



Managing the Cycle of Acting-Out Behavior in the Classroom

KY-CCBD Behavior Institute ♦ July 16, 2024

David James Royer, PhD, BCBA

Ci3T Comprehensive, Integrated, Three-Tiered Model of Prevention

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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!](#)

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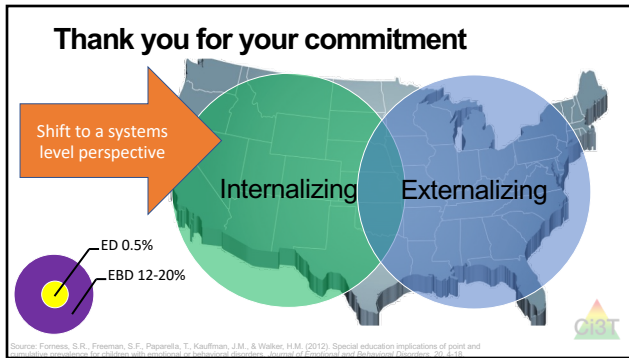
Agenda

- 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

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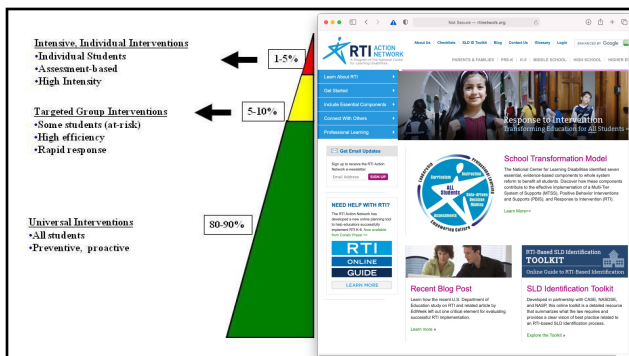
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Ci3T

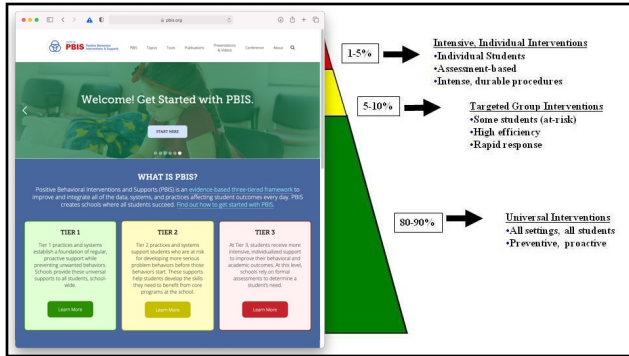
Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

