterey County Special Education Local Plan Area

## Escalation Cycle Management Plan

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

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# ECMP Time Sequence



## **Environmental Changes Box:**

Staff Eliminates Antecedents and  
Reduces Effectiveness of Triggers

**Antecedents Box:** Antecedents/Triggers occur

**Box 1a:** Student shows Signs of Early Agitation

**Box 1b:** Staff Responds to Calm Student

**Box 2a:** Student Escalates

**Box 2b:** Staff Responds to Calm Student

# ECMP Time Sequence (cont.)



- Box 3a:** Severe Problem Behavior occurs
- Box 3b:** Staff Responds to Calm Student
- Box 4a:** De-escalation Behaviors begin
- Box 4b:** Staff Promotes De-escalation
- Box 5a:** Student shows signs of Calming Down
- Box 5b:** Staff Reinforces Desirable Student Behavior

# Stages of Escalation



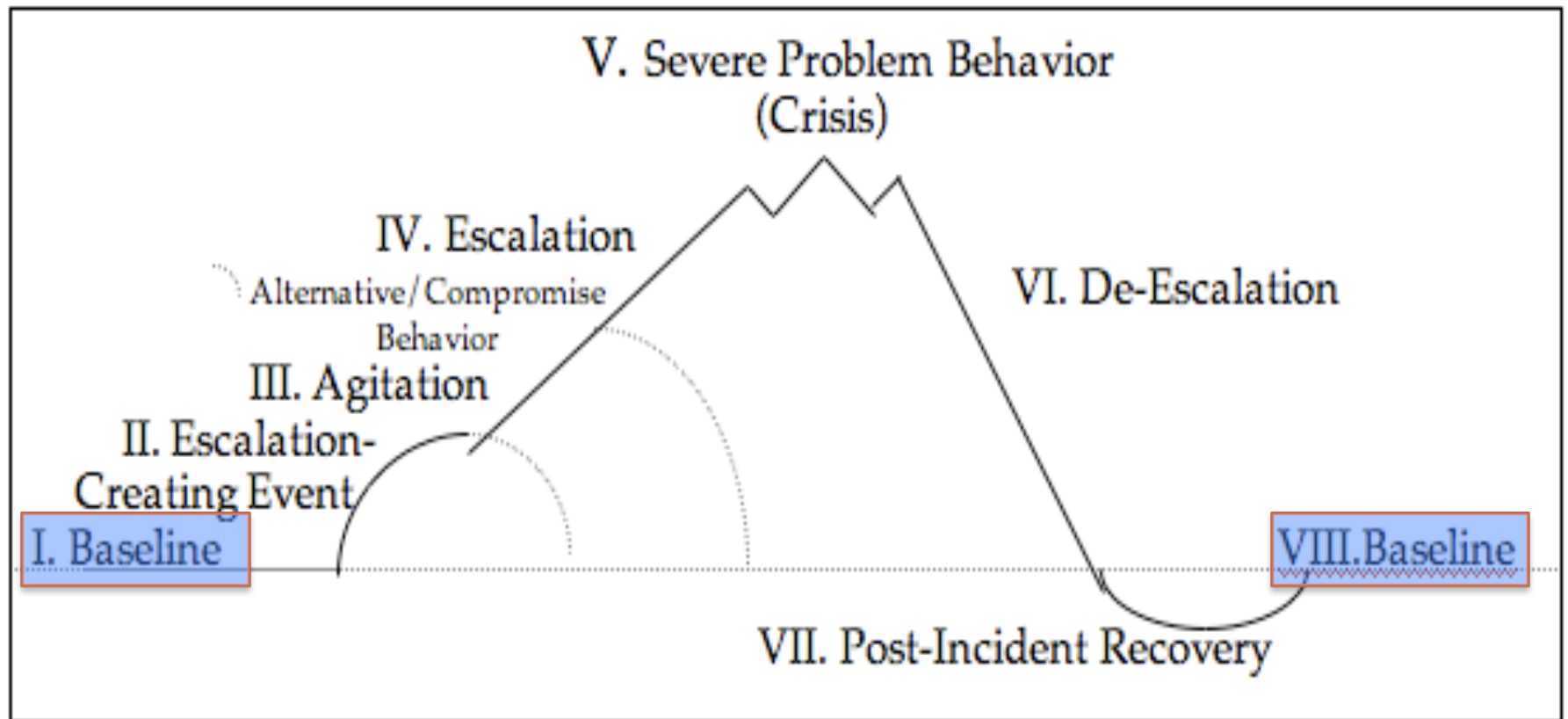
- I. Baseline**
- II. Escalation-Creating Event**
- III. Agitation**
- IV. Escalation**
- V. Severe Problem Behavior**
- VI. De-Escalation**
- VII. Post-Incident Recovery**

# Stages of Escalation



**Baseline**

# Escalation Cycle



— Escalation Cycle  
..... Desired Behavior



## Stages of Escalation: **Baseline**



The student's behavior is:

- Relatively calm and cooperative
- Generally on-task & following rules
- Socially appropriate
- Atypical behavior is manageable



# Monterey County Special Education Local Plan Area

## Escalation Cycle Management Plan

Student: **Most IMPORTANT Box** Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

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# Stages of Escalation: **Baseline (cont.)**



## **Strategies for Maintaining Baseline Behavior:**

- Provide Structure
- Provide Quality instruction
- Reinforce attention
- Pre-correct when necessary
- Provide Clear behavioral expectations (post classroom & school rules)

Antecedents are manipulated so that students are set up for success.

