



**Where did that come from?
De-Escalating & Managing the Cycle of
Acting-Out Behavior in the Classroom**

Greater Louisville Education Cooperative
and Jefferson County Public Schools
Diverse Learner Institute ♦ July 17, 2024

David James Royer, PhD, BCBA

ci3t Comprehensive, Integrated, Three-Tiered Model of Prevention

1



ci3t



**Session materials are
available at ci3t.org/enhance**

Register your email (demographic information optional) using the QR code ↑
or clicking the first time module users link




First time module users [view informational letter and register here!](#)

2


Agenda

- Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention
 - A respectful approach to preventing and responding to challenging behavior
- A look at acting-out behavior: Timing is everything!
- Managing acting-out behavior: Seven phases
- Pathways to success: Defusing various behaviors
- Tier 3: Building an individualized de-escalation support plan
- Wrapping up: Resources



ci3t.org/enhance

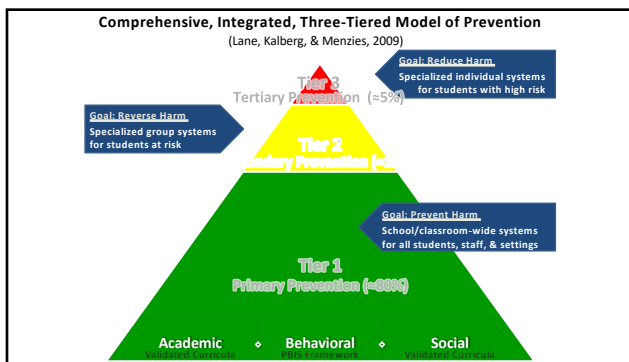
4

Ci3T 

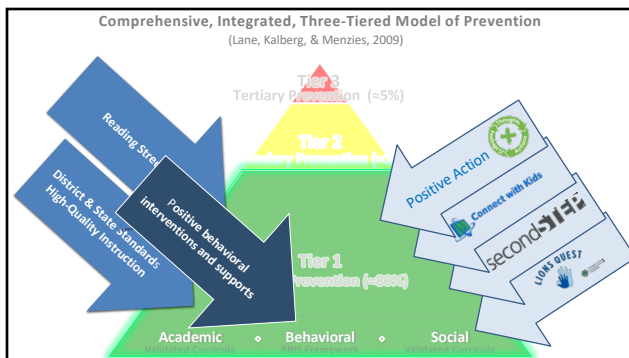
Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

A respectful approach to preventing and responding to challenging behavior

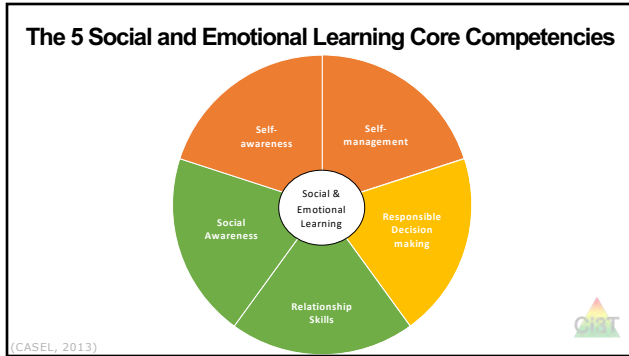
5



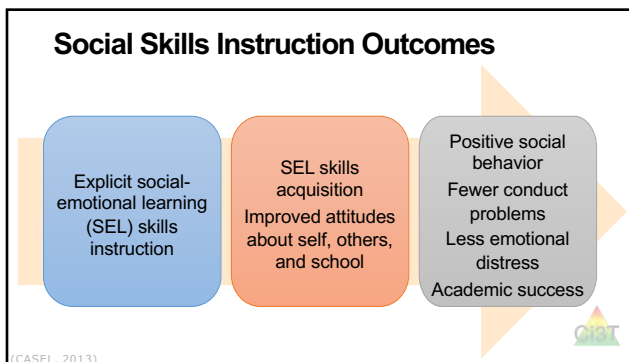
8



9



10



11

C3T at Lincoln Elementary

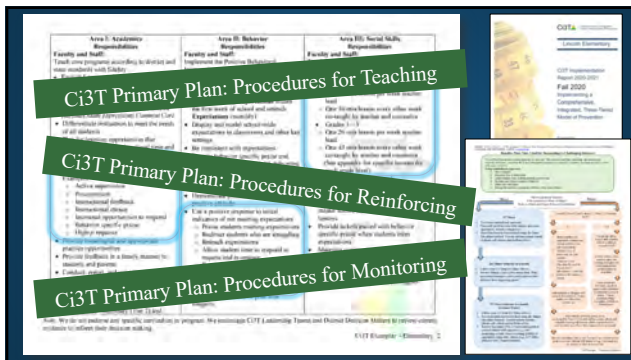
Everything connects to the Primary (Tier 1) Plan

Including procedures for teaching, reinforcing, and monitoring across academic, behavior, and social roles and responsibilities.