A respectful approach to preventing and responding to challenging behavior

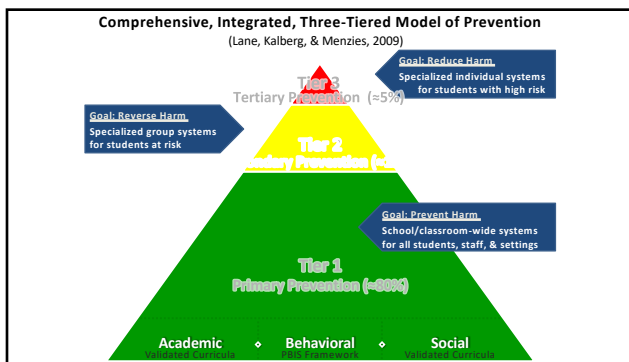
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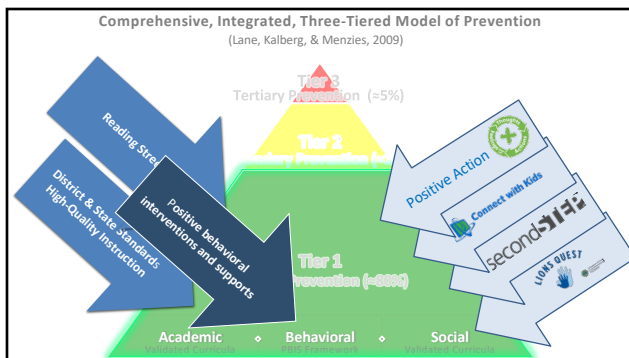
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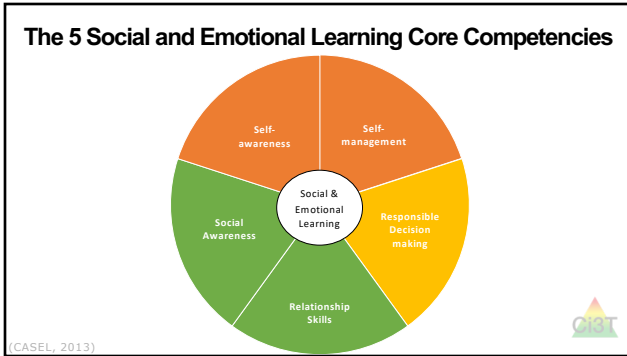
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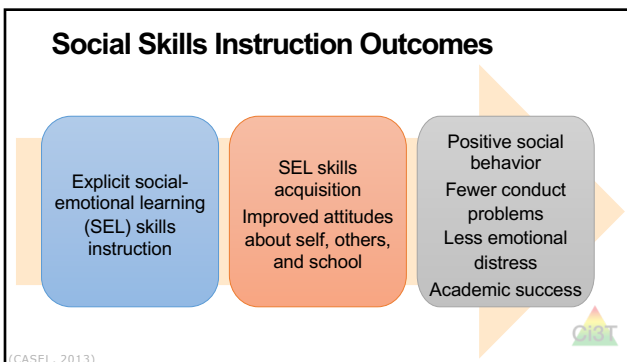
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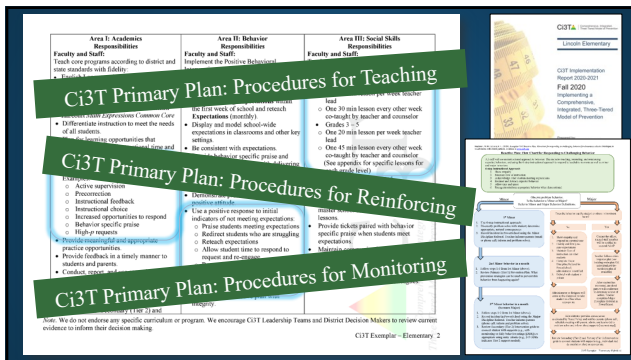
Ci3T at Lincoln Elementary

Everything connects to the Primary (Tier 1) Plan
Including procedures for teaching, reinforcing, and monitoring across academic, behavior, and social roles and responsibilities.

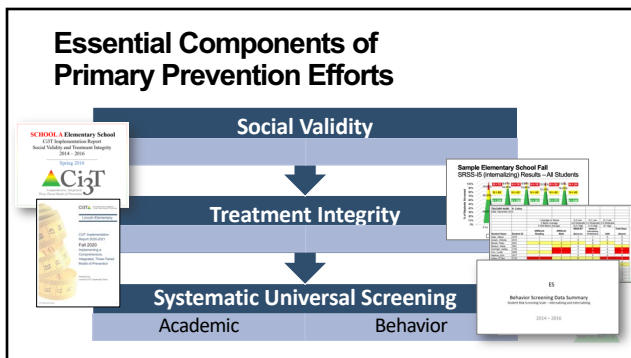
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Middle School Behavior & Academic Characteristics of SRSS Risk Groups

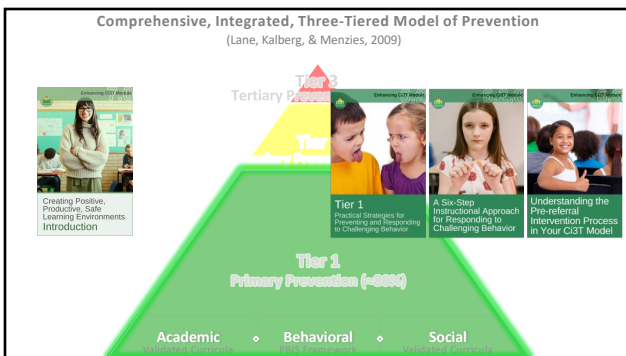
Variable	Risk			Significance Testing
	Low (n = 422) M (SD)	Moderate (n = 51) M (SD)	High (n = 12) M (SD)	
ODR	1.50 (2.85)	5.02 (5.32)	8.42 (7.01)	L<M<H
In-School Suspensions	0.08 (0.38)	0.35 (1.04)	1.71 (2.26)	L<M<H
GPA	3.35 (0.52)	2.63 (0.65)	2.32 (0.59)	L>M, H M=H
Course Failures	0.68 (1.50)	2.78 (3.46)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