- Teach desired behavior and social skills
- Practice appropriate behaviors
- Prompt appropriate behaviors
- Reinforce appropriate behaviors

# Prompts for Completing ECMP Boxes: Then Staff...(Staff Behavior)



## Environmental Changes

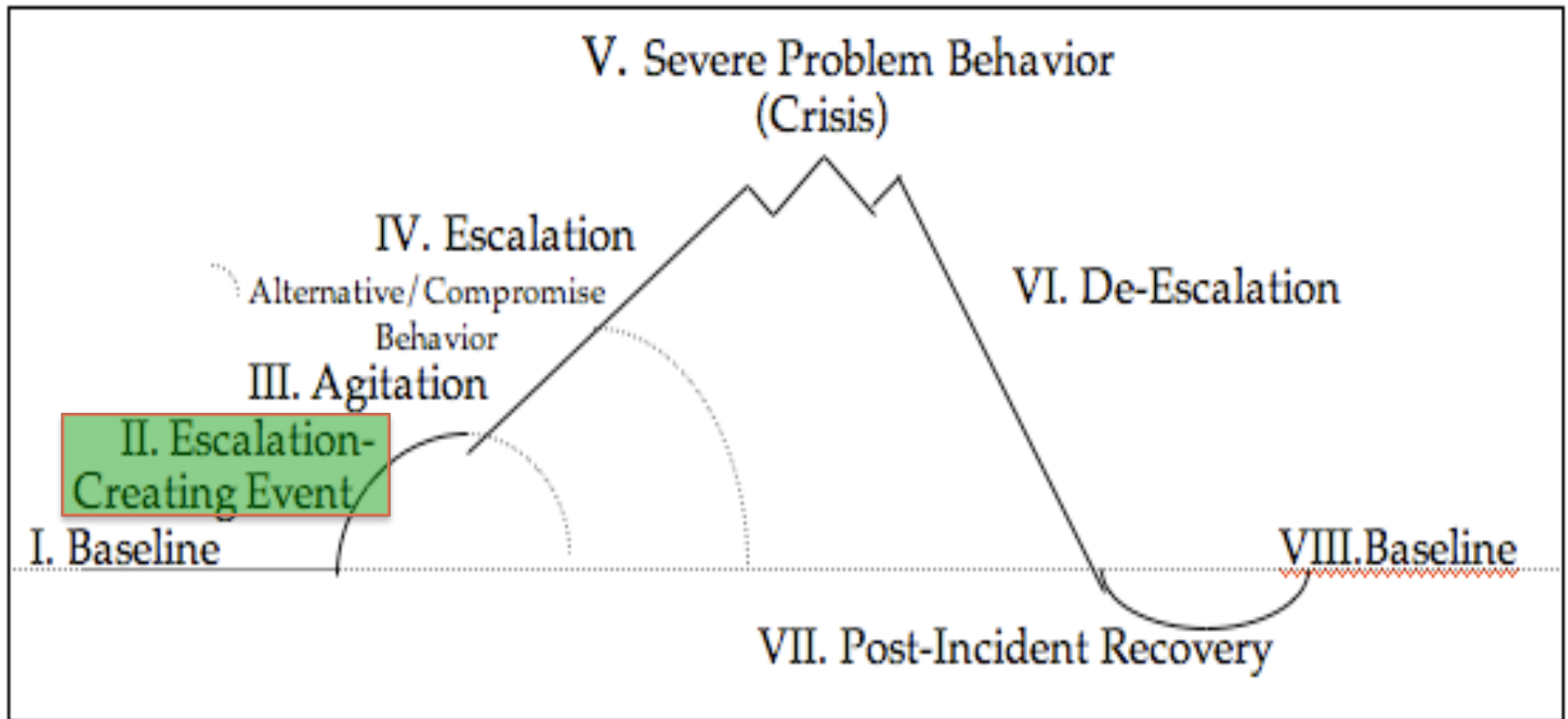
- Describe alterations to be made in the classroom structure, in the way staff interact with the student, in the academic tasks the student is assigned, and anything else that can be done to eliminate or lessen the frequency of events that trigger escalation.
- Examples: reduce the length of assignments, eliminate activities the student likes most and has a difficult time quitting, allow the student to complete less desirable tasks with a preferred staff member.

# Stages of Escalation



## **Escalation-Creating Event**

# Escalation Cycle



— Escalation Cycle  
..... Desired Behavior

# Stages of Escalation: **Escalation-Creating Event**



- Also called the Antecedent
- Environmental / emotional triggers that may escalate behavior

## **Triggers may include:**

- Provocation
- Conflict
- Aversive incidents
- A change in routine
- An interruption
- Academic demands
- Peer pressure
- Correction

## **Other factors:**

- Time of day
- Place
- Type of activities
- Unmet needs
- Delays
- Being ignored or alone
- Style of adult interaction (personal space, body language, verbal tone and pace)

## Stages of Escalation: **Escalation-Creating Event (cont.)**



Pre-existing conditions and physical/emotional states can negatively affect the child's ability to cope and increase the likelihood that a problem will be triggered by an event.

Environmental considerations:

- Physical setting
- Social setting
- Instructional strategies
- Curriculum and activities
- Scheduling factors
- Degree of independence
- Degree of participation
- Social interaction
- Degree of choice



# Stages of Escalation: **Escalation-Creating Event (cont.)**



**Conditions and states may be generated at home or gradually accumulate during the school day.**

- Negative events
- Irritability
- Fatigue
- Illness
- Hunger
- Exposure to less structured settings
- Classroom disruption
- Medication side effects
- Staffing patterns
- A high density of people
- An undesirable pace of academics and interaction (creating over stimulation or boredom)

**Ecological/ environmental modifications are needed to address these issues.**

# Forms: GDE-4




## Monterey County Special Education Local Plan Area Escalation Cycle Management Plan

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

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<b>Antecedents</b>	<b>Environmental Changes</b>
	

# Strategies



- Staff members help by using pre-correction to circumvent predictable difficulties, and by implementing formal strategies for problem-solving.