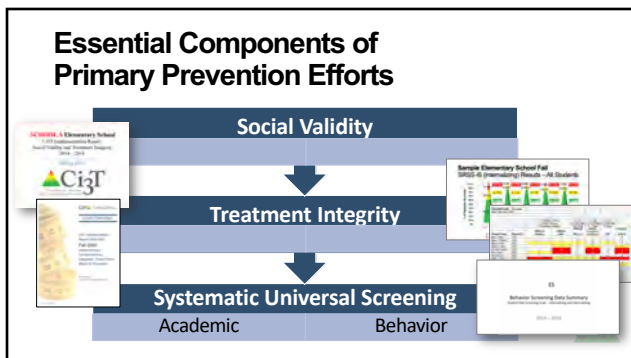
12



13



14



15

Middle School Behavior & Academic Characteristics of SRSS Risk Groups

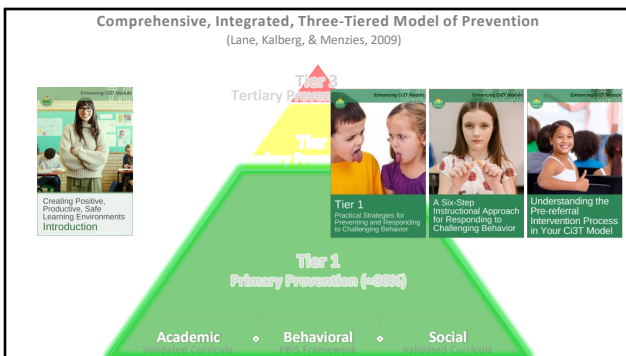
Variable	Risk			Significance Testing
	Low (n = 422) M (SD)	Moderate (n = 51) M (SD)	High (n = 12) M (SD)	
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L<M<H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L<M<H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L>M, H M=H
Course Failures	0.68 (1.50)	2.78 (3.46)	4.17 (3.49)	L<M, H M=H

© 2016 Parke, Patterson, & Collier (2016)

16

The screenshot shows the ci3t.org website with a navigation menu at the top. The main content area is titled 'Systematic Screening' and includes a video player for 'Introduction to Systematic Screening' and a 'Screening Coordinator Training Manual' document. The URL ci3t.org/screening is visible at the bottom.

17



18

Low-Intensity Strategies

ci3t.org/enhance

19

Secondary (Tier 2) Intervention Grids

Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kolberg, & Menzies, 2009)

Support	Description	School-wide Data Entry Criteria	Data to Monitor/Progress	Exit Criteria
Behavioral Check (In-Class)
Check-In/Check-Out
Check-In/Check-Out (with Parent)
Check-In/Check-Out (with Peer)
Check-In/Check-Out (with Teacher)
Check-In/Check-Out (with Peer and Teacher)
Check-In/Check-Out (with Peer, Teacher, and Parent)
Check-In/Check-Out (with Peer, Teacher, and Parent) - with Parental Involvement
Check-In/Check-Out (with Peer, Teacher, and Parent) - with Parental Involvement and Peer Support
Check-In/Check-Out (with Peer, Teacher, and Parent) - with Parental Involvement, Peer Support, and Teacher Support
Check-In/Check-Out (with Peer, Teacher, and Parent) - with Parental Involvement, Peer Support, Teacher Support, and Student Support

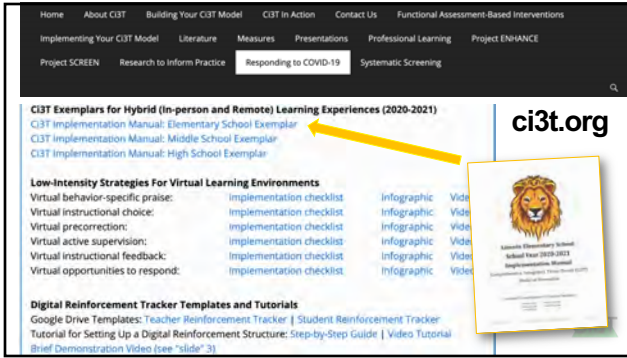
20

Tertiary (Tier 3) Intervention Grids

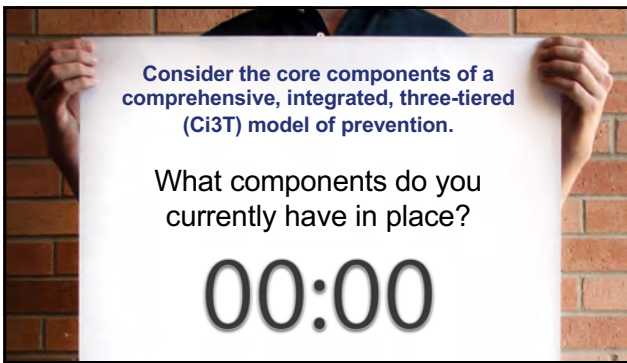
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kolberg, & Menzies, 2009)