© 2016 Parks, Walters, & Collier (2016)

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The screenshot shows the ci3t.org website. The main heading is 'Systematic Screening'. Below it, there is a video player for 'Introduction to Systematic Screening' and a link to the 'Screening Coordinator Training Manual'. The website also features a navigation menu at the top and a search bar.

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Low-Intensity Strategies

ci3t.org/enhance

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Secondary (Tier 2) Intervention Grids

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

Support	Description	School-wide Data Entry Criteria	Data to Monitor/Progress	Exit Criteria
Behavioral Check (in-class)	Teachers monitor and respond to behavior problems in the classroom using a structured system of prompts and consequences.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.
Check-in/Check-out	Teachers provide positive reinforcement and feedback to students during the school day.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.
Classroom Management	Teachers use a variety of strategies to manage classroom behavior, including rules, routines, and consequences.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.
Direct Instruction	Teachers provide explicit instruction in academic and social skills.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.
Individualized Instruction	Teachers provide individualized instruction and support for students with learning and behavior challenges.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.
Peer Support	Teachers use peer support strategies to help students with behavior challenges.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.
Response to Intervention	Teachers use response to intervention strategies to identify and support students with learning and behavior challenges.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.
Self-Monitoring	Teachers use self-monitoring strategies to help students with behavior challenges.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.

Behavioral ◊ Social

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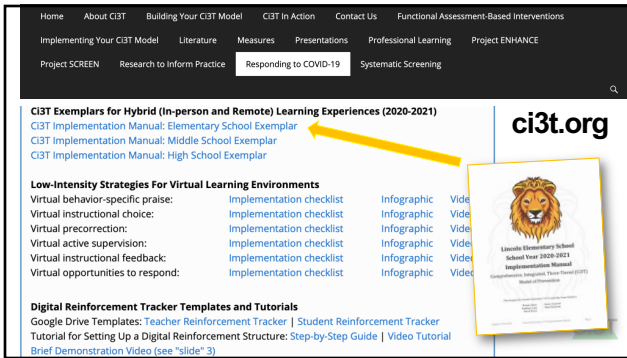
Tertiary (Tier 3) Intervention Grids

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

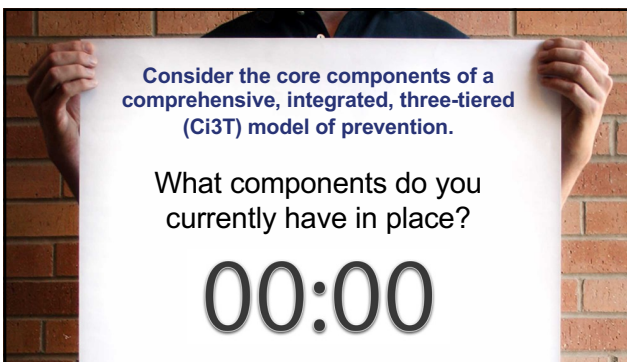
Support	Description	School-wide Data Entry Criteria	Data to Monitor/Progress	Exit Criteria
Functional Assessment-Based Interventions	Teachers use functional assessment to identify the function of behavior and develop individualized interventions.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.
Individualized Instruction	Teachers provide individualized instruction and support for students with learning and behavior challenges.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.	Behavioral checklists, teacher reports, and student self-reports.
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Behavioral ◊ Social

