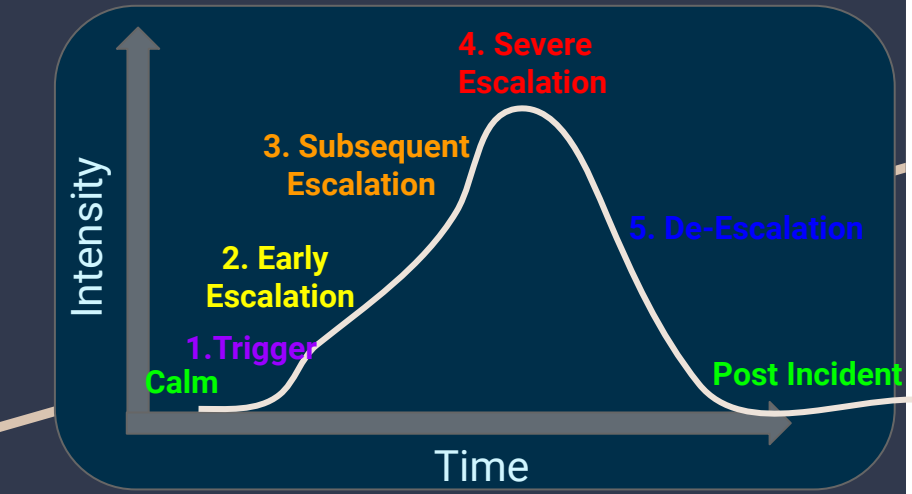
Escalation Cycle Management Plans

Presented by Kimberley Nores and Jennifer Henig

What is an Escalation Cycle ?



Calm (Baseline): The student is cooperative, follows rules and expectations. Intervention is focused on prevention.

1. Triggers (Antecedents): The student experiences a series of unresolved conflicts.
2. Early Escalation: The student's behavior becomes unfocused. The student may be off-task, socially withdrawn, or out of his or her seat.
3. Subsequent Escalation: The student's behavior is focused and inappropriate. The student may exhibit threatening behavior.
4. Severe Escalation: The student is out of control. You may see signs of physical aggression, destruction of property, or injury to self or others.
5. De-Escalation: Severe behaviors decrease, but the student may appear confused. You may see denial or disengagement from social or group activities.

Post Incident (Return to Baseline): The student prefers non-engagement activities. You may see withdrawal, sleeping, or attempts to correct the problem.

What is an Escalation Cycle Management Plan?

An ECMP is:

- A plan that focuses on prevention (antecedent management) and de-escalation
- An objective and data based description of a student's challenging behavior from initial triggers/antecedents to de-escalation behaviors.
- The response that staff should take to that behavior at each point in the escalation.
- A plan that requires staff/parent to change their behaviors
- A document that passes the substitute test
- A summary (be brief,outline format)
- A living document
- A team effort!

Who requires an ECMP?

- **Students:**
  - If a student's behavior is impeding their ability to learn and/or other student's ability to learn then they may need an ECMP.
  - In order for a student to benefit from an ECMP, the behavior being targeted must have a clear escalation pattern that is observable and measurable.
- **Staff:**
  - An ECMP gives staff a systematic and data based blueprint to follow when responding to a student's challenging behavior.
  - By practicing the steps laid out in an ECMP, staff are able to more objectively respond to the challenging behavior without escalating it further with responses that may be reactionary or emotional..

What information do you need to design an ECMP?

- ECMPs are designed to address a specific and individual target behavior.
- They typically focus on one behavior at a time.
- The behavior should be operationally defined.
  - SOM
    - Specific
    - Observable
    - Measurable
- In order to include this information in an ECMP you need to first have data!
- The data helps us to form the baseline so that we know the individual's "calm" phase.
- It also helps us track whether or not any interventions that are being used are effective or need revision.

What information do you need to design an ECMP?

What If You Need to Create an ECMP on the Fly?!