Support	Description	School-wide Data Entry Criteria	Data to Monitor/Progress	Exit Criteria
Functional Assessment-Based Interventions
Individualized Plans
Individualized Plans (with Parental Involvement)
Individualized Plans (with Parental Involvement and Peer Support)
Individualized Plans (with Parental Involvement, Peer Support, and Teacher Support)
Individualized Plans (with Parental Involvement, Peer Support, Teacher Support, and Student Support)

21



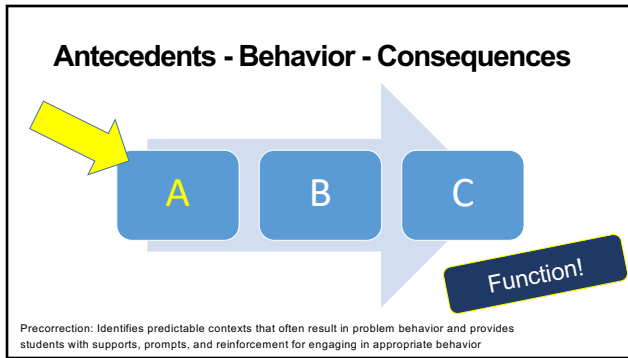
22



24



25



26

Managing Acting-Out Behaviors

- Classrooms are becoming increasingly more diverse
 - Culturally
 - Academically
 - Behaviorally
 - Social skill sets(Lane, Wehby, & Robertson, 2008)
- Students with exceptionalities are accommodated in inclusive settings
(MacMillian, Gresham, & Forness, 1996)

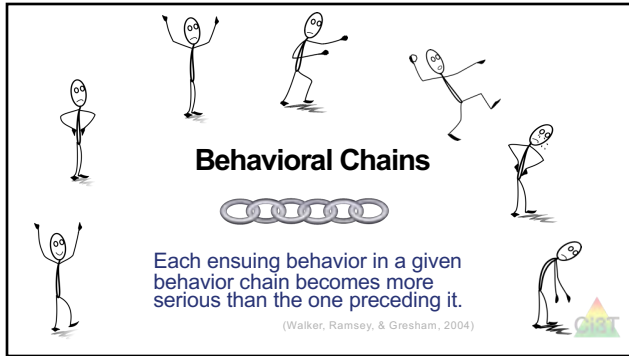
ED
0.5%

EBD
20%

27

Whether the problem behavior is managed safely or not or is defused in a large measure depends on **YOUR INITIAL RESPONSE**
-Dr. Geoff Colvin

28



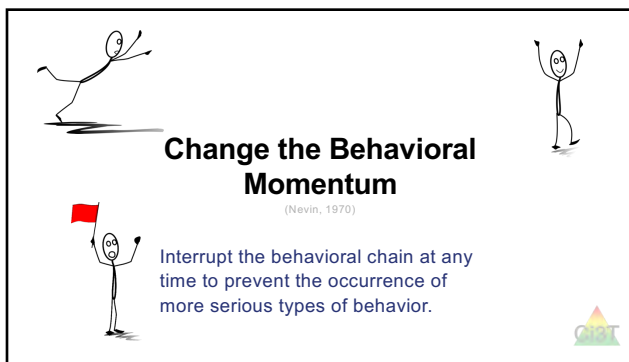
Behavioral Chains

Each ensuing behavior in a given behavior chain becomes more serious than the one preceding it.

(Walker, Ramsey, & Gresham, 2004)

The diagram shows a sequence of six stick figures illustrating a behavioral chain. The first figure stands with hands at its sides. The second has its arms raised. The third is walking. The fourth is running. The fifth is running faster. The sixth is running very fast and looking back over its shoulder. In the center, there are four interlocking metal links. A small logo is in the bottom right corner.

29



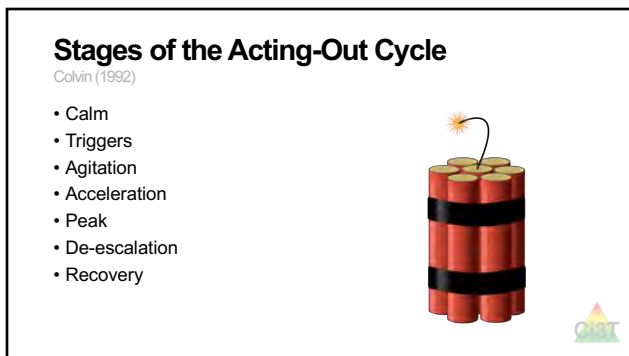
Change the Behavioral Momentum

(Nevin, 1970)

Interrupt the behavioral chain at any time to prevent the occurrence of more serious types of behavior.