# Preventative Strategies



- Preventative Strategies: Speak privately to the student; identify the problem and ask the student to take care of the problem; present options and ask the student to select an option.

# Prompts for Completing ECMP Boxes:

## Antecedents



### Escalation-creating events

- Describe the events or situations the student experiences which are likely to make the problem behavior occur. If there are many, list the most common triggers.
- Examples: being told to stop a preferred activity, being confronted by a peer, receiving correction.

# Tips



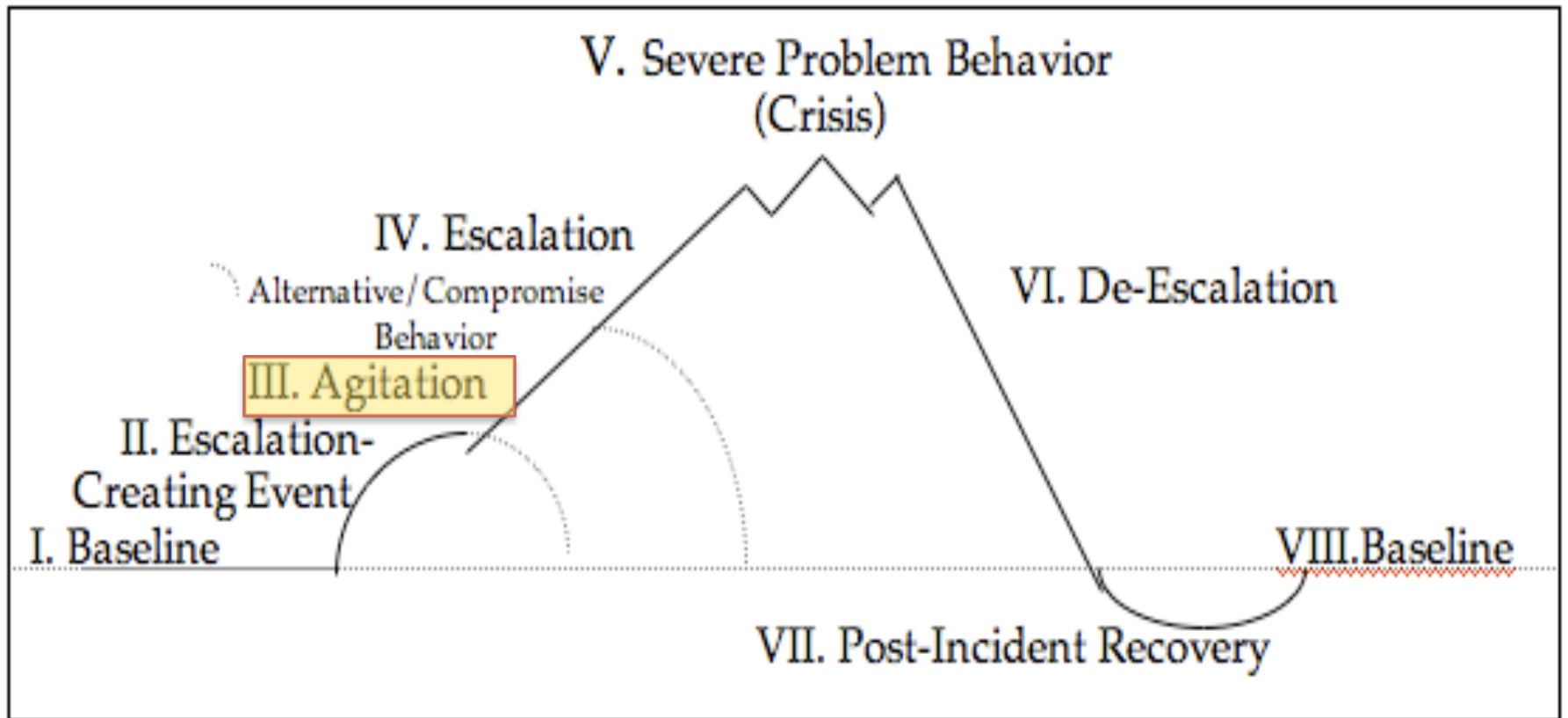
- Use **Environmental Changes** to manage antecedents.
- Respond to the **early signs** of agitation.
- Use **ECMPs** to prompt the student to use alternative & adaptive behaviors.

# Stages of Escalation



## **Agitation**

# Escalation Cycle





## Stages of Escalation: **Agitation**



- The first observable sign of agitation is difficulty focusing on a task.
- Anxiety or fear cause specific behaviors to increase or decrease in frequency or intensity.

# Recognizing Signs of Agitation



## **Observable Signs of Agitation - Hyperactivity:**

- Darting eyes
- Movement of hands or feet
- Nervousness
- Pencil-tapping
- Increased verbalization.

## **Observable Signs of Agitation - Withdrawal:**

- Speak in subdued tones
- Use few words
- Stare into space
- Withdraw from the group.

# Forms: Box 1a



## Monterey County Special Education Local Plan Area Escalation Cycle Management Plan

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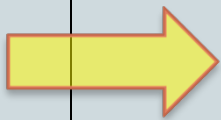
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If Student...	Then Staff...
1a. Early escalation behaviors	1b. Use strategy to help student return to task (desired behavior)



# Prompts for Completing ECMP Boxes: If Student... (Student Behavior)



## 1a. Early Escalation behaviors

- Describe the first signs of agitation.
- Examples: puts head down on desk, doesn't begin work, shakes head "no," asks to leave the room, breathing and /or heart rate increases.

# Forms: Box 1b



## Monterey County Special Education Local Plan Area Escalation Cycle Management Plan

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

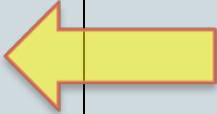
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# Preventative Strategies



**Disrespectful Behavior:** Acknowledge on-task students; move to disrespectful student slowly and deliberately; speak privately in calm respectful manner; minimize body language; be brief; focus on desired behavior and acknowledge compliance.

