



# 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?*

Large empty box for writing the rationale for the crisis plan.



# 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
<b>Trigger</b>	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>
<b>Agitation</b>	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
<b>Acceleration</b>	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>
<b>Peak</b>	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



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
<b>De-escalation</b>	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>
<b>Recovery</b>	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