The diagram shows a stick figure running towards the right. A second stick figure stands to the right with arms raised. A third stick figure stands to the left, holding a red flag. A small logo is in the bottom right corner.


30



Stages of the Acting-Out Cycle


Colvin (1992)

- Calm
- Triggers
- Agitation
- Acceleration
- Peak
- De-escalation
- Recovery



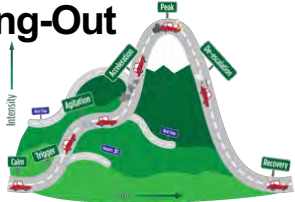
A drawing of a red and black striped dynamite stick with a lit fuse. A small logo is in the bottom right corner.

31

Ci3T 


Managing Acting-Out Behavior

Seven Phases



32

Phase 1: Calm



33

Phase 1: Calm

Overall behavior is cooperative, compliant, and desirable

- Academically engaged
- Follows rules & expectations
- Responsive to praise and feedback
- Initiates interactions
- Goal-directed behaviors

Strategies:
Intervention is focused on proactive strategies. Focus on instruction and positive behavior support.

- Implement the schoolwide Ci3T plan
- Vary instructional delivery
- Provide high rates of behavior-specific praise
- Implement low-intensity teacher-delivered strategies (e.g., precorrection, instructional choice, active supervision, OTR)
- Carefully plan instruction with integrated lesson planning and differentiation
- Re-teach expectations
- Implement clear routines and procedures
- Attend to the physical environment

Colvin, G., & Scott, T. (2015). Managing the cycle of acting-out behavior in the classroom (2nd Edition). Thousand Oaks, CA: Corwin.

34

Low-Intensity Strategies

35

Low-Intensity Strategies

36

Phase 2: Trigger

Overall behaviors involve a series of unresolved problems

School-based triggers

- Conflicts
- Changes in routine
- Provoked by peers
- Pressure or stress
- Ineffective problem solving
- Facing errors in instruction
- Facing correction procedures
- Denial of something needed

Strategies:
Intervention is focused on **prevention and redirection.**

- Identify situations where the behavior is likely to occur
- Use low-intensity teacher-delivered strategies to prevent triggers and help students manage triggers effectively
- Rehearse the expectations, prompt or remind students as needed, provide behavior-specific praise / reinforcement
- Consider Tier 2 supports to build academic skills, social skills, and other self-regulation skills
- Work with families for outside supports of non-school-based triggers

Cahlin, G., & Scott, T. (2015). Managing the cycle of acting-out behavior in the classroom (2nd Edition). Thousand Oaks, CA: Corwin.

37




Phase 3: Agitation
Overall behavior is unfocused and off-task

Increases in behavior

- Darting eyes
- Busy hands
- Joining and leaving groups
- Rapidly moving between being on and off task

Strategies:
 Intervention is focused on reducing anxiety, tensions, and stress.

- Follow the *6-Step Instructional Approach for Responding to Challenging Behavior*

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

38

6-Step Instructional Approach for Responding to Challenging Behavior

In a CI3T model, Tier 1 supports include a six-step instructional approach for responding respectfully to minor and major challenging behaviors, based on lessons learned from supporting students with acting out behavior.

- 1 Show empathy**
 - recognize student in distress
 - communicate equitably
 - consider timing & body language
- 2 Maintain flow of instruction**
 - explain instructions clearly
 - check for understanding
 - give physical space
- 3 Acknowledge other students meeting expectations**
 - describe behavior specific praise when students meet expectations and show previously taught skills
- 4 Redirect and reteach expected behavior**

Remember, the direction is to pick **even** or **add** problems!

 - remind student of what needs to stop
 - be kind and clear
- 5 Allow time and space**
 - move away and allow student time to get back on track
 - avoid "talking"
- 6 Recognize and reinforce appropriate behavior when demonstrated**
 - look for opportunities to rebuild relationships
 - give immediate, genuine, and sincere feedback

***How we first respond is likely to influence whether the student's behavior escalates toward a crisis, or de-escalates toward a calm state conducive to learning!**

References: Colvin, G. (2004). *Managing the cycle of serious acting out behavior*. Behavior Associates.
 Colvin, G., & Scott, T. M. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd ed.). Corwin Press.

39

What are common triggers and signs of agitation in your context?


Discuss / share successes with your neighbors

- What works to prevent triggers?
- What successes have you had reducing anxiety / stress?
- What low-intensity strategies are currently in place? (see ci3t.org/enhance)

00:00

43

Phase 4: Acceleration
Overall behavior is teacher-engaging



- Compliance with accompanying inappropriate behaviors (e.g., writing bad words on worksheets)
- Criterion problems (getting starting, marking "IDK" on all items)
- Argumentative
- Non-compliant and defiant
- Un-engaged
- Provoking peers and/or teachers
- Minor destruction of property


Strategies:
 Intervention is focused on **safety**.