# Adapted from Geoff Colvin, Ph.D.: Defusing Anger and Aggression (2004)

## Reducing Agitation

### Procedures:

- Recognize agitation (may present as increased activity or withdrawal)
- State the expected task
- Communicate concern
- Allow space
- Attend to other students
- Assist student to work

### Strategies:

- Recognize and support
- Provide space
- Present options
- Offer preferred activities
- Move closer in proximity
- Prompt movement activities
- Initiate relaxation activities
- Involve the student in the plan

# Strategies for Supporting Agitated Students



- Redirect student
- Use specific tone or pace of speech
- Reduce auditory input
- Use nonverbal cue
- Prompt the desired behavior with a brief supportive key-word reminder
- Independent activities



# Prompts for Completing ECMP Boxes: Then Staff...(Staff Behavior)



## **1b. Once escalation-creating events have occurred**

- Describe interventions that lessen the impact of the trigger (e.g., provocation). Identify a prompt for self-control which may be given to the student at the onset of the escalation-creating event or during the initial escalation to stop the series of events leading to a serious behavioral incident. Determine who will monitor the volatile student in this stage of the escalation cycle and how vigilance may be maintained.

# Prompts for Completing ECMP Boxes: Then Staff...(Staff Behavior)



## 1b. Once escalation-creating events have occurred (cont.)

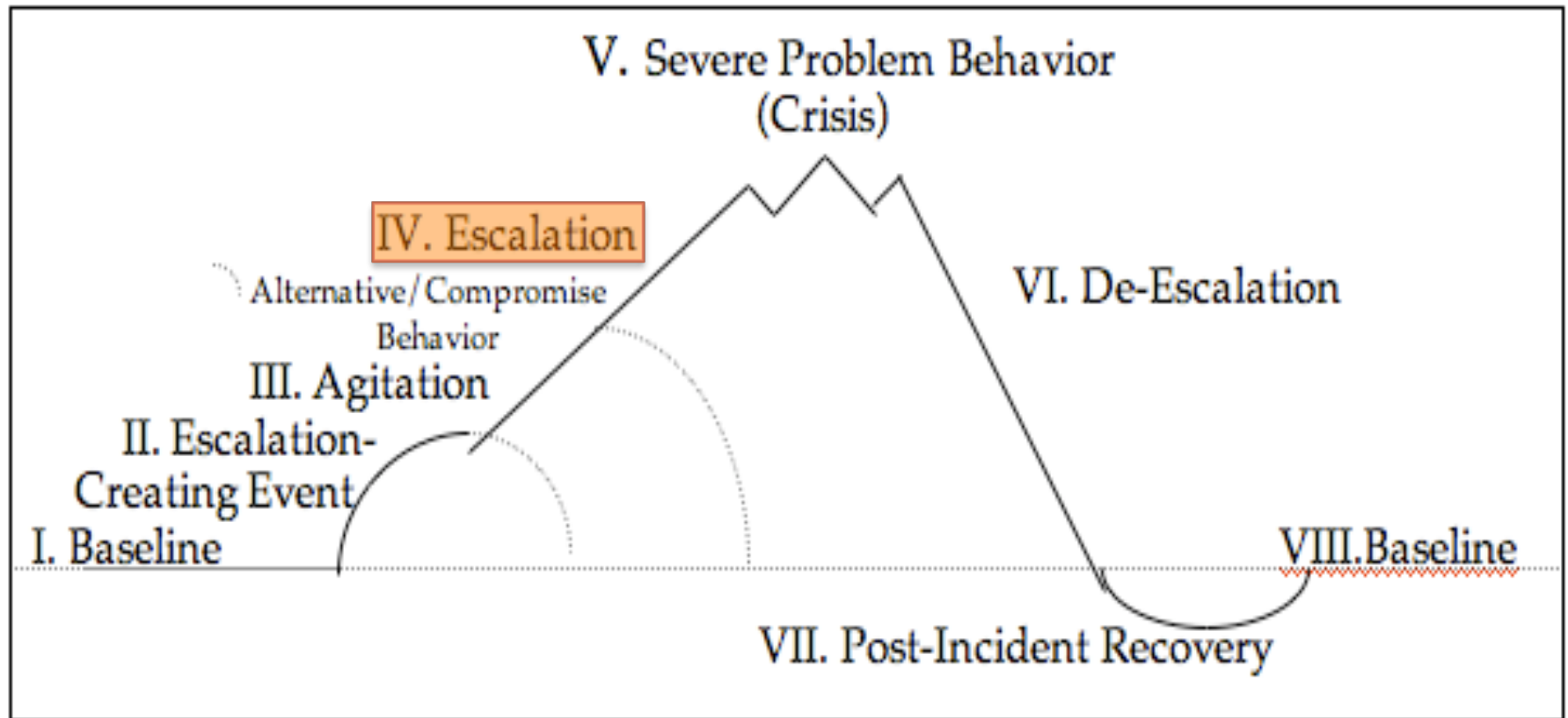
- Examples: prompt the student to say what she wants, use calming techniques, use a cool down strategy, implement the student's self-control plan, give a set of directions as a momentary distracter, ask the student or others to leave the area.

# Stages of Escalation



## **Escalation**

# Escalation Cycle



— Escalation Cycle  
..... Desired Behavior

## Stages of Escalation: **Escalation**



- Escalation reflects a change from anxiety or fear-mediated behaviors to defensive withdrawal or aggressive, acting-out behaviors.
- Passive non-compliance, whining and crying may occur.
- More often students attempt to engage others by questioning, arguing and refusing.

