

ESCALATING BEHAVIOUR SCALE

	CALM	TRIGGER	AGITATION	ACCELERATION	PEAK	DE-ESCALATION	RECOVERY
BEHAVIOUR	<i>Cooperative</i> <ul style="list-style-type: none"> Accepts correction Follows direction Sets personal goals Ignores distractions Accepts praise 	<i>Unresolved conflicts</i> <ul style="list-style-type: none"> Repeated failures Frequent corrections Interpersonal conflicts Timelines Low rates of positive reinforcement 	<i>Increase in unfocused behaviour</i> <ul style="list-style-type: none"> Off-task Frequent start/stop on tasks Out of seat Talking with others Social withdrawal 	<i>Focused problem behaviour</i> <ul style="list-style-type: none"> Provocative High intensity Threatening Personal 	<i>Out of control</i> <ul style="list-style-type: none"> Physical aggression Property destruction Self-injury Escape/social withdrawal Hyperventilation 	<i>Confusion</i> <ul style="list-style-type: none"> Social withdrawal Denial Blaming others Minimisation of problem	<i>Re-engagement</i> <ul style="list-style-type: none"> Attempts to correct problem Unwillingness to participate in group activities Social withdrawal and sleep
	CALM	TRIGGER	AGITATION	ACCELERATION	PEAK	DE-ESCALATION	RECOVERY
INTERVENTION	<i>Focus on prevention</i> <ul style="list-style-type: none"> Arrange for high rates of success in work and interactions Use positive reinforcement Teach social skills (problem solving, relaxation, self-management) Communicate positive expectations 	<i>Focus on prevention and redirection</i> <ul style="list-style-type: none"> Remove from or modify problem context (e.g. reduce task expectations) Increase opportunities for success Reinforce what has been taught 	<i>Focus on reducing anxiety</i> <ul style="list-style-type: none"> Make structural/ environmental modifications e.g. move to quiet place in room Provide reasonable options and choices Involve in successful engagement 	<i>Focus on safety</i> <ul style="list-style-type: none"> Remove all triggering and competing factors that maintain the behaviour Follow crisis prevention procedures Establish and follow through with bottom line Disengage from student 	<i>Focus on safety</i> <ul style="list-style-type: none"> Procedures like acceleration phase except focus is on crisis intervention 	<i>Focus on removing excess attention</i> <ul style="list-style-type: none"> Don't nag Avoid blaming Don't force apology Emphasise starting anew 	<i>Focus on re-establishing routine activities</i> <ul style="list-style-type: none"> Follow through with consequences for problem behaviour Positively reinforce any displays of appropriate behaviour See debrief below...
	CALM	TRIGGER	AGITATION	ACCELERATION	PEAK	DE-ESCALATION	RECOVERY

((Sugai, 2004). Behaviour is learned
Behaviour occurrences are linked to environmental factors
Behaviour change occurs through manipulation of environmental factors

Behaviours occur to:

- Obtain/get** something
- Escape/avoid** something (stimulation/sensory; social; tangible/activity)
(from adults or peers)

....**Debrief:**

- * This facilitates transition back to programme
- * Debrief follows consequences for problem behaviour
- * Goal is to increase appropriate behaviour
- * Problem solving example
 - what did I do?
 - why did I do it?
 - what could I have done instead?
 - what do I have to do next?-can I do it?

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BEHAVIOUR

INTERVENTION

Calm

- Accepts correction.
- Stays engaged in play/work.
- (My first attempt is my best attempt).
- Highly aware.
- Smiling
- Humour
- Attentive

Trigger

- When people annoy interpersonal conflicts with a peer.
- Retribution/payback.
- Repeated failure.
- Being laughed at.
- Being wrong.
- Something wrong.
- Losing games.
- Not being noticed.
- Highly sensitive to perceived threats.

Agitation

- "Dirty look"
- Squinting
- Fixed/determined look.
- Tries to sort out verbally.
- Off task.
- Makes noises.
- Disengages.
- Blaming, accusing.
- Withdraws.
- Exaggerated movements.
- Leaves room.
- Moving around.
- "You don't care."

Acceleration

- Grabs clothing.
- Unable to hear.
- Intense look
- Swearing.
- On the move
- Prowling.

Peak

- Abusive language.
- Increasing volume.
- Grabs hair.
- Punches.
- Doesn't stop.
- Tense.
- Looks threatening.

De-escalation

- Runs off.
- Fuming.
- Denial.
- Swearing.
- Looks like face saving.
- Blaming.
- "I hate . . ."
- "Bring it on"

Recovery

- Calm - acts as if nothing has happened.

Calm

- Normal teaching techniques.
- Use partial agreement.
- Acknowledge.
- Use individual teachable moments.

Trigger

- Decisive adult to solve
- listen
- Remove increase opportunities for success.
- Modify task.
- Acknowledge issue.
- Encourage.

Agitation

- Allow to leave the room.
- Keep respectful distance/give space.
- Active listening.
- Interrupt
- change activity
- change space
- Choices
- Responsibility

Acceleration

- Remove others.
- Send for help.
- Non predictable interruption.
- Give a direction he can comply with.
- Allow uptake time.

Peak

- Removes others.
- Stay calm.
- Get help.
- Firm, calm, directive voice
- "stop" Tom
- "Think"
- "Breathe"
- "Ignore it"

De-escalation


- Active listening.
- No lecturing.
- Don't make him apologise.
- Emphasise starting again/a new.

Recovery

- Positive.
- Repair.

Anxiety Scale

Name: _____

	Green 	Orange 	Red 
	SETTING: Thursdays and Fridays after access with father.	TRIGGERS: Mondays and Tuesdays Noise level rises in classroom Peer interference Relief teacher Unable to complete task	TRIGGERS: Insistence on task completion Request to follow teacher instruction to stay in seat
Behaviour	<ul style="list-style-type: none"> A few smiles Responsive to requests of those around him Some tolerance to peers Chats to teacher Produces small amounts work Tries to follow teacher instruction Body relaxed 	<ul style="list-style-type: none"> Blank expression Glowers at people Wants full teacher attention Whole body tense Illogical, muddled thinking Unable to redo, rubs out, goes over, may tear out page 	<ol style="list-style-type: none"> Goes very quiet and pale Angry looks at others Blames those around him Starts hurting others Extremely tense (almost 'steam') Starts making loud animal noises Tips over desks
Teaching and De-escalation Strategies	<ul style="list-style-type: none"> Ask to redo work if necessary Expect to follow simple instructions to group One instruction at a time Reassure if doing 'the right thing' Give praise 	<ul style="list-style-type: none"> Ensure work is at his coping level Leave alone Back off. Re-direct attention to others Reduce demand for task completion Expect him to stay in seat Move onto new task when settled Divert or distract Give praise 	<ol style="list-style-type: none"> Direct to easier task Quiet dialogue with teacher Takes message to peer teacher Time out in book corner Further dialogue Ensure peers continue with work. Give choice Remove rest of class. Send for help.
When back in green		<ul style="list-style-type: none"> Reinforce for regaining control, continuing with task, not losing it etc. Try to have dialogue/teach about how to get help next time 	Dialogue to rebuild relationship Work out plan to teach strategies for future situations e.g. conversation with support staff as soon as feeling uncomfortable.