There are times when we need to create an ECMP immediately in order to address a particularly intense or dangerous behavior.

In this case, do your best to objectively input the definitions of the behaviors for each stage of escalation. Consult with your Behavior Specialist if you can.

If an ECMP is created under these circumstances it is best to also create a Safety Plan at the same time.

Once the ECMP and Safety Plan is in place, monitor the results by continuing to take data/

Revisit the plan in 30 days (sooner if unsafe behavior is unchanged) to review its effectiveness.

The Role of Historical Behavior

- The majority of behavior is learned.
- We all behave in a way that works for us at the time.
- Our behavior tends to evolve over time as we learn new and more effective ways to get us what we need.
- While it is important to note a former behavior, particularly when that behavior has had a long history, it is more important to acknowledge newly learned behavior and to keep historical behavior as an asterisk.

The Role of Historical Behavior

Historical Behaviors only accurately predict future behavior under very specific circumstances:

- High-frequency, habitual behaviors are more predictive than infrequent behaviors.
- Predictions work best over short time intervals.
- The anticipated situation must be essentially the same as the past situation that activated the behavior.
- The behavior must not have been extinguished by corrective or negative feedback.
- The person must remain essentially unchanged.
- The person must be fairly consistent in his or her behaviors.

Questions

When little people are overwhelmed by big emotions, it's our job to share our calm. Not join their chaos.

-L.R. Knost



How to Build an ECMP

San Benito County SELPA

IEP – Escalation Cycle Management Plan

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.

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

IEP 6G-2 (8/13)

How to Build an ECMP Box 1a and 1b

1a. Early Escalation Behaviors:	1b. Use Strategy to Help Student Return to Task (Desired Behavior):
These are the first behavioral indicators or signs that the student is not going to engage or follow directions. They are usually precursors to escalation: Ignores requests from the instructor; turns head or body away from instructor; taps pencil; fidgets with an item; rocks back and forth; swings legs; calls out or makes certain sounds (sighs, curses), etc. **Antecedent Events:** This is what is happening in the environment: Presentation of classwork (specify: worksheets, reading a book, reading out loud); a certain class period (specify: Math, Language arts, PE, Lunch, Recess, Assemblies, computer work, etc.); crowded environment; people (specify: peers, adults); wanting access to tangibles (computer, toys from home, games); transitions (movement from something to another); down time without an activity; arriving late to school; social attention, being hungry, sick, or not taking medication, etc.	Changes that the staff can make that will either eliminate antecedent events or make them less effective as triggers of escalation: These are the positive behavior supports in the classroom that are used to develop motivation or to teach new skills: Reinforcement system (token economy: points, stars); class store; incentives, social praise (individual callouts, group callouts, pivot, quiet praises); Premack principle: first...then; teaching strategies (errorless learning, multi-modality learning, breaking down work demands into small chunks, redefining mastery, choice of options within a classroom work assignment such as which worksheet items, odd or even, the side of the page, the writing utensil, or even how to write their name (initials or full name); use High probability (Hi-p) instructional sequence; visual supports; seating location; review and practice appropriate responding for self-regulation; behavioral contracts; teaching problem solving (identify the problem, rate the severity of the problem, generate a solution, evaluate possible solutions, choose a potential solution, attempt a solution, evaluate the result, try another solution); effective and reflective listening, keep communication open, etc.