# Forms: Box 2a



## Monterey County Special Education Local Plan Area Escalation Cycle Management Plan

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

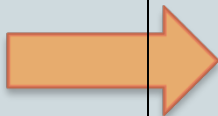
*This form should not be used as a Behavior Intervention/Support Plan. To include an Escalation Cycle Management Plan as part of a formal Behavior Intervention/Support Plan, use form IEP 6G-2 instead.*

Describe the antecedent events that regularly precede or trigger escalation of the problem behavior and the environmental changes staff can make that will either eliminate the antecedent events or make them less effective as triggers of escalation.

Antecedents	Environmental Changes

Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to reduce further escalation and/or its severity, promote de-escalation, and return student to instruction as soon as possible.

If Student...	Then Staff...
1a. Early escalation behaviors	1b. Use strategy to help student return to task (desired behavior)
2a. Subsequent escalation behaviors	2b. Prompt replacement behavior



# Prompts for Completing ECMP Boxes: If Student... (Student Behavior)



## 2a. Escalation behaviors

- Describe signs of agitation and behaviors which approximate the problem behavior or which consistently precede it.
- Examples: makes loud noises, refuses to follow directions, swears, engages in name-calling, challenges, threatens, paces, shakes, taps his foot, becomes red in the face.

# Forms: Box 2b



## Monterey County Special Education Local Plan Area Escalation Cycle Management Plan

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

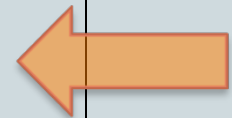
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Describe the antecedent events that regularly precede or trigger escalation of the problem behavior and the environmental changes staff can make that will either eliminate the antecedent events or make them less effective as triggers of escalation.

Antecedents	Environmental Changes

Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to reduce further escalation and/or its severity, promote de-escalation, and return student to instruction as soon as possible.

If Student...	Then Staff...
1a. Early escalation behaviors	1b. Use strategy to help student return to task (desired behavior)
2a. Subsequent escalation behaviors	2b. Prompt replacement behavior





# Strategies for Supporting Escalating Students



**Establishing Limits:** Present the expected behavior and negative consequences as a decision; allow a few seconds for the student to decide, withdrawing from the student & attending to other students.

# Escalation strategies



- **Positive limit-setting directives** that offer supportive problem-solving can produce an alternative (compromise) behavior early in this stage.
- Allow some verbal release and wait for a lull before alternative behavior is elicited.

# Escalation strategies



If the student provokes or threatens others:

- Use brief clear directives are more effective.
- Avoid prompting further escalation
  - **Do NOT** nag
  - **Do NOT** argue
  - **Do NOT** discredit the student.
- Instead
  - **Be** calm
  - **Be** respectful
  - **Be** detached

# Prompts for Completing ECMP Boxes: Then Staff...(Staff Behavior)



## 2b. Once escalation behaviors have occurred

- Describe interventions that help the student calm down and return to greater instructional control. List clear brief prompts, reasonable, enforceable and understandable limits, restatements of positive consequences, how to separate the student from the group, removal of dangerous implements, how to assemble team members, ways to allow venting, use of active, reflective listening techniques, how staff will attend to complaints and requests, how work will be simplified, help to offer and choices to give.

# Prompts for Completing ECMP Boxes: Then Staff...(Staff Behavior)



## 2b. Once escalation behaviors have occurred (cont.)

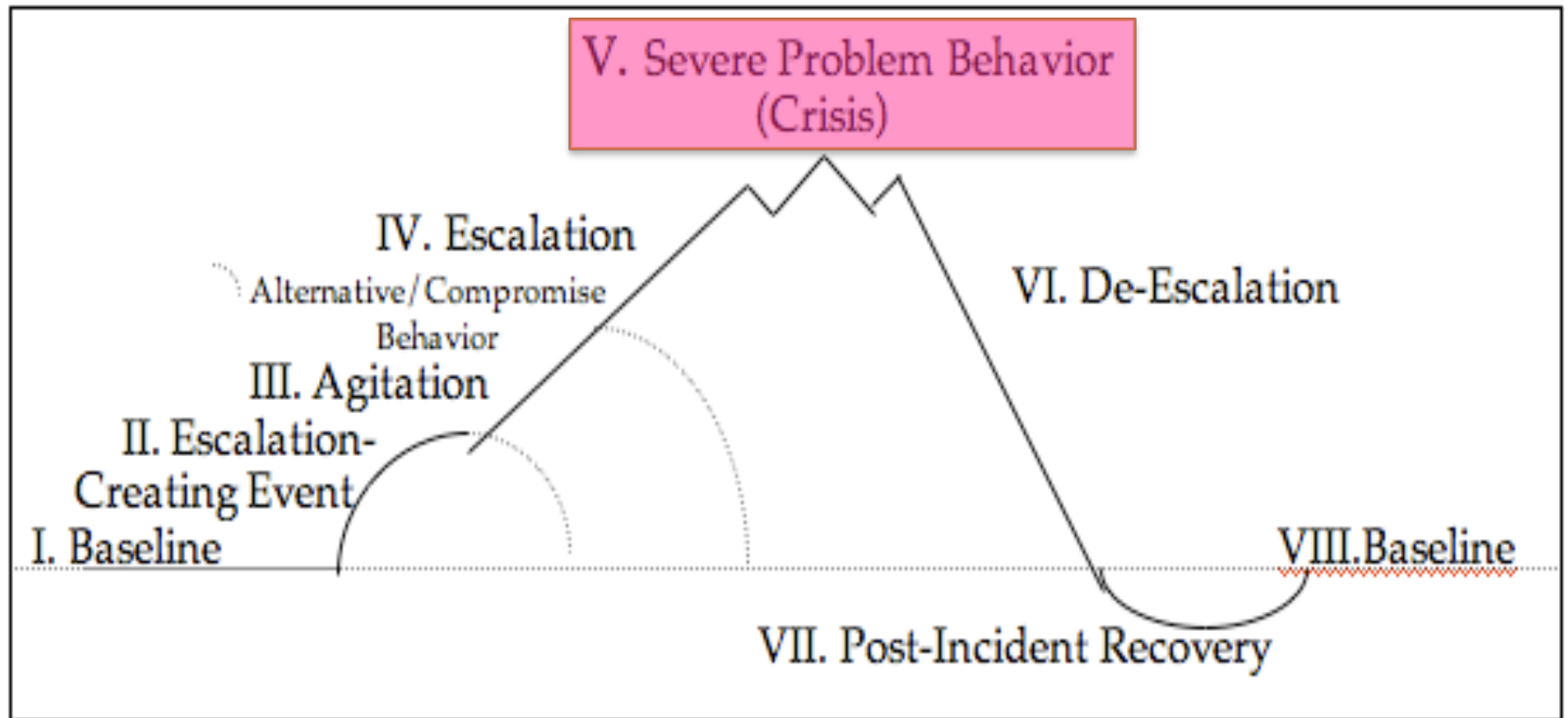
- Examples: offer individual staff time to talk, (if staff comments tend to escalate the student) refrain from giving reminders and prompts until he asks for help or asks for his assignment.