- Eliminate triggers
- Approach the student in a non-threatening manner
- Prompt and walk away
 - Acknowledge compliance and desired behavior
- Maintain calmness, respect, and detachment
- Utilize non-confrontational **limit-setting** procedures

Colvin, G., & Scott, T. (2015). Managing the cycle of acting-out behavior in the classroom (2nd Edition). Thousand Oaks, CA: Corwin.

44

Phase 5: Peak
Overall behavior is out of control



- Physical aggression
- Hyperventilating
- Running away (elopement)
- Self-injurious behavior
- Major destruction of property
- Severe tantrums


Strategies:
 Focus on **safety**

- Remain calm
- Implement your school's safety plan
 - **Room clear:** evacuate remaining students, call designated person to help
- Learn from it (e.g., FBA, BIP, mental health assessment)
 - Prevent unintentionally reinforcing peak behavior (what is reinforcing the student?)

Colvin, G., & Scott, T. (2015). Managing the cycle of acting-out behavior in the classroom (2nd Edition). Thousand Oaks, CA: Corwin.

47

Phase 6: De-Escalation
Overall behavior displays confusion



- Confusion, disorientation
- Denial of what just happened
- Blaming others
- Eager to make amends
- Responsive to directions
- Responsive to manipulative or
- Social withdrawal
 - Avoidance of discussion
 - Avoidance of debriefing

Strategies:
 Intervention is focused on **monitoring** for re-escalation of behavior and helping the student reengage in a constructive manner.

- Allow cool-down time and space away from other students but not punitive
- Engage student in an independent task they can easily accomplish (e.g., simple worksheet, concrete task)
- Monitor for health / safety of all involved

Colvin, G., & Scott, T. (2015). Managing the cycle of acting-out behavior in the classroom (2nd Edition). Thousand Oaks, CA: Corwin.

49

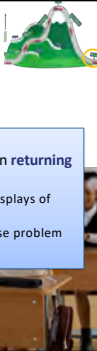
Phase 7: Recovery
Overall behavior shows eagerness to move past the incident

- Seeks independent work or activity
- Reluctant to interact
- Subdued behavior
- Defensiveness and avoidance of discussing what happened

Strategies:
 Intervention focuses on returning to normal activities.

- Positively reinforce displays of appropriate behavior
- Later, debrief/rehearse problem solving routine

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.



51

Debriefing Session

1. Facilitates transition back to task/activity ...not further negative consequence
2. Goal is to increase appropriate behavior
3. Focus on problem solving
4. Pinpoint events that contributed to the incident
5. Teach replacement behaviors
6. Debriefing activities and forms




54


Discuss ...and make plans!

With your neighbors


- Which phases are you most knowledgeable?
- What strategies do you feel comfortable implementing?
- How could you share this module with your colleagues?

00:00

Managing Acting-out Behavior at Tier 3
 Building an Intervention Plan
 Dr. Elizabeth Flier
 ci3t.org/enhance




57

Ci3T 

Pathways to Success

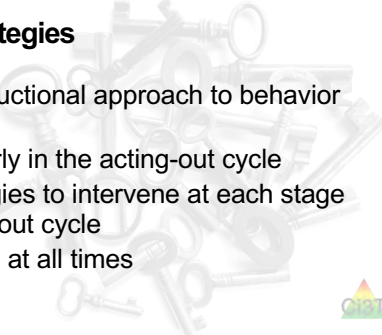

Understanding educator-student interactions



58

Four **Key** Strategies

1. Take an instructional approach to behavior schoolwide
2. Intervene early in the acting-out cycle
3. Learn strategies to intervene at each stage in the acting-out cycle
4. Be respectful at all times



59

Defusing Off-Task Behavior

Assess the situation: determine "can't do" or "won't do"

- o Is it an emergency situation? If so, follow crisis procedures. If not, follow off-task defusing steps.