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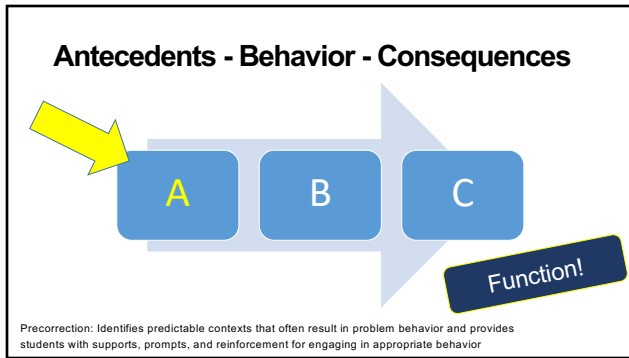
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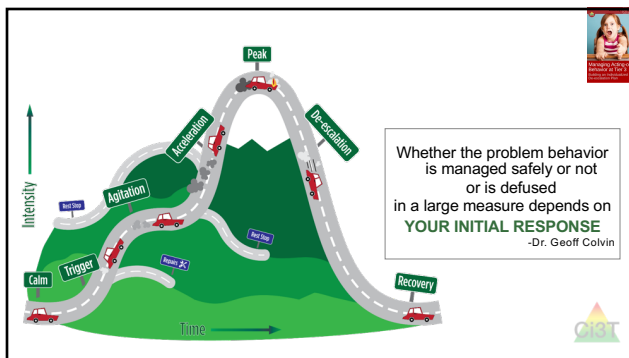
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Managing Acting-Out Behaviors

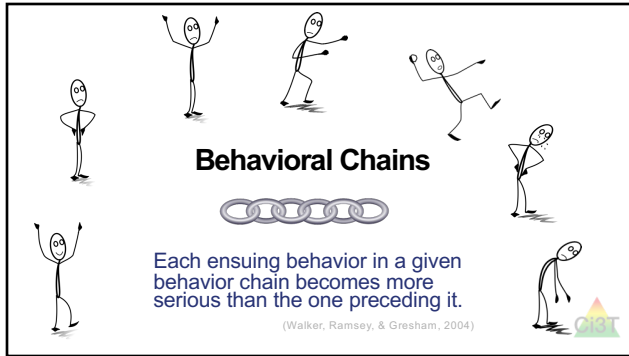
- Classrooms are becoming increasingly more diverse
 - Culturally
 - Academically
 - Behaviorally
 - Social skill sets(Lane, Wehby, & Robertson, 2008)
- Students with exceptionalities are accommodated in inclusive settings
 (MacMillan, Gresham, & Forness, 1996)

ED	0.5%
EBD	20%

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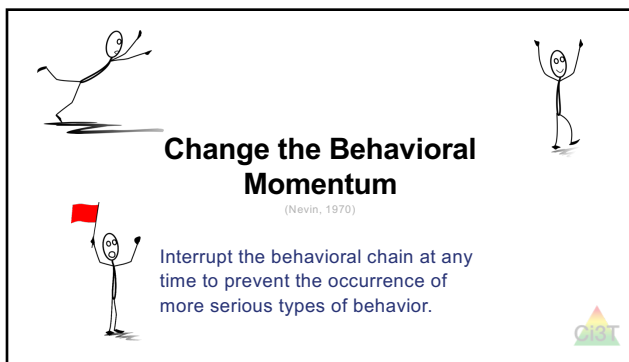
Behavioral Chains

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 arms 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. In the center, there are four interlocking rings representing a chain. A small logo is in the bottom right corner.

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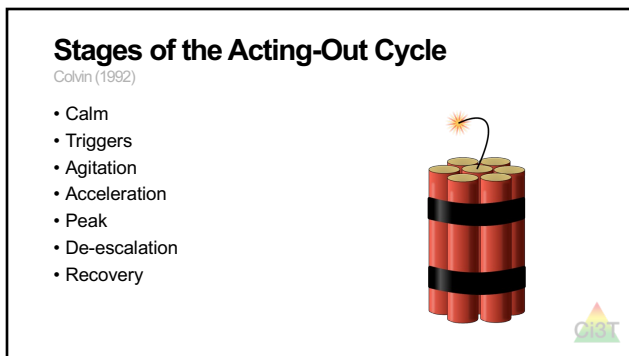
Change the Behavioral Momentum

(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. Another 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.