# Stages of Escalation



## **Severe Problem Behavior**

# Escalation Cycle



— Escalation Cycle  
..... Desired Behavior

# Stages of Escalation: **Severe Problem Behaviors**



“Out of control” behaviors may include

- Physical assault
- Self-abuse
- Tantrums
- Hyperventilating
- Screaming
- Running
- Destroying property



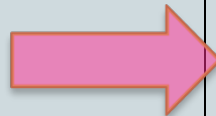
# Forms: Box 3a



Examples: hits a classmate, kicks a staff member, throws a book, turns over a table, runs into the street, stabs herself, pounds on the window.

Describe what the student's behaviors look and sound like in each category to reduce further escalation and/or its severity, promote de-escalation.

<b>If Student...</b>
1a. Early escalation behaviors
2a. Subsequent escalation behaviors
3a. Severe problem behaviors



# Prompts for Completing ECMP Boxes: If Student... (Student Behavior)



## 3a. Severe problem behaviors

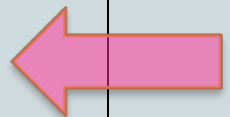
- Describe behaviors that jeopardize emotional well-being or pose a safety risk and require intervention.
- Examples: hits a classmate, kicks a staff member, throws a book, turns over a table, runs into the street, stabs herself, pounds on the window.

# Forms: Box 3b



Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to reduce further escalation and/or its severity, promote de-escalation, and return student to instruction as soon as possible.

<b>If Student...</b>	<b>Then Staff...</b>
1a. Early escalation behaviors	1b. Use strategy to help student return to task (desired behavior)
2a. Subsequent escalation behaviors	2b. Prompt replacement behavior
3a. Severe problem behaviors	3b. Calm and ensure safety



# Strategies for Severe Behavior



- **Crisis Behavior:** Physically disengage and send for help. Say to the student calmly, respectfully and firmly, “Just a second,” and at the same time, step back in a calm and deliberate manner.

# Strategies for addressing **Severe Problem Behaviors**



- **Staff members intervene to protect the safety and well being of others by:**
  - Removing bystanders
  - Clearing the room or area
  - Calling administration or law enforcement
  - Visually supervising while maintaining a safe distance from the student

# Strategies for addressing **Severe Problem Behaviors**



- If attacked, staff members and students are directed to evade (i.e., get away) and deflect (protect themselves).
- When serious injury requiring immediate medical attention is likely to occur, trained staff members implement physical intervention techniques (Handle with Care, Crisis Prevention Institute (CPI), and Professional Assault Crisis Training (Pro-Act) are SELPA-approved) .

# Prompts for Completing ECMP Boxes: Then Staff...(Staff Behavior)



## **3b. Once severe problem behaviors have occurred**

- Describe the least restrictive interventions necessary to bring the student safely back under instructional control.
- Examples: maintain a safe distance away from the student, remove bystanders from the area, avoid further demands or threats, offer a safe location for the student to express his feelings.