How to Build an ECMP Box 2a and 2b

2a. Subsequent Escalation Behaviors:	2b. Prompt Replacement Behavior:
These are more intense behaviors that the student can exhibit: push objects off of the desk; breaks pencils; rips up school-work; profanity, bangs fist; verbal assaults	These are de-escalation strategies: Consider health and physical factors such as needing breakfast or food, taking medicine, or physical well-being (getting sick); remedy the problem: give them food, call home for medicine, offer a place to lay down; change the setting or setting characteristics such as place (move location), switch staff (switch to preferred staff or ask someone to leave), or proximity (maintain a distance); scheduling (go out to lunch a few minutes sooner); Switching tasks (be careful to not inadvertently reinforce the pre-crisis behaviors); social praise during small lapses or short moments where the behavior is not displayed; deliver edibles or points; active listening (provide : an opportunity for the individual to express feelings, frustration, conflict or anxiety); ignore inconsequential verbal assaults; plan ignore; body posture; tone of voice, **What the staff can do to reduce the likelihood or intensity of severe problem behaviors that are about to occur:** Clear the environment of loose objects (close and put away the computer); Set limits to verbal assaults that worsen; manage distorted thoughts; mild social censure (remind the student that their behavior is unsafe); ignore inconsequential behaviors; plan ignore; give personal space; remind them of the end reward or reinforcer, keep verbal responses and interactions to a minimum

How to Build an ECMP Box 3a and 3b

3a. Severe Problem Behaviors:	3b. Calm and Ensure Safety:
Describe what the most extreme behavior looks like: physical assaults (hits, kicks, biting, spitting, grabs hair or clothing); throws chairs or desks, slams objects (computer); rips paper or bulletin boards off of the wall; throws teacher's materials, rips up teacher's materials, assaults peers (hit, kick, bite, spit), self injurious (bangs head on floor) hits chin with fist, etc.	Calm and ensure safety and What the staff can do (other than emergency interventions) to reduce the likelihood or intensity of severe problem behaviors that are about to occur: Remain calm and quiet, do not verbally label or respond to the problem behavior; block access to objects that can be thrown; clear the classroom (remove the audience), escort student out of the classroom; escort student to the calm down area; take shoes off *Add to all ECMPs: In the event that the behavior becomes a safety issue to staff, self or others, crisis intervention physical procedures such as those taught in QBS will be utilized by trained and certified staff. Parents to be notified within 24 hours when a physical intervention is used (see Ed. code)*

How to Build an ECMP Box 4a and 4b

4a. De-Escalation Behaviors:	4b. Give Time, Space, Break for Cool Down:
These are the behaviors displayed as the student begins to calm down (sits in one place, lays down, huddles/nestles, cries, self-stimulatory behaviors, etc.	This is the post-crisis stage and the staff is assisting the student back to stable functioning: Stay out of the student's personal space (for at least 4-5 minutes), but monitor from a close distance; let the student know that they can let you know when they are ready; do not leave the student unattended; clean the environment for potential hazardous materials in case student escalation occurs again (allow for some clean-up from the student if applicable); keep social engagement to a minimum.

How to Build an ECMP Box 5a and 5b

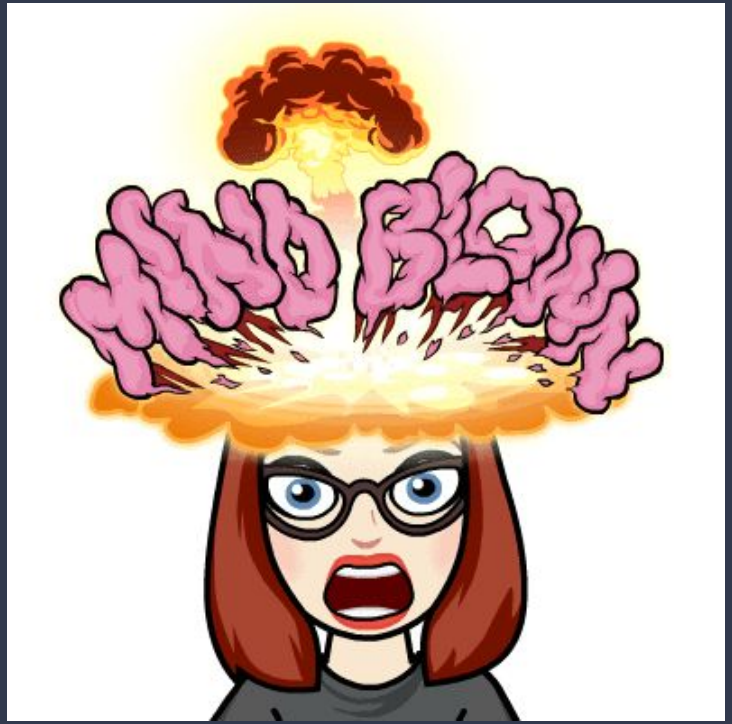
5a. Post-Incident Behaviors:	5b. Praise/Reinforce Return to Task:
These are behaviors that indicate that the student is ready to engage, cooperate, participate, and/or follow directions: Student responds to a Hi-p request or answers questions appropriately; Says “I'm sorry" or "I'm ready"	Staff directives to encourage student engagement: Compliance check (behavioral momentum) 2-5 Hi-p requests, give brief and clear directives (put shoes on, pick up the papers, etc.); use low-magnitude and subtle or low-key forms of verbal or gestural reinforcement; have the student restore the environment to its pre-crisis state; direct student to complete the last demand Model respect (avoid using derisive, derogatory, or sarcastic statements or questions that relationship); maintain a position of calm authority; minimum communication; re-introduce the student to class