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Stages of the Acting-Out Cycle

Colvin (1992)

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

The diagram features a stick figure with a lit fuse on top of a stack of three red dynamite sticks. A small logo is in the bottom right corner.

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What is one thing you do well at Tier 1 to prevent students from escalating behavior?

Discuss / share successes with your neighbors

- Consider what supports are in place for academic, behavioral, and social domains.
- What low-intensity strategies are currently in place? (see ci3t.org/enhance)

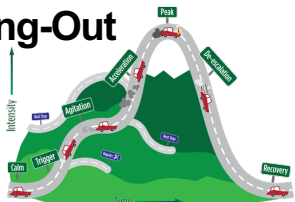
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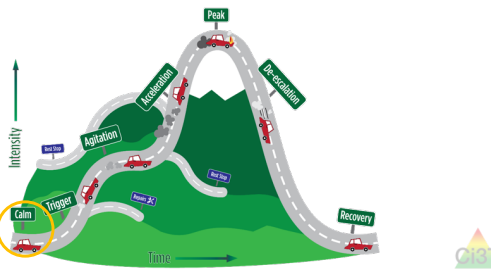
Managing Acting-Out Behavior

Seven Phases



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Phase 1: Calm



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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.



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Low-Intensity Strategies

RESEARCH-BASED STRATEGIES FOR IMPROVING OUTCOMES FOR BEHAVIOR

Supporting Behavior for School Success
A How-to Handbook for Plus Strategies

Opportunities to Respond
 Behavior-Specific Praise
 Active Supervision
 Instructional Feedback
 High-p Requests
 Precorrection
 Incorporating Choice

Proximity
 Overlappingness
 With-it-ness
 Pacing
 Self-Monitoring
 Behavior Contracts

Managing Challenging Behaviors in Schools
 Research-Based Strategies That Work

THE BEHAVIOR EDUCATION PROGRAM

A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behaviors

David W. Nagin, PhD, Jason Zerkow, MA, April C. Patten, PhD, and Sara J. Keady, PhD

Abstract: This review of evidence on evidence-based practices for reducing challenging behaviors in schools is a synthesis of research on evidence-based practices for reducing challenging behaviors in schools. The review includes a synthesis of research on evidence-based practices for reducing challenging behaviors in schools. The review includes a synthesis of research on evidence-based practices for reducing challenging behaviors in schools.

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Low-Intensity Strategies

Low-Intensity Strategies Behavior-Specific Praise

Low-Intensity Strategies Instructional Choice

Low-Intensity Strategies Active Supervision

Low-Intensity Strategies High-Probability Request Sequences

Low-Intensity Strategies Instructional Feedback

Low-Intensity Strategies Opportunities to Respond

Low-Intensity Strategies Precorrection

ci3t.org/enhance

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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

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



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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*


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

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6-Step Instructional Approach for Responding to Challenging Behavior

In a CIST 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 support
 • consider timing & body language

2 Maintain flow of instruction
 • explain instructions clearly
 • check for understanding
 • give physical space

3 Acknowledge other students meeting expectations
 • provide behavior-specific praise when students meet expectations and show previously taught skills

4 Redirect and reteach expected behavior
 • remind student of what needs to be done
 • be brief and clear

5 Allow time and space
 • move away and allow student time to get back on track
 • avoid "hovering"

6 Recognize and reinforce appropriate behavior when demonstrated
 • look for opportunities to reinforce expectations
 • give immediate, precise, 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: Calvin, G. (2004). Managing the cycle of serious acting out behavior. Behavior Associates. Calvin, G., & Scott, T. M. (2015). Managing the cycle of acting-out behavior in the classroom (2nd ed.). Corwin Press.

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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.

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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.

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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.

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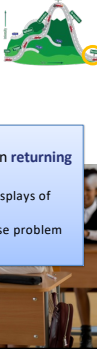
Phase 7: Recovery
Overall behavior shows eagerness to move past the incident

- 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

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



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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




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Discuss ...and make plans!


With your neighbors

- Which phases are you most knowledgeable?
- What strategies do you feel comfortable implementing?
- What professional learning avenues would be useful for building knowledge and confidence?