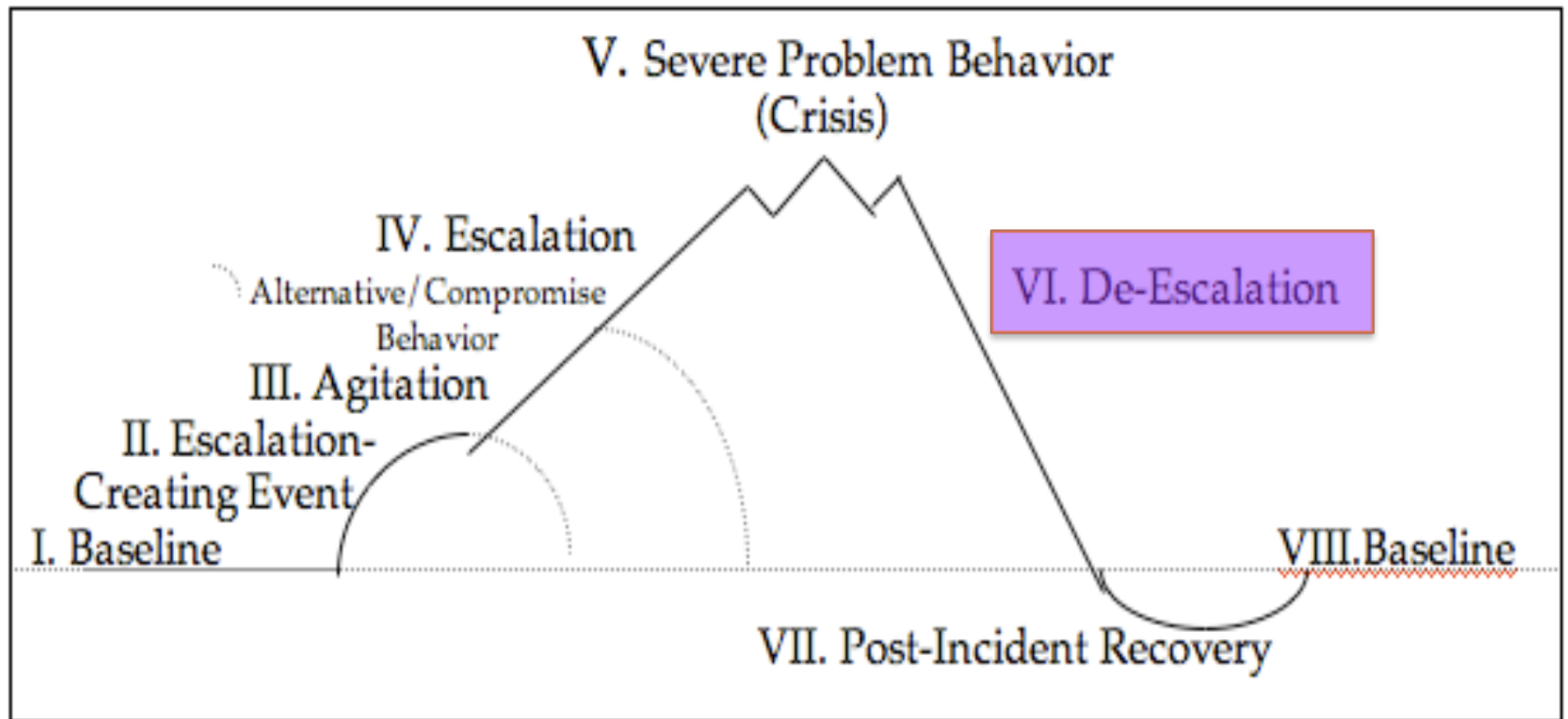
# Stages of Escalation



## **De-Escalation**



# Escalation Cycle



— Escalation Cycle  
..... Desired Behavior

## Stages of Escalation: **De-Escalation**



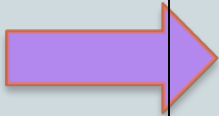
- Following a high intensity problem behavior, the student begins to regain control.
- S/he may be confused or disoriented, but should be able to answer simple questions rationally. Behaviors may include:
  - Withdrawal
  - Denial
  - Blaming others
  - Reconciliation
  - Sleeping
- At this time, the student may be responsive to directions from staff to engage in physical or mechanical tasks.

# Forms: Box 4a



Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to reduce further escalation and/or its severity, promote de-escalation, and return student to instruction as soon as possible.

<b>If Student...</b>	<b>Then Staff...</b>
1a. Early escalation behaviors	1b. Use strategy to help student return to task (desired behavior)
2a. Subsequent escalation behaviors	2b. Prompt replacement behavior
3a. Severe problem behaviors	3b. Calm and ensure safety
4a. De-escalation behaviors	4b. Give time, space, break for cool down



# Prompts for Completing ECMP Boxes: If Student... (Student Behavior)



## 4) De-escalation behaviors

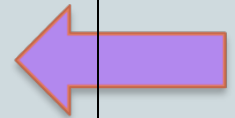
- Describe behaviors the student displays as he or she is calming down after the event. These may be similar to the problem behavior, but less dangerous, less intense and/or less frequent.
- Examples: able to answer simple questions rationally, can follow a short direction like, “Take a deep breath,” returns to normal breathing and heart rates.

# Forms: Box 4b



Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to reduce further escalation and/or its severity, promote de-escalation, and return student to instruction as soon as possible.

<b>If Student...</b>	<b>Then Staff...</b>
1a. Early escalation behaviors	1b. Use strategy to help student return to task (desired behavior)
2a. Subsequent escalation behaviors	2b. Prompt replacement behavior
3a. Severe problem behaviors	3b. Calm and ensure safety
4a. De-escalation behaviors	4b. Give time, space, break for cool down



# De-escalation Strategies



- Staff members should provide
  - Structure
  - Tasks the student will perform successfully
  - Attention to appropriate behaviors.

# Prompts for Completing ECMP Boxes: Then Staff...(Staff Behavior)



## 4b. Once de-escalation behaviors have begun

- Describe interventions which lessen the potential for the student to re-escalate. Avoid staff behaviors that hint of punishing consequences or vindictiveness. Avoid events, situations or behaviors that resemble escalation-creating events. Avoid the temptation to engage the student in a discussion of the incident.

# Prompts for Completing ECMP Boxes: Then Staff...(Staff Behavior)



## 4b. Once de-escalation behaviors have begun (cont.)

- Examples: continue supervising, maintain a calm voice, provide calming techniques, restate positive consequences, ask if he's ready to rejoin the group.