1. Maintain the flow of instruction
2. Recognize on-task students, making no response to off-task students
3. **Show empathy**
4. Redirect (focus on task, brief language/gestures, prompt procedures for asking for help)
5. Give time and space
6. Acknowledge compliance

60

Defusing Non-Compliance and Limit Testing

- Provide one clear direction
 - "Alright everyone, return to your desks, get out your book and paper, and begin work." Kāwika does not comply.
 - "Hey Kāwika, time to return to your desk."
 - "But I can't sit at my desk because I don't have A, B, C and I need to..."
 - "I'd be happy to help you with all those things as soon as you are sitting at your desk."
 - *Consider offering choices*
- Be neutral but direct and stay with the direction
- All student requests are contingent on compliance with first step
- Follow-up with student quietly
- Continue to acknowledge other on-task students
- Acknowledge cooperation or implement consequence in a neutral manner

Scott, 2018



61

Defusing Disrespectful Behavior

- Indicate in a neutral manner the action was disrespectful and continue with instruction
 - "That's what we call disrespectful, let's talk about it later."
 - "I don't see how that was disrespectful!"
 - "Which is why we should discuss it after everyone masters these 2-step equations by using..."
- Do not allow disrespectful behavior to escalate your emotions or interrupt the lesson
- Personal and genuine apologies are sometimes effective for peer disrespect (e.g., restorative practice)
- If student refuses to comply, follow through with bottom line consequence



63

Defusing Disruptive Behavior

- Recognize and respond quickly to student agitation
- Redirect
 - Clearly state the expected task first step: focus on behaviors taught
- Communicate concern privately
 - Present options – not an ultimatum
 - Allow student space and time – do not hover
 - Assist student to begin task: remind to use appropriate behavior
- Attend to other students and prepare for the worst
- Acknowledge compliance or institute standard consequence in neutral manner

Scott, 2014



65

Defusing Provocative Behaviors

- **Privately** identify the behavior as a problem *for the student*, not you
 - "Hey, I personally don't mind that shirt, but it pretty clearly violates dress code expectations. Here are options for how to fix it, but it's up to you, you know the consequences."
 - "But my mom bought this for me!"
 - "All the more reason I'd hate for you to lose it, so which of those options..."
- Don't argue, don't show shock or offense – it's simply a violation of expectations and you are there to help
- Acknowledge cooperation
- If student refuses to comply with a solution, follow through with bottom line consequence
 - Delivered in a matter-of-fact manner as a choice the student made



68

Defusing Aggressive Behavior

- Recognize conditions under which conflict is likely and attempt to avoid by using
 - Assigned seats
 - Independent activities
 - Teacher proximity – stay between as long as there is no physicality
 - Space, options, preferred activities
 - Relaxation activities
- Verbal altercation = verbal intervention
 - Provide specific and concrete directions
 - Redirect / distract – get attention away from altercation
 - Separate as much as possible without placing hands on students
- Physical altercation = initiate crisis procedures
 - Call office or send runner
 - Provide clear, loud, and concrete directions to both students
 - Clear other students away to keep safe
 - Wait for assistance



70

Discuss ...and make plans!

- With your neighbors
- What is your biggest "Aha" moment or greatest take-away from the keys to addressing various types of behavior?

00:00

72

Ci3T

Tier 3

Building an individualized de-escalation plan

73

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kolberg, & Menzies, 2009)

Tertiary Intervention				
Support	Description	School-wide Data Entry	Data to Monitor	Exit Criteria
Functional Assessment-Based Intervention	A teacher assessment to help identify underlying functional characteristics and functional characteristics plan. Functional assessment can be used to identify underlying characteristics and functional characteristics plan. Functional assessment can be used to identify underlying characteristics and functional characteristics plan.	Functional assessment is used to identify underlying characteristics and functional characteristics plan. Functional assessment is used to identify underlying characteristics and functional characteristics plan.	Progress: Functional assessment is used to identify underlying characteristics and functional characteristics plan. Functional assessment is used to identify underlying characteristics and functional characteristics plan.	Exit Criteria: Functional assessment is used to identify underlying characteristics and functional characteristics plan. Functional assessment is used to identify underlying characteristics and functional characteristics plan.
Lifelong Planner Supplement	Lifelong Planner Supplement is used to identify underlying characteristics and functional characteristics plan. Lifelong Planner Supplement is used to identify underlying characteristics and functional characteristics plan.	Lifelong Planner Supplement is used to identify underlying characteristics and functional characteristics plan. Lifelong Planner Supplement is used to identify underlying characteristics and functional characteristics plan.	Lifelong Planner Supplement is used to identify underlying characteristics and functional characteristics plan. Lifelong Planner Supplement is used to identify underlying characteristics and functional characteristics plan.	Lifelong Planner Supplement is used to identify underlying characteristics and functional characteristics plan. Lifelong Planner Supplement is used to identify underlying characteristics and functional characteristics plan.

Tertiary (Tier 3) Intervention Grids

74

Planning

Individualized De-escalation Plan


This Individualized De-escalation Planning Guide provides a step-by-step process for developing, implementing, and evaluating an individualized de-escalation plan for students who exhibit acting-out behaviors. The guide is designed to be used by teachers, school psychologists, and other school personnel who work with students who exhibit acting-out behaviors.





Steps:


1. Use the Tier 3 Planning Guide to identify students who need an individualized de-escalation plan.
2. Identify a adult and assign for each meeting to define individual data.
3. Conduct team meetings to build individualized de-escalation plans.
4. Implement individualized de-escalation plans.
5. Monitor and evaluate individualized de-escalation plans.
6. Review and revise individualized de-escalation plans.

