

# Escalation Cycle of Behaviour Planning Tool | FACT SHEET

## Purpose

The purpose of this template is to support understanding of a student's escalating behaviour sequences and to identify the most appropriate strategies to de-escalate the behaviour. The Escalation Cycle of Behaviour Plan is used in conjunction with the strategies described in the Behaviour Support Plan.

## Calm Phase

The student is on task and responsive.

- **Behaviour:** Describe what the student is doing, looks and sounds like when at their most calm, engaged and responsive. **E.g.** follows instructions, completes work, body is relaxed.
- **Strategies:** Describe what is contributing to the student's positive behaviour. **E.g.** structure and predictability, positive feedback, appropriately targeted curriculum.

## Escalation 1 Phase

The student is becoming agitated, anxious.

- **Behaviour:** Describe what the student is doing, looks and sounds like when first agitated. **E.g.** body language is tense, eye gaze averted, unresponsive to prompting.
- **Trigger:** Describe what occurred immediately prior to the change in behaviour. **E.g.** handwriting lesson began, peer commented, change in routine.
- **Strategies:** Describe what helps the student to return to being calm. **E.g.** redirection, teacher empathy, offer of break, reminder of positive consequence, calm directive instruction, preferred activities.

## Escalation 2 Phase:

The student becomes oppositional, defensive, verbal, defiant, refuses to follow instructions.

- **Behaviour:** Describe what the student is doing, looks and sounds like when becoming more agitated and becomes defensive: **E.g.** becomes oppositional, refuses to follow instructions, says no.
- **Triggers:** Describe the triggers which can be a continuation of the above triggers. **E.g.** a teacher giving more instructions, not allowing time for processing, or becoming reactive to the student.
- **Strategies:** Describe what helps the student to return to being calm. **E.g.** teacher uses few words, gives a redirection in low slow voice, shows a visual of what is happening; offers a choice including a preferred activity.

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## Crisis Phase

The student has lost control of their actions.

- **Behaviour:** Describe what the student is doing, looks and sounds like when they have lost control of their behaviour. **E.g.** punches, kicks, runs away, damages equipment, self-injures.
- **Trigger:** Describe any obvious response that escalates the student's behaviour. **E.g.** repetition of demand, physical contact, threats.
- **Strategies:** Describe strategies necessary to maintain safety of staff and students. **E.g.** remove other students from the room; use short, calm, directive instructions; minimal verbal input; signal for assistance, allow time for student to 'cool down'.

## De-escalation Phase

The student has low energy, deflated and can appear confused.

- **Behaviour:** Describe what the student is doing, looks and sounds like immediately after a crisis. **E.g.** low energy, seeks reassurance, engages in preferred activity, removes self, seeks out personal space.
- **Strategies:** Describe strategies for monitoring of the health and safety of all involved. **E.g.** monitor the student for re-escalation of the behaviour, allow time and space, provide opportunity for non-judgemental discussion, no discussion of incident.

## Recovery Phase

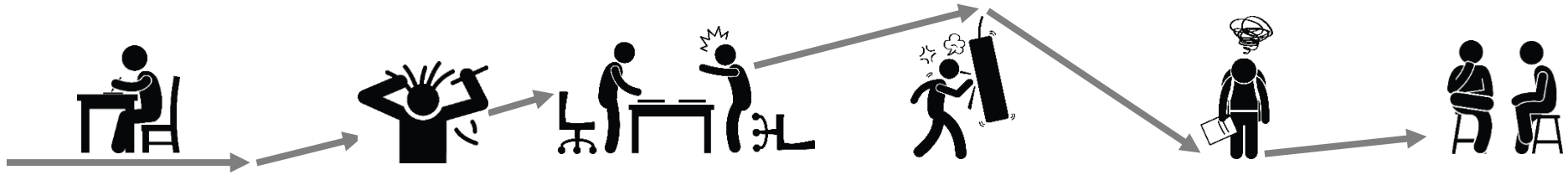
The student is subdued but begins to re-engage.

- **Behaviour:** Describe what the student is doing, looks and sounds like. **E.g.** eagerness for independent work, subdued, defensive, avoidance of de-briefing
- **Strategies:** Describe strategies that maintain the student at recovery or return to Phase 1: Calm. **E.g.** reinforce appropriate behaviour, no discussion of incident, low key engagement without demand for response, discussion of normal, everyday topics, explain next steps only when calm.

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**Student Name:** \_\_\_\_\_ **Date of Plan:** \_\_\_\_\_



Calm: On Task	Escalation 1: Anxiety / Agitated	Escalation 2: Defensive / Verbals	CRISIS	De-escalation	Recovery
<b>Behaviour:</b>	<b>Behaviour:</b>	<b>Behaviour:</b>	<b>Behaviour:</b>	<b>Behaviour:</b>	<b>Behaviour:</b>
	<b>Triggers:</b>	<b>Triggers:</b>	<b>Triggers:</b>	<b>Triggers:</b>	
<b>Strategies:</b>	<b>Strategies:</b>	<b>Strategies:</b>	<b>Strategies:</b>	<b>Strategies:</b>	<b>Strategies:</b>