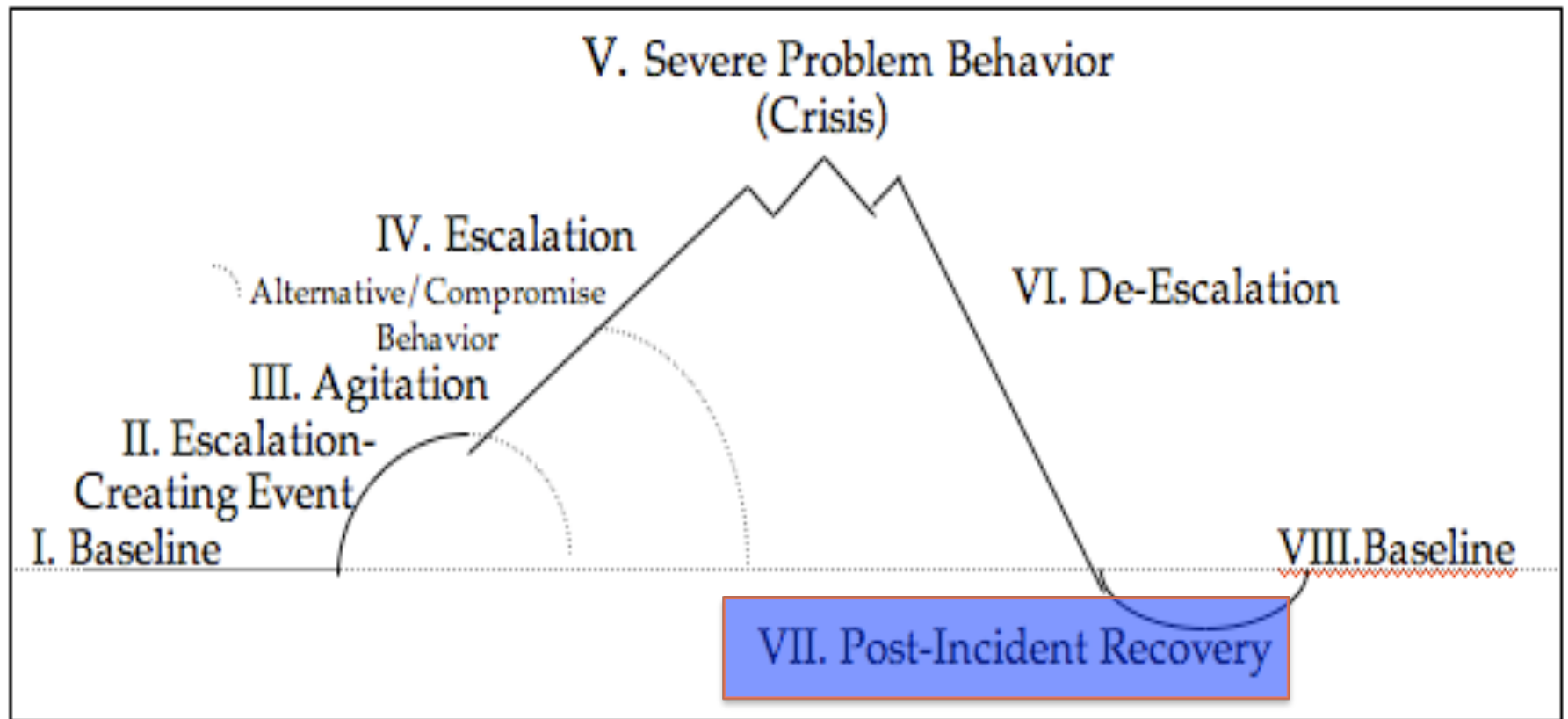


# Stages of Escalation



## **Post-Incident Recovery**

# Escalation Cycle



— Escalation Cycle  
..... Desired Behavior

# Stages of Escalation: **Post-Incident Recovery**



- At this stage, the student is **subdued**.
- Defensiveness and reluctance to discuss the incident are common.
- The student may not be ready for group work or class discussions, but may be eager to do an **independent activity**.

# Forms: Box 5a



Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to reduce further escalation and/or its severity, promote de-escalation, and return student to instruction as soon as possible.

<b>If Student...</b>	<b>Then Staff...</b>
1a. Early escalation behaviors	1b. Use strategy to help student return to task (desired behavior)
2a. Subsequent escalation behaviors	2b. Prompt replacement behavior
3a. Severe problem behaviors	3b. Calm and ensure safety
4a. De-escalation behaviors	4b. Give time, space, break for cool down
5a. Post-incident behaviors	5b. Praise/reinforce return to task



# Prompts for Completing ECMP Boxes: If Student... (Student Behavior)



## 5) Post-incident Behaviors

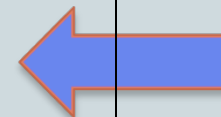
- Describe behaviors which indicate the student is finished with the incident.
- Examples: becoming quiet, asking for assistance, wanting to be alone, resting, returning to class, resuming an assignment.

# Forms: Box 5b



Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to reduce further escalation and/or its severity, promote de-escalation, and return student to instruction as soon as possible.

<b>If Student...</b>	<b>Then Staff...</b>
1a. Early escalation behaviors	1b. Use strategy to help student return to task (desired behavior)
2a. Subsequent escalation behaviors	2b. Prompt replacement behavior
3a. Severe problem behaviors	3b. Calm and ensure safety
4a. De-escalation behaviors	4b. Give time, space, break for cool down
5a. Post-incident behaviors	5b. Praise/reinforce return to task



# Post-Incident Recovery Strategies



- It is usually best to **wait until later to discuss alternative behaviors** with the student.
- Staff members select tasks that **promote student success** and communicate the expectation that the student can succeed with help.
- **Appropriate behaviors are reinforced and focus is placed on the normal routine.**

# Prompts for Completing ECMP Boxes: Then Staff...(Staff Behavior)



## 5b. Once post-incident behaviors have begun

- Describe ways to meet the student's immediate physical/emotional needs and resume instruction if at all possible. During this period, the potential of reinitiating an escalation cycle is extremely high. This is still not the time to talk about the incident with the student. Wait until at least one successful period of instruction has been achieved.



# Prompts for Completing ECMP Boxes: Then Staff...(Staff Behavior)



## 5b. Once post-incident behaviors have begun (cont.)

- Examples: provide quiet time, have the student return to a successful activity, praise the student for returning to task.

# Concluding Points



- Class wide positive programming and teaching pro-social skills will reduce many problem behaviors.
- **Develop behavioral goals** as a way to catch a problem early and avoid more work later.
- **Avoid the punishment trap.** Punishment is one of the least effective ways of changing behavior.