75

How do I create an individualized de-escalation plan?









-  **Step 1** Use the Tertiary (Tier 3) Intervention Grid to identify students who need an Individualized De-escalation Plan
-  **Step 2** Contact parents, guardians, and/or family members as appropriate
-  **Step 3** Identify a team and prepare for team meeting by gathering existing data, collecting new data (if needed), and summarizing all information
-  **Step 4** Conduct team meeting to draft Individualized De-escalation Plan, including describing student behaviors across the acting-out cycle, identifying strategies, and creating goals




76

How do I create an individualized de-escalation plan?



-  **Step 5** Solicit stakeholder input (student, family, teacher) via social validity forms
-  **Step 6** Create treatment integrity checklist and any necessary intervention materials
-  **Step 7** Provide opportunities to check for understanding of procedures from adults who will use the intervention
-  **Step 8** Teach student and provide practice for strategies across phases of acting-out cycle. Provide opportunities to check for student understanding
-  **Step 9** Implement and evaluate Individualized De-escalation Plan; monitor treatment integrity, social validity, and student outcome data



77

Support	Description	Schedules Data		
		Entry Criteria	Data to Monitor Progress	Exit Criteria
Individualized De-escalation Plan	Individualized De-escalation Plans are intensive intervention plans identifying specific student characteristics for each phase of the de-escalation cycles and implementing appropriate and evidence-based adult responses to managing student acting out behavior. Plans consist of specific evidence-based strategies for supporting students at each stage of the acting out cycle with the means of (a) preventing escalated behaviors and (b) ensuring all stakeholders – including the student themselves – know what to expect at each stage and can help prevent crises from occurring.	One or more of the following: <input type="checkbox"/> SRSS-E7: High Discipline Referrals (e.g., major disruptive behavior, elopement) OR <input type="checkbox"/> SRSS-E7: High Discipline Referrals (e.g., argumentative or disruptive behavior, non-compliance)	Student performance: Identify and <u>objectively define</u> target student behavior. Determine method for measuring target behavior. Set behavioral goal based on baseline (pre-intervention) performance. Graph progress monitoring data and use to inform intervention decisions. Treatment integrity: Individualized treatment integrity checklist Social Validity: Teacher: IRP-15 Student: CIRP All data sources can be collected and analyzed using the Tiered Intervention Data Manager (accessible Google Sheets Excel download)	Two or more of the following: <input type="checkbox"/> Meet goal criteria according to progress monitoring data <input type="checkbox"/> SRSS-E7: Low <input type="checkbox"/> No Major or Minor Office Discipline Referrals (e.g., disruptive behavior, elopement) for most recent grading period <input type="checkbox"/> Observation data demonstrate behavior is consistently within expected level (per goal) three consecutive data points) – then transition to maintenance plan and monitor behavior during transition.

78

Planning


"It is much like a map to the behavior train the student takes us on."

"The teachers appreciated the strategies column the most."

"I enjoyed creating this plan by using the 'Acting Out Cycle' as it provides a clear and structured guide for any adult who may be implementing this with a student."

"I am more likely to implement this type of de-escalation plan compared to others because it was so easy to follow."

"I feel I have added another tool to my kit!"





"It is an 'active' plan!"

Individualized De-escalation Plan

This are included in the table below to help the team describe behavior across the setting and time, and provide strategies to employ. Feel free to discuss the flip cover as you complete each section if you prefer!