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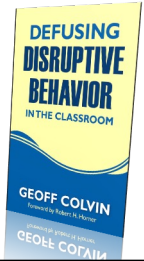


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Pathways to Success

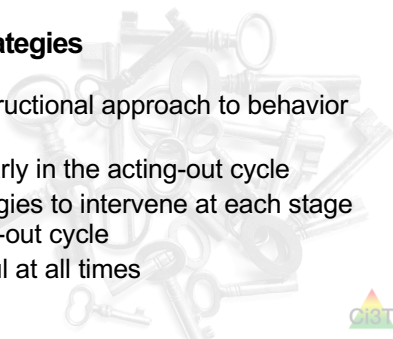

Understanding educator-student interactions



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Four **Key** Strategies

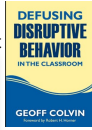

1. Take an instructional approach to behavior schoolwide
2. Intervene early in the acting-out cycle
3. Learn strategies to intervene at each stage in the acting-out cycle
4. Be respectful at all times

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Defusing Off-Task Behavior

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

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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



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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



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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



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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



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Defusing Aggressive Behavior

- Recognize conditions under which conflict is likely and attempt to avoid by using
 - Assigned seats Space, options, preferred activities
 - Independent activities Relaxation activities
 - Teacher proximity – stay between as long as there is no physicality
- 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



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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?



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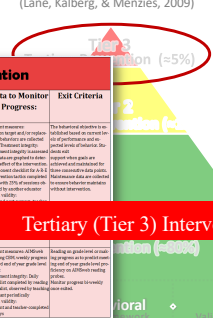
Tier 3

Building an individualized de-escalation plan



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



Tertiary Intervention				
Support	Description	School-wide Data Entry	Data to Monitor	Exit Criteria
Functional Assessment-Based Intervention	A teacher assessment to identify the underlying cause of the behavior and develop a functional assessment plan. Includes a functional assessment interview, direct observation, and analysis of antecedents, behaviors, and consequences. Includes a functional assessment plan.	Functional assessment interview, direct observation, and analysis of antecedents, behaviors, and consequences.	Behavior assessment, functional assessment interview, direct observation, and analysis of antecedents, behaviors, and consequences.	The behavior of children is an individualized goal or objective. The behavior is not occurring. The behavior is occurring at a level that is consistent with the goal or objective.
Lifelong Planner/Supporter	Individualized planning and support for students with chronic or severe behavioral issues. Includes a functional assessment, a functional assessment plan, and a functional assessment interview. Includes a functional assessment plan, a functional assessment interview, and a functional assessment interview.	Functional assessment interview, direct observation, and analysis of antecedents, behaviors, and consequences.	Behavior assessment, functional assessment interview, direct observation, and analysis of antecedents, behaviors, and consequences.	The behavior of children is an individualized goal or objective. The behavior is not occurring. The behavior is occurring at a level that is consistent with the goal or objective.

Tertiary (Tier 3) Intervention Grids

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Planning

Individualized De-escalation Plan

Planning Goals:

The Individualized De-escalation Planning Guide provides a step-by-step process for developing, implementing, and evaluating an individualized de-escalation plan for students with chronic or severe behavioral issues. The guide is designed to be used by teachers, school psychologists, and other professionals who work with students with behavioral challenges.

Steps:


1. Use the Behavior Line to determine which 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. Conduct team meetings to build individualized de-escalation plans.
5. Conduct team meetings to build individualized de-escalation plans.
6. Conduct team meetings to build individualized de-escalation plans.
7. Conduct team meetings to build individualized de-escalation plans.
8. Conduct team meetings to build individualized de-escalation plans.
9. Conduct team meetings to build individualized de-escalation plans.
10. Conduct team meetings to build individualized de-escalation plans.

Individualized De-escalation Plan

Tip: Use this plan to help the student with the behavior problem across the school and home. Encourage the student to help with the plan. The plan is a plan to help the student with the behavior problem across the school and home.


Steps:





1. What does this stage look like?
2. What are the goals for this stage?
3. What are the strategies for this stage?
4. What are the supports for this stage?
5. What are the barriers for this stage?
6. What are the resources for this stage?
7. What are the outcomes for this stage?
8. What are the indicators for this stage?
9. What are the evaluation criteria for this stage?
10. What are the exit criteria for this stage?