Questions

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

YOUR INITIAL RESPONSE

-Dr. Geoff Colvin



Strategies to Avoid Using and What to Do Instead?

Strategies to Avoid

Asking “Why” Questions

Raising your voice

Sarcasm

Last wordism

Humiliation

Rigid body language

Coaxing

Having a tantrum of your own

Talking too much

What to Do Instead

Calm(body language & tone)

Consistent

Brief

Immediate ○

Respectful(Dignity always intact)

How to read an ECMP...Student Behavior

1: 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’ purview.

2: The proceed up to “2a. Subsequent escalation behaviors” to describe what happened just before the severe problem behaviors occurred.

3: Then, proceed up to “1a. Early Behaviors” to describe the first signs of agitation.

4:Then, down to “4a.De-escalation behaviors” to describe what the student does after the severe problem behavior.

5: Then, down to “5a. Post-Incident behaviors” to describe what the student does when the incident is over.

How to read an ECMP...Staff Response

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

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 and ensure safety” to describe how the staff will respond to “3a. Severe problem behaviors”

Then down to “4b. Give time , space break for cool down” to describe how the staff will respond to “4a. De-escalation behaviors”

Finally, down to “5b. Praise/reinforce return to task” to describe how the staff will respond to “5a. Post-incident behaviors”

Take-Aways & Questions

This is a backward by design model

The nexus of control rests with the staff

Consistency is key

All staff that interact with student should be explicitly trained in the reading and use of the ECMP

Can be done during the IEP meeting or at a seperate time

Read the ECMP just as you created it

Focus on early intervening actions of staff

Questions?

How to present an ECMP

Remember: an ECMP can be a stand-alone item, part of RTI or part of a BIP

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.

An ECMP must be presented in an IEP for approval, time frame should also be established for review.

Allow individuals to express concerns and input, but the majority of the plan should be solid and vetted.

How to implement and revise an ECMP

Can be added through an annual, triennial, addendum/amendment or other review IEP

Must be completed by using a form 6G-2--in document library via SIRAS--or in Basic IEP documents when Behavioral Supports is noted on the Special Factors Page.

Revision dates and means should be established and documented within the notes. It’s important to maintain this as a living document, so change and revision will be necessary!

Questions

“It is always important to remember that “if you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around.”

Colvin, 1989



Resources

LiveBinder

http://www.livebinders.com/play/play_shared_binder/940420?backurl=%2Fshelf%2Fmy&play_view=play

Siras Systems

https://sirassystems.org/

Additional Resources

https://www.montereycoe.org/Assets/MontereyCOE/SELPA/Files/ECMP%20directions%20w-LINKS.pdf

https://k12engagement.unl.edu/AppropriateResponsestoEscalation.pdf

Thank you

Kimberley Nores and Jennifer Henig