Assessment	Triggers	Intervention
What does this stage look like?	What are the signs?	Changes to use at this stage?
<ul style="list-style-type: none"> Using the entry phase, establish a baseline and identify antecedents. Consider using student's strengths and preferences under the assessment phase. Consider identifying strategies to meet the student's specific needs to participate, attend, and avoid challenging situations with strategies are best used at the completion when students are ready to begin. 	<ul style="list-style-type: none"> Using the Trigger phase, intervention is focused on prevention and reduction. Focus on help to identify potential triggers that may cause or worsen behavior before an event. Consider providing teacher strategies (modeling helping the student seek support, or to be ready to meet consequences when they do occur). 	<ul style="list-style-type: none"> Using the Exit phase, intervention is focused on reducing severity and length. Consider using strategies to guide the student towards the underlying behavior that is driving the event, and then provide the student with opportunities to help the student meet the consequences about how to handle the situation.
What are potential triggers?	What are the signs?	Changes to use at this stage?
<ul style="list-style-type: none"> Using the Trigger phase, intervention is focused on prevention and reduction. Focus on help to identify potential triggers that may cause or worsen behavior before an event. Consider providing teacher strategies (modeling helping the student seek support, or to be ready to meet consequences when they do occur). 	<ul style="list-style-type: none"> Using the Exit phase, intervention is focused on reducing severity and length. Consider using strategies to guide the student towards the underlying behavior that is driving the event, and then provide the student with opportunities to help the student meet the consequences about how to handle the situation. 	<ul style="list-style-type: none"> Using the Exit phase, intervention is focused on reducing severity and length. Consider using strategies to guide the student towards the underlying behavior that is driving the event, and then provide the student with opportunities to help the student meet the consequences about how to handle the situation.
What does this stage look like?	What are the signs?	Changes to use at this stage?
<ul style="list-style-type: none"> Using the Exit phase, intervention is focused on reducing severity and length. Consider using strategies to guide the student towards the underlying behavior that is driving the event, and then provide the student with opportunities to help the student meet the consequences about how to handle the situation. 	<ul style="list-style-type: none"> Using the Exit phase, intervention is focused on reducing severity and length. Consider using strategies to guide the student towards the underlying behavior that is driving the event, and then provide the student with opportunities to help the student meet the consequences about how to handle the situation. 	<ul style="list-style-type: none"> Using the Exit phase, intervention is focused on reducing severity and length. Consider using strategies to guide the student towards the underlying behavior that is driving the event, and then provide the student with opportunities to help the student meet the consequences about how to handle the situation.
What does this stage look like?	What are the signs?	Changes to use at this stage?
<ul style="list-style-type: none"> Using the Exit phase, intervention is focused on reducing severity and length. Consider using strategies to guide the student towards the underlying behavior that is driving the event, and then provide the student with opportunities to help the student meet the consequences about how to handle the situation. 	<ul style="list-style-type: none"> Using the Exit phase, intervention is focused on reducing severity and length. Consider using strategies to guide the student towards the underlying behavior that is driving the event, and then provide the student with opportunities to help the student meet the consequences about how to handle the situation. 	<ul style="list-style-type: none"> Using the Exit phase, intervention is focused on reducing severity and length. Consider using strategies to guide the student towards the underlying behavior that is driving the event, and then provide the student with opportunities to help the student meet the consequences about how to handle the situation.

79


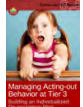

Wrapping Up

Resources

80

Resources

- ci3t.org/enhance
- Enhancing Ci3T Modules including Managing Acting-out Behavior at Tier 3 iris.peabody.vanderbilt.edu/module/bi1
- Addressing Disruptive and Noncompliant Behaviors: Understanding the Acting-Out Cycle pbismissouri.org/tier-1-effective-classroom-practices
- PBIS Missouri Classroom Management Modules mslbd.org
- Midwest Symposium for Leadership in Behavior Disorders apbs.org
- Association for Positive Behavior Support behaviorassociates.org
- Dr. Geoff Colvin's Behavior Associates k12engagement.uiowa.edu
- Building and Sustaining Student Engagement Project (strategy briefs) ksdetasn.org
- Kansas DOE Technical Assistance System Network. Search "de-escalation" for videos+ cihrs.com
- Center for Instructional and Behavioral Research in Schools: Video modules on behaviors ket.obslearningmedia.org
- Collection of videos on managing challenging student behaviors

81

Low-Intensity Strategies

85

Low-Intensity Strategies

ci3t.org/enhance

86

State and District Decision Makers

87

Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention Professional Learning Series

Each school selects a Ci3T Leadership Team to attend the professional learning series. Only they are asked to attend.

Month	Session Details
November	1: Two-Hour After School
December	2: Full Day
January	3: Two-Hour After School
February	4: Full Day
March	5: Two-Hour After School
April	6: Full Day

88

Ci3T Professional Learning Series

Activity	Duration	Key Activities	HomeWork
Pre-Training Activities		Team member selection, Schoolwide Expectations Survey for Specific Settings (SESS)	
Session 1	2 hours	Ci3T model overview	Share overview with faculty and staff; build reactive plan
Session 2	Full day	Building the primary prevention plan	Finalize and share expectation matrix and teaching & reinforcing components
Session 3	2 hours	How to monitor the plan, Student team members attend	Share screeners; Complete assessment schedule
Session 4	Full day	Building Tier 2 supports	Share Ci3T plan; Complete assessment schedule; Complete secondary grid
Session 5	2 hours	Building Tier 3 supports, Student team members attend	Share revised Ci3T plan; Complete Ci3T Feedback Form
Session 6	Full day	Preparing to implement	
Implementation			

89

Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

ci3t.org/enhance

Thank you!
david.royer@louisville.edu

Tier 3
Tertiary Prevention (~5%)

Tier 2
Secondary Prevention (~10%)

Tier 1
Primary Prevention (~85%)

Academic ◊ Behavioral ◊ Social

Managing Acting-out Behavior at Tier 3: Building an Individualized De-escalation Plan

90