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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




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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



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Support	Description	School-wide Data Entry Criteria	Data to Monitor Progress	Exit Criteria
Sample Tier 3 Intervention Grid 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 intent 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)	Student performance: Identify and <u>operationally 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.
		OR <input type="checkbox"/> SRSS-E7: High <input type="checkbox"/> 6 or more Minor Office Discipline Referrals (e.g., argumentative or disruptive behavior, non-compliance)		

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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!"

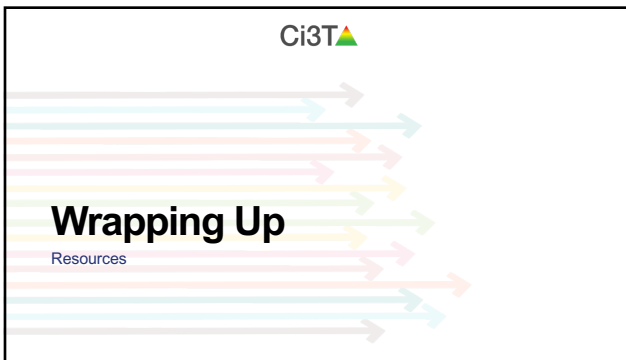
Individualized De-escalation Plan
 Tips are included in the table below to help the team describe behaviors across the acting-out cycle, and potential strategies to employ. Feel free to delete the Tip rows as you complete each section if you prefer!

Assessment	Notes	Strategies
What does this stage look like?	Strategies to use at this stage:	
Tip:		
During the calm phase, students are engaged and meeting expectations.		
Consider using student's strengths and preferences under the assessment column.		
Consider identifying strategies to teach the student appropriate ways to get teacher attention and avoid challenging situations; such strategies are best used at the calm phase when students are ready to learn.		
What are potential triggers?	Strategies to use at this stage:	
Tip:		
During the Trigger phase, intervention is focused on prevention and redirection.		
Partner with families to identify potential triggers that may occur at home and influence behavior at school.		
Consider providing teacher strategies oriented toward helping the student avoid triggers, or to be ready to meet appropriately when they do occur.		
What does this stage look like?	Strategies to use at this stage:	
Tip:		
During the Agitation phase, efforts should be focused on reducing anxiety and tension.		
Consider adding strategies to guide the teacher responses to challenging behavior, such as showing empathy, and incorporating choice-making opportunities to help the student make decisions about how to manage their emotions.		
What does this stage look like?	Strategies to use at this stage:	
Tip:		
The acceleration phase can look very similar to the agitation phase, yet, the difference is behavior tends to become more combative. Consider discussing and identifying key behaviors that often precede into the acceleration phase.		

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Wrapping Up




Resources



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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

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Low-Intensity Strategies

RESEARCH-BASED STRATEGIES FOR IMPROVING OUTCOMES IN BEHAVIOR

Supporting Behavior for School Success

Opportunities to Respond

Behavior-Specific Praise

Active Supervision

Instructional Feedback

High-p Requests

Precorrection

Incorporating Choice

Proximity

Overlappingness

With-It-ness

Pacing

Self-Monitoring

Behavior Contracts

A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behaviors

THE BEHAVIOR EDUCATION PROGRAM

Managing Challenging Behaviors in Schools

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Low-Intensity Strategies

Low-Intensity Strategies Behavior-Specific Praise

Low-Intensity Strategies Instructional Choice

Low-Intensity Strategies Active Supervision

Low-Intensity Strategies High-Probability Request Sequences

Low-Intensity Strategies Instructional Feedback

Low-Intensity Strategies Opportunities to Respond

Low-Intensity Strategies Precorrection

ci3t.org/enhance

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State and District Decision Makers

CIT PROFESSIONAL LEARNING SERIES

R10 Behavior Screening Tools At-a-Glance

Ci3T

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

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Ci3T Professional Learning Series

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

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

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Thank you!
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Tier 3 Tertiary Prevention (~5%)

Tier 2 Secondary Prevention (~15%)

Tier 1 Primary Prevention (~80%)

Academic ◊ Behavioral ◊ Social

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

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