Escalation Profile 

Adapted from the work of Colvin and Sugai (1998)

By Stuart McKenzie and Alamaine Seale (2004)

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| Student Name: | School: |

**Relevant background info:**  Student enrolled at School mid way through term one after being home tutored with the support of SIDE. Initially he was on a phased schooling programme but is now attending full time. He has been allocated on EA full time until the end of term three at which point the funding will be reviewed. With Student’s programme behaviour that results in him being suspended will also result in him going back to half days for a period of two days. He will need to demonstrate appropriate behaviour before being allowed to return to full time attendance.

Student appears to have an excellent working relationship with his class teacher and Education Assistant. Where he has been suspended one or both of these staff members have been away. It appears he has issues developing relationships with new staff and has difficult managing his behaviour in these situations.

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| **Calm:**  Works co-operatively in class  Polite  Follows directions  Interacts appropriately with others  Is on task  Appears happy  Enjoys participating in group discussions  **Triggers:**  When teacher or education assistant is away  Teachers other than the class teacher  Relief teachers  Change over of activities  Social isolation  Annoying behaviour by other students  Being given a specific direction  Asked to stop doing something he wants to do  Physical interaction with other students  Coming into class after a break  **Agitation:**  Avoids eye contact  Appears unsettled  Will continue with what he wants to do  Makes inappropriate comments  Voice becomes louder  Refuses to follow directions  Challenges authority  Becomes intolerant of other students behaviour  **Acceleration:**  Makes obscene gestures  Makes intimidating or threatening gestures  Will throw objects at others  Refuses to follow directions  Verbally abusive. | **Peak:**  Totally non-compliance  Will leave the classroom  Will leave the school grounds  Physical assaults others  Becomes extremely abusive  Is unable to control his anger  Will damage property, his own and others  **De-escalation:**  Unwilling to communicate  Verbal interaction is likely to escalate the situation.  Is likely to hold a grudge against people involved with him at the peak of his behaviour.  Unlikely to accept responsibility  Angry  Still very agitated  Has potential to peak again if not removed from the situation.  **Recovery:**  Willing to discuss behaviour  Has the belief that he was justified taking the course of action he did.  Where issues with other people are not resolved may be planning to seek revenge.  Willing to engage in specific structured tasks |